

CAPE BUSINESS CASE SUBMISSION

Project Title		Business Modules	
Supplier (organisation/university)		University of Auckland	
Project Lead	Name:	Project lead	
	Tel:		
	Email:		
Proposed Start/End Date		Start:	End:
Project Cost		\$	Project Code:

1 PROJECT DESCRIPTION AND ALIGNMENT WITH THE CAPE'S IMPACTS AND OUTCOMES

[Briefly describe the intent, scope, and impact of the project. Explain succinctly how this project will contribute to achieving the CAPE's objectives and outcomes, as outlined in the CAPE's Performance Measurement Framework. Refer to the copy of the relevant Performance Management Framework provided by the CAPE Director. Explain how the impact and outcomes of the project will be measured.]

Intent: Research has shown us that businesses, particularly SMEs, are unprepared for entering North Asian markets.¹ Many firms struggle to select appropriate trading partners, irrespective of country. But in China specifically, SMEs often misunderstand the diversity of the provincial markets and the need to do due diligence of potential partners. This project will provide a series of short-course modules that can be tailored to particular NZ industries and suitable for delivery in the regions. The modules will be delivered in partnership with the CJK Business Councils to ensure they are satisfactorily meeting confirmed needs. Export NZ will be a channel partner in the regions, and deliver the audience/event.

Scope: We propose an initial set of five 'stage 1' and 'stage 2' courses for 10-20 business participants, to be delivered in several locations across New Zealand. The primary target audience will be small to medium sized enterprises at the management level. These 'stage 1' courses will be half days and consist of 2 modules (1.5h short courses). The 'Stage 2' courses will be a full day and consist of 4 modules (1.5-2h short courses). The 'Stage 2' courses are designed to build upon the skills developed at the Stage 1 level.

Impact: 'Business and trading success in the region, including new trading partners, increased business activity, increased revenue from import and export markets to which the CAPE has contributed.' (Performance Management Framework, North Asia Business Plan 2018, p. 13.)

Measuring impact: We will measure the impact and outcomes for participants with a short survey after course delivery. Baseline data will be established during the development stage where *Project lead* will engage directly with the participating businesses. A report will be prepared prior to the delivery of the short course. A short survey at course delivery will help us determine whether the course content was appropriate, whether it addressed participants' specific questions and knowledge gaps and what else could have been included

¹ Martin Jenkins, 'Needs of businesses internationalising in North Asia', report commissioned by North Asia CAPE, November 2017; pers comm NZTE, ENZ, UoA Business School, Otago Business School.

in the courses to render them more effective. This information will help inform the 'Stage 2' modules. Additionally, should businesses/participants engage at both the 'Stage 1' and 'Stage 2' level, this is an indication that the participants found the 'Stage 1' course worthwhile.

2 PROBLEM DEFINITION AND DISTINCTIVE APPROACH

[What is already known? (Give references.) Describe the unmet market need and describe what steps you undertook to define it. What other solutions already exist, and who provides them? How is your proposed solution different and better?]

The unmet market need principally concerns SMEs' preparedness to enter the markets of North Asia. In particular, they struggle to develop successful partnerships, and fail to understand the complex nature of the markets to which they are exporting. This is true throughout North Asia but particularly acute with China, a large, diverse, and fast-moving economy. The need for these modules is premised on research first outlined in the Martin Jenkins report, informed by academic research undertaken by Antje Fiedler and Benjamin Fath,² and supplemented by anecdotal evidence on the part of NZTE, NZE, ENZ and the CJK business councils.

In order to be most effective, we propose to deliver a number of the courses through the CJK Business Councils (and other partners) to ensure we are directly meeting the well-defined needs of Kiwi businesses. Working in partnership with such organisations ensures that we work with SMEs identified as capable and ready of exporting abroad.

3 MEASURABLE OUTCOMES AND IMPACT OF THE PROJECT

[What outcomes and impact will the project deliver? Outcomes must be articulated in SMART terms (i.e. Specific, Measurable, Achievable, Realistic, and have a Timeframe).]

Two distinct measures will mark the success of the project. 1, the perceived value gain from the participants (survey, anecdotal and developmental data) and 2, the real economic outcomes where possible based on anecdotal evidence.

The construction of the courses involves consultation with the course participants. The baseline data will be drawn from this consultation. This will involve an interview of approximately 30 minutes in length to be designed and conducted by *Project lead*. This consultation will cover such topics as current market readiness and partner confidence. This engagement will also aid in the development of the course itself, and ensure the course caters to knowledge gaps.

A survey will be distributed at course delivery. This will be a short on-line survey (~15 minutes). Participants will be asked to self-assess their own experience and perceptions of the utility of the course. Participants will also be invited to give constructive feedback on the course. This will aid in the development of the 'Stage 2' course. To supplement these survey results, select participants will be asked to be interviewed to discuss the impact of the

² Notably: ext

course on their ability to operate successfully in North Asia markets. Follow-up interviews will also be made between 4-12 weeks after the initial course delivery to assess these same measures and track the businesses progress where information is forthcoming.

This data will measure the change in market preparedness for businesses by identifying target areas for improvement (e.g. market knowledge) and comparing current confidence levels with those outlined in the baseline data.

This same method of evaluation will be applied to half-day and full-day courses.

Monthly progress reports will be provided – by the last day of each Month, from May 31 by *Project lead*.

4 SCOPE AND QUALITY CONTROL

[Provide further information about areas of the proposed project that will be In-scope for certain and Out-of-scope activities where there is the potential for scope creep or de-scoping. Also provide details on the project governance and management approach (i.e. internal resourcing or external, procurement strategy, setting up a governance body, the change management approach to ensure people adapt to and support change), and material dependencies between this and other projects.]

i. Project Scope

IN SCOPE	OUT OF SCOPE
Modules delivered to business representatives face-to-face	Modules delivered via video or distance learning
Guest speakers deliver Business Challenges	Guest speakers participate in other events (e.g. Tuesday Talks) on same day
'Stage 1' and 'Stage 2' courses with specific focuses on China, Japan and Korea	Modules appropriate to other projects e.g. Education New Zealand proposal to train teachers or provide tourism skills training
Delivery via channel partners rather than public offering	Online system developed for future open sign up.

ii. Project Management

- Laura Bunting (Programme Officer - North Asia CAPE) and Anne French (Establishment Director – North Asia CAPE) will monitor the success of the project.
- Laura will be responsible for day-to-day operations (e.g. module delivery time)
- *Project lead* will be responsible for content development and delivery.
- *Project lead* will be responsible for business engagement.
- Laura Bunting will be responsible for ensuring effective management of UoA staff involved in project delivery.
- Anne French will manage the relationships with strategic partners e.g. Export New Zealand, CJK Business Councils, Education New Zealand.

- Monica Fong will ensure the timely payment of contractors and play a supportive role in ensuring pragmatic success
- Amber Older will report on the modules and advertise them on the website (post)

iii. Dependencies:

- In order for the project to be delivered successfully; effective communication with strategic partners is required to ensure they appropriately address the needs of select businesses.
- Confirming participation in pilots is contingent upon strategic partners cooperation (e.g. JNZBC/ENZ)
- Wider course delivery requires marketing and sign up/registration strategy
- Survey’s need to be developed fully before the delivery of courses.
- Guest speakers need to be confirmed to ensure quality delivery of courses.

5 PROJECT DELIVERABLES AND TIMELINE

[Provide a project timeline expanding on the key deliverables/milestones of the project, describing what will be delivered by when according to the project plan. The timeline should be appropriately granular to allow for monthly project reporting against key milestones, and to be able to adequately assess progress made. Include the measurement of project outcomes and impact described above.in Section 3.]

Proposal for an initial Pilot with the Pacific Business Trust (blue shading) and the Japan New Zealand Business Council (khaki shading), with potential extension to Export New Zealand (mauve shading) and/or other partners.

Activity	Deliverable	Target Date	Person responsible
Overview of Modules/basic Pitch	Overall approach signed off by CAPE	May 14	Laura Bunting, <i>Project lead</i> , Anne French
Consultation with Partner A	Stakeholder engagement	May 15	<i>Project lead</i> , Laura Bunting
Consultation with Partner B	Stakeholder engagement	May 22	<i>Project lead</i> Laura Bunting, Anne French
Consultation with participants	Baseline data Informs content of pilot	May 28 - June 25	<i>Project lead</i>
Refine Modules	Finalised course offering for Pilot Expandable template (future teaching notes)	June 29	<i>Project lead</i>
Consultation with participants	Baseline data Informs content of pilot	June 11 – July 9	<i>Project lead</i>

Deliver 'Stage 1' Modules	Upskill	Half day (July)	<i>Project lead, Laura Bunting</i>
Survey/evaluation interviews	Analysis Content Development (stage 2)	10 days August 1	Laura Bunting, <i>Project lead</i>
Refine Modules	Finalised course offering for Pilot -expandable template	July 14	<i>Project lead, Laura Bunting</i>
Deliver 'Stage 1' Modules	Upskill	Half Day (end of July)	<i>Project lead, Laura Bunting</i>
Survey/evaluation interviews	Analysis Content Development (stage 2)	10 days August 1	Laura Bunting, <i>Project lead</i>
Report on both modules for website	Marketing	August (on website)	Amber Older
GO/NO-GO Point dependent on successful execution of initial modules			
Consult with wider strategic partners;	Additional modules – broader scope	August 12	Laura Bunting, Anne French, <i>Project lead</i>
Consultation with Partner A	Stakeholder engagement	August 20	Anne French, Laura Bunting, (<i>Project lead</i>)
Consultation with Partner B	Stakeholder engagement	August 20	Anne French, Laura Bunting, (<i>Project lead</i>)
Consultation with participants	Baseline data Informs content of pilot	August 28- September 20	<i>Project lead</i>
Consultation with participants	Baseline data Informs content of pilot	August 28- September 20	<i>Project lead</i>
Refine Modules	Finalised course offering for Pilot -expandable template	September 24	<i>Project lead</i>
Refine Modules	Finalised course offering for Pilot -expandable template	September 25	<i>Project lead</i>
Consultation with participants/partners	Baseline Data Informs Content	September 26	<i>Project lead</i>

Deliver 'Stage 2' Modules	Upskill	Full Day September	<i>Project lead, Laura Bunting</i>
Survey/evaluation interviews	Analysis	10 days October 1	<i>Project lead Laura Bunting</i>
Deliver 'Stage 2' Modules	Upskill	Full Day September	<i>Project lead, Laura Bunting</i>
Survey/evaluation interviews	Analysis Content Development	10 days October 2	Laura Bunting, <i>Project lead (and potentially Amber Older)</i>
Refine Generic Modules for Partner C (regional delivery)	Finalised course offering -expandable template	September 27	<i>Project lead</i>
Deliver course	Upskill	Full Day October	<i>Project lead, Laura Bunting</i>
Survey/evaluation interviews	Analysis Content Development	10 days October 10	Laura Bunting, <i>Project lead</i>
Report on all modules for website	Marketing	Mid November (on website)	Amber Older

Note: Dates following the no-go point are provisional and will be updated based on pilot experience. A greater number of modules may be pursued over this time frame.

6 FINANCIAL ANALYSIS

Project Budget (monthly from inception to completion)

Project Budget	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Cost categories:													
Project staff (Project staff \$325 p/h)	-	-	-	-	4550	6500	2600	1950	6500	5850	-	-	27950
Delivery Cost	-	-	-	-	-	-	2000	-	3000	4000	-	-	9000
Travel	-	-	-	-	-	-	1000	-	1500	1500	-	-	4000
Guest Speaker	-	-	-	-	-	-	2000	-	4000	4000	-	-	10000
									1500	1535			
Total Project Cost	-	-	-	-	4550	6500	7600	1950	0	0	-	-	50950

Go/No-Go point at \$16050 after evaluation of 2 pilots. Potential for courses to expand through other partners after July. If so, expected cost per half day course expected to remain at approximately \$14000.

Note: **Project lead** costs include preparation and delivery of modules.

7 PROJECT RISKS

[Consider and document the most important risks to successful implementation of the proposal. Consider risks to execution, risk relating to realizing the benefits and outcomes, achieving the financial analysis outcomes, and impact on people. Inherent risk is the level of risk assessed before direct mitigation is considered, and residual risk is the level of risk assessed if it is successfully mitigated. Indicate what you propose to do to mitigate the risks.]

Example: The following table identifies key risks to the success of the proposal and how these risks will be mitigated.

Description of Risk	Inherent Risk Level Likelihood x Impact	Mitigation Strategy	Residual Risk Likelihood x Impact
Businesses don't sign up for the courses	Medium likelihood x high impact	Market research. Deliver through CJK Business councils. Test session duration, time, place, and mode of delivery in pilot before committing to rollout	Low likelihood x high impact
Modules are poor quality	Low likelihood x high impact	Ensure modules meet realistic and practical business needs. Pilot modules and test for effectiveness. Review, redevelop, and retest.	Low likelihood x high impact
Costs exceed expectation	Medium likelihood x Low impact	Appropriately select guest speakers and utilise time effectively	Low likelihood x high impact
Difficulties arise between partner expectations	Low/Medium likelihood x High Impact	Proper Reporting of modules and high levels of engagement/communication	Medium likelihood x high impact

8 TEAM EXPERTISE AND TRACK RECORD

[Explain the expertise and track record of team members. Why have you selected them and what's their (specific) role in the project? Attach short CVs (1-2 pages) for all team members.]

Project leader: *Project lead*

Team members: *Project lead*

Project manager: CAPE Project Manager