

<b>Student Name:</b>	
<b>Student ID:</b>	

## Assessment Summary

<b>Unit Details</b>	<b>BSBMGT617 – Develop and implement a business plan</b>	
<b>Assessment Type</b>	This is a <b>summative assessment</b> , which requires each student to have adequate practice prior to undertaking this assessment	
<b>Assessment Methods</b>	Assessment 1	Written Questions
	Assessment 2	Project 1 – Prepare a draft business plan
	Assessment 3	Project 2 – Prepare, implement and monitor the finalised business plan
	Assessment 4	Project 3 – Report, analyse and review business performance

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### Assessment information

<b>Purpose</b>	This document represents the main assessment instrument for the unit of competency <b>BSBMGT617 – Develop and implement a business plan</b>		
<b>Unit description</b>	<p>This unit describes the skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan.</p> <p>It applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. As such, they may oversee the work of a number of teams and other managers.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>		
<b>Key competencies</b>	<ol style="list-style-type: none"> <li>1. Develop business plan</li> <li>2. Monitor performance</li> <li>3. Respond to performance data</li> </ol>		
<b>Foundation skills</b>	Reading skills to:	1.1, 1.2, 1.4, 1.7, 2.3, 3.1, 3.2, 3.4	<p>Gathers, interprets and analyses textual information when developing the business plan and monitoring operational performance</p> <p>Utilises understanding of distinguishing structures and features of a range of text as well as recognising and reflecting on context, purpose and audience</p>
	Writing skills to:	1.1, 1.2, 1.4, 1.5, 1.8, 2.3, 2.5, 3.2, 3.3, 3.4	<p>Communicates relationships between ideas and information, matching style of writing to purpose and audience</p> <p>Researches, plans and prepares business plan for relevant stakeholders</p>
	Oral communication skills to:	1.3, 1.5, 2.1, 3.3	<p>Presents information and seeks advice using language and features appropriate to audience</p> <p>Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding</p>
	Numeracy skills to:	1.1, 1.4, 1.5, 1.6, 1.8, 2.3, 2.4, 3.1, 3.2	Extracts and evaluates mathematical information to review the market, research competitors and review pricing structures
	Navigate the world of work	1.7	Takes full responsibility for identifying and complying with legislative requirements

	to:		applicable to self and the organisation
	Interact with others to:	1.3, 1.5, 2.1, 3.3	<p>Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information</p> <p>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role</p> <p>Provides support in field of expertise to colleagues, as required</p>
	Get the work done:	1.2, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	<p>Sequences and schedules complex activities, monitors implementation and manages relevant communication</p> <p>Systematically gathers and analyses all relevant information and evaluates options in order to monitor performance and identify opportunities for improvement</p>
<p><b>Performance evidence</b></p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• analyse and research business vision, mission, values, objectives, goals, competitors, financial targets, management arrangements, marketing approaches and strategic, business and operational plans</li> <li>• write a business plan which includes a description of the business, products and services, financial, physical and human resource requirements, permit and licence requirements, marketing activity, financial indicators, productivity and performance targets for key result areas</li> <li>• implement a business plan including ensuring skilled labour is available, and that training is provided where appropriate</li> <li>• monitor and respond to business performance including evaluation of performance against key results indicators including profit and loss, community awareness or branding, environmental impact, governance, quality, sales, triple bottom line and the workforce</li> <li>• consult, communicate with and report to key stakeholders including business partners, financiers, customers, staff and technical advisers</li> <li>• provide an analysis of the strengths and weaknesses of a business plan.</li> </ul>		

<p><b>Knowledge evidence</b></p>	<p>Students must develop knowledge of the following areas to successfully complete this unit:</p> <ul style="list-style-type: none"> <li>• outline processes for developing business plans</li> <li>• describe performance objectives and measures including key performance indicators</li> <li>• identify key stakeholders.</li> </ul>
<p><b>Relevant legislation</b></p>	<ul style="list-style-type: none"> <li>• The Privacy Act 1988 (Privacy Act) and Australian Privacy Principles (APPs)</li> <li>• Competition and Consumer Act 2010 (Cth)</li> <li>• Australian Consumer Law and Fair Trading Act 2012</li> <li>• Equal Opportunity Act (2010) Vic.</li> </ul>
<p><b>Assessment Conditions</b></p>	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:</p> <ul style="list-style-type: none"> <li>• appropriate documentation and resources normally used in the workplace</li> <li>• strategic, business and operational plans</li> <li>• business information and data</li> <li>• interaction with others.</li> </ul> <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>
<p><b>Pre-requisites</b></p>	<p>NIL</p>
<p><b>Terminology used</b></p>	<p>The following terms are used in each assessment task to guide the student and assessor as to what is expected from each assessment task:</p> <ol style="list-style-type: none"> <li>1. Instructions: Provides a brief description about the assessment task and broadly indicates what the Student is required to do.</li> <li>2. Conditions of assessment: Outlines the conditions in which the assessment must be undertaken. In some cases, it will give options for the student about what to base the assessment task on and whether it is practical demonstration or project.</li> <li>3. Description of task/decision making rules: Advises the student and the assessor of the task description and the criteria that the assessment must meet in order for a satisfactory result to be awarded.</li> <li>4. Due Date - the date on which assessment falls due.</li> </ol>
<p><b>General Instructions to Students</b></p>	<p>This document contains both the assessment instrument and the instructions for gathering and interpreting evidence in an assessment process.</p> <p>The document also includes references to relevant checklists, templates and other resources required as part of the assessment conditions, that you must complete as part of the assessment requirements.</p> <ul style="list-style-type: none"> <li>• This pack includes all the assessment tasks you will need to successfully</li> </ul>

	<p>complete in order to be competent in the unit/s of competence listed above.</p> <ul style="list-style-type: none"> <li>• There are four (4) assessment tasks in this pack. To attain competence in the unit/s you must satisfactorily:             <ul style="list-style-type: none"> <li>○ complete all written questions in this assessment tool</li> <li>○ complete and submit the project/s outlined in the assessment guide</li> <li>○ demonstrate skills as directed by your Assessor</li> </ul> </li> <li>• Competency depends on consistently demonstrating the skills and knowledge that enable you to complete workplace tasks confidently in a variety of situations.</li> <li>• If you have any difficulties in understanding any of these forms or instructions, please speak to your trainer/ assessor.</li> <li>• You must attach the Assessment Coversheet to each submission.</li> </ul> <p>You must keep copies of the completed assessment for your records.</p>
<p><b>Dimensions of Competency</b></p>	<p>You will be considered to be competent when you are able to demonstrate application of knowledge and skills to successfully complete work activities in a range of situations and environments as follows:</p> <ul style="list-style-type: none"> <li>• <b>Task skills</b> – Performing the task/job to the required standard</li> <li>• <b>Task management skills</b> – Performing more than one thing at a time and managing the tasks correctly</li> <li>• <b>Contingency management skills</b> – Responding appropriately to irregularities and breakdowns in routine within a job or workplace</li> <li>• <b>Job/role environment skills (outcomes)</b> – Dealing with the responsibilities and expectations of the work environment</li> </ul>
<p><b>Completing the assessments/Expectations</b></p>	<p>Assessors must ensure that students completely understand the assessment process and various assessment tasks before undertaking the assessments. This assessment tool is structured in a way that each assessment task clearly outlines the:</p> <ul style="list-style-type: none"> <li>• Instructions for completing the assessment task;</li> <li>• Conditions in which the assessment must be conducted;</li> <li>• Evidence that must be presented by the student; and</li> <li>• Decision-making rules by which the evidence will be judged.</li> </ul> <p>Every assessment task will require satisfactory completion in order for students to be deemed Competent. The students will need to adhere to any guidelines on length of answers required where stipulated.</p>
<p><b>Assessment outcome</b></p>	<p>Your Assessor will:</p> <ul style="list-style-type: none"> <li>○ complete the Assessment Outcome Record for each assessment task</li> <li>○ provide you with feedback for all assessment tasks</li> <li>○ mark the assessment task as satisfactory or unsatisfactory</li> <li>○ sign the Assessment Outcome Record</li> </ul> <ul style="list-style-type: none"> <li>• You must sign and date the Assessment Task Outcome Record and</li> </ul>

	<p>read, understand and acknowledge the feedback.</p> <ul style="list-style-type: none"> <li>• The Assessor will record the assessment outcome (Competent or Not competent) for the unit of competency, and will include any relevant comments on the Assessment summary cover sheet.</li> <li>• Should your performance in a task be deemed 'Not Satisfactory', you will be advised of the outcome and will be given one more opportunity to re-submit satisfactory evidence within the timelines advised by your assessor.</li> <li>• If you fail to achieve the required outcome after this opportunity, you will be deemed 'Not Competent'. Please read the reassessment procedure in the later part of these instructions.</li> <li>• You must access, read and understand the Gen's complaints and appeals process, which allows you to challenge an assessment decision, if you would like to be reassessed.</li> <li>• If you are found to have plagiarised or copied work from another student or any other sources, your assessment submission will not be accepted (please refer to Gen's Plagiarism Policy).</li> </ul> <p>You may refer to the <b>Student Handbook</b> for more information.</p>															
<p><b>Summary of assessment methods and tasks</b></p>	<p>The assessment methods that are used in this assessment tool are:</p> <table border="1" data-bbox="419 1099 1493 1559"> <thead> <tr> <th data-bbox="419 1099 528 1223">Assessment Task #</th> <th data-bbox="536 1099 778 1223">Method of Assessment</th> <th data-bbox="786 1099 1493 1223">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="419 1227 528 1305">1</td> <td data-bbox="536 1227 778 1305">Questions</td> <td data-bbox="786 1227 1493 1305">You are required to answer 9 short answer questions related to this unit</td> </tr> <tr> <td data-bbox="419 1310 528 1388">2</td> <td data-bbox="536 1310 778 1388">Project &amp; Role-play</td> <td data-bbox="786 1310 1493 1388">Prepare a draft business plan</td> </tr> <tr> <td data-bbox="419 1393 528 1471">3</td> <td data-bbox="536 1393 778 1471">Project &amp; Role-play</td> <td data-bbox="786 1393 1493 1471">Prepare, implement and monitor the finalised business plan</td> </tr> <tr> <td data-bbox="419 1476 528 1554">4</td> <td data-bbox="536 1476 778 1554">Project</td> <td data-bbox="786 1476 1493 1554">Report, analyse and review business performance</td> </tr> </tbody> </table>	Assessment Task #	Method of Assessment	Description	1	Questions	You are required to answer 9 short answer questions related to this unit	2	Project & Role-play	Prepare a draft business plan	3	Project & Role-play	Prepare, implement and monitor the finalised business plan	4	Project	Report, analyse and review business performance
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4	Project	Report, analyse and review business performance														
<p><b>Required resources</b></p>	<p>Each assessment task in this assessment tool outlines specific resources that the student must have access to as part of the assessment process. Assessors must ensure that students have appropriate access to these resources before any assessment is conducted.</p> <ul style="list-style-type: none"> <li>📖 Textbook/ Online learning resources</li> <li>💻 Computer with Internet access for research purposes and word processing</li> <li>🖋️ Pen and paper as required</li> <li>📄 APPENDIX A: Business Plan Template</li> <li>📄 APPENDIX B: Excerpt of Implementation Plan</li> <li>📄 APPENDIX C: Continuous Improvement Plan Template</li> </ul>															
<p><b>Reasonable adjustment</b></p>	<p>Gen Institute enables reasonable adjustments to be made to assessment procedures for students with special needs, such as people with disabilities</p>															



	<p>or with language or literacy difficulties.</p> <p>If you are unable to complete the assessment in this format, you must inform your assessor and they may arrange for you to take the assessment in an alternative format.</p>
<p><b>Plagiarism policy</b></p>	<p>Gen Institute takes a systemic approach to the treatment of plagiarism in academic work. The policy is intended to promote honesty in learning and assessment and respect for the work of others. Contravention of this policy will result in students being penalized.</p> <ul style="list-style-type: none"> <li>• Please read the plagiarism policy available in your student handbook and to be aware of the consequences and to understand your rights and responsibilities.</li> <li>• In order to be assessed as competent (C) in this unit you need to provide evidence that demonstrates you can perform the required competencies to the necessary standard.</li> <li>• In order to avoid plagiarism, you must acknowledge and reference sources of research that you use in your written work, and must give credit appropriately.</li> <li>• You must use the APA 6th Referencing style. You must contact your assessor for guidance on how to reference.</li> <li>• You could also complete a free tutorial on referencing at <a href="#">The Basics of APA Style®</a></li> <li>• The following are some types of references that must be acknowledged:             <ul style="list-style-type: none"> <li>○ Direct quotations – using another person's exact words, placing words in quotation marks (for shorter quotes) or indent paragraphs (for longer quotes).</li> <li>○ Paraphrases of another person's words or ideas – using someone else's ideas in your own words. When you paraphrase, you must cite the source of the ideas</li> <li>○ Summarise another person's ideas – a short summary of the original text, including only the main points of the original author's ideas or argument. To avoid plagiarism, you must cite the source whenever you summarise another person's work.</li> <li>○ Tables, figures, graphs, diagrams or images obtained from any source – you must acknowledge the original source of all tables, figures, graphs, diagrams or images.</li> <li>○ Information obtained from lectures and personal communication – you must acknowledge the source of the information.</li> </ul> </li> </ul>
<p><b>Academic appeals</b></p>	<ul style="list-style-type: none"> <li>• Where a student wishes to appeal an assessment they are required to notify their assessor in the first instance. Where appropriate the assessor may decide to re-assess the student to ensure a fair and equitable decision is gained. The assessor shall complete a written report</li> </ul>

	<p>regarding the re-assessment outlining the reasons why assessment was or was not granted.</p> <ul style="list-style-type: none"> <li>• If this is still not to the student's satisfaction the student shall formally lodge an appeal by submitting a written letter within one week of receiving the results using the form 10.1 for Complaints and appeals outlining the reasons for the appeal. They shall lodge this with student administrations department and the appeal shall be entered into the 'complaints and appeals register'.</li> <li>• The Course coordinator shall be notified and shall seek details from the assessor involved and any other relevant parties. A decision shall be made regarding the appeal either indicating the assessment decision stands or details of a possible re-assessment by another assessor appointed by Gen.</li> </ul> <p>The student shall be notified in writing of the outcome with reasons for the decision. The student shall also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify Gen if they wish to proceed with the external appeals process.</p>
<p><b>Reassessment process</b></p>	<ol style="list-style-type: none"> <li>1. Student will be assessed as being competent only upon satisfactory completion of all the assessments in a unit.</li> <li>2. If a student is not able to demonstrate satisfactory completion of all of the required assessments of the unit, the result for that unit will be recorded as Not Competent.</li> <li>3. If a student has submitted all the tasks and successfully completed more than 50%* of the assessment tasks for a unit, they will be provided with specific feedback and invited to re-submit their assessment.</li> <li>4. If a student has submitted and not successfully completed more than 50%* of the assessment tasks for a unit, they will be required to undertake the unit again.</li> <li>5. In the case of re-submission, the following actions shall occur:             <ul style="list-style-type: none"> <li>• The student must apply for resubmission within one week of the result is made available to him/her. This means that the student is responsible to acknowledge that he/she has received the result and has been deemed NC for the units of competency undertaken.</li> <li>• Reassessment may need to be arranged every weekend on Saturday evenings in order to minimize disruption.</li> </ul> </li> <li>6. If a student is assessed as "Not Competent" after the resubmission, he or she will be identified as a student-at-risk and an Academic Performance Improvement (API) Plan will be created during an Intervention Strategy Meeting between the Gen's Operations Manager, Trainer &amp; Assessor and student. The date for a third assessment will be nominated by the student in consultation with Trainer &amp; Assessor, but should be no longer than 1 month from the previous re-submission date.</li> </ol>

	<p>7. One re-submission is allowable per unit per student free of cost. Additional re-submissions will be charged at \$200.</p> <p>If the student remains 'Not Competent' after a third re-submission, he or she will be notified that this result is final and he or she will be unable to successfully complete the course in which they are enrolled at this point.</p> <p>* Due to the variance in the amount of work completed for each assessment task in a unit, 50% will be determined by the number of assessment tasks submitted as opposed to the amount of evidence submitted.</p>
<b>Assessment records</b>	<p>We are required to retain a copy of your assessment and all other evidentiary records. If you require a copy of this assessment submission please be sure to copy it prior to submitting it to us.</p>
<b>Declaration</b>	<p>You must sign the student declaration confirming the authenticity of your submitted work, understanding the requirements to complete the assessment tasks and that the assessment process including the provisions for re-submitting and academic appeals were explained to you and that you understand these processes on the assessment summary cover sheet. Gen Institute cannot assess any submitted work until the declaration is received.</p>
<b>Assessment submissions and contact details</b>	<p>You must submit this completed assessment tool to your trainer on the due date. Please feel free to contact us if you have any questions regarding the assessment process:  <u>Phone: 03 9642 2193</u></p>

## ASSESSMENT COVER SHEET

<p>This form is to be completed by the assessor and used as a final record of student competency.                  All student submissions including any associated checklists (outlined below) are to be attached to this cover sheet before placing on the students file. Student results are not to be entered onto the Student Database unless all relevant paperwork is completed and attached to this form.</p>			
Student Name:		Student ID No:	
Email:		Contact number:	
Unit Code & Title	<b>BSBMGT617 – Develop and implement a business plan</b>		
First Submission	<input type="checkbox"/>	Subsequent submission	<input type="checkbox"/>
Please attach the following documentation to this form			Result S = Satisfactory NS = Not Satisfactory
Assessment 1	<input type="checkbox"/> Written Task	<input type="checkbox"/> S   NS <input type="checkbox"/>	
Assessment 2	<input type="checkbox"/> Project 1: Prepare a draft business plan	<input type="checkbox"/> S   NS <input type="checkbox"/>	
Assessment 3	<input type="checkbox"/> Project 2: Prepare, implement and monitor the finalised business plan	<input type="checkbox"/> S   NS <input type="checkbox"/>	
Assessment 4	<input type="checkbox"/> Project 3: Report, analyse and review business performance	<input type="checkbox"/> S   NS <input type="checkbox"/>	
<b>Final Assessment Result for this unit</b> <i>(Student will be assessed as being competent only upon satisfactory completion of all the above mentioned assessments)</i>		<input type="checkbox"/> Competent <input type="checkbox"/> Not Competent <a href="#">(Comments)</a>	
<b>The Evidence provided is:</b>  <div style="display: flex; justify-content: space-around; align-items: center;"> <span><input type="checkbox"/> Valid</span> <span><input type="checkbox"/> Sufficient</span> <span><input type="checkbox"/> Authentic</span> <span><input type="checkbox"/> Current</span> </div>			
<b>Student Declaration:</b> I acknowledge that I understand the requirements to complete the assessment tasks. The assessment process including the provisions for re-submitting and academic appeals were explained to me and I understand these processes. I understand the consequences of plagiarism and confirm that this is my own work and I have acknowledged or referenced all sources of information I have used for the purpose of this assessment.			
<b>Student's Signature:</b>		<b>Date:</b> ____/____/____	
<b>Final feedback:</b>			

<b>Assessor:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.	Signature: _____ Date: ____/____/____	
Administrative use only		
Entered onto Student Management Database	_____ Date	_____ Initials

<b>USE FOR REASSESSMENT ONLY</b>			
<b>Assessment Task No/s</b>			
<b>Components</b>			
<b>Student Declaration:</b> I acknowledge that I understand the requirements to complete the assessment tasks. The assessment process including the provisions for re-submitting and academic appeals were explained to me and I understand these processes. I understand the consequences of plagiarism and confirm that this is my own work and I have acknowledged or referenced all sources of information I have used for the purpose of this assessment.			
<b>Student's Signature:</b> _____		<b>Date:</b> ____/____/____	
<b>Result of Reassessment</b>	<input type="checkbox"/> <b>Competent - C</b>	<input type="checkbox"/> <b>Not Yet Competent - NYC</b>	
(Please circle the Final Assessment Outcome)			
<b>Feedback to Student</b> (Please provide general feedback on the Student's performance)			
<b>Assessor:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.			
<b>Trainer/Assessor Signature</b>		<b>Date</b>	

Administrative use only		
Entered onto Student Management Database	_____ Date	_____ Initials

## Assessment 1 – Written Questions

### Instructions for Students

- This is the first of the five assessment tasks you must complete satisfactorily to be deemed competent in this unit.
- Read the Assessment description carefully.
- In this task, you must answer nine (9) questions that cover the knowledge requirements of this unit.
- You must respond to all questions and submit them to the Trainer/Assessor.
- You must answer all questions to the required standard (e.g. provide the specified number of points) to be deemed satisfactory in this task.
- Assessment may be submitted in Microsoft Word format or may be handwritten. Clearly label your work with your name, unit code, unit title, Assessment Task and respective Question number with the answer to all the documents and sheets that are attached to your submission.
- Read the Plagiarism policy and procedure carefully to understand the consequences that you could face if your work is plagiarized.
- Seek clarification regarding the assessment required to be done, if you do not understand the task.
- Ask for reasonable time from Assessor for preparation of project or Assessment.
- Seek information on additional reading material and reference for completion of the assessments.
- Students with special needs can seek assistance from assessors depending upon the nature of the need.
- Submit this document along with your assessment work.
- Your Trainer/Assessor will provide you feedback and notify you about the results within two weeks of submission.

### Applicable conditions

- This is an open book task and you may refer to your learning materials or your research of external resources.
- Assessment may be completed in your own time and is due one week after the module end date.
- You must complete this task independently.
- The Trainer/Assessor may ask you relevant questions on this assessment task to ensure that this is your own work, or to confirm your knowledge to close any gaps they may identify as not evidenced in your written responses.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.

### **Resources required for assessment**

- You will need the following materials/ resources for this task:
  - Textbook/ Online learning resources
  - Computer with Internet access for research purposes and word processing
  - Pen and paper as required

## Written Questions

1	Briefly outline processes you would use for developing business plans. Your response should be in no more than 200 words.

Satisfactory

Not Satisfactory [\(Comments\)](#)





3	<p>Briefly describe Lag and Lead indicators used in the workplace to measure performance against objectives. In your response, you must provide at least one example for each and explain which indicator may be better. Your response should be in no more than 150 words.</p>

Satisfactory

Not Satisfactory [\(Comments\)](#)

4	Give two examples each of quantitative and qualitative measures of performance.
<p><b>Qualitative indicators:</b></p>          <p><b>Quantitative indicators:</b></p>	

Satisfactory

Not Satisfactory [\(Comments\)](#)

5	What is a Key Performance Indicator? Give an example of a KPI a restaurant business should monitor.

Satisfactory

Not Satisfactory [\(Comments\)](#)

6	Explain how Benchmarking helps a business. Your response should be in no more than 60 words.

Satisfactory

Not Satisfactory [\(Comments\)](#)

7	How will you implement and test a performance system? Mention 5 points.

Satisfactory

Not Satisfactory [\(Comments\)](#)



<b>b. Customers</b>	
<b>c. Staff</b>	
<b>d. Technical experts or advisers</b>	

Satisfactory

Not Satisfactory [\(Comments\)](#)

**Comments if the answer is not satisfactory**

This form is completed by the assessor and used for comments if the answer is not satisfactory

Q.no	Comments
<a href="#">Question 1:</a> <a href="#">(click)</a>	
Question 2:	
Question 3:	
Question 4:	
Question 5:	
<a href="#">Question 6:</a> <a href="#">(click)</a>	
Question 7:	
Question 8:	
Question 9:	

**Based on the Comments above Please Redo / Rewrite those particular answers and resend your Completed Reassessment for correction**

**Assessment Outcome Record – Assessment 1 of 4 (To be completed by the Assessor)**

<b>Assessment task:</b>	Question and Answer	
<b>Student ID and name</b>		
<b>Unit of Competency Code and Title:</b>	BSBMGT617 – Develop and implement a business plan	
<b>Feedback to student:</b>		
<b>Attempt 1</b>		
<b>Attempt 2</b>		
<b>Assessment Outcome: (tick)</b>		
<b>Attempt 1:</b>	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
<b>Attempt 2:</b>	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
<b>Student Signature:</b>		<b>Date:</b> ___/___/___
<b>Assessor Name:</b>		
<b>Assessor Signature:</b>		<b>Date:</b> ___/___/___



## Assessment 2 – Project 1 – Prepare a draft business plan

### Instructions for Students

- This is the second of the five assessment tasks you must complete satisfactorily to be deemed competent in this unit
- This assessment is made up of three (3) tasks.
  - Part A – Analyse information provided in the outline of the business plan
  - Part B – Role play: Participate in a discussion with business owner
  - Part C – Prepare a draft business plan for approval
- Read the scenarios given and complete the tasks that follow.
- You must attempt all criteria to the required standard (e.g. fulfil assessment criteria mentioned in the performance checklist) to be deemed satisfactory in this task.
- You must complete this task by following all given instructions, for the trainer/assessor to assess competency in this assessment task.
- Clearly label your work with name, unit code and unit title to all the documents and sheets that are attached to your submission.
- Review the role play observation Checklist so that you are familiar with the behaviours that you are expected to perform during the observation.
- Review other resources, related to the task you are going to perform.
- Seek clarification regarding the assessment required to be done, if you do not understand the task.
- Ask for reasonable time from Assessor for preparation of Assessment.
- Seek information on additional reading material and reference for completion of the assessments.
- Submit this document along with your assessment work.

### Applicable conditions

- You will need to complete this project in your own time and submit it as per the Gen's requirements.
- You must complete the task independently.
- You can refer to the textbook, learning materials or your research of external resources in completing this task.
- Time limit for role plays is 10 minutes, unless otherwise specified.
- The Trainer/Assessor may ask you relevant questions on this assessment task to ensure that this is your own work, or to confirm your knowledge to close any gaps they may identify as not evidenced in your written responses.
- The Trainer /Assessor will assess your practical skills, technique and knowledge as you complete this assessment task.
- All criteria listed in the performance checklists guide must be completed satisfactorily to the standard described.

- No marks or grades are allocated for this assessment task. The outcome of the task will be Competent or Not competent.
- You must express all answers/responses in your own words or acknowledge the sources of reference materials used.
- If you are found to have plagiarised or copied another student's work, your assessment submission will not be accepted (please refer to the Gen's Plagiarism Policy).

### **Resources required for assessment**

You will need the following materials/ resources for this task:

- Appendix A: Business Plan Template

Pesto's is a new medium-sized restaurant located in Brunswick in Victoria. As part of the business planning process, the Chef Mario has prepared the outline above, but he has been too busy to actually prepare a business plan.

You have recently been appointed as their General Manager. The business owner has asked you to prepare a business plan for them. To assist you, he has provided you with an outline of a business plan that he has prepared.

### **About Pesto's Restaurant**

Pesto's offers a trendy, fun place to have great food in a social environment. Chef Mario Vittorio, who is also the owner, has a large range of ethnic ingredients and recipes to provide the customers with a diverse, unusual menu. Chef Mario will also be including a lot of vegan and gluten free dishes, recognising the trend within the restaurant industry for their demand.

The target market for the restaurant will be the millennials and ethnic communities – people aged 18 to 35 years.

These will comprise health-conscious people preferring to eat local, organic, in-season produce in line with their social and environmental values of making the world a better place. For these people healthy food is a choice based on an overall desire to live well, integrating holistic eating with sensible, sustainable lifestyle choices.

Healthy eating can be a smart lifestyle choice, and it can also be a status symbol, as healthy food tends to cost more than unhealthy, processed food. Pesto's clients will also include affluent older customers, who lead a generally healthy lifestyle and follow a healthy diet, and who can afford to eat healthy food in restaurants.

Parents are also part of the target market for a healthy restaurant because they are often concerned about their children's diets, and want to expose them to healthy eating.

The restaurant emphasises on organic and creative ethnic food, prepared using organic ingredients that are sourced locally. This reduces restaurant's dependence on fossil fuels used for transportation, in line with their dedication to sustainable development.

The location of the business has advantages, as Brunswick has one of the largest number of healthy eating restaurants.

Pesto's is a new business and has no existing clients, projects or history to account for. However, the proprietors are experienced in the industry and have the financial capacity to conduct business successfully.

**About the team at Pesto's**

Chef Mario, who is the owner, has over 20 years of experience in the industry as a chef and is an award winning chef who is well known in the community. He has also been on a popular TV show for some years.

Although he has more than 20 years of experience, Chef Mario has never set up his own restaurant, and does not first-hand experience of managing the business development and marketing.

Chef Mario has assembled a management team. He has got Flora Simmonds who will be the restaurant manager. Flora has extensive management experience of organisations ranging from six to 45 employees, but has always worked in very traditional restaurants.

Jane Tully will be responsible for all of the finance and accounting functions. Jane has seven years' experience as an accountant in a restaurant. Jane's financial control skills will be invaluable in keeping Pesto's on track and profitable. Jane will also look after all the HR functions for the next one year.

The Head Cook Tim Smith will be responsible for the back-end production. He has worked for restaurants with similar concepts, i.e. vegan, vegetarian, sustainable foods. He will be assisted by a kitchen brigade according to the staffing requirements.

Chef Mario is aware that all staff will need training in the new concept of organic, healthy food restaurant. The wait staff will need to be coached in describing and offering / promoting the menu to customers. He is also aware that his back of the house team will need to be trained in developing vegan and vegetarian and other types of innovative menus he plans to offer.

Chef Mario expects to face the usual challenges in training and coaching staff in the new concepts, menus and food styles, and is prepared to take up the challenges.

**Financial plans**

Pesto's aims to achieve financial success through strict financial controls and by offering a high-quality service and extremely clean, non-greasy food with interesting presentation. Pesto's does plan to raise menu rates as the restaurant gets more established. In addition, Pesto's will want to make sure that their team members will be well looked after and have opportunities for growth.

The market and financial analyses Chef Mario has done with his team, indicate that Pesto's can generate over \$869,000 in sales in the year and may also make a modest profit of < 10%

**Pesto's Restaurant – Profit and Loss Budget- FY 2020**

<b>Sales</b>	
Restaurant beverage sales	341,500
Restaurant food sales	527,500
<b>Total Sales</b>	<b>\$869,000</b>
<b>Operating Expenses</b>	
Total beverage costs	102,450
Total food costs	211,000
Advertising/Marketing	53,000
Bank Service Charges	10,200
Credit Card Fees	6,000
Insurances	24,000
Payroll	217,000
Team Building	6,000
Professional Fees	12,000
Rent or Lease	72,000
Subscription & Dues	3,000
Taxes & Licenses	2,400
Utilities and Telephone	60,000
Equipment Leases	48,000
Maintenance	18,000
<b>Total Operating Expenses</b>	<b>845,050</b>
<b>Net Profit Before Tax / (Loss)</b>	<b>\$ 23,950</b>

## Part A: Analyse information provided in the outline of the business plan

This is a simulated task.

You will need to work with the information provided and play the role of the General Manager of Pesto's.

Your first task as the General Manager is to analyse the outline of the business plan that Chef Mario has provided to you.

- A. In the space below identify at least four weaknesses in the existing outline of the business plan that you were given.
  
- B. This outline demonstrates some strengths. Identify at least three strengths.
  
- C. Make notes on summarising the key information you will need to consider when writing the business plan for Pesto's.

## Performance Checklist and Assessment Outcome – Assessment 2, Part A

<b>Student ID and name</b>		
<b>Unit code and title</b>	BSBMGT617 – Develop and implement a business plan	
<b>Course code and title</b>	BSB61015 - Advanced Diploma of Leadership & Management	
<b>Did the student analyse the information provided in the outline of the business plan to:</b>	<b>Satisfactory</b>	
identify at least four weaknesses in the existing outline of the business plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Identify at least three strengths	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make notes on summarising the key information needed to consider when writing the business plan for Pesto's	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Feedback to student:</b>		
<b>Result:</b> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/> Not Assessed		
<b>Assessor Declaration:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.		
<b>Assessor Name:</b>		
<b>Assessor Signature:</b>		<b>Date:</b> ____/____/____

**Part B: Role play – Participate in a Role play discussion with business owner**

This is a simulated task. You must:

- Make an appointment with your assessor for a discussion.
- Your assessor will organise the setting for the role play on the agreed date and time.
- Your assessor will play the role of the business owner/ organise for a volunteer to play the role of the business owner.
- During this session, you must contribute your analysis of the business outline and highlight the strengths and weaknesses.
- Based on your analysis, you must ask the business owner for their inputs on:
  - a suitable business vision statement
  - a suitable mission statement
  - financial objectives performance indicators benchmarks for the new business, such as sales figures, personnel costs, break-even point, etc.
  - non-financial objectives and performance indicators benchmarks, such as customer satisfaction, performance and productivity
- During/ after the session, you must make notes of the information you have gathered from the consultation in the space given below.
- You must submit these notes with your assessment.

**Notes of discussion**



**Role Play Observation Checklist and Assessment Outcome – Assessment 2, Part B**

<b>Student ID and name</b>			
<b>Unit code and title</b>	BSBMGT617 – Develop and implement a business plan		
<b>Course code and title</b>	BSB61015 - Advanced Diploma of Leadership & Management		
<b>Date of observation</b>			
<b>During the role play, did the student:</b>	<b>Check (X)</b>		<b>Comments</b> <i>(How did the student demonstrate this?)</i>
	<b>Y</b>	<b>N</b>	
Open the meeting and use appropriate greeting	<input type="checkbox"/>	<input type="checkbox"/>	
Present information, explaining own analysis of the business outline and highlighting the strengths and weaknesses as background to the discussion	<input type="checkbox"/>	<input type="checkbox"/>	
Ask the business owner for their inputs on a suitable a business vision statement	<input type="checkbox"/>	<input type="checkbox"/>	
Make suggestions for the business vision statements to support the business owner	<input type="checkbox"/>	<input type="checkbox"/>	
Ask the business owner for their inputs on a suitable a suitable mission statement	<input type="checkbox"/>	<input type="checkbox"/>	
Make suggestions for the mission statement to support the business owner	<input type="checkbox"/>	<input type="checkbox"/>	
Ask the business owner for financial and non-financial objectives, and performance indicators	<input type="checkbox"/>	<input type="checkbox"/>	
Discuss and make suggestions to support the business owner's inputs	<input type="checkbox"/>	<input type="checkbox"/>	
Ask advice using appropriate language and tone	<input type="checkbox"/>	<input type="checkbox"/>	
Use appropriate listening and questioning skills to elicit the business owner's views	<input type="checkbox"/>	<input type="checkbox"/>	
Ask questions to clarify or confirm own understanding	<input type="checkbox"/>	<input type="checkbox"/>	

End the meeting and politely thank the business owner for their time	<input type="checkbox"/>	<input type="checkbox"/>	
Make notes during the conversation	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Feedback to student:</b>			
<b>Result:</b> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/> Not Assessed			
<b>Assessor Declaration:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.  <b>Assessor Signature:</b> _____ <b>Date:</b> ____/____/____			
<b>Student Declaration</b> I have read and agree with this report.  <b>Student Signature:</b> _____ <b>Date:</b> ____/____/____			

## Part C: Prepare a draft business plan for approval

This is a continuation of the simulated **Part B**, and you are to develop a draft business plan for Pesto's Restaurant, as you would for a real company. You should base your plan on the information provided to you in the scenario for Assessment 2 Part A, and where required you are to use imaginary but reasonable information.

- Include the following information:
- Executive summary – a half-page overview written after your business plan is finalised
- Description of the business (you would need to insert some imaginary details, as this is a simulated activity)
  - Business details: General details about the business
  - A vision statement which briefly outlines the overall goals for the business
  - A Mission Statement
  - Registration details including a list of all required licenses and permits
  - Business premises, registrations and license required
  - Organisation chart: staff hierarchy and the positions you need to fill in the recruitment process
  - Management and owner ship: Who owns the business and if more than 1 person the % shares between all owners
- Products/services: What you sell
- Insurance required for the business
- Laws that affect business policies and procedures
- A S.W.O.T. analysis: Research and review the market
- Review of market requirements for the product or service, profile customer needs and research pricing options
- Research competitors and review pricing structures for the business
- Target market and marketing strategy summary and marketing methods you will use. (Review the market requirements for the product or service, profile customer needs and research pricing options while formulating a marketing strategy, identify the advertising methods you will use)
- Financial, human and physical resource requirements
  - Financial resources: Briefly outline approximately how much profit you intend on making in a particular timeframe. How much money will you need up-front? Where will you obtain these funds? How much of your own money are you contributing towards the business?
  - Key personnel: staff / human resource requirements for the business
- Productivity and performance targets for key result areas of the business

- Two performance measures for financial management:
  - Expenses actual to projection
  - Income actual to projection
- Two performance measure for marketing strategy
- Two performance measures for customer satisfaction
- Two performance measures for sustainability
- Plan of how you would test the performance measurement systems, including:
  - Acceptable levels of variance to planned objectives (where applicable).
  - The timeframe for each report – how frequently reports will be completed?
  - What benchmarking will be used?
  - Who the key stakeholder will be for each report?

You may use the Business Plan Template and guide provided in Appendix A.

You must prepare your business plan as a word processed document and submit it, along with your notes from Part B, attached to this assessment pack.

**Performance Checklist and Assessment Outcome – Assessment 2, Part C**

<b>Student ID and name</b>	
<b>Unit code and title</b>	BSBMGT617 – Develop and implement a business plan
<b>Course code and title</b>	BSB61015 - Advanced Diploma of Leadership & Management
<b>Did the student prepare a draft business plan that:</b>	<b>Satisfactory</b>
Analyses and articulated business vision, mission, values and objectives based on consultation with stakeholders	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reviews market requirements for the product or service, profiled customer needs and presented research on pricing options	<input type="checkbox"/> Yes <input type="checkbox"/> No
Presents performance objectives and measures based on consultation with stakeholders	<input type="checkbox"/> Yes <input type="checkbox"/> No
Identifies financial, human and physical resource requirements for the business	<input type="checkbox"/> Yes <input type="checkbox"/> No
Identifies plans for obtaining resources	<input type="checkbox"/> Yes <input type="checkbox"/> No
Details permits or licences that may be required	<input type="checkbox"/> Yes <input type="checkbox"/> No
Details a strategy to measure performance against planned objectives through financial indicators	<input type="checkbox"/> Yes <input type="checkbox"/> No
Details a strategy to measure performance against planned objectives through other indicators	<input type="checkbox"/> Yes <input type="checkbox"/> No
Details frequency of reporting for monitoring performance	<input type="checkbox"/> Yes <input type="checkbox"/> No
Clearly communicates relationships between ideas and information	<input type="checkbox"/> Yes <input type="checkbox"/> No
Clearly shows in-depth research	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is well-planned and uses standard business plan template	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is written in an appropriate style of writing to suit the purpose and audience	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Feedback to student:</b>	
<p><b>Result:</b> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/> Not Assessed</p>	

**Assessor Declaration:**

I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.

**Assessor Name:**

**Assessor Signature:**

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Assessment Outcome Record - Assessment 2 of 4 (To be completed by the Assessor)**

<b>Assessment task:</b>	Project 1: Prepare a draft business plan	
<b>Student Name and ID:</b>		
<b>Unit of Competency Code and Title:</b>	BSBMGT617 – Develop and implement a business plan	
<b>Feedback to student:</b>		
<b>Attempt 1:</b>		
<b>Attempt 2:</b>		
<b>Assessment Outcome: (tick)</b>		
<b>Attempt 1:</b>	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
<b>Attempt 2:</b>	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
<b>Assessor Name:</b>		
<b>Assessor Signature:</b>		<b>Date:</b> ____/____/____

## Assessment 3 – Project 2 – Prepare, implement and monitor the finalised business plan

### Instructions for Students

- This is the third of the five assessment tasks you must complete satisfactorily to be deemed competent in this unit
- This assessment is made up of three (3) tasks.
  - Part A – Role play: Present the draft plan for approval
  - Part B – Prepare the final draft of the business plan
  - Part C – Implement and monitor the business plan
- Read the scenarios given and complete the tasks that follow.
- You must attempt all criteria to the required standard (e.g. fulfil assessment criteria mentioned in the performance checklist) to be deemed satisfactory in this task.
- You must complete this task by following all given instructions, for the trainer/assessor to assess competency in this assessment task.
- Clearly label your work with name, unit code and unit title to all the documents and sheets that are attached to your submission.
- Review the role play observation checklist so that you are familiar with the behaviours that you are expected to perform during the observation.
- Review other resources, related to the task you are going to perform.
- Seek clarification regarding the assessment required to be done, if you do not understand the task.
- Ask for reasonable time from Assessor for preparation of Assessment.
- Seek information on additional reading material and reference for completion of the assessments.
- Submit this document along with your assessment work.

### Applicable conditions

- You will need to complete this project in your own time and submit it as per the Gen's requirements.
- You must complete the task independently.
- You can refer to the textbook, learning materials or your research of external resources in completing this task.
- Time limit for role plays is 10 minutes, unless otherwise specified.
- The Trainer/Assessor may ask you relevant questions on this assessment task to ensure that this is your own work, or to confirm your knowledge to close any gaps they may identify as not evidenced in your written responses.
- Trainer /Assessor will assess your practical skills, technique and knowledge as you complete this assessment task.
- All criteria listed in the performance checklists guide must be completed satisfactorily to the standard described.



- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not satisfactory.
- You must express all answers/responses in your own words or acknowledge the sources of reference materials used.
- If you are found to have plagiarised or copied another student's work, your assessment submission will not be accepted (please refer to the Gen Plagiarism Policy).

### **Resources required for assessment**

You will need the following materials/ resources for this task:

- Textbook/ Online learning resources
- Computer with Internet access for research purposes and word processing
- Appendix B: Excerpt of Implementation Plan

**This is a continuation of the project in Assessment 2.**

### **Part A: Present the draft plan for approval**

You are the General Manager of the company and have prepared a draft business plan according to your brief in Assessment 2.

You are to present the draft business plan to a team of stakeholders, whom you must collaborate with to gain approval for the plan.

In this assessment, you are required to actively facilitate effective group interaction, influence direction, and taking a leadership role.

Your assessor will record and assess your presentation and the resulting discussion/consultation against the criteria in the Role Play Observation Checklist.

- Your assessor will allocate a team of classmates to act as a team of key stakeholders, such as business partner, financier, staff member and technical adviser.
- The aim of the consultation/discussion is to gain their approval for the plan.
- You must seek their advice, listen actively and question them to clarify or elicit information.
- You must review and prioritise change requirements or opportunities with them and make a note of their inputs, any changes suggested.
- At the end of the presentation you should provide any clarification your stakeholders may require and summarise the proceedings and discussions of the meeting.
- You must ask the stakeholders if they are satisfied with the plan and ask for their formal approval.
- You must take notes during the role play, and submit these to your assessor during Part B.

### **Role play instructions**

During the role play, you will encounter various reactions from the team members. However, you should be able to:

- Highlight to the team how you will ensure stakeholder needs are considered in the implementation of the business plan
- Consult with your team members and get their feedback
- Put team members at ease
- Provide positive feedback to team members
- Encourage and acknowledging input from team members
- Ensure that the team has clear shared goals that everyone understands

**Role Play Observation Checklist and Assessment Outcome – Assessment 3, Part A**

<b>Student ID and name</b>			
<b>Unit code and title</b>	BSBMGT617 – Develop and implement a business plan		
<b>Course code and title</b>	BSB61015 - Advanced Diploma of Leadership & Management		
<b>Date of observation</b>			
<b>During the role play, did the student:</b>	<b>Check (X)</b>		<b>Comments</b> <i>(How did the student demonstrate this?)</i>
	<b>Y</b>	<b>N</b>	
Open the meeting and greet everyone appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
Communicate business plan to all relevant parties and ensure understanding of performance requirements and timeframes	<input type="checkbox"/>	<input type="checkbox"/>	
Understand and establish needs and expectation of stakeholders, and implement these into the plan	<input type="checkbox"/>	<input type="checkbox"/>	
Foster a positive team spirit	<input type="checkbox"/>	<input type="checkbox"/>	
Confirm with the team that all required skilled human resources are available	<input type="checkbox"/>	<input type="checkbox"/>	
Check if training is required and discussed appropriate training opportunities	<input type="checkbox"/>	<input type="checkbox"/>	
Present information and asked for team members advice using language and features appropriate to audience	<input type="checkbox"/>	<input type="checkbox"/>	
Participate in discussions and used listening and questioning to get to know the views of others, and to clarify or confirm understanding	<input type="checkbox"/>	<input type="checkbox"/>	
Collaborate with others to achieve joint outcomes	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitate effective group interaction and took a leadership role	<input type="checkbox"/>	<input type="checkbox"/>	
Consult key stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	

Gain the approval of the team for finalising the business plan	<input type="checkbox"/>	<input type="checkbox"/>	
Make detailed notes during the consultation session	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Feedback to student:</b>			
<b>Result:</b> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/> Not Assessed			
<b>Assessor Declaration:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.  <b>Assessor Signature:</b> _____ <b>Date:</b> ____/____/____			
<b>Student Declaration</b> I have read and agree with this report.  <b>Student Signature:</b> _____ <b>Date:</b> ____/____/____			

**Part B: Prepare the final draft of the business plan**

Once the business plan is approved (or conditionally approved subject to changes), prepare the final draft of the business plan, incorporating all relevant feedback from the stakeholders. You must use the notes you prepared during Task 1 to complete the business plan.

Prepare your revised business plan as a word processed document and submit it attached to this assessment pack, along with a copy of your notes.

**Performance Checklist and Assessment Outcome – Assessment 3, Part B**

<b>Student ID and name</b>	
<b>Unit code and title</b>	BSBMGT617 – Develop and implement a business plan
<b>Course code and title</b>	BSB61015 - Advanced Diploma of Leadership & Management
<b>During the assessment, did the student prepare a final business plan that:</b>	<b>Satisfactory</b>
Analyses and articulates business vision, mission, values and objectives based on consultation with stakeholders	<input type="checkbox"/> Yes <input type="checkbox"/> No
Reviews market requirements for the product or service, profiled customer needs and presented research on pricing options	<input type="checkbox"/> Yes <input type="checkbox"/> No
Presents performance objectives and measures based on consultation with stakeholders	<input type="checkbox"/> Yes <input type="checkbox"/> No
Identifies financial, human and physical resource requirements for the business	<input type="checkbox"/> Yes <input type="checkbox"/> No
Identifies plans for obtaining resources	<input type="checkbox"/> Yes <input type="checkbox"/> No
Details any permits or licences that may be required	<input type="checkbox"/> Yes <input type="checkbox"/> No
Details a strategy to measure performance against planned objectives through financial indicators	<input type="checkbox"/> Yes <input type="checkbox"/> No
Details a strategy to measure performance against planned objectives through other indicators	<input type="checkbox"/> Yes <input type="checkbox"/> No
Clearly communicates relationships between ideas and information	<input type="checkbox"/> Yes <input type="checkbox"/> No
Clearly shows in-depth research	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is well-planned and uses standard business plan template	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is written in an appropriate style of writing to suit the purpose and audience	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Feedback to student:</b>	
<p><b>Result:</b> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/> Not Assessed</p>	

**Assessor Declaration:**

I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.

**Assessor Name:**

**Assessor Signature:**

**Date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Part C: Implement and monitor the business plan**

This is a continuation of the simulation in Part A and Part B.

- Prepare a plan for implementing and monitor the business plan you developed Task 2.
- Your plan must include actions, responsibilities on staff and date/time periods.
- It must include the following tasks/ actions:
  - Checking of performance of plan against indicators
  - Reviewing of performance indicators and refining if necessary
  - Ensuring skilled labour is available
  - Testing and refining the performance measurement systems
  - Ensuring timely reporting on all key aspects of the business
  - Ensuring business reports are user-friendly
  - Ensuring a good balance of financial and non-financial performance in the reporting
  - Reporting system failures, product failures and variances to the business plan as they occur
  - Analysing performance reports against planned objectives
  - Implementing continuous improvement through review of processes and work methods

You should use the implementation plan extract template provided in Appendix B. You must prepare your implementation plan as a word processed document and submit it attached to this assessment pack.



**Performance Checklist and Assessment Outcome – Assessment 3, Part C**

<b>Student ID and name</b>		
<b>Unit code and title</b>	BSBMGT617 – Develop and implement a business plan	
<b>Course code and title</b>	BSB61015 - Advanced Diploma of Leadership & Management	
<b>Did the student prepare an implementation plan that included actions, timelines and responsibilities for:</b>	<b>Satisfactory</b>	
Checking of performance of plan against indicators	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Reviewing of performance indicators and refining if necessary	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Ensuring skilled labour is available	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Testing and refining the performance measurement systems	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Ensuring timely reporting on all key aspects of the business	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Ensuring business reports are user-friendly	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Ensuring a good balance of financial and non-financial performance in the reporting	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Reporting system failures, product failures and variances to the business plan as they occur	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Analysing performance reports against planned objectives	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Implementing continuous improvement through review of processes and work methods	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Feedback to student:</b>		
<b>Result:</b> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/> Not Assessed		
<b>Assessor Declaration:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.		
<b>Assessor Name:</b>		
<b>Assessor Signature:</b>		<b>Date:</b> ____/____/____

**Assessment Outcome Record - Assessment 3 of 4 (To be completed by the Assessor)**

<b>Assessment task:</b>	Project 2: Prepare, implement and monitor the finalised business plan	
<b>Student Name and ID:</b>		
<b>Unit of Competency Code and Title:</b>	BSBMGT617 – Develop and implement a business plan	
<b>Feedback to student:</b>		
<b>Attempt 1:</b>		
<b>Attempt 2:</b>		
<b>Assessment Outcome: (tick)</b>		
<b>Attempt 1:</b>	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
<b>Attempt 2:</b>	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
<b>Assessor Name:</b>		
<b>Assessor Signature:</b>		<b>Date:</b> ____/____/____

## Assessment 4 – Project 3 – Report, analyse and review business performance

### Instructions for Students

- This is the four of the five assessment tasks you must complete satisfactorily to be deemed competent in this unit
- This assessment is made up of three (3) tasks.
  - Part A – Prepare a continuous improvement plan
  - Part B – Report system failures, and variances to the business
  - Part C – Analyse and review performance reports
- Read the scenarios given and complete the tasks that follow.
- You must attempt all criteria to the required standard (e.g. fulfil assessment criteria mentioned in the performance checklist) to be deemed satisfactory in this task.
- You must complete this task by following all given instructions, for the trainer/assessor to assess competency in this assessment task.
- Clearly label your work with name, unit code and unit title to all the documents and sheets that are attached to your submission.
- Review other resources, related to the task you are going to perform.
- Seek clarification regarding the assessment required to be done, if you do not understand the task.
- Ask for reasonable time from Assessor for preparation of Assessment.
- Seek information on additional reading material and reference for completion of the assessments.
- Submit this document along with your assessment work.

### Applicable conditions

- You will need to complete this project in your own time and submit it as per the Gen's requirements.
- You must complete the task independently.
- You can refer to the textbook, learning materials or your research of external resources in completing this task.
- The Trainer/Assessor may ask you relevant questions on this assessment task to ensure that this is your own work, or to confirm your knowledge to close any gaps they may identify as not evidenced in your written responses.
- The Trainer /Assessor will assess your practical skills, technique and knowledge as you complete this assessment task.
- All criteria listed in the performance checklists guide must be completed satisfactorily to the standard described.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Competent or Not competent.

- You must express all answers/responses in your own words or acknowledge the sources of reference materials used.
- If you are found to have plagiarised or copied another student's work, your assessment submission will not be accepted (please refer to the Gen's Plagiarism Policy).

### **Resources required for assessment**

You will need the following materials/ resources for this task:

- Textbook/ Online learning resources
- Computer with Internet access for research purposes and word processing
- Appendix C: Continuous Improvement Plan Template

**This is a continuation of the simulation in Assessment 2 and 3**

**Scenario**

The business has now been running for 6 months and you have conducted a customer and staff survey as per your monitoring schedule.

**Assume that the business plan you prepared has set the following non-financial performance indicators benchmarks and achieved the following performance levels:**

**Performance data**

The tables below provide a summary of the performance data collected for the last 6 months.

<b>Customer Satisfaction:</b>		
<b>Measure</b>	<b>Benchmark</b>	<b>Actual Performance</b>
Current customer satisfaction level	95%	75% of customers rated satisfaction as met expectations or exceeded expectations
Customer retention rate	90%	65% of customers report they would use our services again
Percentage of repeat customers	50%	25%

<b>Service Performance:</b>		
<b>Measure</b>	<b>Benchmark</b>	<b>Actual Performance</b>
Percentage of service deadlines met	95%	85%
Quality of services	95%	60% of customers rated satisfaction as met expectations or exceeded expectations
Average time to respond to customer call (wait time)	1 min	3 min

You have investigated the reasons for the results above, and the following issues have come to your notice:

- **Customer survey results:**
  - Food served is not consistent in taste, portions and presentation
  - Wait staff are not able to explain the dishes
  - Bar service is slow at times- Sometimes drinks arrive after the food
  - Food service is very slow and some customers have even cancelled orders and left the restaurant after complaining

- **Staff survey/ consultation results:**

- The head cook reports that some of their staff struggle to produce food as directed. He agrees that there should be a more systematic approach to training staff, particularly on using guidelines for serving, portion control and presentation. He also agrees that wait staff need coaching on how to make menu suggestions, describe dishes, etc.
- The bar manager agrees that he would benefit from some training on rostering staff. He also suggests that there should be better coordination between the back of the house and the front of the house, for planning the workflow and forecasting guest traffic more accurately, so that rostering is more efficient.

### **Part A: Prepare a continuous improvement plan**

Read the above survey results and consider improvement measures for at least two problem areas, such as coordinated roster planning and staff training.

Prepare a continuous improvement plan using the template in Appendix C and plan information on the activity, how it will be achieved, the timeframe for completion, responsibilities and resources required.

Your continuous improvement plan should include measures to ensure groups and individuals contributing to under-performance are coached and trained.

**Performance Checklist and Assessment Outcome – Assessment 3, Part A**

<b>Student ID and name</b>		
<b>Unit code and title</b>	BSBMGT617 – Develop and implement a business plan	
<b>Course code and title</b>	BSB61015 - Advanced Diploma of Leadership & Management	
<b>Did the student:</b>	<b>Satisfactory</b>	
Analyse performance reports against planned objectives to monitor performance	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Review processes and work methods and identify opportunities for improvement	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Prepare a continuous improvement plan for two problem areas, which included actions, activities, timelines and responsibilities	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Feedback to student:</b>		
<b>Result:</b> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/> Not Assessed		
<b>Assessor Declaration:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.		
<b>Assessor Name:</b>		
<b>Assessor Signature:</b>		<b>Date:</b> ____/____/____



## Part B: Report system failures, and variances to the business

Write a brief report for the owners reporting system failure and variances to the business. Your report must cover the following:

- analysis of performance reports against planned objectives
- the review processes you have followed
- analysis of failures in communication, planning, reporting and training
- brief description of the continuous improvement plan you have prepared, including how you will ensure groups and individuals contributing to under-performance are coached and trained

**Performance Checklist and Assessment Outcome – Assessment 3, Part B**

<b>Student ID and name</b>		
<b>Unit code and title</b>	BSBMGT617 – Develop and implement a business plan	
<b>Course code and title</b>	BSB61015 - Advanced Diploma of Leadership & Management	
<b>Did the student:</b>	<b>Satisfactory</b>	
Analyse performance reports against planned objectives	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Review the processes followed	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Analyse failures in communication, planning, reporting and training	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Briefly describe the continuous improvement plan, including how to ensure groups and individuals contributing to under-performance are coached and trained	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Feedback to student:</b>		
<b>Result:</b> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/> Not Assessed		
<b>Assessor Declaration:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.		
<b>Assessor Name:</b>		
<b>Assessor Signature:</b>		<b>Date:</b> ____/____/____

## Scenario

Pesto's Restaurant has completed one financial year in business, and Chef Mario wants to take stock of how the business has fared. He has asked you to go through the financial document and the results of the non-financial performance indicators given below.

## Performance data

The tables below provide a summary of the performance data collected over the last 12 months.

### Non-financial performance indicators

<b>Productivity:</b>		
<b>Measure</b>	<b>Benchmark</b>	<b>Actual Performance</b>
Total marketing cost as a percentage of revenue	6-10%	6.2%
Average annual hours of training per employee	14 hours	10 hours
Percentage of customer calls resulting in bookings	80%	60%

<b>Brand Awareness:</b>		
<b>Measure</b>	<b>Benchmark</b>	<b>Actual Performance</b>
Brand trust	83%	75% of Customers said they would recommend Pesto's to others
Brand loyalty	82%	75% customers said they will eat at Pesto's frequently.

<b>Sustainability Measures:</b>		
<b>Measure</b>	<b>Target</b>	<b>Actual</b>
Leasing / installing only energy efficient equipment	100%	80%
Recycling cardboard from packaging	90%	95%
Reducing water consumption	10%	5%

### Financial performance indicators

#### Financial performance indicators benchmarks

- Food cost averages 40% of food revenue
- Beverage cost averages 30% of beverage revenue
- Labour costs average 25% of sales revenue
- Profit margin% 2.7 profit

<b>Pesto's Restaurant Profit and loss statement</b>	<b>Year 2020 Budgeted</b>	<b>Year 2020 Actual</b>
<b>Sales</b>		
Restaurant beverage sales	341,500	335,615
Restaurant food sales	527,500	468,185
<b>Total Sales</b>	<b>\$869,000</b>	<b>\$803,800</b>
<b>Operating Expenses</b>		
Total beverage costs	102,450	107,397
Total food costs	211,000	187,274
Advertising/Marketing	53,000	50,300
Bank Service Charges	10,200	10,200
Credit Card Fees	6,000	6,000
Insurances	24,000	24,000
Payroll	217,000	220,000
Team Building	6,000	6,200
Professional Fees	12,000	12,000
Rent or Lease	72,000	72,000
Subscription & Dues	3,000	3,000
Taxes & Licenses	2,400	2,400
Utilities and Telephone	60,000	59,781
Equipment Leases	48,000	48,000
Maintenance	18,000	18,000
Total Operating Expenses	845,050	826,552
<b>Net Profit Before Tax / (Loss)</b>	<b>\$ 23,950</b>	<b>(\$22,752)</b>

### **Part C: Analyse and review performance reports**

Conduct investigations into each of the financial and non-financial performance data and write a brief report for the owners reporting system failure and variances to the business. Your report must cover the following:

- analysis of financial and non-financial performance reports against planned objectives
- comment on the suitability of performance indicators and what changes might be required to achieve organisational goals such as lowering or increasing the benchmark levels to ensure more realistic and achievable objectives.
- recommend performance improvement strategies

**Performance Checklist and Assessment Outcome – Assessment 3, Part C**

<b>Student ID and name</b>		
<b>Unit code and title</b>	BSBMGT617 – Develop and implement a business plan	
<b>Course code and title</b>	BSB61015 - Advanced Diploma of Leadership & Management	
<b>Did the student prepare and submit:</b>	<b>Satisfactory</b>	
a report that advises the business of system failure	<input type="checkbox"/> Yes <input type="checkbox"/> No	
analyses performance against planned objectives	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Reviews performance indicators and makes suggestions for changes to improve performance measurement system	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Suggests improvement strategies that adhere to business objectives	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Correctly extracts and evaluates mathematical information and relationships from the data presented	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Demonstrates evidence of gathering and analyses of all relevant information	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Shows evaluation of options in order to monitor performance and identify opportunities for improvement	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Feedback to student:</b>		
<b>Result:</b> <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/> Not Assessed		
<b>Assessor Declaration:</b> I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.		
<b>Assessor Name:</b>		
<b>Assessor Signature:</b>		<b>Date:</b> ____/____/____

**Assessment Outcome Record - Assessment 4 of 4 (To be completed by the Assessor)**

<b>Assessment task:</b>	Project 3: Report, analyse and review business performance	
<b>Student Name and ID:</b>		
<b>Unit of Competency Code and Title:</b>	BSBMGT617 – Develop and implement a business plan	
<b>Feedback to student:</b>		
<b>Attempt 1:</b>		
<b>Attempt 2:</b>		
<b>Assessment Outcome: (tick)</b>		
<b>Attempt 1:</b>	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
<b>Attempt 2:</b>	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Satisfactory
<b>Assessor Name:</b>		
<b>Assessor Signature:</b>	<b>Date:</b> ____/____/____	

## Appendices

### Appendix A: Business Plan Template

[Your Name]

[Your Title]

[Business Name]

[Main Business Address]

**ABN:** [ABN]

**ACN:** [ACN]

[Business Name]

### Business Plan

**Prepared:** [Date prepared]

#### Business Plan Summary

[Your business summary should be no longer than a page and should focus on why your business is going to be successful. Your answers below should briefly summarise your more detailed answers provided throughout the body of this plan.]

#### The Business

##### Business details

**Products/services:** [What products/services are you selling? What is the anticipated demand for your products/services?]

##### Registration details

**Business name:** [Enter your business name as registered in your state/territory. If you have not registered your business name, add your proposed business name.]

**Trading name(s):** [Registered trading name(s).]

**Date registered:** [Date business name registered.]

**Location(s) registered:** [State(s) you are registered in.]

**Business structure:** [Sole trader, partnership, trust, company.]

**ABN:** [Registered Australian Business Number.]

**ACN:** [Registered Australian Company Number, if applicable.]

**GST:** [Are you registered for Goods and Services Tax? Date registered?]

**Domain names:** [Registered domain names.]

**Licences & permits:** [List all the licences or permits you have registered]



## Business premises

**Business location:** *[Describe the location and space occupied/required. What is the size of the space you occupy/require? Which city or town? Where in relation to landmarks/main areas? If you have a retail business, where are you in relation to other shops? What is the retail traffic like?]*

**Buy/lease:** *[If you have purchased a business premises or are currently leasing, briefly outline the arrangements. If you are still looking for a lease, outline your commercial lease requirements and any utilities/facilities required.]*

**Relevant owner experience:** *[Briefly outline your experience and/or years in the industry and any major achievements/awards.]*

## The Future

### Vision statement

*[What is your business' vision statement? It should briefly outline your future plan for the business and include your overall goals.]*

### Mission statement

*[What is your business' mission statement? I.e. how will you achieve your vision?]*

### Goals/objectives

*[What are your short & long term goals? What activities will you undertake to meet them?]*

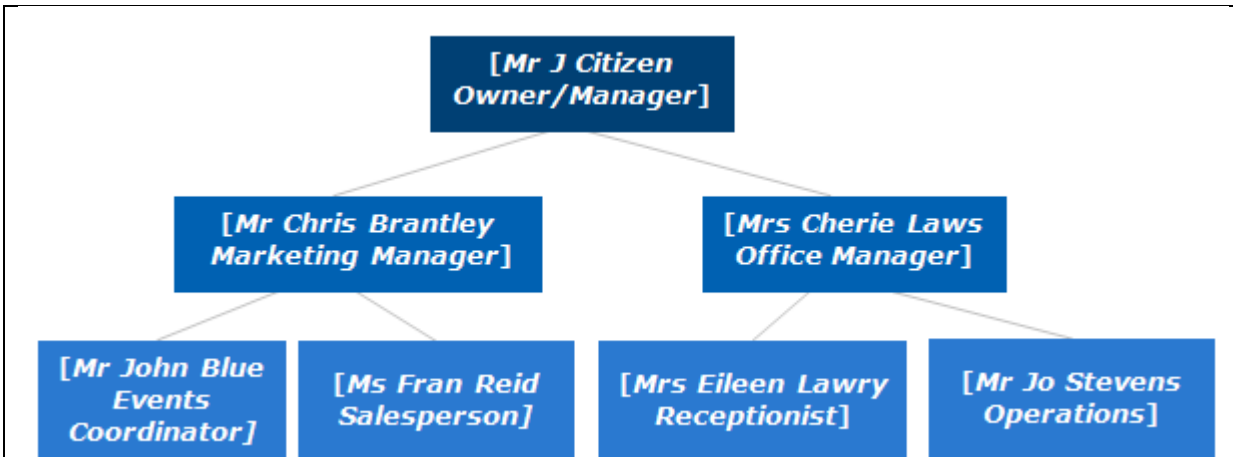
### The Finances

*[Briefly outline how much profit you intend on making in a particular timeframe. How much money will you need up-front? Where will you obtain these funds? What portion will you be seeking from other sources? How much of your own money are you contributing towards the business?]*

### Organisation chart

*[Outline your business structure in an organisation chart.]*

**Figure 1: Example Organisation Chart.**



**Management & ownership**

**Names of owners:** [List all of the business owners.]

**Details of management & ownership:** [As the owner(s), will you be running the business or will a Chief Executive Officer (CEO) be running the business on your behalf? What will be your involvement? If it is a partnership briefly outline % share, role in the business, the strengths of each partner and whether you have a partnership agreement/contract in place?]

**Experience:** [What experience do the business owner(s) have? How many years have you owned or run a business? List any previous businesses owned/managed. List any major achievements/awards. What other relevant experience do you have? Don't forget to attach your resume(s) to the back of your plan.]

**Key personnel**

**Current staff**

[List your current staff in the table below.]

Job Title	Name	Skills, qualification, experience

**Required staff**

[List your required staff in the table below.]

Job Title	Numbers	Skills required	Date required

**Recruitment options**

[How do you intend on obtaining your required staff? Advertising in the local paper, online advertising, and/or training current staff members?]

**Training programs**

[Are there any training programs you will be organising in the event you cannot find the required skills? Are these in-house or external providers? What training will you as the business owner/manager undertake to keep your skills current?]

**Skill retention strategies**

[What procedural documentation will you provide to ensure the skills of staff are maintained? Do you have an appropriate allocation of responsibilities? How are responsibilities documented and communicated to staff? What internal processes will you implement to regularly check that the current skills of staff members are still appropriate for the business?]

**Products/services**

Product/Service	Description

**Market position:** [Where do your products/services fit in the market? Are they high-end, competitive or budget? How does this compare to your competitors?]

**Unique selling position:** [How will your products/services succeed in the market where others may have failed? What gives your products/services the edge?]

**Anticipated demand:** [What is the anticipated quantity of products/services your customers are likely to purchase? For example, how much will an individual customer buy in 6 months or 12 months?]

**Pricing strategy:** [Do you have a particular pricing strategy? Why have you chosen this strategy?]

**Value to customer:** [How do your customers view your products/services? Are they a necessity, luxury or something in between?]

**Growth potential:** [What is the anticipated percentage growth of the product in the future? What will drive this growth?]

**Innovation**

**Research & development (R&D)/innovation activities**

[What R&D activities will you implement to encourage innovation in your business? What financial and/or staff resources will you allocate?]

**Intellectual property strategy**

[How do you plan to protect your innovations? List any current trade marks, patents, designs you have registered. Do you have confidentiality agreements in place?]

**Insurance**

**Workers compensation:** [Provide details if you have workers compensation insurance? This is mandatory if you have employees.]

**Public liability insurance:** [Provide details if you have public liability insurance? This

*covers any third party death or injury.]*

**Professional indemnity:** *[Provide details if you have professional indemnity insurance? This covers any legal action taken out as a result of your professional advice.]*

**Product liability:** *[Provide details if you have product liability insurance? This covers any legal action taken out as a result of injury, damage or death from your product.]*

**Business assets:** *[Provide details if you have insured your business assets in the event of a fire, burglary, or damage? For example: building, contents, motor vehicles.]*

**Business revenue:** *[Provide details if you have insured your business in the event of business interruption where you cannot trade because of a particular event and are unable to make money?]*

**Risk management**

*[List the potential risks (in order of likelihood) that could impact your business.]*

<b>Risk</b> <i>[Description of the risk and the potential impact to your business.]</i>	<b>Likelihood</b> <i>[Highly Unlikely, Unlikely, Likely, Highly Likely]</i>	<b>Impact</b> <i>[High, Medium, Low]</i>	<b>Strategy</b> <i>[What actions will you take to minimise /mitigate the potential risk to your business?]</i>

**Legal considerations**

*[List the legislation, which will have some impact on the running of your business. For example: consumer law, business law, or specific legislation to your industry.]*

**Operations**

**Production process**

*[What is the process involved in producing your products or services. This process will vary depending on your product or service. Here are some examples of questions you may consider. Is there a manufacturing process? Who is involved in the process? Are there any third parties involved? What is involved in delivering the service to your customers?]*

**Suppliers**

*[Who are your main suppliers? What do they supply to your business? How will you maintain a good relationship with them?]*

**Technology (Software):** *[What technology do you require? For example: website, point of sale software or accounting package? What will be the main purpose for each? Will they be off-the-shelf or purpose built? What is the estimated cost of each technology solution?]*

**Trading hours:** *[What are your trading hours? What are your expected peak trading times? Which times do you expect to be more profitable? How will this change over*

different seasons? How do your trading hours accommodate these changes?]

**Communication channels:** [How can your customers get in contact with you? These channels can include: telephone (landline/mobile), post box, shopfront, email, fax, internet blog or social media channel.]

**Payment types accepted:** [What payment types will you accept. cash, credit, cheque, gift cards, Paypal etc]

**Credit policy:** [What is your credit policy for customers/suppliers? How long is the credit period? What are your collection strategies/procedures? What credit does your business receive? What are the terms?]

**Warranties & refunds:** [If you manufacture certain goods, what are the warranty terms? What is your business refund/exchange policy?]

**Quality control:** [Describe your quality control process. What checks or balances do you have in place to ensure the product or service you offer is produced to the same standard of quality? What steps do you take to meet product safety standards?]

**Memberships & affiliations:** [Is your business a member of any particular industry association or club? Do you have any affiliations with any other organisation?]

### Sustainability plan

#### Environmental/resource impacts

[Describe the impact your business could potentially have on the environment. E.g. a particular manufacturing process may contribute negatively on the local water supply.]

#### Community impact & engagement

[How does your environmental impact affect the local community? How can you engage the community in minimising your impact?]

#### Risks/constraints

[List any risks/constraints to your business resulting from this environmental impact?]

#### Strategies

[What strategies will you implement to minimise/mitigate your environmental impact and any risks to your business? Will you conduct an environmental audit? Have you introduced an Environmental management system?]

#### Sustainability Action plan

[List your key sustainability/environmental milestones below?]

Sustainability milestone	Target	Target date
E.g. Reduce water consumption	E.g. 60% reduction	E.g. Month/Year

### The Market

#### Market research

[What statistical research have you completed to help you analyse your market? Did you use a survey/questionnaire? If so, you may like to attach a copy of your survey/questionnaire to the back of this plan.]

**Market targets**

[Outline your planned sales targets. What quantity of your products/services do you plan to sell in a planned timeframe? Are they monthly or yearly targets?]

**Environmental/industry analysis**

[Detail the results of the market research you have performed. Is the area experiencing population growth? Are there long-term employers in the area? Is the region's economy stable? Are there seasonal variations? What is the size of the market? What recent trends have emerged in the market? What growth potential is available and where do you fit in? How will the market/customers change when you enter the market?]

**Customers**

**Customer demographics**

[Define who your target customers are and how they behave. You can include age, gender, social status, education and attitudes.]

**Key customers**

[Identify your key customers. (These can be large consumers of your products or individuals whose satisfaction is key to the success of your business.) How will you target your products/service to them?]

**Customer management**

[How will you maintain a good relationship with your customers? What techniques will you use? How will you keep your customers coming back? Have you introduced customer service standards? Do you follow any particular code of practice?]

**S.W.O.T. analysis**

[List each of your businesses strengths, weaknesses, opportunities or threats in the table below and then outline how you plan to address each of the weaknesses/threats.]

<b>Strengths</b>	<b>Weaknesses</b>
[e.g. High traffic location]	[e.g. High rental costs]

Opportunities	Threats
<i>[e.g build on customer and brand loyalty]</i>	<i>[e.g Cash flow problems]</i>

### Competitors

*[How do you rate against your competitors? How can your business improve on what they offer?]*

#### Competitor details

*[List at least 5 competitors in the table below.]*

Competitor <i>[Competitor name]</i>	Value to customers <i>[Unique value to customers. E.g. convenience, quality, price or service?]</i>	Strengths <i>[What are your competitor's main strengths?]</i>	Weaknesses <i>[What are your competitor's main weaknesses?]</i>

### Advertising & sales

#### Advertising & promotional strategy

*[What strategies do you have for promoting and advertising your products/services in the next 12 months?]*

Planned promotion /advertising type <i>[Print media advertising, online advertising, mail-out, giveaway, media release, social media campaign or event.]</i>	Expected business improvement <i>[How do you expect it will improve your business success?]</i>	Cost (\$)	Target date <i>[Month/Year]</i>

**Sales & marketing objectives**

*[Who makes up your sales team? What sales techniques will they use? What tools/material will they use to help sell your products/services? What sales goals/targets will they meet?]*

**Unique selling position**

*[Why do you have an advantage over your competitors? How will your products/services succeed in the market where others may have failed?]*

**The Finances****Key objectives & financial review****Financial objectives**

*[List your key financial objectives. These can be in the form of sales or profit targets. You could also list your main financial management goals such as cost reduction targets.]*

**Finance required**

*[How much money up-front do you need? Where will you obtain the funds? What portion will you be seeking from loans, investors, business partners, friends or relatives, venture capital or government funding? How much of your own money are you contributing towards the business?]*

**Assumptions**

The financial tables on the subsequent pages are based on the assumptions listed below:

- *[List your financial assumptions. These can include seasonal adjustments, drought or interest rates etc.]*



**Appendix B: Excerpt of Implementation Plan**

Tasks to be completed for the success of	Who is responsible	Time frame	Skills/ Resources
Checking of performance of plan against indicators			
Reviewing of performance indicators and refining if necessary			
Ensuring skilled labour is available			
Testing and refining the performance measurement systems			
Ensuring timely reporting on all key aspects of the business			
Ensuring business reports are user-friendly			
Ensuring a good balance of financial and non-financial performance in the reporting			
Reporting system failures, product failures and variances to the business plan as they occur			
Analysing performance reports against planned objectives			
Implementing continuous improvement through review of processes and work methods			

**Appendix C: Continuous Improvement Plan Template**

<b>Continuous Improvement Plan</b>				
<b>Improvement activity (system processes and work methods)</b>	<b>How the improvement activity will be achieved</b>	<b>Timeframe for completion</b>	<b>Person responsible</b>	<b>Resources required</b>