# BI TEMPLATE – The Analyst

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| **Candidate** | Anne Example | **Exercise** |  |
| **Assessor** |  | **Date** | 6th November, 2018 |

**­­­­\_\_\_ Positive BI \_\_\_ Negative BI**

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| **1** | **Planning and Organising** | The presentation was well planned, well laid out and was easy to follow.  The presentation started with an introduction to set the scene.  Highlighted recommendations.  Ensured all of the key issues in the brief were covered.  The presentation ran to time.  The presentation started by setting the scene and flowed coherently.  Any visual aid used painted a clear picture.  Was not ready to answer questions.  Ran out of time and did not complete the presentation.  Structure of presentation hindered clarity of understanding.  Was not clear about which issues were the most important. |  |
| **2** | **Customer Service** | Recognised who the target customers were.  Recognised both internal and external customers.  Considered how consumer data could be gathered, partly to provide success/evaluation data.  Considered how customer feedback could be gathered following the launch of the chosen game.  In the Q&A session, answers demonstrated a consideration of the needs and desires of consumers.  Did not consider the customer’s perspective.  Made little or no attempt to understand the customer’s needs.  Missed the opportunity to persuade with arguments concerning the impact on customers.  In the Q&A session, answers demonstrated a failure to consider the needs and desires of consumers. |  |
| **3** | **Commercial Awareness** | Many specific issues are identified under Problem Analysis or Judgement, however there are the following general issues:  Demonstrated business/commercial awareness in any recommendations made, e.g. took into account the importance of games being launched for the Christmas selling season as it accounted for about 50% of the industry's yearly sales of video games.  Expressed actual numbers, amounts, ratios etc. derived from charts and tables when completing analysis and linked these to the impact on Legolas Games.  Recognised and mentioned the importance of the Christmas selling season as it accounts for about 50% of the industry's yearly sales of video games.  Recognised the importance of a game to become the best known and bestseller in its genre as masses of consumers will buy the game that is best in quality and best-marketed in each game genre, and, by comparison, very few will buy any other games in that genre.  Recommended considering alternative distribution of games as a way of reducing costs, e.g. online.  Demonstrated little or no awareness of costs.  Failed to think about how recommendations impact on the success of Legolas Games. |  |
| **4** | **Initiative** | This criterion may not be in evidence, however the Participant may make recommendations that go beyond what the brief requires. Such recommendations should be viewed positively as long as they are supported by the appropriate information and/or realistic assumptions.  Developed recommendations beyond the brief, for example, further research of some aspects.  Took the lead in making presentation, rather than waiting to be told what to do.  Took action to close the meeting if running over time.  Stuck rigidly to the content of the brief without raising any additional points.  Was reactive rather than proactive, e.g. waited for the Assessor to ask him/her to start the presentation.  Was unable to offer new suggestions during the presentation, e.g. when the Assessor challenged his/her recommendations. |  |
| **5** | **Persuasive Oral Communication** | Presented his/her ideas and proposals in a clear and coherent manner.  Demonstrated effective use of techniques such as pitch, pause and pacing in articulating his/her point of view.  Vocal delivery commanded attention, volume was easy to hear and intonation was easy to listen to.  Came across as confident, knowledgeable and credible.  Delivered his/her points in a calm and assured way.  Summarised at key points to give emphasis and signal changes of direction.  Delivery was quiet, hesitant or poorly structured.  Appeared to lack confidence in his/her verbal delivery, e.g. long pauses, needed to refer constantly to notes etc.  Left the listener being unclear about choice or reasoning.  Failed to highlight recommendations or other key points verbally, e.g. by using pause, pitch or pacing. |  |