



Planning for success

How to create your
business plan



What's your plan?

A business plan is a written document that formulates the goals and aspirations of a business. It considers the existing characteristics of a business and the scope of opportunities that exist in the marketplace. It should also demonstrate a 'path to victory' for accomplishing company targets.

A short-form business plan is a cut-down version of a traditional business plan, albeit with a similar structure. It outlines what your business does and how it will generate revenue, as well as how you will execute your strategies.

Why have a plan?

A clear and concise business plan will help you organise and prioritise your ideas. But remember, it doesn't need to be complicated. As Albert Einstein once said: *"If you can't explain it to a six-year-old, you don't understand it yourself"*.

A well-articulated plan will be easy to share with other stakeholders and is more likely to become a living document – one that can change over time and evolve with new information. You should consider how each part of the business plan will operate both by itself and in relation to the other components of your plan.

**“ If you fail to plan,
you plan to fail... ”**

Benjamin Franklin

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Please refer to the Practice Development page and fill out the form to request the full guide.

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Introduction

The purpose of this study is to investigate the effects of a new educational program on student performance.

The study was conducted over a period of six months, involving a sample of 100 students from a secondary school. The data collected was analyzed using statistical methods to determine the significance of the results.

The results of the study indicate that the new educational program had a positive impact on student performance, particularly in the areas of reading and writing. This finding is supported by the statistical analysis, which shows a significant increase in scores compared to the control group.

These findings have important implications for educational practice, suggesting that the implementation of similar programs could lead to improved student outcomes. Further research is needed to explore the long-term effects of the program and to identify the specific factors that contribute to its success.

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THE HISTORY OF THE UNITED STATES

CHAPTER I

THE DISCOVERY OF AMERICA

Year	Event
1492	Columbus discovers America
1498	Vesputri discovers America
1499	Cabot discovers America
1500	Americus Vesputri discovers America
1501	Columbus discovers America
1502	Vesputri discovers America

The discovery of America was a great event in the history of the world. It opened up a new world of opportunity and led to the development of a new continent. The discovery was made by Christopher Columbus in 1492, and it was followed by other explorers such as Vesputri and Cabot.

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Introduction

Background



Methodology

Study Design

The study was conducted in a laboratory setting. Participants were recruited from a local university and were randomly assigned to two groups: the experimental group and the control group. The experimental group received the intervention, while the control group did not. The study was conducted over a period of 12 weeks.

Data Collection

Data was collected through a series of questionnaires and physical measurements. The questionnaires assessed the participants' self-reported health and well-being. Physical measurements included height, weight, and blood pressure. The data was analyzed using statistical software to determine the significance of the results.

1. Introduction

2. Methodology

3. Results and Discussion

4. Conclusion

5. References

6. Appendix

Year	Value
2010	1.2
2011	1.5
2012	1.8
2013	2.1
2014	2.4
2015	2.7
2016	3.0
2017	3.3
2018	3.6
2019	3.9
2020	4.2

7. Acknowledgements

8. Contact Information

9. Disclaimer

Section 1: Introduction

Section 1.1: Overview

Section 1.1.1: Key Concepts

Concept	Definition	Example
Concept 1	Definition 1	Example 1
Concept 2	Definition 2	Example 2
Concept 3	Definition 3	Example 3
Concept 4	Definition 4	Example 4
Concept 5	Definition 5	Example 5
Concept 6	Definition 6	Example 6
Concept 7	Definition 7	Example 7
Concept 8	Definition 8	Example 8
Concept 9	Definition 9	Example 9
Concept 10	Definition 10	Example 10

Section 1.2: Summary

Section 1.2.1: Key Takeaways

Takeaway	Key Point
Takeaway 1	Key Point 1
Takeaway 2	Key Point 2
Takeaway 3	Key Point 3
Takeaway 4	Key Point 4
Takeaway 5	Key Point 5

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1887

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PHYSICS DEPARTMENT

PHYSICS 551: QUANTUM MECHANICS

LECTURE 1: THE SCHRÖDINGER EQUATION

1.1. INTRODUCTION

The Schrödinger equation is the fundamental equation of quantum mechanics. It describes the time evolution of a quantum system.

$$i\hbar \frac{\partial}{\partial t} \Psi = \hat{H} \Psi$$

1.2. THE FREE PARTICLE

For a free particle, the Hamiltonian is given by $\hat{H} = \frac{\hat{p}^2}{2m}$. The wavefunction is a plane wave.

1.3. SUMMARY

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PHYSICS 551

PROBLEM SET 1

Due: Monday, September 10, 2018

1. (10 points) A particle of mass m is confined to a one-dimensional infinite potential well of width L . The potential is zero for $0 < x < L$ and infinite elsewhere. The wave function of the particle is given by

$$\psi(x) = \sqrt{\frac{2}{L}} \sin\left(\frac{n\pi x}{L}\right)$$

for $0 < x < L$ and zero elsewhere. Find the probability of finding the particle in the region $0 < x < L/2$.

2. (10 points)

A particle of mass m is confined to a one-dimensional infinite potential well of width L . The potential is zero for $0 < x < L$ and infinite elsewhere. The wave function of the particle is given by

$$\psi(x) = \sqrt{\frac{2}{L}} \sin\left(\frac{n\pi x}{L}\right)$$

for $0 < x < L$ and zero elsewhere. Find the probability of finding the particle in the region $L/4 < x < 3L/4$.

3. (10 points)

A particle of mass m is confined to a one-dimensional infinite potential well of width L . The potential is zero for $0 < x < L$ and infinite elsewhere. The wave function of the particle is given by

$$\psi(x) = \sqrt{\frac{2}{L}} \sin\left(\frac{n\pi x}{L}\right)$$

for $0 < x < L$ and zero elsewhere. Find the probability of finding the particle in the region $L/2 < x < 3L/4$.

4. (10 points)

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PHYSICS DEPARTMENT

PHYSICS 551: QUANTUM MECHANICS

Section	Instructor	Time	Room
1	Prof. J. Taylor	9:00-10:30	PHYS 551-1
2	Prof. M. Pines	11:00-12:30	PHYS 551-2
3	Prof. R. Feynman	1:00-2:30	PHYS 551-3
4	Prof. S. Weinberg	3:00-4:30	PHYS 551-4
5	Prof. A. Einstein	5:00-6:30	PHYS 551-5

PHYSICS 552

PHYSICS 552: ADVANCED QUANTUM MECHANICS

Section	Instructor	Time	Room
1	Prof. J. Taylor	9:00-10:30	PHYS 552-1
2	Prof. M. Pines	11:00-12:30	PHYS 552-2
3	Prof. R. Feynman	1:00-2:30	PHYS 552-3
4	Prof. S. Weinberg	3:00-4:30	PHYS 552-4
5	Prof. A. Einstein	5:00-6:30	PHYS 552-5

PHYSICS 553