

SMGT4410 Business & Competitive Analysis, Fall 2022, Syllabus

Course Information

Course Code Term Section: SMGT4410, Fall 2022
Course Name: Business and competitive Analysis
<p>Course Description:</p> <p>This course will focus on using a variety of business analysis methods, tools, and techniques to answer important questions regarding the enterprise's ability to compete. The use of competitive analysis assists the decision-makers in understanding and predicting critical market-changing actions that may be taken by competitors. Students will apply scientific and non-scientific methods to interpret information, produce insightful competitive intelligence analysis and create action recommendations for decision-makers.</p> <p>Course Outcomes: Upon successful completion of this course, you will be able to:</p> <ul style="list-style-type: none"> • Utilize the methodology, tools and techniques presented in the course to conduct a complete environmental analysis • Formulate a clear description of a business's challenge(s) using the data from the environmental analysis. • Propose and defend creative yet practical alternatives designed to solve the business challenges. • Propose a solution to the business challenge for the organization using the selected strategy. • Defend the proposed business solution.
Course Start/End Dates: September 2022 / December 2022
Delivery Method: In Person
Day, Time, Location: Tuesday 9:00 AM – 10:50 AM / Wednesday 1:00 PM -2:50 PM

Instructor Information

Name: Coert Erasmus
<p>Coert Erasmus, is a business instructor at Keyano College, and has been teaching in the Business Department since August 2019. During that time Coert has also served on several college committees. He teaches in the areas of accounting, finance, and management. Coert is also involved in coaching and mentoring students for case competitions.</p> <p>Coert brings a valuable combination of teaching expertise and education. Coert is a University of South Africa alumni graduating with a Doctor of Philosophy degree (Management Studies) in 2018 and Master of Commerce degree (Business Management) in 2015. He obtained his Bachelor of Commerce Honours degree (Financial Management), and Bachelor of Commerce degree (Investment Management) from the University of Pretoria in 2011 and 2010, respectively.</p>
Office Location: S111A
Contact Information: coert.erasmus@keyano.ca (780) 791-8919
Availability for Student Support: Office hours

Learning Resources

Required Learning Materials: Download On-Line Harvard University Cases
Optional Learning Materials:
Alternate Learning Resources:

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Assessments | Evaluation

Group Presentations (50 %)	
<i>Date: See Planning Calendar</i>	
RUBRIC: BUSINESS CASE ANALYSIS	
CRITERION	SCORE
1. Clear identification of the problem(s)	
a. Failed to identify the key problem(s)/issue(s) in the case	0-2
b. Generally identified the key problem/issue in the case but failed to use the issue they identified as a focus for their presentation	3-4
c. Correctly identified the key problems/issues in the case and built their whole presentation around them.	5-6
	/6
2. Quantitative Analysis:	
a. Conducted almost no quantitative analysis	0-2
b. Conducted most of the quantitative analysis	3-4
c. Conducted all the necessary quantitative analysis	5-6
	/6
3. Qualitative Analysis:	
a. Conducted almost no qualitative analysis	0-2
b. Conducted most of the quantitative analysis	3-4
c. Conducted all the necessary quantitative analysis	5-6
	/6
4. Consideration of Alternatives:	
a. There was no logical linkage between the analysis and recommendations.	0-2
b. There was some linkage.	3-4
c. There was a clear, logical linkage.	5-6
	/6
5. Consideration of alternatives:	
a. Did not recognize alternative solutions	0-2
b. Recognized and considered one alternative solution	-4
c. Recognized and considered more than one alternative solution	5-6
	/6
6. Quality of Recommendations:	
a. The recommendations were poor with limited justification.	0-2
b. The recommendations were moderate with some justification	3-4
c. The recommendations were excellent with good justification	5-6
	/6
7. Practicality:	
a. The recommendations were neither practical or realistic	0-2
b. The recommendations were only partially practical and realistic	3-4
c. The recommendations were entirely practical and realistic.	5-6
	/6
8. Creativity (Out of the box thinking):	
a. There is limited to no creative thinking with the recommendations	0-2
b. There is some creativity with the recommendations	3-4
c. There is good creative thinking within the recommendations	5-6
	/6



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9. Implementation:		
a. The action steps methodically do not successfully implement the strategy to achieve the solution	0-2	
b. The action steps moderately achieve some part of the solution	3-4	
c. The action steps successfully achieve the solution.	5-6	/6
10. Financial Impacts:		
a. The financial impacts of cost and revenues are not recognized	0-2	
b. Some of the financial impacts are recognized	3-4	
c. Most of the financial impacts are recognized.	5-6	/6
11. Measurable milestones:		
a. Recommendations have no measurable objectives with no time frame	0-2	
b. Recommendations have time frames only and objectives are not reached	3-4	
c. Recommendations have complete measurable time frames and targets are practical and can be reached.	5-6	/6
12. Style and Presentation:		
a. The general presentation style is not confident, authoritative, or credible	0-2	
b. The general presentation style lacks either confidence, authority or credibility	3-4	
c. The general presentation style is confident, authoritative and credible.	5-6	/6
13. Effectiveness of Visuals and Exhibits:		
a. The visuals and exhibits were limited in their effectiveness	0-2	
b. The visuals and exhibits were moderately effective	3-4	
c. The visuals and exhibits were extremely effective.	5-6	/6
14. Smoothness and Balance in the Team Style:		
a. The team's communication was neither balanced or smooth	0-2	
b. The team's communication was moderately balanced and smooth	3-4	
c. The team's communication was completely balanced and smooth.	5-6	/6
15. Ability to Defend Team Position:		
a. The team was not able to adequately defend the team's position	0-2	
b. The team was able to moderately defend its position, however responses were not always complete and appropriate.	3-4	
c. The team was able to defend its position when questioned on all occasions and the responses were always complete and appropriate.	5-6	/6
16. Consistency of Responses to Questions:		
a. There were major inconsistencies between the responses and the information in the presentation	0-2	
b. There were minor inconsistencies between responses and information in the presentation	3-4	
c. There were no inconsistencies between responses and the information in the presentation	5-6	/6
17. Smoothness and Balance in the Group:		
a. The team's handling of questions was neither smooth no balanced	0-2	
b. The team's handling of questions was moderately smooth and balanced	3-4	
c. The team's handling of questions was completely smooth and balanced.	5-6	/6
		/6
	Total	/102



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Individual Presentation Mark) (30 %)					
<i>Date: See course calendar</i>					
<i>INDIVIDUAL PRESENTER SCORING RUBRIC</i>					
PRESENCE	5	4	3	2	1
<ul style="list-style-type: none"> -body language & eye contact -contact with the public -poise -physical organization 					
LANGUAGE SKILLS	5	4	3	2	1
<ul style="list-style-type: none"> -correct usage -appropriate vocabulary and grammar -understandable (rhythm, intonation) -spoken loud enough to hear easily 					
ORGANIZATION	5	4	3	2	1
<ul style="list-style-type: none"> -clear objectives -logical structure -signposting 					
MASTERY OF THE SUBJECT	5	4	3	2	1
<ul style="list-style-type: none"> -pertinence -depth of commentary -spoken, not read -able to answer questions 					
OVERALL IMPRESSION	5	4	3	2	1
<ul style="list-style-type: none"> -very interesting / very boring -pleasant / unpleasant to listen to -very good / poor communication 					
TOTAL SCORE _____ / 25					



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Class Discussion (20 %)		
<i>Date: See course calendar</i>		
<p>CLASS DISCUSSIONS RUBRIC:</p> <p>You are expected to read any cases assigned and be prepared to discuss them in class. You will find your learning experience enhanced significantly if you read the case, think about the issues deeply prior to class. You are part of the learning experience for your classmates. If you are prepared to share your ideas and thoughts in class, you will not only develop your persuasion skills, but will enlarge the sphere of group discussion in class.</p> <p>Grades for contribution will be earned in accordance with the following rubric.</p> <p>The following, based on <u>the Ivey School of Business</u>, acts as a guide to quality contribution:</p>		
	Format	Asking Questions/Discussions Individual Grades
9-10	Excellent	<p>A student may make a truly grounded and ground-breaking contribution that lifts the learning experience to a new level of personal and professional meaning for all the participants.</p> <p>These are memorable, one-of-a-kind, in-the-moment “aha”-s that truly punctuate how a class gets to experience strategy. These contributions are rare and extremely valuable beyond the teaching point at hand.</p>
7-8	Very Good	<p>Comments add substantial value to the discussion.</p> <p>Student demonstrates willingness to take risks in attempting to answer difficult or unpopular questions.</p> <p>Student breaks new ground and raises the flow of discussion to a higher level, often by synthesizing material and applying multiple lenses/techniques.</p>
5-6	Good	<p>Comments add value to the discussion, beyond case facts.</p> <p>There is evidence of analysis rather than just the expression of opinion (although some espousal of opinion is acceptable, even necessary at times).</p> <p>Comments linked to those of others, facilitating the flow of the discussion.</p> <p>Student demonstrates knowledge of readings and relevant course material.</p> <p>Student incorporates relevant insights from other courses or current affairs.</p> <p>Adds energy and enthusiasm to the class.</p>
3-4	Fair	<p>Comments advance the flow of the discussion (including responses to questions from the instructor).</p> <p>Student demonstrates clear grasp of case material.</p> <p>Information presented is relevant to the discussion.</p>
0 - 2	Unsatisfactory	<p>Repeats what has already been said, adds no additional value.</p> <p>Lack of preparation for class discussion; failure to listen.</p> <p>Criticisms are directed at others versus towards their ideas.</p> <p>Defensive or disruptive behaviour (e.g., aggression or withdrawal) is exhibited</p> <p>Drains energy from class goals.</p> <p>Inappropriate use of laptop, cell phone or other devices.</p>

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Exam Conflicts: JRSSB actively mitigates known scheduling-based conflicts where possible during the coordinated assessment period. Students are responsible for ensuring their coordinated assessment period is free of scheduling-based conflicts by reporting any un-addressed scheduling-based conflicts to JRSSB's exam coordination team. Students must report un-addressed scheduling-based conflicts to busexams@nait.ca immediately upon discovery and prior to the start of the coordinated assessment period.

Exam Deferrals: The Deferred Exam process is designed to assist students with extenuating circumstances beyond the student's control. An exam must be at least 20% of the final course grade to be eligible for a deferral. Please contact your instructor regarding exams worth less than 20% of your final mark. The Student must initiate NAIT's Deferred Exam Booking Process; a completed Deferred Exam Request Form(s) must be sent to busexams@nait.ca for processing. For more details, please refer to the Grades Procedure, section 4.5.

Course Delivery Plan

This is a case-based course. Cases allow us to examine organizations as a "snapshot" in time. While time is frozen, we can analyze the present state of the organization, determine its problems, and develop practical and workable solutions. The case method is considered one, if not the best, method of general management skill development in post-secondary learning.

The instructor will introduce the case analysis methodology to be used in this course. The methodology based on the problem-solving process, will be enhanced with the application of the key management models.

Students tend to specialize in their course programs and are not often given the opportunity to work in an interdisciplinary setting. Yet the real world of organizations is a vibrant and dynamic interchange of people with every conceivable skill base. You will work in teams with students who have skills in specialized business disciplines.

The competitive landscape for organizations is like a massive chessboard, where you must think moves well ahead of the one you are about to make. It takes knowledge and daring as you contemplate your moves. Working in a team you will build the skills necessary to anticipate issues and develop strategies you will implement with confidence.

Teams will analyze cases, develop solutions, and make presentations in the class. Invited guests and instructors from the J R Shaw School of Business may be asked to observe your presentations. You will observe how others are performing and you will hone your skills by continuing to improve your critical analytical and presentation skills.

Other Details

Academic Integrity:

According to Academic Integrity Policy (2021):

Academic Integrity is demonstrated by students taking steps to make sure that their instructor can accurately assess a student's skill level for a given topic. This means that the work students submit must be their own, within the parameters of the assigned work to be assessed, and any part of that work that is not their own is appropriately attributed.

Students also demonstrate Academic Integrity by taking steps to ensure that their efforts are not used by other students to misrepresent their skills during assessment. In other words, supporting others in violations of the principles of Academic Integrity is itself a violation of these principles.

When students, intentionally or not, obfuscate, deceive, or hinder the ability of NAIT instructors and programs to assess their performance they will be considered to have violated the NAIT principles of Academic Integrity. These violations are categorized as Academic misconduct. (SR 1.3, Section 1.0., 2021)

Every NAIT student must complete NAIT Modules on Academic Integrity for your awareness and to increase your knowledge as to the expectations – knowledge that is critical to your success.

Student Responsibility: It is expected that students will be responsible citizens of the Institute by following the Student Rights and Responsibilities Policy (SR 1.0) (2021). As such, each student will assist in the preservation of Institute property and assume responsibility for their education by staying informed of and abiding by academic requirements and policies; demonstrate respect toward others; and meet expectations concerning attendance, assignments, deadlines, and appointments. (Student Rights and Responsibilities Policy, SR 1.0., 2021)

Equity, Diversity and Inclusion: NAIT is committed to advancing equity and to actively and intentionally creating learning environments that promote a sense of belonging and dignity that ensure all people are safe, respected and valued. Acknowledging that every member of the NAIT community has a role in and responsibility to this work, NAIT provides the resources and support necessary for programs, departments and individuals to champion equity, diversity and inclusion and address barriers in meaningful ways.

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Territorial Acknowledgement: At NAIT, we honour and acknowledge that the land on which we learn, work and live is Treaty Six territory. We seek to learn from history and the lessons that have come before us, and to draw on the wisdom of the First Peoples in Canada. Only through learning can we move forward in truth and reconciliation, and to a better future together.

Student Engagement Expectations:

Each 3-credit course is expected to be the equivalent of 135 student learning hours (including time spent in class, homework, studying, and so on). Classes that have fewer scheduled hours require a greater commitment to independent learning by the student.

Attendance:

Regular attendance is required in this class. You will need to attend virtually every class to succeed. All grades are earned in synchronous in class presentations and class discussions.

Class Participation:

The more students actively engage in the learning process, the greater the likelihood that the theoretical meaning of course concepts will become real. Because this course is centered on real world examples and stories about managers and organizations, students are expected to come prepared for class.

Cases are complex and require advanced preparation to maximize the skill development and learning opportunity in class. It is your responsibility to come to class prepared. Questions may be provided as guidelines when you are reading and thinking about the case.

Online Synchronous Learning

Please note that any synchronous learning session, including any questions or comments submitted by students during such sessions, may be recorded and made available to students following completion of the session(s). This collection of personal information is carried out pursuant to section 33(c) of the Alberta *Freedom of Information and Protection of Privacy Act*, for the purpose of providing reference materials for students while studying, or for the purpose of assisting students who require medical or other accommodations. If you have any questions regarding the collection and use of this personal information, please contact:

Student Resolution Office

NAIT Main Campus | 11762-106 Street NW, Edmonton, AB T5G 2R1
Tel: 780-378-6136 | Email: resolutions@nait.ca

Student Support

Your instructor should always be your first point of contact for items concerning course content, navigating Moodle, timelines, assessment instructions, expectations, and grading.

Learning Services offers a variety of supports to help you develop your learning skills and achieve your full potential. Learn more about the services and what they have to offer for everyone at NAIT. Please see the Learning Services block in your Moodle Course/Site(s).

Library Services: The NAIT Library is a hub of learning, exploring, and creating. They support the NAIT community through access to resources, collaborative and exploratory spaces, cutting edge technology, and programming that supports academic excellence and life-long learning. See the NAIT Library block in your Moodle Course/Site(s).

Information Technology Services (ITS): Connect with the ITS Help Desk for technical support related to device issues and for support during an online assessment/examination. <https://www.nait.ca/itspublic> > get help | 780.471.8624

The JR Shaw Business Information Centre (BIC) is our centralized unit providing Student facing supports for all JR Shaw School of Business programs. Our Program Specialists (student advisors) can assist in providing general information and program specific administrative and advising supports.

Phone: 780.471.8998 | E-mail: businfo@nait.ca | Location: CAT 301



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