Create, implement and evaluate strategic product initiatives

D2.TCS.CL5.07

Assessor Manual

Australian Aid
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William Angliss Institute
Specialist centre for foods, tourism & hospitality

Create, implement and evaluate strategic product initiatives

D2.TCS.CL5.07

Assessor Manual

Project Base

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The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

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Competency Based Assessment (CBA) – An Introduction for Assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit
b) The strengths of participants
c) The number of participants in the class
d) Time required to complete assessments
e) Time dedicated to assessment
f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes

- Case studies
- Log books
- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the ‘Other’ section within the ‘Competency Recording Sheet’.

Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

‘Sufficient’ evidence to support the ‘Pass Competent’/’Not Yet Competent’ decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing Competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- ‘Pass Competent’ (PC)
- ‘Not Yet Competent’ (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as ‘Pass Competent’ (PC).

The assessor will award a ‘Pass Competent’ (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent’ (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be ‘Not Yet Competent’ (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing Checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

Prior to the assessment I have:	Tick (✓)	Remarks
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for Recording Competency

Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

  "At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

  These work projects are part of the formal assessment for the unit of competency titled X:

  - You are required to complete these activities:
    a) *Using the 'X' method of assessment*
    b) *At 'X' location*
    c) *You will have 'X time period' for this assessment*
  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?"
- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These oral questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

  - I will give you feedback at the end of the assessment
  - Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:
  - Complete Assessment Record for the Oral Questioning by:
    a) Ticking PC or NYC, as appropriate
    b) Entering 'Remarks' as required
    c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These written questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability.

  You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

  Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

  We have X time for this assessment:

  - The due date for completion of this assessment is X
  - On this date you must forward the completed questions to the assessor by X time on the date of X
  - Do you have any questions about this assessment?"
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency standard

<table>
<tr><td>UNIT TITLE: CREATE, IMPLEMENT AND EVALUATE STRATEGIC PRODUCT INITIATIVES</td><td>NOMINAL HOURS: 70</td></tr>
<tr><td colspan="2">UNIT NUMBER: D2.TCS.CL5.07</td></tr>
<tr><td colspan="2">UNIT DESCRIPTOR: This unit deals with skills and knowledge required to identify and respond to organisational needs to develop strategic product initiatives.</td></tr>
<tr><td>ELEMENTS AND PERFORMANCE CRITERIA</td><td>UNIT VARIABLE AND ASSESSMENT GUIDE</td></tr>
<tr><td>Element 1: Create strategic product initiatives
1.1 Identify the context for product development
1.2 Undertake market research on identified opportunities and identified target markets
1.3 Determine product life cycle issues that apply to identified opportunities and products
1.4 Determine financial issues that relate to the development of product initiatives
1.5 Research product development opportunities that align with the context that applies
1.6 Develop product development plans reflecting research information and business objectives
1.7 Produce the identified product or service initiative</td><td>Unit Variables
The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.
This unit applies to the management of strategic product development, introduction and evaluation within an organisation in the labour divisions of the hotel and travel industries and may include:
1. Travel Agencies
2. Tour Operation
Identify the context may be related to:
• Describing the current trading and competitive environment being faced by the organisation and the industry
• Identifying products and services being offered by competitors
• Quantifying and describing changes to the level of competition being experienced, including increases and reductions in competition
• Considering technological changes and initiatives that may have presented new opportunities</td></tr>
</table>

Element 2: Implement strategic product initiatives **2.1** *Trial the initiative* in accordance with established plans **2.2** Revise the initiative as required on the basis of operational matters and customer feedback **2.3** *Monitor the introduction and implementation* of the initiative **2.4** *Apply change management skills* to facilitate the introduction and establishment of the initiative **2.5** *Promote the initiative* to customers **Element 3: Evaluate strategic product initiatives** **3.1** Record *statistical data* to enable evaluation against Key Performance Indicators to occur **3.2** Solicit and record feedback from *stakeholders* **3.3** *Compare projected outcomes against actual outcomes* **3.4** Determine and implement changes, if any, that need to be made to maintain or revise the initiative	• Quantifying and evaluating sales and profits experienced by the organisation • Identifying existing and emerging industry trends, customer expectations and requirements • Assessing available resources to support the development of initiatives, including funding, human resources and physical resources • Identifying timing considerations, including seasonal factors, immediacy needs, peak and low tourist/travel seasons • Noting existing legislative requirements, including changes to legislation that may have revealed new opportunities • Determining the objectives contained in existing and proposed business and strategic plans of the organisation • Reviewing key organisational capability statements of the business • Identifying options for initiatives that arise on the basis of initial contextual evaluation • Undertaking a situational analysis identifying the Strengths and Weaknesses of the organisation and existing Opportunities and Threats (SWOT analysis). *Product development* may include: • Tour development • Package programs • New customer service features • Building of new facilities • Special interest programs • Guest activities and shows • Exhibits • Integration of new technology into existing products and services • Amendments to existing products and services

	• Joint venture initiatives with partners • Removal of products and services from an existing product and service list. *Undertake market research* should include: • Identifying objectives for market research • Determining market research techniques to be applied • Selecting targets for primary market research • Developing and trialling primary market research tools • Applying the prepared market research tools to obtain primary data in accordance with previously established procedures • Examining and analysing trends and relevant secondary information, including quantitative and qualitative data • Analyse and evaluate the results of the market research • Identify and describe the potential opportunities that have been identified by the market research. *Product life cycle issues* should relate to: • Determining the stage within the product life cycle that current products and services are at, including consideration of the recognised phases of Introduction, Growth, Maturation, Saturation and Decline • Considering the products and services offered by competitors in terms of the product life cycle. *Financial issues* may include: • Availability of funding, including the potential to borrow money • Quantifying expected development and implementation costs of initiatives

	• Determining cash flow situation of the business • Sourcing joint venture partners and identifying their level of financial contribution to and their expectations of revenue from, the initiative • Seeking financial support from industry bodies and government authorities, including identification of requirements that may apply to grants or other financial incentives • Considering taxation implications of implementing the initiative. *Research product development opportunities* may include: • Visiting organisations of interest, including suppliers, competitors and other relevant, local, domestic and international operators • Seeking input from relevant stakeholders, including colleagues, local communities and special interest groups • Seeking input from authorities and industry peak bodies • Providing resources to enable research to be effectively undertaken, including financial, resources, physical resources and time • Conducting desk-top cost-benefit analysis of potentially viable options • Performing internal gap analysis to identify requirements that need to be acquired to support the development process • Undertaking small scale feasibility studies • Undertaking market research to determine potential acceptability and up-take of selected product and service initiatives • Generating, analysing and evaluating innovative ideas that arise. *Develop product development plans* may include: • Evaluating strategy development models that exist • Selecting a strategy development model appropriate for the initiative that has been chosen and applicable to the associated trading and competitive position of the organisation

	• Integrating product development plans into existing business and strategic plans, including revising existing plans to accommodate changes in direction and/or objectives • Developing a suite of plans that align with the accepted requirements of plans to be SMART (Specific; Measurable; Accurate; Realistic and Relevant; Track-able and Time-related) • Developing policies and procedures to guide and govern the implementation of the initiative • Allocating tasks, resources and responsibilities to enable the identified product and service initiatives to be achieved • Identifying quality standards that will apply to the initiative • Developing monitoring and evaluation criteria against which to assess the progress and success of the initiative, including development of Key Performance Indicators (KPIs), where appropriate. *Trial the initiative* may include: • Applying gradual and scheduled introduction of the initiative, or specified aspects of the initiative, into delivery of existing products and services • Conducting small scale introduction of the initiative to targeted tours and/or customer groups. *Monitor the introduction and implementation* may include: • Seeking and analysing feedback on the trial from customers and partners • Personal observation • Monitoring and recording unanticipated operational issues that arise as a result of the introduction of the initiative • Analysing statistical data gathered as a result of the initiative, including costs, revenue, visitor numbers/traffic patterns, bookings, enquiries and responses • Determining whether or not to continue with the initiative, including decisions relating to the need to proceed and/or the need to amend the initiative.

	Apply change management skills should include: • Communicating the initiative to staff and relevant stakeholders, including explanation of plans to support implementation • Explaining the need for and benefits of, the initiative • Defining parameters and key performance indicators • Advising staff of changes to standard operating procedures required to integrate and/or introduce the initiative • Providing training, including opportunities for practice relating to the introduction of the initiative under simulated and actual conditions • Assuring staff of organisational support during the introductory phase of the initiative, including identification of the nature of the support available and the duration that such support is available • Assisting staff with revisions to individual workplace goals, priorities and time management caused by the initiative • Revising team structure and membership, where appropriate • Acknowledging and rewarding compliance with changes, including celebrating and sharing workplace successes • Providing counselling and discipline for non-compliance where previous attempts at assistance have failed to achieve compliance with requirements • Overcoming resistance to change and cementing acceptable change into standard operating procedures. *Promote the initiative* may include: • Verbally notifying customers and potential customers in relation to the initiative, including explanation of the benefits that the initiative involves • Including the initiative in mass media advertising

	• Incorporating the initiative into brochures and other relevant marketing materials, including in-house and external materials • Conducting media events to launch the initiative. *Statistical data* may include: • Costs, including costs related to time spent on development, training, acquisition of resources and lost opportunity costs, where applicable • Revenue • Profit, including actual profit and return on investment • Visitor numbers/traffic patterns • Number of bookings • Number of enquiries received • Number of responses generated. *Stakeholders* may include: • Staff • Customers, including existing and new customers with an emphasis on those groups targeted by the introduction of the initiative • Joint venture partners. *Compare projected outcomes against actual outcomes* must include: • Using the established KPIs as the basis for comparison • Factoring in any unintended and/or unanticipated negative or positive results. **Assessment Guide** The following skills and knowledge must be assessed as part of this unit: • Enterprise policies and procedures in regard to product development, promotion, ethical standards and the positioning of the organisation in the competitive business environment

	• Principles of market research and data analysis • Ability to use verbal and written communication skills, leadership skills, negotiation skills and creative thinking techniques • Ability to counsel and coach staff • Ability to use planning and project management skills • Knowledge of legal issues and implications that apply to the development and introduction of initiatives that have been identified • Knowledge of insurance requirements relating to the implementation of initiatives that have been identified • Knowledge of occupational health, safety and welfare issues, if any, that may be involved in the development and implementation of the identified initiative • General market knowledge relating to products and services being offered and the activities of marketplace competitors. **Linkages To Other Units** • Access and retrieve computer-based data • Develop and update local knowledge • Develop a marketing strategy and coordinate sales activities • Develop and implement a business plan • Develop new products and services • Gather and present product information • Manage and implement small projects • Plan and establish systems and procedures • Plan, manage and conduct meetings • Prepare business documents

	• Develop and implement operational policies • Manage legal requirements for business compliance • Monitor staff performance • Provide professional support to business colleagues • Recruit and select staff • Develop and update tourism industry knowledge • Promote products and services to customers • Source and package tourism products and services • Develop and implement operational plans • Co-ordinate production of brochures and marketing materials • Develop, manage and evaluate local marketing strategies • Promote tourism products and services • Source and present information • Interpret financial statements and reports • Lead and manage a development team • Monitor workplace operations • Develop/monitor ecologically sustainable tourism operations • Plan, trial and implement minimal impact operations • Develop and co-ordinate appropriate cultural tourism activity.

	Critical Aspects of Assessment Evidence of the following is essential: • Understanding of host enterprise policies and procedures in regard to product development, promotion, ethical standards and the positioning of the organisation in the competitive business environment • Demonstrated ability to create, implement and evaluate within a specified timeframe, an effective and viable strategic product and/or service initiative for a nominated industry context within designated resource limitations. **Context of Assessment** Assessment must ensure: • Actual or simulated workplace application of planning, implementation and evaluation activities relating to the product initiative. **Resource Implications** Training and assessment must include a real industry context, real products and services, and real or simulated customers. **Assessment Methods** The following methods may be used to assess competency for this unit: • Observation of practical candidate performance • Analysis of documentation produced, including research data, plans, feedback records and revisions to plans • Analysis of statistical and qualitative data recorded • Interviews with customers who were the recipients of the introduction and/or implementation of the initiative • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work.

	Key Competencies in this Unit *Level 1 = competence to undertake tasks effectively* *Level 2 = competence to manage tasks* *Level 3 = competence to use concepts for evaluating*		
	Key Competencies	**Level**	**Examples**
	Collecting, organising and analysing information	3	Capturing and analysing primary and secondary market research data
	Communicating ideas and information	2	Proving change management support to staff
	Planning and organising activities	3	Developing criteria against which the effectiveness of the initiative can be judged
	Working with others and in teams	2	Explaining the initiative to staff and customers
	Using mathematical ideas and techniques	3	Determining the outcomes of the initiative using comparison of projected results against actual results
	Solving problems	2	Amending the proposed initiative on the basis of operational matters and/or feedback from staff or customers
	Using technology	2	Using project planning and project management software

Oral questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Create, implement and evaluate strategic product initiatives D2.TCS.CL5.07
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	**Response**	
	PC	**NYC**
1. What are the four P's in the marketing mix?	❑	❑
2. What does SMART stand for?	❑	❑

Questions	Response	
	PC	NYC
What are the four stages of the product life cycle?	❑	❑
3. What internal financial issues could affect new product development?	❑	❑
4. Provide an example of a research activity that could help with the introduction on a product or service opportunity.	❑	❑

Questions	Response	
	PC	NYC
5. Why is it important to screen a product or service opportunity?	❑	❑
6. What different types of resources may be needed for a new product or service?	❑	❑
7. Provide an example of how a product or service could be trialled.	❑	❑

Questions	Response	
	PC	NYC
8. Why might a product or service initiative need to be changed or revised?	❑	❑
9. How can feedback be obtained?	❑	❑
10. What is the most important aspect of introducing change?	❑	❑

Questions	Response	
	PC	NYC
11. What activities are included in the promotional mix?	❑	❑
12. Provide an example of statistics that may be useful for analysing a product or service initiative’s performance.	❑	❑
13. Provide examples of stakeholders relevant to products and services within your organisation.	❑	❑

Questions	Response	
	PC	NYC
14. Why is it important to compare projected outcomes against actual results?	❑	❑
15. What does KPI stand for?	❑	❑

Written questions

Create, implement and evaluate strategic product initiatives – D2.TCS.CL5.07

Student Name: ____

Answer all the following questions and submit to your Trainer.

1. What are the components of the external environment surrounding the marketing mix?

____

____

____

____

2. What are the two types of data sources?

____

____

____

____

3. What happens at the maturity stage of the product life cycle?

____

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____

____

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4. What external financial factors could influence a product or service initiative?

____

____

____

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____

5. How can product or service opportunities be identified?

6. What is the first step in new product or service development?

7. Describe three factors that may need to be considered when producing a new product or service.

8. Why is it important to market test a product or service?

9. Why might a product or service need to be revised?

10. Why should feedback be collected over time and not just once?

11. Identify two stages in Kotter's eight stages of effective change management.

12. Identify two promotional activities for new products or services.

13. Provide an example of a KPI for a product or service.

14. How might a supplier impact on product or service delivery?

15. What question is asked to determine a Net Promoter Score?

16. Provide two examples of changes that may be needed for a new product or service initiative.

Answers to written questions

Create, implement and evaluate strategic product initiatives – D2.TCS.CL5.07

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. **What are the components of the external environment surrounding the marketing mix?**

   Competitive, Social, Legal & Political, Environmental, Technological

2. **What are the two types of data sources?**

   Primary and Secondary

3. **What happens at the maturity stage of the product life cycle?**

   After the growth stage, a product or service may cease to grow and sales may just level off. At this point in the market life cycle, the customer base may have reached its highest level and there is no room for increased market penetration if the product or service remains the same. Often competition has increased at this stage and the market has become saturated with providers or organisations offering the same or similar products and services. At the maturity stage, an organisation may look at ways to show customers how their product or service is unique from competitors, in an attempt to persuade customers to switch from a competitor to its product. There may also be a need to keep current customers so marketing campaigns may be developed to maintain the existing market share. Many products and services stay at the maturity stage and may not transition to the next stage.

4. **What external financial factors could influence a product or service initiative?**

   Tax changes, political or legal issues, environmental disasters or changes, competition, market perception shifts, technological changes, new suppliers.

5. **How can product or service opportunities be identified?**

   By identifying a gap in the market, responding to customer/staff feedback, examining industry journals, reports or news, trying a competitor's product/service or any other acceptable response.

6. **What is the first step in new product or service development?**

   Generating the idea

7. **Describe three factors that may need to be considered when producing a new product or service.**

   Costs, training, knowledge, market need and perception, staff numbers required, equipment, or any other acceptable response.

8. Why is it important to market test a product or service?

To see if the product or service is ready to be offered, and to identify any issues or problems

9. Why might a product or service need to be revised?

Customer/staff feedback, costs, new technology or equipment available, or any other acceptable response

10. Why should feedback be collected over time and not just once?

Customer opinions, perceptions change over time and external environment changes over time too (Political & Legal, social etc.)

11. Identify two stages in Kotter's eight stages of effective change management.

- Increase urgency - inspire people to move, make objectives real and relevant
- Build the guiding team - get the right people in place with the right emotional commitment, and the right mix of skills and levels
- Get the vision right - get the team to establish a simple vision and strategy, focus on emotional and creative aspects necessary to drive service and efficiency
- Communicate for buy-in - Involve as many people as possible, communicate the essentials, simply, and to appeal and respond to people's needs. De-clutter communications - make technology work for you rather than against
- Empower action - Remove obstacles, enable constructive feedback and lots of support from leaders - reward and recognise progress and achievements
- Create short-term wins - Set aims that are easy to achieve - in bite-size chunks. Manageable numbers of initiatives. Finish current stages before starting new ones
- Don't let up - Foster and encourage determination and persistence - ongoing change - encourage ongoing progress reporting - highlight achieved and future milestones
- Make change stick - Reinforce the value of successful change via recruitment, promotion, new change leaders. Weave change into culture.

12. Identify two promotional activities for new products or services.

Brochures, banners, website, TV, Newspaper, events, launch

13. Provide an example of a KPI for a product or service.

Any acceptable answer; for example, to increase sales by 10%

14. How might a supplier impact on product or service delivery?

Not delivering on time, wrong order, mistakes in design/look, sub-standard quality

15. What question is asked to determine a Net Promoter Score?

'How likely is it that you would recommend [your company/service/product] to a friend or colleague?'

16. Provide two examples of changes that may be needed for a new product or service initiative.

New equipment, training, new technology, new suppliers, more staff, or any other acceptable response

Observation checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Create, implement and evaluate strategic product initiatives D2.TCS.CL5.07
Dates of observation	
Instructions	1. Over a period of time observe the student completing each of the following tasks: a) Create strategic product initiatives b) Implement strategic product initiatives c) Evaluate strategic product initiatives 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	**Yes**	**No**
Element 1: Create strategic product initiatives		
Identify the context for product development	❑	❑
Undertake market research on identified opportunities and identified target markets	❑	❑
Determine product life cycle issues that apply to identified opportunities and products	❑	❑
Determine financial issues that relate to the development of product initiatives	❑	❑
Research product development opportunities that align with the context that applies	❑	❑
Develop product development plans reflecting research information and business objectives	❑	❑
Produce the identified product or service initiative	❑	❑

Did the candidate	Yes	No
Element 2: Implement strategic product initiatives		
Trial the initiative in accordance with established plans	❑	❑
Revise the initiative as required on the basis of operational matters and customer feedback	❑	❑
Monitor the introduction and implementation of the initiative	❑	❑
Apply change management skills to facilitate the introduction and establishment of the initiative	❑	❑
Promote the initiative to customers	❑	❑
Element 3: Evaluate strategic product initiatives		
Record statistical data to enable evaluation against Key Performance Indicators to occur	❑	❑
Solicit and record feedback from stakeholders	❑	❑
Compare projected outcomes against actual outcomes	❑	❑
Determine and implement changes, if any, that need to be made to maintain or revise the initiative	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		**Date**	
Assessor signature		**Date**	

Third Party Statement

Student name:			
Name of third party:		**Contact no:**	
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:*____ *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Create, implement and evaluate strategic product initiatives D2.TCS.CL5.07		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Element 1: Create strategic product initiatives			
Identify the context for product development	❑	❑	❑
Undertake market research on identified opportunities and identified target markets	❑	❑	❑
Determine product life cycle issues that apply to identified opportunities and products	❑	❑	❑
Determine financial issues that relate to the development of product initiatives	❑	❑	❑
Research product development opportunities that align with the context that applies	❑	❑	❑
Develop product development plans reflecting research information and business objectives	❑	❑	❑
Produce the identified product or service initiative	❑	❑	❑

Element 2: Implement strategic product initiatives			
Trial the initiative in accordance with established plans	❑	❑	❑
Revise the initiative as required on the basis of operational matters and customer feedback	❑	❑	❑
Monitor the introduction and implementation of the initiative	❑	❑	❑
Apply change management skills to facilitate the introduction and establishment of the initiative	❑	❑	❑
Promote the initiative to customers	❑	❑	❑
Element 3: Evaluate strategic product initiatives			
Record statistical data to enable evaluation against Key Performance Indicators to occur	❑	❑	❑
Solicit and record feedback from stakeholders	❑	❑	❑
Compare projected outcomes against actual outcomes	❑	❑	❑
Determine and implement changes, if any, that need to be made to maintain or revise the initiative	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Competency recording sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Create, implement and evaluate strategic product initiatives	D2.TCS.CL5.07
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	**Observation of skills**	**3rd Party Statement**	**Oral Questions**	**Written Questions**	**Work Projects**	**Other**
Element 1: Create strategic product initiatives						
Identify the context for product development						
Undertake market research on identified opportunities and identified target markets						
Determine product life cycle issues that apply to identified opportunities and products						
Determine financial issues that relate to the development of product initiatives						
Research product development opportunities that align with the context that applies						
Develop product development plans reflecting research information and business objectives						
Produce the identified product or service initiative						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 2: Implement strategic product initiatives						
Trial the initiative in accordance with established plans						
Revise the initiative as required on the basis of operational matters and customer feedback						
Monitor the introduction and implementation of the initiative						
Apply change management skills to facilitate the introduction and establishment of the initiative						
Promote the initiative to customers						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	**Observation of skills**	**3rd Party Statement**	**Oral Questions**	**Written Questions**	**Work Projects**	**Other**
Element 3: Evaluate strategic product initiatives						
Record statistical data to enable evaluation against Key Performance Indicators to occur						
Solicit and record feedback from stakeholders						
Compare projected outcomes against actual outcomes						
Determine and implement changes, if any, that need to be made to maintain or revise the initiative						
Candidate signature:			**Date:**			
Assessor signature:			**Date:**			

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