



BSBTWK401

Build and maintain business relationships

Assessment 2 of 3

Case Study and Role Play

ASSESSOR GUIDE



Assessment Instructions

Task overview

This assessment is divided into **three [3]** tasks. Read each task carefully before providing a response.

Additional resources and supporting documents

To complete this assessment, you will need access to:

- Ace Finance Corporate Marketing Plan (provided on LMS)
- Ace Finance Networking Policy and Procedure (provided on LMS)
- Ace Finance Conflict and Problem Resolution Policy and Procedure (provided on LMS)
- 2 other participants for the role play
- Email template (provided on LMS)
- Microsoft Teams to record the role play
- Mobile device or computer's voice recording to record voicemail

Assessment Information

Submission

You are entitled to three [3] attempts at completing this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be answered correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

TASK 1 – WRITTEN QUESTIONS

In Task 1 you are required to answer **three (3)** written questions.

Instructions

1. Answer the following three questions by writing your responses in the table provided below.

Question 1

Read the Ace Finance Corporate Marketing Plan and identify:

- two (2) business development objectives
- two (2) networking objectives
- two (2) networking opportunities

Assessor Marking Guide

For satisfactory performance, in their own words, students must demonstrate that they can identify two (2) business development objectives, two (2) networking objectives and two (2) networking opportunities that Ace Finance aims to fulfil. Learner responses must be based on the *Ace Finance Corporate Marketing Plan*.

Benchmark standards of student responses are provided below.

Examples of business development objectives	Examples of networking objectives	Examples of networking opportunities
<ul style="list-style-type: none"> • Offer a new service, providing financial literacy and professional development training. • Run at least 6 complimentary financial literacy training events in the next financial year. 	<ul style="list-style-type: none"> • Strengthen business relationships with fresh fruit and vegetable produce companies within the Dubbo, Orange, and Coffs Harbour region. Increase engagement from 2 to 10 in the next financial year. • Increase the use of collaborative technologies to reduce costs associated with meetings and improve internal and external methods of digital communication and networking. 	<ul style="list-style-type: none"> • Use social media or digital technologies such as Email and Skype in networking activities. • Attend conferences and events. • Attend formal networking events. • Join informal networking groups.

Question 2

In your own words, identify **three (3)** barriers that could hinder the business development opportunities for Ace Finance (maximum 100 words). The barriers should include internal and external barriers.

Assessor Marking Guide

Benchmark standards of student responses:

Internal barriers

- **Poor management:** Managers who lack leadership skills do not effectively motivate employees. This can lead to employees lacking direction or having a vague understanding of Ace Finance's objectives.

This may include staff increasing their networking efforts and organising the financial literacy workshops.

- **Lack of resources:** Ace Finance may not have enough financial resources to market their new financial literacy training services effectively or to pay for hiring venues and providing refreshments.
- **Lack of strategy:** Managers may be too busy thinking about the day-to-day operations instead of looking at the big picture which includes increasing their market exposure through networking events and financial literacy training. The objectives and targets set might also not be reasonable or realistic enough.
- **Low productivity:** Employees may also lack the necessary knowledge, skills, and resources to increase their networking efforts or to network effectively. The established systems, procedures, and processes may also be inefficient and counterproductive.
- **Ineffective marketing:** Ace Finance's marketing strategy might not be working. Marketing efforts may not be reaching the intended audience (current and potential clients including fruit and vegetable growers or are not compelling enough to convince them to attend the financial literacy training workshops).

External barriers

- **Saturated market:** There may already be too many competitors offering the same products and services provided by Ace Finance in the market. This may include local organisations that can offer financial literacy training at a much cheaper rate because they are subsidised by the Australian government and already have their own training premises.
- **Negative press:** News outlets and social media may be harming Ace Finance and the financial services sector more generally. Negative press about financial planning will make customers wary of Ace Finance and hesitant to buy their products or services including financial literacy training.
- **High taxes:** Ace Finance may struggle to pay taxes and contributions if revenue from sales is not enough. This may impact available funds to promote and deliver free financial literacy training.
- **Aggressive competitors:** Competitors may be expanding their business or increasing their marketing efforts in order to drive more customers towards them.
- **Struggling economy:** Recessions can slow down the business's growth. Investors may become uncertain, and customers may lack the resources to buy Ace Finance products and services.

Question 3

List **three (3)** points you would consider when you are responsible for planning, sequencing, and implementing tasks when maintaining business networks.

Assessor Marking Guide

Student must demonstrate they are aware of responsibilities when planning, sequencing, and implementing tasks required to build and maintain networks.

Benchmark standards of student responses include:

- Scheduling time to contact your network.
- Engage stakeholders.
- Identify appropriate resources.
- Have a project plan including the sequence of activities and timelines, responsibilities.
- Apply time management skills.
- Plan and carry out tasks in a logical manner.
- Select appropriate support of others.
- Seek feedback and update your plan where required.

- When you have finished answering the three questions, save the assessment document to your device. You will submit the document to your assessor after you have completed all assessment tasks.

TASK 2 – GROUP ACTIVITY / ROLE PLAY

In Task 2, you will participate in a group activity with **two (2)** other students. You will each assume a character and role play a different business owner or representative of the business. In the activity you are required to initiate communication with two (2) related business owners (role-played by two fellow students) to develop new business relationships that could mutually benefit each other.

Task 2 has **four (4)** parts:

- Part A:** Use Discussion Forum to form a group with two (2) other students, decide amongst yourselves which role you will play and organise date for the virtual meeting
- Part B:** Write an email to initiate the business relationship
- Part C:** Use Microsoft Teams for a meeting to discuss how you might collaborate together
- Part D:** Write email to thank participants for their time

Instructions to assessor

Task 2 is a group activity between [three (3) students] who are role-playing three different business owners or representatives of the business to establish and maintain business relationships.

- Part A: Students form a group, decide on characters and organise date for virtual meeting
- Part B: Students write emails to initiate the business relationship
- Part C: Students use Microsoft Teams for a meeting to discuss how they might collaborate together
- Part D: Students write an email to thank participants for their time

Part A: Form a group, decide on characters and organise date for virtual meeting

Part A: Students use the Discussion Forum establish the group, decide on characters and set a date for the Part C Teams meeting. Character profiles are shown below. Note: Students are not provided with ideas on how they might network and what they can offer each other through the relationship.

Instructions

Part A: Form a group, decide on characters and organise date for virtual meeting

- Read the following to familiarise yourself with the three characters for the virtual meeting.

Character	Profile
1. Lee Smith – Ace Finance Regional Business Development Officer	<p>Background</p> <p>You are employed as a Regional Business Development Officer at Ace Finance. Your role is to support the strategic objective to increase market share in the regional areas of Dubbo, Orange, and Coffs Harbour, specifically fruit and vegetable producers. Your role includes networking which you will do through a series of complimentary financial literacy training events.</p> <p>Clientele</p> <p>52 clients of which only 2 are fruit and vegetable growers in the Orange area.</p>

	<p>Networking objectives</p> <ul style="list-style-type: none"> • To increase number of fruit and vegetable growers to this to 5 in the Orange area. • To promote the complimentary financial literacy training events as a networking opportunity • To find a suitable venue in Orange to run the financial literacy training event and a sponsor for refreshments in Orange.
<p>2. Vic Gomez – Fruit producer in Orange</p>	<p>Background</p> <p>Vic is a third-generation fruit grower in Orange who specialises in stone-fruit orchards. Vic has no formal business qualifications and is keen to improve his/her financial literacy but does not want to attend formal training. Vic is on a tight budget.</p> <p>Clientele</p> <p>10 customers in the Orange region.</p> <p>Networking objectives</p> <ul style="list-style-type: none"> • To expand to 15 customers in the Orange area within the next 6 months through local networking events • To find free financial training or support to increase his/her financial literacy skills.
<p>3. Ash Wong – Events Manager of the Orange Chamber of Commerce</p>	<p>Background</p> <p>Ash has worked at the Orange Chamber of Commerce as the Events Manager for two years. The Chamber of Commerce wants to increase their membership of fruit producers which has traditionally been low. The Orange Chamber of Commerce sponsors many local businesses (e.g., agricultural field days sporting events and prizes) and finds this a successful way to bring in new members</p> <p>Clientele</p> <p>20 local businesses situated within the urban areas of Orange. Currently they have only one fruit producer from the Orange area.</p> <p>Networking objectives</p> <ul style="list-style-type: none"> • To expand membership across all industries • To expand membership within the non-urban areas of Orange and rural industries including fruit producers • To collaborative with organisations targeting fruit producers.

2. Use the Discussion Forum to identify **two [2]** fellow students from your course to form a group of three students who will participate with you in the group activity. You must also:
- Decide amongst yourselves who will play each character
 - Schedule a virtual meeting using Microsoft Teams in preparation for when you get to Part C.

Part B: Write email to initiate the business relationship

In preparation for your meeting, you are required to write an email to the **two [2]** local business representatives. You must write **one [1]** email, copying both local business representatives in by adding their names to the relevant section.

- Using the email template provided on LMS, write an informal email to the **two [2]** local business representatives (role-played by your fellow students). This conversation is a developmental process where you introduce yourself, develop rapport, introduce objectives, identify mutual benefits and set up a virtual meeting. You must write **one [1]** email, copying both local business representatives in, to address the following:
 - Introduce yourself, your goal, and your interest in networking to promote and support local businesses
 - Propose possible future mutual benefits of collaborating together
 - Seek an opportunity to meet and discuss options via Microsoft Teams
 - Establish a time to meet
 - Establish rapport through appropriate written communication
 - Confirm that you are looking forward to meeting them as a group via Microsoft Teams.
- PDF the email written to the two [2] local business representatives and save it to your device with the following naming convention: **BSBTWK401_Task 2 Part B Email 1_Your Name**. You will submit this PDF to your assessor when you have completed all parts of the assessment.

In part B, students are required to write an email to the two [2] local business representatives. Students must write one [1] email, copying both local business representatives in by adding their names to the relevant section (i.e. 'To').

Student must demonstrate they have:

Email Criteria	Yes	No
Communicated in writing (email) to two [2] business contacts. Students must write one [1] email, copying both local business representatives in.	<input type="checkbox"/>	<input type="checkbox"/>
Introduced themselves, their goal, and their interest in networking to promote and support local businesses	<input type="checkbox"/>	<input type="checkbox"/>
Established a time to meet	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate written communication to establish rapport	<input type="checkbox"/>	<input type="checkbox"/>
Confirmed that they are looking forward to meeting the other business contacts via Microsoft Teams time at an agreed time	<input type="checkbox"/>	<input type="checkbox"/>
Written informally with language appropriate for the audience	<input type="checkbox"/>	<input type="checkbox"/>

Part C: Use Microsoft Teams meeting to discuss how you might collaborate together

- Conduct the Microsoft Teams meeting with the other **two [2]** students in your group to discuss and develop strategies to promote and support each other and foster new business relationships. This meeting should be conducted as a formal business discussion, with language appropriate for the occasion. The meeting should be **no longer than 12 minutes**.

In this meeting you must:

- Come to the meeting with 1-2 ideas of what you could offer to the networking relationship and how you might collaborate. Consider the networking objectives of the other characters.
 - Discuss and develop strategies as a team to promote and support each other and foster new business relationships. This will include:
 - The use of persuasive language and appropriate non-verbal features to achieve mutually acceptable outcomes
 - The use of communication techniques to establish rapport with business contacts
 - The use of active listening and questioning techniques to confirm understanding
 - Engage with business contacts using verbal communication to promote business opportunities.
2. At the beginning of the meeting, you and the other participants must consent to being recorded:

Recording consent

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, followed by all participants replying with their names and the roles they are playing to provide their consent.

"This session is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and the role they are going to play."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

If participants have not provided consent within the recording, it will not be viewed or marked by the assessor and will need to be redone and resubmitted.

3. Record your meeting using Microsoft Teams. Cameras must be turned on during the meeting.
4. Save the video recording in MP4 format to your device with the following naming convention: : **BSBTWK401_Task 2 Part C Video Recording_Your Name**. You will submit this video file to your assessor when you have completed all parts of the assessment.

Assessor instructions

Students must conduct the Microsoft Teams meeting with the other two students in their group to discuss and develop strategies to promote and support each other and foster new business relationships.

Use the following Observation Checklist to record your observations while you watch the video. Where all criteria are demonstrated, write a general comment in the Student Assessment Feedback Form. Where one or more criteria are not demonstrated to a satisfactory standard, make a specific comment for each criterion requiring re-submission, including constructive feedback in the Student Assessment Feedback Form.

Observation Checklist <i>(to be completed by the Assessor)</i>	
Use this checklist while reviewing the recorded role play:	
Did the student...	Satisfactory/ Not Yet Satisfactory
<p>Come to the meeting with 1-2 ideas of what they could offer to the networking relationship and how they might collaborate. Benchmark standards of student responses:</p> <p>Character 1: Lee Smith – Ace Finance Regional Business Development Officer</p> <p>Ace Finance could:</p> <ul style="list-style-type: none"> i. provide three specialist taxation sessions to fruit grower ii. sponsor the next Chamber of Commerce breakfast meeting <p>Character 2: Vic Gomez – Fruit producer in Orange</p> <p>Vic Gomez could:</p> <ul style="list-style-type: none"> b) provide fruit platters at the Ace Finance financial literacy training events c) speak at the next Chamber of Commerce meeting on how they have introduced new sustainability measures related to water usage in their orchards. <p>Character 3: Ash Wong – Events Manager of the Orange Chamber of Commerce</p> <p>Ash Wong could:</p> <ul style="list-style-type: none"> a) Sponsor fruit producer stand at next agricultural show b) Provide venue for Ace Finance financial literacy training events 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory
Discussed and developed strategies as a team to promote and support each other and foster new business relationships. This would include:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory
<ul style="list-style-type: none"> • The use of persuasive language and appropriate non-verbal features to achieve mutually acceptable outcomes 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory
<ul style="list-style-type: none"> • The use of communication techniques to establish rapport with business contacts 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory
<ul style="list-style-type: none"> • The use of active listening and questioning techniques to confirm understanding 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory
Engaged with business contacts using verbal communication to promote business opportunities	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory
Meeting did not exceed twelve [12] minutes in duration	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory
Assessor Name:	

Date: _____

Part D: Write email to thank participants for their time

- Using the template provided on the LMS, compose an email to the two [2] local business representatives of the business [role played by two fellow students]. You will copy both local business representatives in the email to:
 - thank them both for their time in the meeting
 - express a desire to meet again and network further.
- PDF the email communication and save to your device with the following naming convention: **BSBTWK401_Task 2 Part D Email 2_Your Name**. You will submit this PDF to your assessor when you have completed all parts of the assessment.

Assessor instructions

Student must write **one [1]** email to the two [2] local business representatives of the business using the template provided. Student must demonstrate they have:

Email Criteria	Yes	No
Thanked their business contacts for their time in the meeting	<input type="checkbox"/>	<input type="checkbox"/>
Expressed their desire to meet again and network further	<input type="checkbox"/>	<input type="checkbox"/>
Used appropriate written communication to maintain the business relationship	<input type="checkbox"/>	<input type="checkbox"/>
Used informal language along with appropriate vocabulary, layout, and grammatical structure	<input type="checkbox"/>	<input type="checkbox"/>

TASK 3 – EMAILS AND QUESTION

Task 3 has three parts:

- Part A: Write an email [using the template within this document]
- Part B: Write an email [using the template within this document]
- Part C: Record a Voicemail

Resources you need

- Ace Finance Corporate Marketing Plan
- Ace Finance Conflict and Problem Resolution Policy and Procedure
- Mobile device or computer's voice recording to record voicemail

Instructions

- Read the following case study and scenario and write your responses in the email template provided below.

CASE STUDY

Ace Finance is an accounting firm based in Sydney but has offices in three regional cities. Its client base includes large corporations and small-to-medium sized organisations and sole traders. Clients come from a

wide range of industry sectors. Part of their strategic plan is to attract more regional fruit and vegetable growers as clients.

SCENARIO

You are employed as a Regional Business Development Officer and report directly to Robert the owner of Ace Finance. Your role includes organising opportunities including networking to represent and promote Ace Finance. To assist with this Robert has advised that for the next month you will focus on promoting the financial literacy training events to current and potential clients. You are asked to read the Ace Finance Corporate Marketing Plan to better understand Ace Finance's business objectives, business strategies, the proposed training, and the role of networking.

Part A

Write an email in the template below to Robert (the owner of Ace Finance) identifying **three [3]** strategies to represent and promote Ace Finance interests to contacts. Seek his advice on the names of relevant networks, organisations, agencies, associations, or individuals you should network with to promote the proposed training (maximum 200 words).

Assessor Marking Guide

Students must demonstrate that they have read the Ace Finance Corporate Marketing Plan and identified three [3] appropriate strategies to support the plan (maximum 200 words). Benchmark standards of student responses include:

- Local Chambers of Commerce
- Fruit and vegetable associations
- Horticultural associations
- Current clients
- Related government agencies
- Financial planners.

Email text must:

- use appropriate vocabulary, layout and grammar to convey ideas and information and cultivate a relationship and help you get things done.
- seek specialist advice on how to establish contacts in local networks.

Part B

Read the scenario below and in the template provided, write a response email text to Robert (the owner of Ace Finance) communicating the relationship issue (maximum 150 words). Refer to the Ace Finance Conflict and Problem Resolution Policy and Procedure as you prepare your response. You must:

- identify the problem
- identify the potential impact to this business relationship
- identify background information you should consider when determining solutions
- evaluate options
- determine two [2] solutions to the scenario
- outline the steps you will take to resolve the situation.

SCENARIO

A person with disability is a new business contact attended the financial literacy training and has now lodged a formal complaint about the venue not having a ramp. He says that providing wheel-chair access is mandatory in all public spaces and is outraged you selected this venue knowing his disability. He is highly dissatisfied with Ace Finance and his treatment as a fee-paying client. He is threatening to report Ace Finance to the Department of Fair Trading.

Assessor Marking Guide

Students must demonstrate:

- that they have communicated a relationship issue in writing
- that they have read the Ace Finance Conflict and Problem Resolution Policy and Procedure and referred to the sections titled Formal conflict or dispute resolution and the Conflict resolution procedure.
- that they have used analytical processes to:
 - identify the problem
 - identify the potential impact to this business relationship
 - gather background information that may include legislation relevant to the issue,
 - evaluate options
 - determine at least two [2] solutions
 - outline the steps you will take to resolve the situation.

2. When you have finished these two parts, save the assessment document to your device. You will submit the document to your assessor when you have completed all parts of the assessment.

Part C

This task requires you to record a voicemail message.

To ensure this issue is handled appropriately, you are required to call Robert (the owner of Bounce Fitness and relay the content of your email to him outlining your findings and resolution strategy. You can use the recording feature on your mobile device or your computer's voice recording feature to record your voicemail message of **maximum four (4) minutes**.

Save the audio file using the following naming convention, **BSBTWK401_Task 3 Part C Audio File_Your Name** and submit all files required for marking.

Assessor Marking Guide

Students must demonstrate they have:

- communicated the information they provided in the email in part 3 [c] verbally
- adhered to the four [4] minute timeline.

Assessment checklist:

Students must have completed all tasks within this assessment before submitting. This includes:

Task 1		Respond to 3 questions	<input type="checkbox"/>
Task 2 (Group activity/ Role play)	Part A	Organise 2 other participants for the role play	<input type="checkbox"/>
	Part B	Write Email 1 and pdf it	<input type="checkbox"/>
	Part C	Conduct and record the role play	<input type="checkbox"/>
	Part D	Write Email 2 and pdf it	<input type="checkbox"/>
Task 3	Part A	Draft an email	<input type="checkbox"/>
	Part B	Draft an email response	<input type="checkbox"/>
	Part C	Record voicemail message	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 2!

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