

Business studies

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What's new

NEW content and updates

Learning objectives:

- [Achievement grades: Level 1](#) - expired
- [Achievement grades: Level 2](#)
- [Achievement grades: Level 3](#)
- [Achievement standard 90837 - Explanatory note 2](#) - expired
- [Achievement standard 90838 - Explanatory note 2](#) - expired
- [Achievement standard 90839 - Explanatory note 2](#) - expired
- [Achievement standard 90843 - Explanatory note 2](#)
- [Achievement standard 90844 - Explanatory note 2](#)
- [Achievement standard 90845 - Explanatory note 2](#)
- [Achievement standard 91379 - Explanatory note 1](#)
- [Achievement standard 91380 - Explanatory note 1](#)
- [Achievement standard 91381 - Explanatory note 1](#)
- [Learning objective 6-1 – context elaborations content lists](#)
- [Learning objective 7-1 – context elaborations content lists](#)
- [Learning objective 8-1 – context elaborations content lists](#)

What is business studies about?



Business studies

The study of business is about how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers.

Business is influenced by and impacts on the cultural, ethical, environmental, political, and economic conditions of the day. Issues such as sustainability, citizenship, enterprise, and globalisation (see the future focus principle of The New Zealand Curriculum) are central to both business and the study of business.

The knowledge and skills gained in business studies, and exposure to enterprise culture, can help shape “creative, energetic, and enterprising” young people (the curriculum vision statement) who will contribute to New Zealand’s economic future.

In business studies, students develop their understanding of business theory and practices in a range of relevant contexts, through experiential as well as theoretical approaches to learning.

Business studies has natural links to the social sciences learning area. Contexts for business can also be drawn from other learning areas, such as technology.

- [Rationale - Why study business?](#)
- [Key concepts](#)
- [Māori business](#)

Business studies curriculum guide content

Use the links below to access the sections of this guide. To navigate through the guide's web pages, select from the section and sub-section menu in the left-hand navigation.

- [Rationale](#)
- [Key concepts](#)
- [Pedagogy](#)
- [Learning objectives](#)
- [Māori business](#)
- [Connections](#)
- [Learning programme design](#)
- [Resources](#)

Teaching and learning guides are produced in HTML. They have been designed to be viewed online.

To print individual pages, select the 'Print' button at the top right of each page.

To print the complete guide, select the 'Download this guide in PDF format' button. If your browser default is set to automatically open PDF downloads in a PDF reader, the entire guide will open and can then be printed. If not, the entire guide will download into your download folder, where you can then open the document and print. Please note, some guides may be more than 200 pages long.

Māori business

A Māori business is a business that identifies itself as a Māori business. It will be owned by Māori and may be predominantly staffed by Māori. Typically, it will strongly value Māori culture and tikanga. Part of its kaupapa may be to support particular outcomes for Māori, and te reo may often be used in workplace interactions.

- [About Māori business](#)
- [What makes a business a Māori business?](#)
- [The Māori economy](#)
- [Māori business: Points of difference](#)

This section is intended especially for teachers who are using a Māori business for their case study. It was developed by Māori business experts.

A note about these pages

We are currently reviewing these pages about Māori business as part of the NCEA Change Programme and are aware there may be generalisations. We have made them available to ensure kaiako are supported to continue to deliver a Business Studies teaching and learning programme using the current NCEA Business Studies achievement standards. However, we encourage kaiako to engage with Iwi, Hapū, or Whānau-led organisations to understand the nuanced way that business operates today. This will inform the Review of Achievement Standards for NCEA Business Studies.

About Māori business

Many modern Māori businesses operate with Māori culture, values, and tradition, alongside modern techniques and technologies. Māori ways of practising business are playing an important role in transforming the nature of business in New Zealand.

For example Māori (like other indigenous peoples) have long advocated for and practised the 'multiple bottom line' in business. They have also demonstrated that it can work. In recent times, there has been increasing acceptance of the idea that businesses should accept responsibility and be accountable across a range of domains, and should not focus solely on financial profit. Many non-Māori businesses are also beginning to incorporate social, cultural, philanthropic, environmental, and/or other sustainability goals into their kaupapa.

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What makes a business a Māori business?

Māori businesses are businesses or enterprises that are:

- owned by Māori, and/or
- fully or substantially controlled by Māori, and/or
- [operated according to traditional and/or contemporary Māori culture and values.](#)

Some Māori businesses are owner-operated and some employ people of Māori descent. Others

may employ people of diverse ethnicities.

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The Māori economy

The Māori economy is defined as assets owned and income earned by Māori. It includes collectively owned trusts and incorporations, Māori owned businesses, and service providers. Within the Māori economy, Māori can express their collective interests and aspirations (G. Harmsworth, Mana Taiao; (2006) Maori Values in the Maori Business Approach; a Report to the FoRST).

The Māori economy is a significant and growing contributor to the total New Zealand economy. Between 1996 and 2003, its contribution to the gross domestic product (GDP) increased by 123% (Te Puni Kokiri, 2007).

In 2007, Māori business was found primarily in agriculture, fisheries, and housing (together comprising 75% of the Māori economy). However, Māori businesses are diversifying, with increasing investment, ownership, and business development by Māori in the tourism and hospitality, telecommunications and energy, dairying, wine, and horticulture industries (Ibid, p. 28).

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Māori business: Points of difference

Some Māori businesses operate in an almost identical manner to non-Māori businesses. But there are also areas in which Māori businesses may differ in significant ways from other New Zealand businesses. These differences fall into two categories:

Legislative

Māori businesses must comply with all laws that apply to New Zealand businesses generally. But in addition, there are some laws that apply only to Māori businesses. For example, the Māori Reserved Lands Act (1997), Te Ture Whenua Māori Act (1993), and the Māori Fisheries Act (2004) set rules and define structures and processes that Māori businesses based on collectively owned assets such as Māori land and fishing quotas must follow.

Culture and values

Māori culture and values may be woven through Māori businesses in clear and obvious ways, or in quite subtle, less visible ways. For example, some businesses are based on tribal assets or openly promote Māori language, culture, and products. Other Māori businesses may appear to operate like non-Māori businesses, but incorporate Māori values such as manaakitanga, whanaungatanga, and tuhonotangaion into their thinking and ways of working. Multiple objectives – social, cultural, environmental, spiritual, and economic – are often very important in business as practised by Māori.

See also:

- [Māori business: Ownership and responsibility](#)

- [Māori business: Characteristics](#)
- [Māori culture and values in business](#)
- [Māori business: Legal frameworks](#)
- [Māori business: Historical context](#)
- [Glossary: Māori words and terms](#)

“TPK considers that Māori ownership is the key criteria for defining a Māori business (White, pers. comm., 2002). That said, there are also some other elements that one might also consider (Ibid). These include:

- Self-identification - that is, do people promote themselves as a Māori ...business
- Employment - a business that employs a large percentage of Māori staff
- Values - for example, employing whānau, welcoming visitors, using traditional practices
- Their broad view defines a Māori (business) as including both traditional and contemporary aspects of Maori culture and values” (Zygadlo; McIntosh; Matunga; Fairweather; Simmons, 2003).

Māori business: Historical context

Māori business development is part of the whole spectrum of Māori development. A central feature of this development is self-determination: the determination to succeed in today's world 'as Māori' – without compromising cultural values and identity.

"The overarching theme of Māori development is Māori self-determination ... A fundamental issue for many Māori-centred businesses is how to incorporate Māori cultural values and practices into commercial development. Insights into how to combine 'commerce and culture' in Māori self-determination development are provided by kaupapa Māori development models. Together they help provide sets of values for defining a Māori-centred business."

(Zygodlo; McIntosh; Matunga; Fairweather; Simmons, 2003)

Sometimes the focus of Māori business is the well-being and development of groups (whānau, hapū, iwi, or urban collectives) and sometimes it is the well-being of individual business owners.

- [Māori business in pre-European times](#)
- [A tradition of commerce, entrepreneurship, and enterprise](#)
- [Early European contact](#)
- [Loss of population, lands, assets, and control](#)
- [Māori employment in the twentieth century](#)

Māori business in pre-European times

Historically, Māori had hapū (sub-tribal) and iwi (tribal) economies. These economies typically revolved around agricultural and horticultural production, fresh- and salt-water fisheries, hunting and gathering, carving, weaving, arts, weaponry, and tool design and production.

Trading within and between hapū and iwi was common, with some hapū specialising in particular products, such as greenstone, seafood, freshwater eels, or preserved birds. Technical, scientific, and artistic expertise, including in the areas of construction, navigation, oratory and composition, artisan crafts, and te moko, were highly valued and played an important role in the economy. Māori businesses engaged in commerce by land, sea, river, and lake.

In pre-European times, business was aimed at providing for the physical, social, and spiritual well-being of whānau, hapū, and iwi groups as well as protecting and building the resource base. Assets and resources were collectively 'owned', with control and strategic decision making vested primarily in rangatira.

The mana of a rangatira, and associated whānau, hapū, and iwi, was measured by the ability of the group to produce, manage, and profit from resources in a way that ensured the well-being, health, and prosperity of all. If things were going well, the people were well fed, warm, healthy, and productive.

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A tradition of commerce, entrepreneurship, and enterprise

In pre-European times, the production of items of utility and beauty; trade with other groups; provision of gifts, hospitality, and entertainment for friends, relations, and neighbours; the building of sizeable, attractive, and well-constructed dwellings and meeting houses and defences against foes were all integral to the well-being of whānau, hapū, and iwi. In other words, commerce, entrepreneurship, and business enterprise were a core part of Māori life.

The Māori economy thrived in pre-European times without money. All members were expected to engage in whānau, hapū and iwi business. Waste or under-utilisation of human and environmental resources was frowned upon. Economic outcomes were measured in terms of assets (including access to land, bush, sea, river, and lake resources), production of goods, trading activity, the ability to host guests well, and the generation of fine arts.

Desired social outcomes included health and well-being, peace and productivity, education, and development. People valued knowledge and expertise in the sciences of navigation, horticulture, aquaculture, food preparation and preservation, and agriculture. Knowledge and skills in carving and weaving, entertainment arts, fishing, hunting and trapping, food gathering, defence, and warfare were carefully preserved and taught to selected students.

Spirituality was integral to all aspects of Māori life including the economic sphere. Spiritual acknowledgement and balance, as well as scientific knowledge, was embedded in all activities from construction, agriculture, and fisheries to arts and warfare.

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Early European contact

As experienced traders, Māori generally welcomed early visitors and settlers for the trading opportunities they offered.

Māori were quick to adopt new technologies and adapt traditional technologies for new uses. For example, flax rope became a sought-after commodity for shipping and industry; guns, axes, and new agricultural produce (potatoes, corn, and wheat) were taken up, as was the farming of introduced animals.

During the early years of settlement, Māori out-produced the settlers and supplied most of the new townships in food and other materials. Māori settlements constructed flourmills, and Parihaka village in Taranaki was the first settlement to install streetlights.

Māori commerce and trade was not limited to New Zealand. Large numbers of European-style ships were bought and built by Māori. Using this new technology, Māori were networking and trading around Australia and the Pacific and travelling as far afield as Britain and North and South America by the mid-1800s.

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Loss of population, lands, assets, and control

The large-scale alienation of Māori land through government confiscations and individualisation of title and sales, coupled with a shrinking population ravaged by introduced diseases such as influenza and measles, left Māori with reduced human resources and vastly reduced land

holdings.

Much of the land that remained in Māori ownership was unproductive and, by the end of the nineteenth century, land 'reserved' for Māori was governed by restrictive laws and managed (or mismanaged) by Government officials. Māori were not able to utilise their collectively owned lands and other assets in the same ways as other landowners. In many cases, access to unpolluted, traditional fresh- and salt-water resources was also restricted.

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Māori employment in the twentieth century

By the mid-twentieth century, urban migration saw Māori moving out of traditional settlements to provincial and urban centres to find work in industries. Since then, Māori employment has been largely concentrated in unskilled or semi-skilled sectors of the workforce, especially agricultural and factory production industries. During times of economic recession, it is these industries and the low-skilled and semi-skilled positions within them that are most at risk. For this reason, the Māori workforce has been, and continues to be, particularly vulnerable to job loss, unemployment, and under-employment.

See also:

- [Māori business: Introduction](#)
- [Māori business: Ownership and responsibility](#)
- [Māori business: Characteristics](#)
- [Māori culture and values in business](#)
- [Māori business: Legal frameworks](#)
- [Glossary: Māori words and terms](#)

Māori business: Legal frameworks

Many Māori businesses based on collectively owned assets are constituted and governed through legislation (laws) that apply specifically to Māori land and assets. The Māori Reserved Lands Act (1997), Te Ture Whenua Māori Act (1993), and the Māori Fisheries Act (2004) are important laws relating to collectively owned Māori land and marine resources. These acts determine the conditions and rules under which trusts and incorporations subject to their provisions must act.

Treaty settlements

Treaty settlements are often finalised through an Act of Parliament, which enshrines in law the terms of the settlement, including provisions relating to governance, asset acquisition, and management of assets.

The terms of Treaty Settlement Acts can be complex and pertain specifically to the group (usually an iwi or collective of iwi) to whom the settlement applies. For a settlement to be finalised, the iwi (or collective of iwi) must establish a legal entity (often a trust), which is approved by Crown representatives and accepted by iwi members. A vote of registered members of the iwi confirms the acceptance.

Government agencies

In addition to the laws that govern Māori businesses based on collectively owned Māori assets, there are a number of Government agencies that deal specifically with Māori assets and businesses. These include the Māori Land Court, Te Ohu Kaimoana/Māori Fisheries Commission, the Office of the Māori Trustee (headed by the Government appointed Māori Trustee), and the Office of Treaty Settlements (a division of the Ministry of Justice).

See also:

- [Māori business: Introduction](#)
- [Māori business: Characteristics](#)

Māori business: Ownership and responsibility

- [Multiple ownership](#)
- [Collective ownership](#)
- [Intergenerational assets and kaitiakitanga](#)
- [Tikanga](#)
- [Entrepreneurship](#)

Multiple ownership

When a group owns something together as shareholders or beneficial owners with specific and quantifiable 'interests' in land and/or assets, this is known as multiple ownership.

In such situations, assets are usually vested in a trust, with the collective owners being its 'beneficial owners', or in an incorporation, with the collective owners being shareholders.

Banks have traditionally been reluctant to lend or support developments involving land and assets in multiple ownership because of the perceived complications associated with this form of ownership.

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Collective ownership

In collective ownership, assets (for example, lands, waterways, forests, buildings, companies, fishing quota) are owned by a collective or group.

The term 'collective ownership' is sometimes used interchangeably with the term 'multiple ownership'. But collective ownership more correctly refers to shared ownership in which there are no specific, identifiable share parcels or interests.

Culturally significant sites, and assets returned through Treaty Settlement processes, are often held in collective ownership. Governance of the business and assets may still be vested in a trust, with the trustees acting on behalf of the collective and subject to particular rules and conditions.

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Intergenerational assets and kaitiakitanga

Intergenerational assets (such as land and waterways, businesses structures, and rights) are assets that are passed down through generations.

If assets are thought of as intergenerational in nature, they will not, cannot, or should not be sold, because the role of the adult generation is to protect and grow the assets for future generations.

If a Māori business or organisation is responsible for intergenerational assets, it will usually be more interested in growing the assets in a risk-averse manner (slowly and carefully so as to protect the asset), rather than engaging in high-risk investments (investments that make more profit in the short term but carry a higher element of risk).

Maximising profit in the short term by selling assets when their value is high is not favoured. The intergenerational nature of Māori business and assets encourages a custodial/guardianship view, where long-term stability is favoured over short-term gain. This view is known as kaitiakitanga, the philosophy and practice of guardianship.

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Tikanga

Tikanga is a term used to refer to the ethical framework of Māori society; that is, what is right and correct in any given situation.

Tikanga underpins the customs, systems, and processes of Māori society and organisations. It is a primary basis of reasoning and decision making pertaining to behaviour and courses of action. It is the foundation for codes of ethical practice (tikanga matatika).

A wide range of customary concepts and values fall within the parameters of tikanga; tikanga determines the priority and expression given to these concepts and values in a given context.

Tikanga is just as relevant to today's Māori – including in business contexts – as it was in historical times.

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Entrepreneurship

Te ngira tuitui

Te ngira tuitui is a metaphorical term that equates entrepreneurship (business creation) with the process of stitching or weaving various strands or materials together to produce a new product, venture, or initiative. (Ngira is a transliteration of the English word 'needle'. Tuitui is a “reference to sewing or to thread a string repeatedly” [Ngata, H. M., (1993), English-Māori Dictionary, Wellington, NZ: Learning Media Ltd].)

Maui (Maui potiki, Maui-tikitiki-a-taranga, Mauipreneurship)

Māori credit Maui, a central figure in Māori and Pacific mythology, with fishing up the North Island, slowing the sun to enable increased productivity, making fire accessible to all people, and a range of other significant achievements. The traits exhibited by Maui are in many ways the archetypal traits of entrepreneurial thinking and action.

See also:

- [Māori business: Introduction](#)
- [Māori business: Characteristics](#)
- [Māori culture and values in business](#)
- [Māori business: Legal frameworks](#)
- [Māori business: Historical context](#)
- [Glossary: Māori words and terms](#)

Māori business: Characteristics

- [Multiple bottom lines](#)
- [Joint ventures](#)
- [Risk minimisation strategies](#)
- [Māori and general business: Some comparisons](#)
- [Management of collectively owned assets](#)

Multiple bottom lines

As was the case in pre-European times and in the early contact period, Māori businesses, particularly those (such as land- and fisheries-based trusts and incorporations) that are often based on collectively owned assets, work to a triple or quadruple bottom line, measuring performance against multiple goals, not just financial or economic (although these are important.)

Triple bottom line

Operating to a triple bottom line, a business or organisation is judged by its performance on economic, social, and environmental outcomes. It has goals in all three categories and reports against these in its annual report. Businesses may place more or less weight, or equal weight, on how they perform against their social, financial, and ecological goals.

Quadruple bottom line

Operating to a quadruple bottom line, a business is judged by its performance on economic, social, environmental, and cultural or spiritual outcomes. It reports against all four categories in its annual report. Businesses may place more or less weight, or equal weight, on these different goals.

Cultural or spiritual outcomes can be difficult to measure. Performance indicators may relate to cultural integrity and support for cultural initiatives, education, and development, attention to spiritually significant sites and to people and events, as well as adherence to particular values and principles.

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Joint ventures

Māori organisations and businesses are increasingly entering into joint ventures. These take a variety of forms; for example, joint activities and initiatives with local or central Government and housing or commercial property developments with public or private agencies (for example, a Māori land holding entity provides the land and a partner provides the building capital, and both partners co-operate in the operation and management of the development).

Typically, a separate legal entity is established to govern a joint venture, with representatives from both partners (or all partners if the venture involves three or more parties). Case study examples include Metlife Care Retirement Village (Palmerston North) Ltd, established by the Palmerston North Māori Reserves; and Taranaki 217, Village at the Park, Village Healthcare Ltd and Tenth Hospital Ltd established by Wellington Tenth Trust).

See also:

- [Māori business: Legal frameworks](#)

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Risk minimisation strategies

In order to safeguard core assets such as land, Māori entities often use strategies to separate the assets from the development or initiative. This is because developments can carry a higher level of risk than is acceptable to the entity, given its kaitiakitanga role. By establishing separate legal entities to carry the risk, organisations can limit their liability to that separate entity should anything go wrong, thereby protecting the core assets.

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Māori and general business: Some comparisons

Business ownership

Māori: Twice as many Māori as non-Māori plan to start their own business in the future. However Māori businesses have twice the failure rate of New Zealand businesses generally over first three years.

General: There are relatively low rates of business start-up plans compared to Māori start-up plans. However these have twice the rate of business survival compared with Māori business start-ups over first three years.

Rates of entrepreneurship* - defined as self-employed and employers

(*TPK, 2010)

Māori: The number of Māori entrepreneurs grew by 23.3% between 2001 and 2006.

General: The rates of entrepreneurship are growing more slowly.

Growth in contribution to GDP*

(*NZIER & Dept. of Statistics; cited in TPK, 2007)

Māori: The contribution to GDP from Māori owned businesses increased by 123% between 1996 and 2003.

General: The contribution to GDP increased by 40% between 1996 and 2003.

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Management of collectively owned assets

Māori businesses managing collectively owned assets tend to have particular characteristics that

distinguish their operations from general businesses and from Māori businesses that do not have responsibility for collectively owned assets. Some of these characteristics relate to the kaitiakitanga focus of businesses that manage intergenerational assets, and some relate to legislative requirements.

Typical characteristics: Some comparisons

Debt-equity ratio*

(*TPK, 2007)

Asset-holding trusts/incorporations: Low debt-equity ratio.

General business: Higher debt-equity ratio.

Future planning

Asset-holding trusts/incorporations: Planning is long-term; there is a vision for intergenerational growth (protecting and growing assets sustainably for future generations).

General business: Planning is in relatively short cycles (typically 5–10 years).

Sale of business

Asset-holding trusts/incorporations: The sale of foundational assets is unusual. The sale of land may require the agreement of 75 percent of owners or shareholders and the approval of the Māori Land Court. Profits from land sales may have to be reinvested in land.

General business: Many businesses grow profits as rapidly as possible, with a view to selling the business at peak profitability.

Risk tolerance*

(*TPK, 2007)

Asset-holding trusts/incorporations: Governance tends to be conservative and risk averse.

General business: More inclined to take risks and engage in offshore investment.

International trading*

(*NZIER, 2006; cited in TPK, 2007)

Asset-holding trusts/incorporations: High levels of engagement with world markets (60 percent of Māori assets have exposure to international trade).

General business: Moderate to low levels of engagement with world markets (31 percent exposure of the total New Zealand economy has exposure to international trade).

Business focus*

(*TPK, 2007)

Asset-holding trusts/incorporations: 75 percent of Māori business production comes from from agriculture, fishing, and home ownership.

General business: Manufacturing is the largest employer. Rental, hiring, and real estate, agriculture, forestry and fishing, construction and professional, scientific and technical services occupy the bulk of business.

See also:

- [Māori business: Introduction](#)
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Glossary of Māori terms

Most of these meanings have been derived from Kaitiakitanga and Local Government: Tangata Whenua participation in Environmental Management (PCE, 1998, p. 132); The Reed Dictionary of Modern Māori (Ryan, 2001); Poharama et al., (1998) and Durie, (2002).

Aotearoa: New Zealand

aroaha: love, compassion, sympathy

arohatanga: state of being sympathetic

haka: fierce rhythmical dance

hangi: earth oven, food from earth oven

hapū: sub-tribe

hinengaro: mind, heart, intellect, conscience, psychology

hongī: press noses

hui: meetings or gatherings, usually on the marae

iwi: tribal groups

kaikokiri champion

kaitiaki: iwi, hapū, or whānau group with the responsibilities for kaitiakitanga

kaitiakitanga: the responsibilities and kaupapa, passed down from the ancestors, of tangata whenua to take care of the places, natural resources, and other taonga in their area

kanohi ki te kanohi: face to face

kapahaka: Māori cultural performances (song and dance)

kaumatua: elder

kaupapa: plan, strategy, tactics, methods, fundamental principles

kaupapa Māori research: Māori-based research

koru: spiral pattern

kotahitanga: unity, solidarity

mana tangata: human rights, integrity

manaakitanga: respect given to visitors, sharing and caring

manuhiri: visitor, guest

Māoritanga: Māori culture, Māori perspective

marae: local community and its meeting places and buildings

mauri: the life force that imbues all created things

nga matatini Māori: Māori diversity

ngā tupunga whakakotahi: integrated development

pa: fortified villages

pākehā: non-Māori New Zealanders, (especially New Zealanders of European descent)

Papatuanuku: Earth Mother

poi: ball

powhiri: welcome, opening ceremony

puawaitanga: the principle of best outcomes

purotu: the principle of transparency

Ranganui: Sky Father

rangatiratanga: chieftainship or leadership

rohe: territory, area

runanga: committee of senior decision makers in an iwi or hapū

tangata whenua: people of the land, Māori people

taonga: valued resources, assets, prized possessions both material and non-material

te ao Māori: the Māori world

te ao marama: the world of light; present day world

Te Puni Kokiri: Ministry of Māori Development

te reo: Māori language

te taha hinengaro: mental

te taha tinana: physical and economic

te taha wairua: spiritual

Te Tai Rawhiti: East Coast

Te Tai Tokerau: Northland

Te Whaka Toi: Māori arts board of Creative New Zealand

tikanga: meaning, custom, obligations

tinana: body

tino rangatiratanga: self-determination

tohukataka: state of being a wise person

toi iho: Māori made

tuhono: principle of alignment

waiata: song

waiata-a-ringa: action songs

wairua: spirituality

wairuatanga: state of being spiritual

whakakotahi: to be united

whakapapa: genealogy, cultural identity

whakatauki: proverbs

whānau: extended family

whanaungatanga: relationship, kinship.

See also:

- [Māori business: Introduction](#)
- [Māori culture and values in business](#)

Māori culture and values in business

"Many Māori organisations have multiple purposes. This means that they are not set up just to make a profit. Many have to balance being financially viable with the social and cultural aspirations of the owners as their core purposes. Although the organisations may trade commercially and measure themselves against economic indicators, wealth creation is not seen as an end in itself."

<http://governance.tpk.govt.nz/why/dimensions.aspx>

Māori businesses will incorporate some or all of the concepts and principles discussed in this section into their business approaches, policies, and practices.

Te kaupapa pakihi: The foundations of business

This concept refers to fundamentals that apply across the range of business domains, whether the enterprise is small, medium, or large; mainstream or Māori focused; a social, community, or profit driven venture.

These fundamentals include:

- [Pūtake](#)
- [Tūranga](#)
- [Tikanga](#)
- [Kaitiakitanga](#)
- [Rangatiratanga](#)

See also:

- [Other important/useful business-related concepts](#)
- [Ngā wāhanga: Specific elements](#)

Pūtake: The origin or reason for being

Every business has a reason for being. Many Māori businesses exist for the same reason as other businesses; that is, they are there to provide goods or services at a profit and to enrich the business owner(s). A significant number, however, have very different reasons for being – reasons that are associated with collectively-owned resources (such as land, tribal estates) and/or whakapapa-based groupings, such as whānau, hapū and iwi. Such businesses can encounter legal, cultural, and business complexities that are not experienced by mainstream businesses.

A Māori business may initially be formed to hold, manage, develop, and/or grow profit from Māori resources such as people (for example, youth or older people or whānau, hapū, or iwi groups), land, water (lakes, rivers), farms, forestry, or other collectively owned resources. Later, other entities such as companies or trusts may be created to manage and grow specific ventures under the umbrella of the original business or entity.

Many Māori businesses focus on a 'multiple bottom line', where social, cultural, environmental, spiritual, and economic goals are identified in mission statements and annual reports alongside

profit-related goals and reporting and incorporated into everyday business operations.

Some Māori businesses are formed to provide an avenue for cultural expression and/or to foster pride and maintain Māori culture, language, and arts. Such enterprises may relate, for example, to tourism, Māori arts and crafts, design, clothing, or kaupapa Māori/Māori-focused education, music, or performing arts.

While such enterprises may look for profit so as to be self-sustaining, social or cultural goals are central to their existence. Research from Te Puni Kokiri (Ministry of Māori Development) indicates that the Māori 'brand' is also advantageous in the global marketplace.

[TOP](#)

Tūranga: The positioning/anchor of the business

Some Māori businesses make use of structures that are available to all businesses (for example, limited liability company, partnership, sole trader, trust or charitable trust). But businesses formed around collectively owned assets may be subject to specific laws that govern their operations.

“In setting up and selecting the type of legal structure for an organisation, it is important to clearly know the intended purpose of that structure. For example, if Māori land is the core asset, because this land will never be sold, for either legal or tikanga reasons, the organisation will not be able to make trading decisions following usual commercial models. This can make running a Māori organisation particularly challenging.”

<http://governance.tpk.govt.nz/why/dimensions.aspx>

[TOP](#)

Tikanga: Values, rules, priorities, and ways of doing business

Many Māori businesses operate by a set of values that sets them apart from other businesses, particularly businesses that operate solely to produce a profit for the owners/shareholders. These values include:

Ngā matatini Māori: Māori diversity

This principle acknowledges the wide range of ways in which Māori may or may not express their identity as Māori in connection with business.

Kotahitanga: Māori unity, shared sense of belonging

This principle refers to decisions made by Māori to identify and work as Māori in association with Māori for the benefit of Māori development.

Tino rangatiratanga: Self-determination, ownership, control

This principle relates to self-determination, control and ownership, whether personal or by whānau, hapū, iwi, or collective. Can be a motivational element in business.

Whanaungatanga: An ethic of belonging, kinship

This principle acknowledges the importance of networks and relationships and, therefore, of developing, managing, and sustaining relationships. It involves caring for and working harmoniously with others to achieve common goals using relational strategies such as tuakana-teina. Whanaungatanga is expressed in a variety of ways in business settings; for example: culture, whānau-model systems and structures, support for and employment of whānau, use of whānau networks, and whānau support for the business. A downside is that a sense of obligation to whānau, and whānau expectations, can create problems for a business.

Kaitiakitanga: Guardianship of natural resources

This principle is about responsible environmental management and sustainable enterprise. It includes the taking care of assets for future generations, as opposed to ownership and the right to divest assets.

Wairuatanga: Spirituality

Attention and resources are committed to ensuring that spiritual protocols are observed, for example, in the construction and openings of new buildings, in everyday functioning within the organisation, and in relationships with others. The services of kaumātua and/or tohunga may be engaged to guide the spiritual operation of the organisation.

Manaakitanga: Hospitality, generosity, care, and giving

A group or organisation should be able to host and provide for people appropriately. Resources must be allocated for this purpose. Hosting may involve large groups of owners and visitors. Whānau may be expected to support this function.

Tuhono: Cross-sectoral alignment of Māori aspirations on all dimensions

This principle supports the holistic or 'multiple bottom line' approach: profit-related and socially-oriented goals can be intertwined.

Puawaitanga: The best possible return is sought on integrated goals

This principle supports the measurement of success against multiple outcomes, including, but not just, financial outcomes.

Purotu: Multiple responsibilities and levels of accountability

This principle emphasises the responsibilities and accountabilities that Māori organisations often hold to current and future generations, wider whānau, hapū, or iwi groups – and to represent Māori well. It relates also to the particular laws and requirements of Māori organisations, particularly those managing collectively-owned assets.

“Together these common values characterise Māori self-determined development” or the necessities of Māori-centred business. Identifying cultural values important to Māori business development "means that Māori retain the ownership and control of their cultural identity and property rights" (Hinch et al., 1998, p. 4) in enterprise and industry. It also helps ensure that Māori social and cultural expectations and requirements are met in ways that are relevant to business operations (JHMRC, 1997a, p. 284).

[TOP](#)Kaitiakitanga

The exercise of guardianship, particularly in relation to natural resources, such as land, sea and waterways; also flora and fauna, including people, that comprise elements of the natural environment. This principle requires that sustainability and environmental protection is valued. As kaitiaki or guardians, the owners or trustees of an enterprise are responsible for protecting (and/or growing) resources for future generations – not just for short-term or individual profit.

[TOP](#)Rangatiratanga

Exercise of leadership, authority, guardianship, and ownership rights; particularly focused on resource production, utilisation, and management for current and future requirements. This includes strategic development and oversight, relationship development and maintenance, problem-solving, conflict resolution and peace-making, adaptation, risk analysis, and management.

[TOP](#)Other important/useful business-related concepts

Associated with the fundamental concepts discussed above are a raft of concepts and principles that are broadly applicable and generalisable across the levels of the business curriculum. These “clothe” the business or venture. They include, but are not limited to:

Hangarau: technology; the proper utilisation of a range of traditional, contemporary, and innovative technologies.

Hoko: trade/trading, buy, sell, exchange, commerce.

Mana: prestige, standing, integrity, recognition; maintaining one’s own mana and that of the group and recognising and respecting the mana of others.

Penapena rawa: resource management.

Putea: finance, funds; ensuring financial accountability and proper accounting practices are followed.

Rawa: goods, property, wealth, chattels, resource; ensuring proper asset management.

Te ngira tuitui: entrepreneurship; entrepreneurial action, endeavour, and creation.

Umanga papatahi: the beginnings or first stages of a business or venture; enterprise creation.

Utu, whakautu: reciprocity, payment, cost; ensuring that costs are clear, covered and recovered to provide for a sustainable enterprise. Includes tax compliance.

Whakaukangia: sustainability, including the recognition and use of ecological values and

methodologies.

Whakawhiti whakaaro: an entrepreneurial mindset, innovative thinking.

[TOP](#)

Ngā wāhanga: specific elements

Te taki i te ikeiketanga: self-empowerment

Te kaupakihi me ona whanaketanga: business knowledge and development

Te whakawhanuitanga pukenga: skill assessment, career exploration

Te hiringatanga matauranga: accountability for learning

Te hoko, a utu: buying and investing

Marua whakapuakitanga: community awareness, problem-solving

Te whakahoahoa, nga kaiarataki: friendships, mentors

Te whakatu pakihitanga: business formation

Te ara tipuranga, a mahi: career development

Te hekenga matauranga: educational attainment

Te whanonga putea: financial literacy

Te whanaketanga a marua: community development

Whanaungatanga a whakahaere: relationship management.

See also:

- [Māori business: Introduction](#)
- [Māori business: Ownership and responsibility](#)
- [Māori business: Characteristics](#)
- [Māori business: Legal frameworks](#)
- [Māori business: Historical context](#)
- [Glossary: Māori words and terms](#)

Rationale

Why study business?

Studying business enables students to appreciate the issues that challenge businesses and stakeholders. In a rapidly changing world, it is important that citizens are able to make informed and rational decisions about business matters.

Business contributes to the development of a culture of enterprise in New Zealand and supports our efforts to improve economic and community well-being. Business studies creates opportunities for students to:

- understand the integral role of business in society and the economy
- explore enterprise culture
- develop the key competencies of The New Zealand Curriculum and ngā uara me ngā waiaro/values and attitudes of Te Marautanga o Aotearoa through the fostering of such qualities as initiative, resilience, and resourcefulness and the skills of problem solving, co-operation, decision making, negotiation, and communicating
- gain knowledge and understanding of good business practice and of business as a productive activity
- acquire greater financial capability.

Evidence of an enterprising spirit abounds in New Zealand's history and is an aspect of our multicultural national identity. Enterprise and business entrepreneurship are essential to New Zealand's economic future.

See also:

- [Connections - Developing learning pathways](#)
- [Māori business](#)

Key concepts in business studies

[Key concepts](#) are the big ideas and understandings that we hope will remain with our students long after they have left school.

The central theme/big idea of business studies is enterprise. Closely related are the three broad concepts:

- globalisation
- citizenship
- sustainability.

These four concepts are the 'future focused themes' identified in The New Zealand Curriculum.

As from 2015 the four concepts should be integrated throughout a Business Studies programme as they are relevant to all achievement standards.

In business studies, students encounter many other important concepts, such as:

- management
- rangatiratanga
- rights and responsibilities
- hangarau
- needs and wants
- kawa
- organisation
- supply and demand
- scarcity
- manaakitanga
- culture
- whānau.

See also:

- [Business studies and the future focus principle](#)
- [Business-related concepts](#)
- [Māori culture and values in business](#)

What are key concepts?

Key concepts are the ideas and understandings that we hope will remain with our students long after they have left school and have forgotten much of the detail. Key concepts sit above context but find their way into every context.

Students need time and the opportunity to explore these concepts; to appreciate the breadth, depth, and subtlety of meaning that attaches to them; to learn that different people view them from different perspectives; and to understand that meaning is not static. By approaching these concepts in different ways and by revisiting them in different contexts within a relatively short time span, students come to refine and embed understandings.

See:

- [Building Conceptual Understandings in the Social Sciences \(BCUSS\) - Approaches to Building Conceptual Understandings \(Ministry of Education, 2009\) \(PDF 555KB\)](#)

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Business-related concepts

The central theme/big idea of business studies is 'enterprise'. Closely related are the three broad concepts:

- globalisation
- citizenship
- sustainability.

There are numerous other business-related concepts. Some of these are listed below.

English definitions of Māori terms can be found in:

- [Te Aka Māori](#), an online dictionary.

- access
- accessibility
- ahi kā
- allocation
- aspirations
- beliefs
- cause and effect
- change
- community
- competition
- consumption and production
- democracy
- distance
- distribution
- enterprise
- equity

- exchange
- franchise
- goods and services
- government
- hapū and iwi
- identity
- interaction
- interdependence
- kāinga
- kawa
- laws
- mahi
- mahi manaakitanga
- mana
- manaakitanga
- management
- marae

- market
- money system
- multiculturalism
- needs and wants
- te mahi ngātahi
- opportunity cost
- past, present, and future
- pepeha
- rāhui
- rāhui rawa
- rangatiratanga
- raupatu
- rawa

- scarcity
- society
- specialisation
- status
- supply and demand
- tangata whenua
- taonga
- taxation
- te ao tawhito/te ao mārama
- tikanga
- trade
- tūrangawaewae
- whakapapa

- resource
- rohe
- roles

- whakataukī
- whānau
- whanaungatanga
- whenua
- work

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Pedagogy

Pedagogy means 'teacher actions that promote student learning'.

Effective teachers of business studies use a variety of approaches and strategies to support student learning. Business studies involves both theory and application. The teacher needs to be as much facilitator as teacher to model entrepreneurial behaviour.

- [Four mechanisms that facilitate learning](#)
- [Experiential learning approach](#)
- [Building conceptual understandings](#)
- [Creating an inclusive learning environment](#)

The New Zealand Curriculum identifies key characteristics of effective pedagogy and ties them in to a process referred to as 'teaching as inquiry'. This process provides a framework that can help teachers to plan strategically and to notice and respond to the effects of their teaching.

Te Marautanga o Aotearoa also outlines a vision of quality teaching in the section Ngā Āhuetanga Ako.

To ensure that students engage with and understand the ideas of business studies, teachers need to carefully select appropriate simulated and real-life contexts, where possible, involving students in the decision making.

Teachers will recognise that any particular context will engage some students more than others, and should take care to differentiate their teaching to meet the needs of individual students.

See:

- [The New Zealand Curriculum](#)
- [Te Marautanga o Aotearoa](#)

Four mechanisms that facilitate learning in the social sciences

In terms of the wider school curriculum, business studies most closely aligns with the social sciences. For this reason, it is recommended that business studies teachers make full use of the social sciences [Effective Pedagogy in Social Sciences/Tikanga ā Iwi: Best Evidence Synthesis Iteration \[BES\]](#).

Drawing from a very wide range of research into classroom practice, the BES identifies “four mechanisms that facilitate learning for diverse students in tikanga ā iwi/social sciences”. These mechanisms (summarised on pages 54–55 and inside the back cover) are: connection, alignment, community, and interest.

Learn more:

- [The connection mechanism](#)
- [The alignment mechanism](#)
- [The community mechanism](#)
- [The interest mechanism](#)

[TOP](#)

The experiential learning approach

Students need to process content to derive meaning from it and to construct knowledge.

An "[experiential learning cycle](#)" has been developed for teachers of health and physical education. This approach is readily applicable to business studies.

The experiential learning cycle has four phases:

- experiencing
- reflecting on what happened
- generalising and abstracting based on what happened
- transfer of learning.

Effective teachers of business create situations where students can actively work with the content of their learning. Rather than require students to provide specific answers to preconceived questions, teachers invite students to delve into the topic, ask their own questions and construct their own knowledge.

The role of the teacher is to observe their students closely during each session, identify gaps in their knowledge base or skills, and adjust the activity and their teaching accordingly. (Based on Henton, M. (1996). *Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-long Learners*. Dubuque, Iowa: Kendall/Hunt.)

[TOP](#)

Building conceptual understandings

Conceptual understanding is more important than factual knowledge. When teachers focus on concepts, they structure learning experiences around overarching ideas.

Teachers help their students develop an understanding of concepts by:

- offering a range of activities that engage them in actively constructing their understanding in new settings and in new ways
- ensuring they have time to consider concepts in-depth and opportunities to revisit new concepts within a short timeframe
- giving them opportunities to collaborate with others.

Learning in this way, students are able to gain an understanding that goes much deeper than the acquisition of factual knowledge.

Business-related concepts can be linked to learning in other curriculum areas. For example, a student may learn about aspects of sustainability in social studies and then go on to develop their knowledge and understanding in science or business studies.

[TOP](#)

Creating an inclusive learning environment for business studies

An environment in which the teacher builds respectful relationships with their students is essential for all students, but especially for Māori and Pasifika students.

Consider cultural perspectives and ethnic and linguistic diversity as you interact with business studies students. The ethnic mosaic of New Zealand's population is changing, with the Māori, Pacific, and Asian ethnic groups making up a growing proportion of the population. Projections show that New Zealand will have greater ethnic diversity in the future.

Learn more:

- [Stats NZ - New Zealand's population reflects growing diversity](#)

Acknowledge students' whakapapa (family history), their whānau (family), and iwi (tribe). View Te Kotahitanga interviews:

- [Kaumātua](#)
- [Student voices](#)

Acknowledge and observe tikanga and other cultural values and practices, for example, showing generosity towards visitors, not sitting on desks, following protocols around eye contact with students, and observing personal space.

Respect the languages of the students, for example, by pronouncing names correctly or seeking translations of some of the key concepts into students' home languages.

Practice ako or reciprocal learning – teacher as learner and learner as teacher, for example, when students share the latest media release they have found about a NZX company being studied.

Group work, including co-operative learning, is also fundamental. Students will work in teams in the workplace, so, by acquiring group and interpersonal skills in the classroom, they are preparing for the world of work.

Where possible, the physical environment should support experiential and co-operative learning, for example, by allowing for flexible use of space. The business classroom is the place to display business-related activities and students' work.

Digital technologies are integral to business. In the classroom, digital technology can be used very effectively to simulate business practice and enable students to apply their learning. There are many online business games. For example, the New Zealand Small Business Game encourages students to look at business ethics, values, and operations in a simulated retail environment.

The classroom should have facilities for students to prepare and present information.

Processes should be in place to ensure that the environment is one in which students feel safe, able to take risks, learn from their mistakes, reflect, and move forward.

The connection mechanism

Connection involves making authentic connections to students' lives, for example, by:

- relating subject matter and learning contexts to the students' own cultural backgrounds
- encouraging students to draw on their own work, consumer, and life experiences.

Teachers can help their students link existing knowledge with business practice by bringing in business people from the community. Ask family and whānau to contribute by sharing their own business-related experiences with students. Invite them along as guest speakers, or arrange for students to visit their workplaces.

Research (for example, as cited Robinson, V. et al, 2009, Educational Leadership and Student Outcomes: What Matters and Why: Best Evidence Synthesis [BES], chapter 7) demonstrates that student achievement is enhanced when schools and community engage together with an educational focus.

The selection of suitable contexts can make a big difference in terms of student engagement and outcomes. Students are more likely to achieve when they see themselves and their culture positively reflected in subject matter and learning contexts.

For example, the opportunity to investigate a business that has been developed as a result of a successful Waitangi tribunal claim may encourage Māori students to link their existing knowledge and interests to what they are learning about business practice.

Teachers can also highlight how skills and qualities valued in Māori culture are relevant in business situations. These include whanaungatanga (relationships: in this context, building respectful relationships), kaitiakitanga (guardianship: in this context, guardianship of a business and its environment), and mana (prestige: in this context, credibility in a business or industry).

Awareness of the relevance of cultural identity to learning has its greatest positive impact when the teacher directly, deliberately, and appropriately shapes teaching practices and learning experiences for specific students (Alton-Lee, A. (2003). Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration [BES]. Wellington: Ministry of Education).

Teachers can draw on a range of role models and case studies from the Māori world: ancestral, communal, and modern. The University of Auckland's GYME programme (Growing Young Māori Entrepreneurs) uses Maui's entrepreneurial skills and qualities as one of its case studies.

Encouraging students to bring their cultural identity to the learning context demonstrates [ako](#) in that it involves acknowledging, respecting, and valuing who students are and where they come from, and building on what they bring with them to the learning.

See also:

- [The alignment mechanism](#)
- [The community mechanism](#)
- [The interest mechanism](#)

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- The concept of *ako* describes a teaching and learning relationship in which the educator is also learning from the student and the educators' practices are informed by the latest research and are both deliberate and reflective. Ministry of Education (2008). *Ka Hikitia—Managing for Success: The Māori Education Strategy 2008–2012*. Wellington: The Ministry of Education.

The alignment mechanism

Alignment involves aligning learning experiences to important outcomes (including achievement objectives and key competencies).

This means, for example:

- ensuring theory is allied to learning activities in both simulated and real-life contexts, so that students begin to learn the practical and professional skills needed in business
- focusing teaching and learning on the development of the key skills of negotiation, communication, problem-solving, and decision-making, and on the key concepts
- providing sufficient opportunities for students to revisit concepts and consolidate their understanding of important ideas and processes.

See also:

- [The connection mechanism](#)
- [The community mechanism](#)
- [The interest mechanism](#)

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The community mechanism

Community involves building and sustaining a learning community, for example, by encouraging students to:

- engage in group learning
- communicate effectively with others
- build respectful relationships with each other.

The co-operative learning approach can be very effective for learning and for community building. For some examples of co-operative learning, refer to pages 121–125 of *Effective Literacy Strategies in Years 9 to 13: A Guide for Teachers* (Ministry of Education, 2004).

Businesses attract a diverse workforce, so students need to discuss examples of businesses dealing with issues arising from such diversity and to see positive ways of building on diversity modelled in the classroom. Inclusive discussions around identity, culture, politics, religion, gender, and human rights issues can enhance learning in business.

It is essential that the business community is involved in any business studies programme. Contact with different organisations allows students to see theory applied. Community, whānau, and iwi partnerships are important in fostering enterprise learning.

An effective business studies classroom will develop a positive enterprise culture, where there is an expectation of creative, energetic risk-taking and innovation. Teachers need to model what it means to be enterprising.

The following questions are worth reflecting on:

- How do I encourage my students to develop a can-do attitude?
- How do I help my students to reflect on their learning?
- How do I make connections with other learning areas and the world of work (wherever possible, with the help of employers)?
- What opportunities do I offer my students to take the initiative and lead?
- How do I support my students in taking responsibility for and accepting the consequences of their actions?
- Are my students learning the benefits of working independently, being self-motivated, and accepting setbacks as learning experience?
- Does my classroom practice support my students to be creative, flexible, and resourceful in managing change?
- How do I manage setback and frustration?

For further ideas on building teacher capability, and a self-assessment table, scroll down the page to [Resources for school leaders](#) on this page of NZ Curriculum Online's Education for Enterprise.

For suggestions as to what enterprising attributes look like, and how they relate to the key competencies, scroll down to [Enterprising attributes](#) on this page of NZ Curriculum Online's Education for Enterprise.

See also:

- [The connection mechanism](#)
- [The alignment mechanism](#)
- [The interest mechanism](#)

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The interest mechanism

Interest involves designing experiences that interest students.

This means, for example:

- tapping into the diverse interests of your students by providing different kinds of learning activities
- making full use of opportunities for experiential learning because this approach allows students to make their own learning choices and to see the real world in what they learn.

When designing business studies programmes, effective teachers start with the needs and interests of their students. In order to keep interest levels high, they recognise that their students have different talents, needs, and aspirations, and they explore ways to connect with these. A programme developed for a student in one setting may not be appropriate for different student in a different setting.

See also:

- [Experiential learning](#)
- [The connection mechanism](#)
- [The alignment mechanism](#)
- [The community mechanism](#)

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Learning objectives

The New Zealand Curriculum does not state specific achievement objectives for business studies at levels 6–8. Learning objectives have been developed to describe the intended outcomes for this subject.

Strands

The learning objectives for business studies integrate the [key concepts](#) with the four social science learning area strands:

- The economic world
- Identity, culture, and organisation
- Place and environment
- Continuity and change

Business studies themes

Teaching and learning programmes are designed around five business themes that encompass business knowledge, content, and concepts:

- Business formation
- Functions of business
- People in business
- Business management
- Business environment

For more, see:

- Business themes: [level 6](#) | [level 7](#) | [level 8](#)

Progression in business studies

Business studies addresses the same concepts at levels 6, 7, and 8. The development of conceptual understanding is cumulative as students return to the same concepts in different contexts throughout their learning. We can see that students are learning when:

- their understanding and use of more complex or abstract business studies concepts increases
- they make connections between different business studies concepts
- they apply and transfer their understandings to more complex and distant contexts, as well as to those that are familiar
- they take responsible actions and make informed decisions that are based on their new understandings
- they begin to understand that business concepts can have different interpretations.

Learning objectives

Students will gain knowledge, skills, and experience to:

Level 6

- [LO 6-1](#): Understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.
- [LO 6-2](#): Plan, carry out, and then review a one-off business activity, basing recommendations for the future on market feedback.

Level 7

- [LO 7-1](#): Explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors.
- [LO 7-2](#): Plan, take to market, review, and then refine a business activity incorporating a community well-being focus, basing recommendations for the future on market feedback.

Level 8

- [LO 8-1](#): Analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.
- [LO 8-2](#): Plan, take to market, review, and then refine an innovative, sustainable business activity; analyse the activity and its success in the market place.

Achievement standard 90837 - Business studies 1.1 - expired

Demonstrate an understanding of internal features of a small business.

This achievement standard relates to learning objective [6-1](#).

Students will gain knowledge, skills, and experience to:

- understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.

Explanatory note 2

Contexts for learning

A typical learning context is a small local business (of up to approximately 20 employees or one of local or community significance) that allows students to demonstrate their understanding of the internal features of a small business.

Business knowledge, concepts, and content

Students are expected to demonstrate understanding of the following business knowledge, concepts, and content:

- advantages and disadvantages of ownership structure (sole trader, partnership, registered company)
- sources of finance (short term, long term, internal, external)
- communication with stakeholders (importance of effective communication, advantages and disadvantages of different methods, barriers)
- employer/employee relationships (features and importance of effective relationships)
- entrepreneur (role, skills and characteristics)
- business objectives (how objectives inform business operations)
- business success (description, different methods of measurement, factors affecting)
- financial documents (importance of keeping financial documents such as bank statements, Internal Revenue Department requirements)

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory note 3, 4, and 5

See: [Achievement grades at level 1](#)

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Achievement standard 90838 - Business studies 1.2 - expired

Demonstrate an understanding of external factors influencing a small business

This achievement standard relates to learning objective [6-1](#).

Students will gain knowledge, skills, and experience to:

- understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.

Explanatory note 2

Contexts for learning

A typical learning context is a small local business (of up to approximately 20 employees or one of local or community significance) that allows students to demonstrate their understanding of the external factors influencing a small business.

Business knowledge, concepts, and content

Students are expected to demonstrate understanding of the following business knowledge, concepts, and content and may be required to provide business response(s):

- stakeholders external to the business (customers, suppliers, local government, local community)
- legal influences (purpose and impact of the Consumer Guarantees Act 1993, the Fair Trading Act 1986, the Health and Safety in Employment Act 1992)
- economic influences (consumer confidence, business confidence, interest rates)
- environmental influences (factors affecting the physical environment e.g. weather patterns, natural disasters)
- competition (impact of current and potential competition)

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 1](#)

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Achievement standard 90839 - Business studies 1.3 - expired

Apply business knowledge to an operational problem(s) in a given small business context.

This achievement standard relates to learning objective [6-1](#).

Students will gain knowledge, skills, and experience to:

- understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.

Explanatory note 2

Contexts for learning

In a given small business context, this achievement standard requires students to discuss an operational problem, its causes and impacts, and apply business knowledge to provide a range of possible solutions and recommendations for the problem.

The operational problem will be a routine problem/issue affecting the business. These include problems arising from:

- recruitment of employees (poor recruitment practices, skills shortages)
- cash flow (slow payers, bad debtors, low sales, credit tightening)
- workplace incidents (workplace accident, workplace conflict)
- marketplace changes (new competitor, negative publicity)
- production disruption (natural disasters, pandemic, technology breakdown)

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 1](#)

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Achievement standard 90843 - Business studies 2.1

Demonstrate understanding of the internal operations of a large business.

This achievement standard relates to [learning objective 7-1](#).

Students will gain knowledge, skills, and experience to:

- explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors.

Explanatory note 2

Contexts for learning

A typical learning context is a large business in New Zealand of more than 20 employees or with a regional or national significance that allows students to demonstrate their understanding of how and why businesses respond to internal factors and the consequences of operational decisions.

Business knowledge, concepts, and content

Students are expected to demonstrate understanding of the following business knowledge, concepts, and content:

- organisational structure (advantages and disadvantages, tall, flat, matrix, shamrock)
- the production process for goods and services (job, batch, flow, lean production, productivity and efficiency, economies of scale, capacity issues)
- roles and skills of managers and leaders (difference between managers and leaders, leadership styles)
- financial information for management to aid decision making (importance of budgets, variance analysis, monthly revenue and cost reports)
- the need for and importance of policies and procedures
- corporate social responsibility (costs and benefits).

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 2](#)

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Achievement standard 90844 - Business studies 2.2

Demonstrate understanding of how a large business responds to external factors.

This achievement standard relates to [learning objective 7-1](#).

Students will gain knowledge, skills, and experience to:

- explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors.

Explanatory note 2

Contexts for learning

A typical learning context is a large business in New Zealand of more than 20 employees or with a regional or national significance that allows students to demonstrate their understanding of how and why businesses respond to external factors and the consequences of operational decisions.

Business knowledge, concepts, and content

Students are expected to demonstrate understanding of the following business knowledge, concepts, and content:

- political influences (changes to government policy, trade unions and employer associations)
- social influences (demographic changes on sales and production, ethical influences and societal expectations of business activity)
- impact of technological change
- legal influences (the Employment Relations Act 2000, Resource Management Act 1991, Privacy Act 2020).

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 2](#)

[Return to previous page](#)

Achievement standard 90845 - Business studies 2.3

Apply business knowledge to a critical problem(s) in a given large business context.

This achievement standard relates to [learning objective 7-1](#).

Students will gain knowledge, skills, and experience to:

- explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors.

Explanatory note 2

Contexts for learning

In a given large business context, this achievement standard requires students to explore a critical problem, its causes and effects, and apply business knowledge to provide a range of possible solutions and recommendations for the problem. Students can apply relevant practical business experience they have gained during the programme of learning to suggest a possible viable solution.

The critical problem will be a significant problem/issue threatening the continuation of the business. These include problems arising from:

- ineffective choice or management of a growth strategy
- human resources issue such as ineffective leadership or loss of key personnel
- internal controls failure resulting in fraud, errors
- changes in consumer behaviour and/or the emergence of a new competitor
- technology changes
- issues resulting from unethical practice.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 2](#)

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Achievement standard 91379 - Business studies 3.1

Demonstrate understanding of how internal factors interact within a business that operates in a global context.

This achievement standard relates to [learning objective 8-1](#).

Students will gain knowledge, skills and experience to:

- analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.

Explanatory note 1

Contexts for learning

A typical learning context is a New Zealand registered business operating in a global context that allows students to demonstrate their understanding of how internal factors interact.

Business knowledge, concepts, and content

Students are expected to demonstrate understanding of the following business knowledge, concepts, and content:

- quality management (significance of quality management to a business, costs and benefits of quality control, quality assurance, total quality management, Kaizen and quality circles)
- innovation (risks and opportunities of innovation, including intellectual property management, product and process innovation, corporate cultures and strategies encouraging innovation)
- change management (why a change management process is necessary, resistance to change, costs and benefits of change management strategies)

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory note 2

See: [Achievement grades at level 3](#)

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Achievement standard 91380 - Business studies 3.2

Demonstrate understanding of strategic response to external factors by a business that operates in a global context.

This achievement standard relates to [learning objective 8-1](#).

Students will gain knowledge, skills and experience to:

- analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.

Explanatory note 1

Contexts for learning

A typical learning context is a New Zealand registered business operating in a global context that allows students to demonstrate their understanding of strategic response to external factors.

Business knowledge, concepts, and content

Students are expected to demonstrate understanding of the following business knowledge, concepts, and content:

- societal expectations on the business (environmental, economic, social, cultural)
- cultural intelligence and responsiveness (importance of protocols, relationships, flexibility)
- business support (government and non-government agencies)
- opportunities and threats of multinational activity
- changes in the global market place (growth and recession in export markets, political unrest, technology, consumer behaviour).

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

Explanatory note 2

See: [Achievement grades at level 3](#)

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Achievement standard 91381 - Business studies 3.3

Apply business knowledge to address a complex problem(s) in a given global business context.

This achievement standard relates to [learning objective 8-1](#).

Students will gain knowledge, skills and experience to:

- analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.

Explanatory note 1

Contexts for learning

In a given global business context, this achievement standard requires students to explore a complex problem, its causes and effects, and apply business knowledge to provide a range of possible solutions and recommendations for the problem. Students can apply relevant practical business experience they have gained during the programme of learning to suggest a possible viable solution. The complex problem will be one that affects the business in multiple ways. These include problems arising from:

- business location issues
- quality management issues before, during and after production
- supply chain issues (out-sourcing, distribution, sourcing of raw materials)
- capital investment decisions (investment appraisal using payback period, average/accounting rate of return, net present value, with all calculations provided, qualitative factors impacting on investment decisions)
- unexpected risks involved in expanding globally such as costs, cultural and language barriers, economic uncertainty, legal regulations, trade agreements.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

Explanatory note 2

See: [Achievement grades at level 3](#)

[Return to previous page](#)

Indicators

Indicators are examples of the behaviours and capabilities that a teacher might expect to observe in a student who is achieving at the appropriate level. Teachers may wish to add further examples of their own.

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Learning objective 6-1

- [Indicators](#)
- [Context elaborations](#)
- [Business themes](#)
- [Related Māori concepts](#)
- [Assessment for qualifications](#)

Students will gain knowledge, skills, and experience to:

- understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.

Indicators

[What is an indicator?](#)

- Investigates the recruitment process in the context of a local business.
- Applies their understanding of marketing mix to a new product.
- Debates the importance of ethics and values in business practices.
- Reviews a local sustainable business practice.
- Compares different business models.
- Interviews an entrepreneur.

[TOP](#)

Context elaborations

Level 6 learning objectives are explored within the context of a small-to-medium business with up to 20 employees, of local or community significance (or focus), and connected to students' lives; for example, a local farm, tourist operator, retail outlet, franchise, or early childcare centre.

To read why using such contexts are good teaching practice, see the [connection mechanism](#).

Contexts will allow students to:

- demonstrate their understanding of the internal features of a small business and the external factors influencing their success
- discuss an operational problem, its causes and impacts, and apply business knowledge to provide possible solutions and recommendations to address issues
- demonstrate their understanding of the marketing mix to the development a new or existing product
- demonstrate their understanding of aspects of the human resource process
- develop and carry out a business plan for a product-based business, within a safe environment such as a classroom/akomanga or department/tari/faculty.

Internal factors

Business knowledge, concepts and content may include:

- advantages and disadvantages of ownership structure (sole trader, partnership, registered company)
- sources of finance (short term, long term, internal, external)
- communication with stakeholders (importance of effective communication, advantages and disadvantages of different methods, barriers)
- employer/employee relationships (features and importance of effective relationships)
- entrepreneur (role, skills and characteristics)
- business objectives (how objectives inform business operations)
- business success (description, different methods of measurement, factors affecting)
- financial documents (importance of keeping financial documents such as bank statements, Internal Revenue Department requirements)

External factors

Business knowledge, concepts, and content may include:

- stakeholders external to the business (customers, suppliers, local government, local community)
- legal influences (purpose and impact of the Consumer Guarantees Act 1993, the Fair Trading Act 1986, the Health and Safety in Employment Act 1992)
- economic influences (consumer confidence, business confidence, interest rates)
- environmental influences (factors affecting the physical environment e.g. weather patterns, natural disasters)
- competition (impact of current and potential competition)

Operational problem(s)

The operational problem(s) will be a routine problem/issue affecting a given small business.

Operational problems may arise from:

- recruitment of employees (poor recruitment practices, skills shortages)
- cash flow (slow payers, bad debtors, low sales, credit tightening)
- workplace incidents (workplace accident, workplace conflict)
- marketplace changes (new competitor, negative publicity)
- production disruption (natural disasters, pandemic, technology breakdown)

New or existing product

Business knowledge, concepts, and content may include:

- product – product description and the product life cycle
- price – a range of pricing strategies
- place – channels and methods of distribution
- promotion – a range of promotional strategies.

Human resource processes

Aspects of the human resource process may include:

- job analysis

- job description
- person specification
- methods of advertising
- screening and short-listing
- interview and testing
- offer and acceptance process (including employment contract)
- induction and pōwhiri/whakatau.

Product-based business activity

See: [Learning objective 6-2](#)

TOP

Business themes

See: [Business themes - level 6](#)

TOP

Related Māori concepts

Māori concepts that relate to this learning objective include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

TOP

Assessment for qualifications

Learning in relation to this learning objective can be assessed using the following achievement standards.

- [AS 90837 Business studies 1.1 Demonstrate an understanding of internal features of a small business](#); External, 4 credits.
- [AS 90838 Business studies 1.2 Demonstrate an understanding of external factors influencing a small business](#); External, 4 credits.
- [AS 90839 Business studies 1.3 Apply business knowledge to an operational problem\(s\) in a given small business context](#); External, 4 credits.
- [AS 90840 Business studies 1.4 Apply the marketing mix to a new or existing product](#);

Internal, 3 credits.

- [AS 90841 Business studies 1.5 Investigate aspects of human resource processes in a business](#); Internal, 3 credits.
- [AS 90842 Business studies 1.6 Carry out and review a product-based business activity within a classroom context with direction](#); Internal, 6 credits.

See: [Achievement grades at level 1](#)

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Learning objective 6-2

- [Indicators](#)
- [Context elaborations](#)
- [Business themes](#)
- [Related Māori concepts](#)
- [Assessment for qualifications](#)

Students will gain knowledge, skills, and experience to:

- plan, carry out, and then review a one-off business activity, basing recommendations for the future on market feedback.

Indicators

[What is an indicator?](#)

- Collaborates with peers to brainstorm ideas of a suitable product to take to market.
- Accepts roles and responsibilities in a business activity.
- Seeks and accepts critical feedback.
- Reflects on own practice.
- Engages with a business mentor.

[TOP](#)

Context elaborations

Level 6 learning objectives are explored within the context of a small-to-medium business with up to 20 employees, of local or community significance (or focus), and connected to students' lives; for example, a local farm, tourist operator, retail outlet, franchise, or early childcare centre.

To read why using such contexts are good teaching practice, see the [connection mechanism](#).

Contexts will allow students to:

- develop and carry out a business plan for a product-based business, within a safe environment such as a classroom/akomanga or department/tari/faculty.

Product-based business activity

A one-off business activity with teacher direction.

Business knowledge and concepts are can be applied to develop a business plan, which includes an executive summary, an introduction, business goals, marketing, human resources, finance, and operations.

The planned business is then carried out, the process reviewed, and recommendations for future improvements given.

[TOP](#)

Business themes

See: [Business themes - level 6](#)

[TOP](#)

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

[TOP](#)

Assessment for qualifications

Learning in relation to this learning objective can be assessed using this achievement standard.

- [AS 90842 Business studies 1.6: Carry out and review a product-based business activity within a classroom context with direction](#); Internal, 6 credits.

See: [Achievement grades at level 1](#)

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Learning objective 7-1

- [Indicators](#)
- [Context elaborations](#)
- [Business themes](#)
- [Related Māori concepts](#)
- [Assessment for qualifications](#)

Students will gain knowledge, skills, and experience to:

- explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors.

Indicators

[What is an indicator?](#)

- Investigates the application of motivation theory in a business.
- Undertakes market research for a new product.
- Debates the argument: 'entrepreneurs are born not made'.
- Compares the benefits of purchasing technology versus leasing.
- Interviews a philanthropist.
- Explores the importance of sustaining Māori language and/or tikanga in Māori business.

[TOP](#)

Context elaborations

This level 7 learning objective is explored within the context of medium and large businesses of more than 20 employees, of regional or national significance, and connected to students' lives; for example, listed company, retail company with multiple outlets, school, local government, large corporate, or bank.

To read why using such contexts are good teaching practice, see the [connection mechanism](#).

Contexts will allow students to:

- demonstrate their understanding of the internal operations of a large business
- demonstrate their understanding of how a large business responds to external factors
- discuss a critical problem in a given large business and apply business knowledge to provide possible solutions and recommendations to address issues
- conduct market research
- identify motivation practices and apply their knowledge of motivation theory in a business
- plan, carry out, review and refine a business activity.

Internal factors

Business knowledge, concepts and content may include:

- organisational structure (advantages and disadvantages, tall, flat, matrix, shamrock)
- the production process for goods and services (job, batch, flow, lean production, productivity and efficiency, economies of scale, capacity issues)
- roles and skills of managers and leaders (difference between managers and leaders, leadership styles)
- financial information for management to aid decision making (importance of budgets, variance analysis, monthly revenue and cost reports)
- the need for and importance of policies and procedures
- corporate social responsibility (costs and benefits).

External factors

Business knowledge, concepts, and content may include:

- political influences (changes to government policy, trade unions and employer associations)
- social influences (demographic changes on sales and production, ethical influences and societal expectations of business activity)
- impact of technological change
- legal influences (the Employment Relations Act 2000, Resource Management Act 1991, Privacy Act 2020).

Critical problem(s)

Students can explore a significant problem/issue threatening the continuation of the business. They can explore its causes and effects, and apply business knowledge to provide a range of possible solutions and recommendations for the problem. These include problems arising from:

- ineffective choice or management of a growth strategy
- human resources issue such as ineffective leadership or loss of key personnel
- internal controls failure resulting in fraud, errors
- changes in consumer behaviour and/or the emergence of a new competitor
- technology changes
- issues resulting from unethical practice.

Market research

Conducting market research would typically involve:

- identifying the aim, planning the research
- designing resources, collecting and recording the primary data
- presenting the data
- drawing a conclusion from the findings
- using business concepts to explain the research findings/conclusions
- evaluating the market research in terms of strengths and weaknesses, and how this impacts on the validity of the findings and the ways the market research could be improved.

Business knowledge, concepts, and content may include:

- reasons for research
- secondary (internal and external) and primary research

- sampling methods (random, stratified, quota, cluster)
- methods of research (observations, questionnaires, focus groups, testing, interviews, surveys, desk top, statistics, journals, sales reports, government information)
- advantages and disadvantages of types and methods
- data types (quantitative and qualitative)
- interpreting data
- presenting data using a range of appropriate methods
- evaluating the market research process
- ways to improve research.

Motivation theory

Business knowledge, concepts, and content may include:

- the purpose of motivation
- different types of motivation, for example, collective (whānau, hapū, iwi) versus individual profit motivation
- theories (Maslow, Taylor, Mayo, Herzberg, McGregor, Vroom)
- factors (financial and non-financial, intrinsic and extrinsic)
- evaluation of motivation techniques for business success.

[Plan, carry out, review and refine a business activity](#)

See: [Learning objective 7-2](#)

[TOP](#)

Business themes

See: [Business themes - level 7](#)

[TOP](#)

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

[TOP](#)

Assessment for qualifications

Learning in relation to this learning objective can be assessed using the following achievement standards.

- [AS90843: Business studies 2.1 Demonstrate understanding of the internal operations of a large business](#); External, 4 credits.
- [AS90844: Business studies 2.2 Demonstrate understanding of how a large business responds to external factors](#); External, 4 credits.
- [AS90845 Business studies 2.3 Apply business knowledge to a critical problem\(s\) in a given large business context](#); External, 4 credits.
- [AS90846 Business studies 2.4 Conduct market research for a new or existing product](#); Internal, 3 credits.
- [AS90847 Business studies 2.5 Investigate the application of motivation theory in a business](#); Internal, 3 credits.
- [AS90848: Business studies 2.6 Carry out, review and refine a business activity within a community context with guidance](#); Internal, 9 credits.

It is possible to combine AS90846 2.4 with AS90848 2.6. However, teachers should be aware of potential high stakes involved in combining the two standards.

See: [Achievement grades at level 2](#)

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Learning objective 7-2

- [Indicators](#)
- [Context elaborations](#)
- [Business themes](#)
- [Related Māori concepts](#)
- [Assessment for qualifications](#)

Students will gain knowledge, skills, and experience to:

- plan, take to market, review and then refine a business activity incorporating a community well-being focus, basing recommendations for the future on market feedback.

Indicators

[What is an indicator?](#)

- Manages self and acts independently.
- Collaborates with peers to brainstorm ideas of a service to take to market.
- Co-ordinates roles and responsibilities in a business activity.
- Consults community groups to identify a range of community needs.
- Brainstorms and creates a definition of well-being in their community.
- Discusses possible ways to improve community well-being.
- Provides constructive feedback.
- Reflects on and improves own practice.
- Engages and negotiates with suppliers.

[TOP](#)

Context elaborations

This level 7 learning objective is explored within a community/hapū context connected to the student's life and community. This means the activities could:

- be a service to the community or part of the community
- sponsor, fundraise, or donate profit or products to a community group, activity or non-profit organisation
- create an awareness campaign for a local community group.

Community contexts could be schools, churches, kōhanga reo or marae, youth organisations, retirement villages, sports clubs, local council including parks and recreation, environmental groups or local branches of non-profit organisations.

To read why using such contexts are good teaching practice, see the [connection mechanism](#).

Contexts will allow students to:

- conduct market research
- plan, carry out, and review a business activity.

The emphasis is on experiential learning and builds on the business activities carried out at level 6 of the curriculum and NCEA levels.

Ongoing business activity will be carried out (including at least two cycles), with teachers giving guidance.

Modern business practice is often based around temporary project teams.

This business activity could reflect this practice if teachers encourage students to select tasks based on individual strengths and interests, rather than assigning students to permanent roles. Examples of this are rotating leadership roles in meetings, when dealing with stakeholders and general tasks.

Market research

See: [Learning objective 7-1](#)

Plan, carry out, and review a business activity

The context for learning is a business activity, developed and carried out by the students within a community/hapu context. This means the activity could:

- be a service to the community or part of the community
- sponsor, fundraise or donate profit or products to a community group, activity or non-profit organisation
- create an awareness campaign for a local community group.

The community context could be schools, churches, kohanga reo or marae, youth organisations, retirement villages, sports clubs, local council including parks and recreation, environmental groups or local branches of non-profit organisations.

The emphasis is on experiential learning and builds on the one-off business activity carried out at level 6 of the curriculum and NCEA level 1.

Ongoing business activity will be carried out (including at least two cycles), with teachers giving guidance.

Modern business practice is often based around temporary project teams. This business activity could reflect this practice if teachers encourage students to select tasks based on individual strengths and interests, rather than assigning students to permanent roles. Examples of this are rotating leadership roles in meetings, when dealing with stakeholders and general tasks.

Business knowledge, concepts, and content may include:

- planning – developing a business plan which includes an executive summary, an introduction, business goals (including values and priorities), marketing, human resources, finance, and operations
- carrying out the first cycle with reference to the business plan
- reviewing the first cycle by comparing the actual outcomes to the planned outcomes
- refining the business plan as a result of the first cycle review, with the aim of improving the outcomes.

- carrying out the second cycle with reference to the refined business plan
- reviewing refinements, including changes made to the activity, made for second cycle
- refining the business plan and suggesting further refinements arising from the review of the activity, with the aim of making improvement(s)
- demonstrating understanding of Māori business cultural values and priorities (if relevant and in appropriate contexts as part of the planning and review phases).

[TOP](#)

Business themes

See: [Business themes - level 7](#)

[TOP](#)

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

[TOP](#)

Assessment for qualifications

Learning in relation to this learning objective can be assessed using the following achievement standards. Click on the number for explanatory information:

- [AS 90846 Business studies 2.4 Conduct market research for a new or existing product; Internal, 3 credits.](#)
- [AS 90848 Business studies 2.6 Carry out, review and refine a business activity within a community context with guidance; Internal, 9 credits.](#)

See: [Achievement grades at level 2](#)

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Learning objective 8-1

- [Indicators](#)
- [Context elaborations](#)
- [Business themes](#)
- [Related Māori concepts](#)
- [Assessment for qualifications](#)

Students will gain knowledge, skills and experience to:

- analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.

Indicators

[What is an indicator?](#)

- Investigates the importance of a sustainable labour force.
- Plans the launch of a product for a global market.
- Justifies the rationale for New Zealand production offshore.
- Discusses the role of business lobby groups on government.
- Researches the consequences of business decisions on a community.

[TOP](#)

Context elaborations

This level 8 learning objective is explored within the context of a New Zealand registered business connected to students' lives operating in global markets (exporters, importers, New Zealand owned multinationals). The business can be small, medium, or large, but should operate in the global market; for example, a New Zealand fashion designer, a web company, an international transport company, dairy company, or an airline company.

To read why using such contexts are good teaching practice, see the [connection mechanism](#).

Contexts will allow students to:

- demonstrate their understanding of the internal operations of a business that operates in a global context
- demonstrate their understanding of how a business that operates in a global context responds strategically to external factors
- discuss a complex problem(s) in a given global business, and apply business knowledge to provide possible solutions and recommendations to address issues
- analyse a human resource issue affecting businesses
- investigate the exporting potential of a New Zealand business.

Internal factors

Business knowledge, concepts, and content may include:

- quality management (significance of quality management to a business, costs and benefits of quality control, quality assurance, total quality management, Kaizen and quality circles)
- innovation (risks and opportunities of innovation, including intellectual property management, product and process innovation, corporate cultures and strategies encouraging innovation)
- change management (why a change management process is necessary, resistance to change, costs and benefits of change management strategies)

External factors

Business knowledge, concepts, and content may include:

- societal expectations on the business (environmental, economic, social, cultural)
- cultural intelligence and responsiveness (importance of protocols, relationships, flexibility)
- business support (government and non-government agencies)
- opportunities and threats of multinational activity
- changes in the global market place (growth and recession in export markets, political unrest, technology, consumer behaviour).

Complex problem(s)

Students can explore a complex problem, its causes and effects, and apply business knowledge to provide a range of possible solutions and recommendations for the problem. They can apply relevant practical business experience they have gained during the programme of learning to suggest a possible viable solution. A complex problem is one that affects the business in multiple ways. These include problems arising from:

- business location issues
- quality management issues before, during and after production
- supply chain issues (out-sourcing, distribution, sourcing of raw materials)
- capital investment decisions (investment appraisal using payback period, average/accounting rate of return, net present value, with all calculations provided, qualitative factors impacting on investment decisions)
- unexpected risks involved in expanding globally such as costs, cultural and language barriers, economic uncertainty, legal regulations, trade agreements.

Marketing plan

Developing a marketing plan would typically involve:

- setting marketing aims to support corporate objectives
- complete a marketing audit evaluating existing marketing against marketing aims
- conduct market research to address issues arising from marketing audit
- analyse and evaluate market research data
- develop a comprehensive marketing strategy to meet marketing aims
- evaluate sales forecasts and create marketing budget
- develop a contingency plan
- write a comprehensive action plan for implementation and future monitoring.

Business knowledge, concepts, and content

This achievement standard requires that students demonstrate understanding of the following business knowledge, concepts, and content:

- business strategy (mission statement, corporate objectives, SMART aims)
- marketing audit (existing marketing activities, BOSTON matrix)
- market research (size, market share, targets, segments)
- market analysis/strategy (Porters Five Forces model, SWOT, marketing mix ANSOFF matrix)
- sales forecasting
- marketing budgets
- contingency planning
- implementation and monitoring.

Human resource cycle

Business knowledge, concepts, and content may include:

- workforce planning (staffing needs analysis, retention, redeployment, redundancy, recruitment)
- change management (new technology, consultation, communication, mergers and acquisitions)
- employment relations
- an overview of employment law such as Minimum Wage Act 1983, Employment Relations Act 2000, Health and Safety in Employment Act 1992, The Holidays Act 2003, Equal Pay Act 1972, Human Rights Act 1993
- training, motivation, and appraisal.

[Innovative and sustainable business activity](#)

See: [Learning objective 8-2](#)

Export potential

Students are required to undertake all aspects of an investigation, which typically includes planning the research, consulting internationally, collecting evidence, comprehensively evaluating the export potential and integrating business knowledge.

Business knowledge, concepts and content may include:

- the export process (cultural intelligence, transport, distribution, finance, intellectual property, compliance, jurisdictions, trade agreements, exchange rates)
- government and non-government agencies which provide support and advice to exporters (within New Zealand such as NZTE, and offshore such as Trade Commissions)
- assessing export readiness
- assessing the risks and opportunities of expanding globally.

[TOP](#)

Business themes

See: [Business themes - level 8](#)

[TOP](#)

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

[TOP](#)

Assessment for qualifications

Learning in relation to this learning objective can be assessed using the following achievement standards. Click on the number for explanatory information:

- [AS 91379 Business studies 3.1 Demonstrate understanding of how internal factors interact within a business that operates in a global context](#)
- [AS 91380 Business studies 3.2 Demonstrate understanding of strategic response to external factors by a business that operates in a global context](#)
- [AS 91381 Business studies 3.3 Apply business knowledge to address a complex problem\(s\) in a given global business context](#)
- [AS 91382 Business studies 3.4 Develop a marketing plan for a new or existing product](#)
- [AS 91383 Business studies 3.5 Analyse a human resource issue affecting businesses](#)
- [AS 91384 Business studies 3.6 Carry out, with consultation, an innovative and sustainable business activity](#)
- [AS 91385 Business studies 3.7 Investigate the exporting potential of a New Zealand business in a market, with consultation](#)

It is possible to combine AS3.7 with AS3.6. However, teachers should be aware of potential high stakes involved in combining standards.

See: [Achievement grades at level 3](#)

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Learning objective 8-2

- [Indicators](#)
- [Context elaborations](#)
- [Business themes](#)
- [Related Māori concepts](#)
- [Assessment for qualifications](#)

Students will gain knowledge, skills, and experience to:

- plan, take to market, review and then refine an innovative, sustainable business activity; analyse the activity and its success in the market place.

Indicators

[What is an indicator?](#)

- Establishes an ongoing relationship with a mentor.
- Demonstrates a can-do attitude.
- Develops strategies for meeting sustainability challenges.
- Analyses the contribution and effectiveness of group members.

[TOP](#)

Context elaborations

This level 8 learning objective is explored within the context of a new or existing product from a suitable business connected to the student's life and community and based on their talents, needs, and aspirations.

To read why using such contexts are good teaching practice, see the [connection mechanism](#).

Contexts will allow students to:

- develop a marketing plan
- carry out an innovative and sustainable business activity
- thoroughly develop a business pitch to highlight the innovative aspects of the activity and present the business case
- engage in consultation with specialist advisors in relation to the innovative, sustainable and ethical aspects of the business activity
- comprehensively evaluate the business activity against desired economic, social, cultural (including ethical) and environmental outcomes using an analytical tool such as the quadruple bottom line.

The emphasis is on experiential learning and builds on the business activities carried out at levels 6 and 7 of the curriculum and NCEA levels 1 and 2.

Learning activities will be carried out and evaluated in consultation with specialist advisors.

Modern business practice is often based around temporary project teams. This business activity could reflect this practice if teachers encourage students to select tasks based on individual strengths and interests, rather than assigning students to permanent roles. Examples of this are rotating leadership roles in meetings, when dealing with stakeholders and general tasks.

[Marketing plan](#)

See: [Learning objective 8-1](#)

Innovative and sustainable business activity

Business knowledge, concepts, and content may include:

- innovation (originality, invention, commercialisation or improvement with reference to business formation, functions, people, management and environment)
- sustainability (economic, social, cultural (including ethical) and environmental outcomes)
- Māori business cultural values and priorities (if relevant and in appropriate contexts as part of the planning and review phases).

[Export potential](#)

See: [Learning objective 8-1](#)

[TOP](#)

Business themes

See: [Business themes - level 8](#)

[TOP](#)

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

[TOP](#)

Assessment for qualifications

Learning in relation to this learning objective can be assessed using the following achievement standards. Click on the number for explanatory information:

- [AS 91382 Business studies 3.4 Develop a marketing plan for a new or existing product](#)
- [AS 91384 Business studies 3.6 Carry out, with consultation, an innovative and sustainable business activity](#)
- [AS 91385 Business studies 3.7 Investigate the exporting potential of a New Zealand business in a market, with consultation](#)

It is possible to combine AS3.6 with AS3.4, and AS3.7. However, teachers should be aware of potential high stakes involved in combining standards.

See: [Achievement grades at level 3](#)

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Business themes: Level 6

A student will be able to:

Business formation

- describe the different types of business and explain their advantages and disadvantages
- identify funding options for businesses and discuss factors that influence these options.

Functions of business

- develop a business plan
- describe the importance of market research
- describe the marketing mix in relation to a target market
- describe the types of production used for goods and/or services.

People in business

- identify effective business communication
- identify effective processes for recruiting employees
- outline the rights and responsibilities of the employer and the employee
- describe the role and skills of the entrepreneur.

Business management

- outline the importance of business aims and objectives
- outline why businesses keep financial records
- outline the cash flow cycle (including budgets)
- define different types of business success.

Business environment

- outline how and why business contributes to the development and well being of society
- identify the stakeholders of a business
- identify sustainable (environmental) business expectations and practices
- identify legal, economic, and environmental constraints on business
- describe the competition in the local business environment
- outline the opportunities for business arising from global connections.

See also:

- Business themes: [level 7](#) | [level 8](#)

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Business themes: Level 7

A student will be able to:

Business formation

- discuss types and features of organisational structures of businesses and their advantages and disadvantages.

Functions of business

- develop and refine a business plan
- design, conduct, and present market research for a product
- explain factors in relation to the production process and the supply chain
- identify growth strategies and discuss their advantages and disadvantages.

People in business

- explain motivation theories and practice
- explain the roles and skills of managers and leaders
- explain the roles of trade unions and employer associations
- explain organisational culture.

Business management

- use financial information for controlling, reporting, and decision making
- explain the need for internal controls.

Business environment

- explain the role global trends play in business success
- discuss corporate social responsibility and philanthropy
- explain sustainable (economic) business expectations and practices
- explain political, social and technological influences/constraints on businesses
- explain the need for an enterprise culture in New Zealand society
- explain ethical expectations and issues relating to business activities.

See also:

- Business themes: [level 6](#) | [level 8](#)

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Business themes: Level 8

A student will be able to:

Business functions

- evaluate and recognise strategic improvements to a business plan
- develop a comprehensive marketing strategy and evaluate how it contributes to a business' global success
- analyse the importance of quality in business success
- explain the role of innovation in business success.

People in business

- analyse the human resource process from a strategic perspective
- analyse the role of cultural intelligence in global markets.

Business management

- evaluate methods used by business to manage change effectively
- evaluate a business's need for assistance
- use investment appraisal methods and evaluate for decision making
- analyse factors affecting business location
- analyse the role of intellectual property in the global market place.

Business environment

- evaluate sustainable (social and cultural) business expectations and practices
- evaluate the impact of changes in the global marketplace on businesses
- evaluate the role of multinational businesses in the global economy and analyse their impact on the host country
- explain the risks and opportunities involved in expanding globally.

See also:

- Business themes: [level 6](#) | [level 7](#)

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Assessment for qualifications

The New Zealand Curriculum states “the primary purpose of assessment is to improve students’ learning and teachers’ teaching as both student and teacher respond to the information that it provides.”

Te Marautanga o Aotearoa expresses a similar view in the section Ngā Āhukatanga Ako, under the heading Te Whakarite Aromatawai Whai Take.

Effective assessment in business studies:

- benefits and involves students
- supports and informs teaching and learning goals
- is planned, timely, and effectively communicated
- is fit for purpose, varied, valid, and fair.

Even high-stakes summative assessment such as for NCEA should be used to promote student learning.

Business studies achievement standards

Twenty-four business studies credits are available at level 1, 27 at level 2, and 30 at level 3.

In the past, the Explanatory Notes (ENs) that form part of each standard typically included details relating to content, contexts, and concepts. This is no longer the case. Instead, information of this kind (Explanatory note 2 material) is to be found in this guide, included with the content of each achievement standard.

Interpretation of the requirements for Achieved, Merit, and Excellence (Explanatory notes 3, 4, and 5) can be found by clicking the link below or on the page of the achievement standard.

Requirements for achievement grades: [level 1](#) | [level 2](#) | [level 3](#)

Level 1

- AS 90837 Business studies 1.1 Demonstrate an understanding of internal features of a small business; External, 4 credits.
- AS 90838 Business studies 1.2 Demonstrate an understanding of external factors influencing a small business; External, 4 credits.
- AS 90839 Business studies 1.3 Apply business knowledge to an operational problem(s) in a given small business context; External, 4 credits.
- AS 90840 Business studies 1.4 Apply the marketing mix to a new or existing product; Internal, 3 credits.
- AS 90841 Business studies 1.5 Investigate aspects of human resource processes in a business; Internal, 3 credits.
- AS 90842 Business studies 1.6 Carry out and review a product-based business activity within a classroom context with direction; Internal, 6 credits.

Level 2

- AS 90843 Business studies 2.1 Demonstrate understanding of the internal operations of a large business; External, 4 credits.
- AS 90844 Business studies 2.2 Demonstrate understanding of how a large business responds to external factors; External, 4 credits.
- AS 90845 Business studies 2.3 Apply business knowledge to a critical problem(s) in a given large business context; External, 4 credits.
- AS 90846 Business studies 2.4 Conduct market research for a new or existing product; Internal, 3 credits.
- AS 90847 Business studies 2.5 Investigate the application of motivation theory in a business; Internal, 3 credits.
- AS 90848 Business studies 2.6 Carry out, review and refine a business activity within a community context with guidance; Internal, 9 credits.

Level 3

- AS 91379 Business studies 3.1 Demonstrate understanding of how internal factors interact within a business that operates in a global context
- AS 91380 Business studies 3.2 Demonstrate understanding of strategic response to external factors by a business that operates in a global context
- AS 91381 Business studies 3.3 Apply business knowledge to address a complex problem(s) in a given global business context
- AS 91382 Business studies 3.4 Develop a marketing plan for a new or existing product
- AS 91383 Business studies 3.5 Analyse a human resource issue affecting businesses
- AS 91384 Business studies 3.6 Carry out, with consultation, an innovative and sustainable business activity
- AS 91385 Business studies 3.7 Investigate the exporting potential of a New Zealand business in a market, with consultation

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Achievement grades at level 1 - expired

Sample question

Fully explain one way that the local convenience store can maintain good employer/employee relationships.

Achieved

Describe: Students define (state the meaning of), identify (give an account of the qualities or characteristics), outline (state what the answer is).

- State what the answer is to the question asked.

Example

To ensure that it has good employer/employee relationships, the local convenience store will pay its employees on time.

Merit

Explaining: Students give reasons for the statement/description.

- State what the answer is to the question asked, then
- Expand by giving the reason(s) why the what occurs or links ideas to provide a coherent rationale.

Example

The local convenience store will pay its employees on time because it is important to maintain good employer/employee relationships in a small business where employees/employer may work very closely together.

Excellence

Fully explaining: Students develop their explanation with further expansion of how the situation/action could impact on potential business or stakeholder goals, or a particular outcome. This will generally relate to effects, advantages, disadvantages, and/or consequences.

- State what the answer is to the question asked, then
- Expand by giving the reason(s) why the what occurs or links ideas to provide a coherent rationale.
- Support the reason(s) with examples(s) or information that relates to effects, advantages, disadvantages, and/or consequences. Show how the effects, advantages, disadvantages, and/or consequences contribute to a particular outcome, or business or stakeholder goals.

Example

The local convenience store will pay its employees on time because it is important to maintain good employer/employee relationships in a small business where employees/employer may work

very closely together. If the employees are not paid on time, they may become de-motivated and this may have a negative impact on their work at the convenience store, which in turn may negatively affect business performance, such as customer service leading to lower sales and potentially lower profits.

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Achievement grades at level 2

Sample question

Discuss the impact of Kai Enterprises Ltd decentralising its decision-making. In your answer:

- explain how Kai Enterprises Ltd might decentralise its decision-making
- fully explain ONE advantage of decentralisation for Kai Enterprises Ltd
- justify the decision to decentralise the decision-making as an appropriate course of action for Kai Enterprises Ltd.

Achieved

Explaining: Students give reasons for the statement/description.

- State what the answer is to the question asked, then
- Expand by giving the reason(s) why the what occurs or links ideas to provide a coherent rationale.

Example

Kai Enterprises Ltd may decentralise its decision-making with senior executives passing on operational decision-making to store managers. This allows store managers to have more flexibility and responsibility for decision-making. One advantage of flexibility for Kai Enterprises Ltd store managers is that stores can respond to local customer needs, and make decisions which allow them to better satisfy local or regional customers.

Merit

Fully explaining: Students develop their explanation with further expansion of how the situation/action could impact on potential business or stakeholder goals, or a particular outcome. This will generally relate to effects, advantages, disadvantages, and/or consequences.

- State what the answer is to the question asked, then
- Expand by giving the reason(s) why the what occurs or links ideas to provide a coherent rationale.
- Support the reason(s) with examples(s) or information that relates to effects, advantages, disadvantages, and/or consequences. Show how the effects, advantages, disadvantages, and/or consequences contribute to a particular outcome or business or stakeholder goals.

Example

Kai Enterprises Ltd may decentralise its decision-making with senior executives passing on operational decision-making to store managers. This allows store managers to have more flexibility and responsibility for decision-making. One advantage of flexibility for Kai Enterprises Ltd store managers is that stores can respond to local customer needs, and make decisions which allow them to better satisfy local or regional customers. For example, local stores may stock a

range of locally produced goods or have different opening hours, depending on their customer requirements. This will better cater for the different customer demand, thus resulting in higher sales for each local store.

Excellence

Fully explaining and justifying: Students develop their explanation with further expansion of how the situation/action could impact on potential business or stakeholder goals, or, how effects, advantages, disadvantages, and/or consequences contribute to a particular outcome. Justify with relevant evidence, the significance of the decision or the likelihood of success.

- State what the answer is to the question asked, then
- Expand by giving the reason(s) why the what occurs or links ideas to provide a coherent rationale.
- Support the reason(s) with examples(s) or information that relates to effects, advantages, disadvantages, and/or consequences. Show how the effects, advantages, disadvantages, and/or consequences contribute to a particular outcome or business or stakeholder goals.
- Justify with relevant evidence the significance of the decision or the likelihood of success. This should include reference to alternative courses of action or new information to further support the decision that has not already been established in earlier parts of the question.

Example

Kai Enterprises Ltd may decentralise its decision-making with senior executives passing on operational decision-making to store managers. This allows store managers to have more flexibility and responsibility for decision-making. One advantage of flexibility for Kai Enterprises Ltd store managers is that stores can respond to local customer needs, and make decisions which allow them to better satisfy local or regional customers. For example, local stores may stock a range of locally produced goods or have different opening hours, depending on their customer requirements. This will better cater for the different customer demand, thus resulting in higher sales for each local store. Decentralising its decision-making also allows store managers and staff to feel more empowered as it demonstrates trust in and commitment to them. Productivity in the decentralised stores may increase, leading to increased motivation within Kai Enterprises Ltd and lower costs in the long-term.

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Achievement grades at level 3

Sample question

Evaluate two strategies that the management at Classic Woollens could employ to overcome the resistance to change. In your answer:

- explain TWO change management strategies that could be implemented in the design department
- fully explain the possible impacts of these strategies on the performance of the department by explaining ONE positive and ONE negative outcome of each strategy
- provide a justified conclusion as to which would be the more effective strategy.

Achieved

Explaining: Students give reasons for the statement/description.

- State what the answer is to the question asked, then
- Expand by giving the reason(s) why the what occurs or links ideas to provide a coherent rationale.

Example (Part answer given)

Management may use an inclusive change management approach and allow employees to have input into the change process. This may result in a wider range of ideas and better acceptance by the design department reducing the resistance to change.

Merit

Fully explaining: Students develop their explanation with further expansion of how the situation/action could impact on potential business or stakeholder goals, or a particular outcome. This will generally relate to effects, advantages, disadvantages, and/or consequences.

- State what the answer is to the question asked, then
- Expand by giving the reason(s) why the what occurs or links ideas to provide a coherent rationale.
- Support the reason(s) with examples(s) or information that relates to effects, advantages, disadvantages, and/or consequences. Show how the effects, advantages, disadvantages, and/or consequences contribute to a particular outcome or business or stakeholder goals.

Example (Part answer given)

Management may use an inclusive change management approach and allow employees to have input into the change process. This may result in a wider range of ideas and better acceptance by the design department reducing the resistance to change. An inclusive change management approach may take longer, because staff will need to be consulted at regular intervals. This may impact negatively on expenses and short-term profitability as there may be some disruption to the

design process or services, with additional meetings required. However, the staff feels more valued because they are being consulted. This may lead to increased motivation resulting in better performance and will eliminate the resistance to change which Classic Woollens is experiencing.

Excellence

Evaluating: Students examine in detail by comparing and contrasting or identifying relationships to explain the impacts, effects and consequences of interacting factors in the business, strategic responses or solutions, and to provide a justified recommendation or draw justified conclusions on the significance or likely success of the factors/responses/ solutions.

- State what the answer is to the question asked, then
- Expand by giving the reason(s) why the what occurs or links ideas to provide a coherent rationale.
- Support the reason(s) with examples(s) or information that relates to effects, advantages, disadvantages, and/or consequences. Show how the effects, advantages, disadvantages, and/or consequences contribute to a particular outcome or business or stakeholder goals.
- Weigh-up the advantages and disadvantages of the course of action and/or compare and contrast the alternative courses of action to justify with relevant evidence the course of action chosen. This should include reference to alternative courses of action or new information to further support the decision that has not already been established in earlier parts of the question, such as long term impact or sustainability of the business.

Example

Management may use an inclusive change management approach and allow employees to have input into the change process. This may result in a wider range of ideas and better acceptance by the design department reducing the resistance to change. An inclusive change management approach may take longer, because staff will need to be consulted at regular intervals. This may impact negatively on expenses and short-term profitability as there may be some disruption to the design process or services, with additional meetings required. However, the staff feels more valued because they are being consulted. This may lead to increased motivation resulting in better performance and will eliminate the resistance to change which Classic Woollens is experiencing.

Another change management strategy is a top-down change management strategy, with an autocratic leadership style used, where management will exercise clear authority to reduce resistance to change. With an autocratic leadership style, change at Classic Woollens will occur faster, as there is less need to discuss issues with the design department. This could mean the business will return to full production levels more quickly. However, a top-down approach may lead to cost-effective ideas from the design department being neglected, and face further resistance from demotivated staff who may feel that they are not being listened to.

An inclusive approach to change management should be chosen. Although it may take longer, the design department will feel more valued and be motivated to make the change successful for Classic Woollens. In the longer term, the motivation and acceptance from staff will improve productivity leading to longer term sustainability.

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Achievement standard 90840 - Business studies 1.4

Apply the marketing mix to a new or existing product.

This achievement standard relates to [learning objective 6-1](#).

Students will gain knowledge, skills, and experience to:

- understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.

Explanatory note 2

Contexts for learning

The context for learning is a new or existing product from a suitable business connected to the student's life and community.

To read why using such a context is good teaching practice, see the [connection section](#) under 'Four mechanisms that facilitate learning in the social sciences'.

Business knowledge, concepts, and content

This achievement standard requires that students demonstrate understanding of the following business knowledge, concepts, and content (in no particular order):

- product – product description and the product life cycle
- price – a range of pricing strategies
- place – channels and methods of distribution
- promotion – a range of promotional strategies.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 1](#)

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Achievement standard 90841 - Business studies 1.5

Investigate aspects of human resource processes in a business.

This achievement standard relates to [learning objective 6-1](#).

Students will gain knowledge, skills, and experience to:

- understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.

Explanatory note 2

Contexts for learning

The context for learning is a suitable small business (with an identifiable human resource function) connected to the student's life and community.

To read why using such a context is good teaching practice, see the [connection section](#) under 'Four mechanisms that facilitate learning in the social sciences'.

Business knowledge, concepts, and content

While students should have knowledge of the big picture of the human resource process in relation to the selected case study, this achievement standard specifically requires students to demonstrate an understanding of the following aspects of the human resource process:

- job analysis
- job description
- person specification
- methods of advertising
- screening and short-listing
- interview and testing
- offer and acceptance process (including employment contract)
- induction and pōwhiri/whakatau.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 1](#)

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Achievement standard 90842 - Business studies 1.6

Carry out and review a product-based business activity within a classroom context with direction.

This achievement standard relates to [learning objective 6-1](#).

Students will gain knowledge, skills, and experience to:

- understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their business.

and to [learning objective 6.2](#).

Students will gain knowledge, skills, and experience to:

- plan, carry out, and then review a one-off business activity, basing recommendations for the future on market feedback.

Explanatory note 2

Contexts for learning

The context for learning is typically a product-based business, developed and carried out by the students within a safe environment such as a classroom/akomanga or department/tari/faculty. This will be a one-off business activity, with teachers giving direction.

Business knowledge, concepts, and content

This achievement standard requires students to develop a business plan, which should include the following sections (an executive summary, an introduction, business goals, marketing, people, finance, operations) and demonstrate relevant business knowledge, concepts, and content.

The planned business must be carried out, the process reviewed and recommendations for future improvements given.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 1](#)

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Achievement standard 90846 - Business studies 2.4

Conduct market research for a new or existing product.

This achievement standard relates to [learning objective 7-1](#).

Students will gain knowledge, skills, and experience to:

- explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors.

and/or [learning objective 7-2](#).

Students will gain knowledge, skills, and experience to:

- plan, take to market, review and then refine a business activity incorporating a community well-being focus, basing recommendations for the future on market feedback.

Explanatory note 2

Contexts for learning

The context for learning is a new or existing product from a suitable business connected to the student's life and community and based on their talents, needs and aspirations (see the notes on making connections with students' lives on page 7, which explain why using such a context is good practice). It is possible to combine this with AS2.6. However, teachers should be aware of potential high stakes involved in combining the two standards.

Conducting market research would typically involve:

- identifying the aim, planning the research
- designing resources, collecting and recording the primary data
- presenting the data
- drawing a conclusion from the findings
- using business concepts to explain the research findings/conclusions
- evaluating the market research in terms of strengths and weaknesses, how this impacts on the validity of the findings and the ways the market research could be improved.

Business knowledge, concepts, and content

This achievement standard requires that students demonstrate understanding of the following business knowledge, concepts, and content:

- reasons for research
- secondary (internal and external) and primary research
- sampling methods (random, stratified, quota, cluster)
- methods of research (observations, questionnaires, focus groups, testing, interviews, surveys, desk top, statistics, journals, sales reports, government information)
- advantages and disadvantages of types and methods
- data types (quantitative and qualitative)

- interpreting data
- presenting data using a range of appropriate methods
- evaluating the market research process
- ways to improve research.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 2](#)

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Achievement standard 90847 - Business studies 2.5

Investigate the application of motivation theory in a business.

This achievement standard relates to [learning objective 7-1](#).

Students will gain knowledge, skills, and experience to:

- explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors.

Explanatory note 2

Contexts for learning

The context for learning is a suitable business (with identifiable motivation practices) connected to the student's life and community.

To read why using such a context is good teaching practice, see the [connection section](#) under 'Four mechanisms that facilitate learning in the social sciences'.

Students are required to undertake all aspects of an investigation, which typically includes planning the research, collecting and recording data, presenting and comprehensively explaining the findings as they relate to the nominated theory and case study practice.

Business knowledge, concepts, and content

This achievement standard requires that students demonstrate understanding of the following business knowledge, concepts, and content (in no particular order):

- the purpose of motivation
- different types of motivation, for example, collective (whānau, hapū, iwi) versus individual profit motivation
- theories (Maslow, Taylor, Mayo, Herzberg, McGregor, Vroom)
- factors (financial and non-financial, intrinsic and extrinsic)
- evaluation of motivation techniques for business success.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)

- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 2](#)

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Achievement standard 90848 - Business studies 2.6

Carry out, review and refine a business activity within a community context with guidance.

This achievement standard relates to [learning objective 7-1](#)

Students will gain knowledge, skills, and experience to:

- explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors.

and to [learning objective 7-2](#).

Students will gain knowledge, skills, and experience to:

- plan, take to market, review and then refine a business activity incorporating a community well-being focus, basing recommendations for the future on market feedback.

Explanatory note 2

Contexts for learning

The context for learning is a business activity, developed and carried out by the students within a community/ hapū context. This means the activity could:

- be a service to the community or part of the community
- sponsor, fundraise or donate profit or products to a community group, activity or non-profit organisation
- create an awareness campaign for a local community group.

The community context could be schools, churches, kohanga reo or marae, youth organisations, retirement villages, sports clubs, local council including parks and recreation, environmental groups or local branches of non-profit organisations.

The emphasis is on experiential learning and builds on the one-off business activity carried out at level 6 of the curriculum and NCEA level 1.

This will be an ongoing business activity (at least two cycles), with teachers giving guidance.

Modern business practice is often based around temporary project teams. This business activity could reflect this practice if teachers encourage students to select tasks based on individual strengths and interests, rather than assigning students to permanent roles. Examples of this are rotating leadership roles in meetings, when dealing with stakeholders and general tasks.

Business knowledge, concepts, and content

This achievement standard requires students to:

- plan – develop a business plan, which should include the following sections (an executive summary, an introduction, business goals (including values and priorities) marketing, people, finance, operations)

- carry out first cycle – the planned business must be carried out with reference to the business plan
- review first cycle – after the first cycle the activity should be reviewed by comparing the actual outcomes to the planned outcomes
- refine business plan – as a result of the first cycle review the business plan is refined with the aim of improving the outcomes
- carry out second cycle – the second cycle is carried out with reference to the refined business plan
- review refinements made for second cycle – after the second cycle is carried out the effect of the refined business plan including changes made to the activity are reviewed
- refine business plan – further refinements arising from the review to the market activity with the aim of making improvement(s) are suggested.

Students should demonstrate relevant business knowledge, concepts, and content for Māori business concepts, if relevant, throughout the entire business activity. For Māori businesses, the cultural values and priorities should be clearly articulated and provided for in the planning and review phases.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 2](#)

[Return to previous page](#)

Achievement standard 91382 - Business studies 3.4

Develop a marketing plan for a new or existing product.

This achievement standard relates to [learning objective 8-1](#)

Students will gain knowledge, skills and experience to:

- analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.

and/or [learning objective 8-2](#).

Students will gain knowledge, skills, and experience to plan, take to market, review and then refine an innovative, sustainable business activity; analyse the activity and its success in the market place.

Explanatory note 2

Contexts for learning

The context for learning is a new or existing product from a suitable business connected to the student's life and community and based on their talents, needs and aspirations (see the notes on making connections with students' lives on page 7, which explain why using such a context is good practice). It is possible to combine this with AS3.6. However, teachers should be aware of potential high stakes involved in combining standards.

Developing a marketing plan would typically involve:

- setting marketing aims to support corporate objectives
- complete a marketing audit evaluating existing marketing against marketing aims
- conduct market research to address issues arising from marketing audit
- analyse and evaluate market research data
- develop a comprehensive marketing strategy to meet marketing aims
- evaluate sales forecasts and create marketing budget
- develop a contingency plan
- write a comprehensive action plan for implementation and future monitoring.

Business knowledge, concepts, and content

This achievement standard requires that students demonstrate understanding of the following business knowledge, concepts, and content:

- business strategy (mission statement, corporate objectives, SMART aims)
- marketing audit (existing marketing activities, BOSTON matrix)
- market research (size, market share, targets, segments)
- market analysis/strategy (Porters Five Forces model, SWOT, marketing mix ANSOFF matrix)
- sales forecasting
- marketing budgets
- contingency planning

- implementation and monitoring.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 3](#)

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Achievement standard 91383 - Business studies 3.5

Analyse a human resource issue affecting businesses.

This achievement standard relates to [learning objective 8-1](#).

Students will gain knowledge, skills and experience to:

- analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.

Explanatory note 2

Contexts for learning

The context for learning is an identifiable human resource issue affecting businesses connected to the student's life and community. (See the notes on making connections with students' lives on page 7, which explain why using such a context is good practice). Students are required to comprehensively analyse and evaluate the issue and solution(s) and integrate business knowledge.

Business knowledge, concepts, and content

This achievement standard requires that students demonstrate understanding of the following business of the big picture of the human resource process in relation to the case study, this achievement standard specifically requires students to demonstrate an understanding of the following aspects of the human resource cycle (in no particular order):

- workforce planning (staffing needs analysis, retention, redeployment, redundancy, recruitment)
- change management (new technology, consultation, communication, mergers and acquisitions)
- employment relations
- an overview of employment law such as Minimum Wage Act 1983, Employment Relations Act 2000, Health and Safety in Employment Act 1992, The Holidays Act 2003, Equal Pay Act 1972, Human Rights Act 1993.
- training, motivation, and appraisal.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 3](#)

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Achievement standard 91384 - Business studies 3.6

Carry out, with consultation, an innovative and sustainable business activity.

This achievement standard relates to [learning objective 8-1](#)

Students will gain knowledge, skills and experience to:

- analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.

and to [learning objective 8-2](#).

Students will gain knowledge, skills, and experience to:

- plan, take to market, review and then refine an innovative, sustainable business activity; analyse the activity and its success in the market place.

Explanatory note 2

Contexts for learning

The context for learning is an innovative, sustainable business activity that is developed, carried out and evaluated by the students.

The emphasis is on experiential learning and builds on the business activities carried out at levels 6 and 7 of the curriculum and NCEA levels 1 and 2.

This activity will be carried out and evaluated in consultation with specialist advisors. It is possible to combine this with AS3.4 and AS3.7. However, teachers should be aware of potential high stakes involved in combining standards.

Modern business practice is often based around temporary project teams. This business activity could reflect this practice if teachers encourage students to select tasks based on individual strengths and interests, rather than assigning students to permanent roles. Examples of this are rotating leadership roles in meetings, when dealing with stakeholders and general tasks.

This achievement standard requires students to:

- thoroughly develop a business pitch to highlight the innovative aspects of the activity and present the business case
- engage in consultation with specialist advisors in relation to the innovative, sustainable and ethical aspects of the business activity
- comprehensively evaluate the business activity against desired economic, social, cultural (including ethical) and environmental outcomes using an analytical tool such as the quadruple bottom line.

Business knowledge, concepts, and content

This achievement standard requires that students demonstrate understanding of the following business knowledge, concepts, and content:

- innovation (originality, invention, commercialisation or improvement with reference to business formation, functions, people, management and environment)
- sustainability (economic, social, cultural (including ethical) and environmental outcomes).

Students should demonstrate other relevant business knowledge, concepts, and content or Māori Business concepts, if relevant, throughout the entire business activity. For Māori Businesses, the cultural values and priorities should be clearly articulated and provided for in the planning and evaluation phases.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake
- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 3](#)

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Achievement standard 91385 - Business studies 3.7

Investigate the exporting potential of a New Zealand business in a market, with consultation.

This achievement standard relates to [learning objective 8-1](#)

Students will gain knowledge, skills and experience to:

- analyse how and why New Zealand businesses operating in global markets make operational and strategic decisions in response to interacting internal and external factors.

and/or [learning objective 8-2](#).

Students will gain knowledge, skills, and experience to:

- plan, take to market, review and then refine an innovative, sustainable business activity; analyse the activity and its success in the market place.

Explanatory note 2

Contexts for learning

The context for learning is a suitable business (which has export potential in a specified offshore market) connected to the student's life and community. (See the notes on making connections with students' lives on page 7, which explain why using such a context is good practice). Students are required to undertake all aspects of an investigation, which typically includes planning the research, consulting internationally, collecting evidence, comprehensively evaluating the export potential and integrating business knowledge.

It is possible to combine this with AS3.6. However, teachers should be aware of potential high stakes involved in combining standards.

Business knowledge, concepts, and content

This achievement standard requires that students demonstrate understanding of the following business knowledge, concepts, and content (in no particular order):

- the export process (cultural intelligence, transport, distribution, finance, intellectual property, compliance, jurisdictions, trade agreements, exchange rates)
- government and non-government agencies which provide support and advice to exporters (within New Zealand such as NZTE and offshore such as Trade Commissions)
- assessing export readiness
- the risks and opportunities of expanding globally.

Related Māori concepts

Māori concepts that relate to this achievement standard include:

- tikanga
- pūtake

- tūranga
- kaitiakitanga
- rangatiratanga.

See also:

- [Glossary of Māori terms](#)
- [Māori culture and values in business](#)

Explanatory notes 3, 4, and 5

See: [Achievement grades at level 3.](#)

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Connections

- [Business studies and other subjects](#)
- [Developing learning pathways](#)

Business studies and other subjects

Business studies sits within the social sciences learning area but has strong connections with other learning areas. Business contexts often offer opportunities to integrate learning across a number of different subjects or learning areas.

For example, students often cater for school events. When doing so, they need to apply practical business skills. School can use these opportunities to integrate learning in food technology and business.

Event management offers opportunities for students to act as project managers, drawing on skills they are learning in the business studies classroom.

Opportunities exist for links to be made between business studies and performing arts programmes. Performing arts students regularly stage events that require marketing, budgeting, and money handling.

Foundation learning in literacy and numeracy can make use of business-related contexts. For example, the price component of the marketing mix for a product can be an authentic context for numeracy.

Integrated learning can be planned for in either of two ways:

- business studies teachers join with teachers from other curriculum areas to jointly plan learning
- teachers in other curriculum areas teach business-related learning as part of their regular programme.

[TOP](#)

Developing learning pathways

As well as exposing students to a range of possible careers, learning in business connects students to mentors and to the business community. These connections can be further developed as students enter the workforce and progress in their own business careers.

All students who take business studies gain knowledge, skills, and attributes that they will need should they become entrepreneurs, run their own business, or become involved in a business or community organisation.

Some students may pursue business or commerce-related qualifications at polytechnic, wānanga, or university.

Students who do not opt for further qualifications or take up a career in business will be more knowledgeable consumers and better able to manage personal or household finances as a result

of their learning in business studies.

The skills students learn in business studies are transferable to learning in many other areas, and to real life.

Learning programme design

"In curriculum planning there needs to be emphasis on skills for our future society. These should include much greater emphasis on information technology, new forms of work, multicultural and globalised society and business, and environmental issues. Because the rate of change is now so great, these issues need to be reflected in current secondary and tertiary curriculum. They need to reflect changes in work patterns and philosophies, the growing cultural pluralism of our society, our increasing focus on Asian markets, and environmental and technological changes."

'The Development of Enterprise and Management Skills', NZIM Briefing Paper, 13 September 2005, p. 12

- [Structuring business studies courses](#)
- [Future focus themes in business studies](#)
- [Business themes](#)

Business studies is usually offered as a course in secondary schools at years 11, 12, and 13, although some schools also offer optional and/or modular courses from year 9.

Structuring business studies courses

When structuring business studies courses, schools need to consider their students' talents, needs, and aspirations, the needs of the community, the school's goals, and what else is offered in the senior school. Opportunities for alignment with wānanga and other providers of tertiary business education can also be considered.

Teachers need to plan what content will be covered, in order:

- to limit duplication
- to ensure that there is a progression of depth and breadth in learning
- to ensure that students remain motivated and engaged in learning.

The sections on key competencies, values, and principles in The New Zealand Curriculum and on Ngā Matapono Whānui (principles) and Ngā Uara, Ngā Waiaro (values, attitudes) in Te Marautanga o Aotearoa set out curriculum requirements that are directly applicable for teaching and learning in business studies, as in other subjects or learning areas.

Use the potential of business learning to support the wider curriculum, including development of all [five key competencies](#), and exploration of [future focus themes](#) and [values](#).

[TOP](#)

Future focus themes in business studies

The four future focus themes identified in the curriculum are the four key concepts in business studies. Each should be addressed to some extent in every business studies programme but, as the following table shows, the focus changes over the three senior years.

Level 6	Level 7	Level 8
Enterprise	Enterprise	Enterprise
Sustainability	Sustainability	Sustainability
Citizenship	Citizenship	Citizenship
Globalisation	Globalisation	Globalisation

Future focus themes in business

See also:

- [Business studies and the future focus principle](#)

[TOP](#)

Business themes

Teaching and learning programmes should be designed around the following five business themes, which collectively encompass business knowledge, content, and concepts:

- Business formation
- Functions of business
- People in business
- Business management
- Business environment

Click for an outline of content that is appropriate at each of the three senior levels:

- Business themes: [level 6](#) | [level 7](#) | [level 8](#)

When designing programmes, teachers should carefully consider their students' talents, needs, and aspirations, and what they will need to know and be able to do in order to take the subject with confidence in the following year(s).

Business and the key competencies

Teachers should regard the key competencies described on page 12–13 of The New Zealand Curriculum and implicit in Ngā Mātāpono (principles) and Ngā Uara, Ngā Waiaro (values and attitudes) of Te Marautanga o Aotearoa (pages 10–11) as valued resources and outcomes in any business-learning programme.

- [Relating to others](#)
- [Thinking](#)
- [Using language, symbols, and texts](#)
- [Managing self](#)
- [Participating and contributing](#)

Relating to others

The ability to relate to other people is essential in business and in the classroom. Business studies students need to be able to communicate with diverse groups of people in different situations (see below, under Using language, symbols, and texts). Learning in co-operative learning groups can foster the development of this ability, and experiential learning can give students opportunities to relate to a variety of stakeholders and to discover that the ability to work positively will determine their own success and that of others.

Unuhia te rito o te harakeke kei whea te kōmako e ko?

Whakataerangitia – rere ki uta, rere ki tai;

Ui mai koe ki ahau he aha te mea nui o te ao,

Māku e kī atu he tangata, he tangata, he tangata!

Take away the heart of the flax bush and where will the kōmako sing?

Proclaim it to the land; proclaim it to the sea;

Ask me what is the greatest thing in the world,

I will reply it is people, it is people, it is people!

Thinking

Students of business studies need to be able to access and use different kinds of thinking to:

- understand business theory and other, related knowledge
- use their existing knowledge of business theory and other, related knowledge to solve problems and make decisions
- be resourceful, for example, by recognising existing business opportunities and creating new ones
- recognise the need for reciprocity, for example, by engaging with others and utilising their strengths
- think laterally, outside the square

- be creative and innovative within a business context
- take risks, for example, by making decisions when they are uncertain of the best response (that is, knowing what to do when they don't know what to do)
- critically analyse a business situation
- reflect on and evaluate their own or group decisions
- demonstrate resilience by learning from their mistakes and transferring this learning into new contexts.

[TOP](#)

Using language, symbols, and texts

Business studies has its own language and a lot of subject-specific terminology in both formal and informal registers. Students of business studies need to be able to use the appropriate language. Being able to communicate effectively will increase a student's ability to succeed in any business venture in any setting. The ability to relate to other people from a variety of cultures is important to New Zealand's economic transformation, so it is important that students develop 'cultural intelligence'. They may also need to learn to communicate in one or more additional languages.

Cultural intelligence is a term used to describe the knowledge, skills, and other attributes that enable a person to adapt their communication style to suit the culture of the audience. For example, the approach and skills needed to conduct a business meeting in a Chinese setting differ from those needed in an Australian setting. One size does not fit all, even within the same country. In New Zealand, for example, different approaches are needed for different iwi or people of different age groups.

Business studies requires students to recognise, use, and interpret numbers, images, and formulas to solve issues, create processes, and manage the day-to-day operations of a business.

[TOP](#)

Managing self

Self-awareness and a willingness to learn are qualities that enhance students' personal growth in the classroom. In addition, a 'can do' attitude and personal resilience are required to succeed in business, so students of business need to be encouraged to develop these qualities. Students will benefit from opportunities for self-directed learning and self-evaluation. Encouraging successful business leaders to share their experiences will contribute to the students' understanding and may offer them motivational role models.

The NZCER's evaluation of the work of the Education for Enterprise (E4E) clusters found that students "often considered they worked harder, longer or set higher standards for themselves on their education for enterprise projects when compared with other school work". To learn more, view this [NZCER report](#).

[TOP](#)

Participating and contributing

Business studies students engage with the businesses of their families, whānau, and communities. Teachers should aim for business–student relationships based on partnerships in which students and businesses learn from each other and achieve shared goals. Encourage your students to give carefully considered feedback to these businesses as part of their applied learning.

Students learn about reciprocity and co-operation with others when they work in business teams, with each member contributing their own strengths and ideas, and they learn about the importance of balancing the rights, roles, and responsibilities of all stakeholders and of contributing to the sustainability of social, cultural, physical, and economic environments.

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Business studies and values

Teachers need to encourage and model and students explore the values set out in The New Zealand Curriculum and Ngā Uara, Ngā Waiaro (values and attitudes) set out in Te Marautanga o Aotearoa.

In business studies, students need opportunities to discuss the often complex relationship between values and business, and to consider a variety of perspectives on business values/ethics.

For example, this perspective could provide the basis for serious discussion:

“As I see it, business decision-making often impacts heavily on people who are not normally thought of as stakeholders. Is maximising shareholder value the only thing that matters? Can a businessperson treat these “other stakeholders” with respect – and maintain their own integrity – when the bottom line is always calling?”

The suggestions that follow show how students can learn about values in business studies contexts.

Excellence

In business studies, students can attain excellence by persevering in the face of challenge or adversity and by striving for continuing improvement.

Innovation, inquiry, and curiosity

In business studies, students develop these qualities by seeking and testing knowledge in practical business situations.

Diversity

In business studies, students learn about diversity, for example, through co-operative learning activities.

Equity

In business studies, students develop an understanding of equity through understanding the views of stakeholders and responding to their needs.

Community and participation

In business studies, students learn community and participation by active involvement in their communities.

Ecological sustainability

In business studies, students learn about sustainability by applying the concept in experiential

learning (for example, by running their own business).

Integrity

In business studies, students come to understand the importance of dealing fairly with others in business contexts.

Respect

In business studies, students learn to respect themselves and others through self-reflection.

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Business studies and the future focus principle

Business studies students are potential business leaders of the future. The skills that they learn in business studies will help them succeed throughout their lives.

- [Sustainability](#)
- [Citizenship](#)
- [Enterprise](#)
- [Globalisation](#)
- [General future-related issues/themes affecting business](#)

The New Zealand Curriculum strongly advocates for an education that is future-focused. Four particular issues or themes are identified under this heading, all of which are potentially rich sources of learning for business students.

The section He Toi Mātauranga, He Mana Tangata in Te Marautanga o Aotearoa similarly advocates for future-focused learning and for participation at a global level, based on a strong foundation in mātauranga Māori.

Future-focused learning is not only relevant to students' futures; it can also help them make connections across learning areas, the values, and the key competencies.

Sustainability

Exploring issues of sustainability in business involves exploring the long-term impact of social, cultural, scientific, technological, economic, and political practices on society and the environment. Students need to learn about sustainability issues and how these affect the economy and the ecological environment. In the future, ethical considerations, lifestyle choices, health awareness, and energy efficiency will all play a much greater role in business decision making.

[TOP](#)

Citizenship

Exploring issues of citizenship in business studies involves exploring what it means to be a citizen and contributing to the development and well-being of society.

[TOP](#)

Enterprise

Exploring issues of enterprise in business studies involves exploring what it is to be innovative and entrepreneurial. People enter business at different points in their lives (as can be seen in the growth of 'third-age' and 'lifestyle' entrepreneurs). Students of business need to be aware of why people start businesses after retirement or to support an alternative lifestyle. They also need to understand the importance of what Dr Howard Frederick (New Zealand director of The Global Entrepreneurship Monitor) calls "high-aspiration entrepreneurship". (For more, see [Gem Consortium](#).)

[TOP](#)

Globalisation

Exploring issues of globalisation in business studies involves exploring what it means to be part of a global community and to live with people who are members of cultures that differ from one's own. Global boundaries are changing. Futures thinking, and the ability to navigate effectively through different cultural spaces, is critical to success in the global economy.

For more on the importance of globalisation in our community and the business community, see the Building Conceptual Understandings in the Social Sciences book *Being Part of Global Communities* (Ministry of Education, 2009) and Business New Zealand's *Taking New Zealand to the World: Why Exporting Matters*. (See [Resources](#).)

[TOP](#)

General future-related issues/themes affecting business

All four of the above issues can be related to business studies themes and contexts. For example, studies of Asia and the Pacific rim can be used to develop understanding of current social, political, and economic shifts, or by developing students' financial capability, students learn to make well-informed financial decisions.

A future focus also means keeping up with changing technologies, for example, by discovering how business can be conducted in virtual workplaces. Students learn that, as information and communications technology develops, new skills are required. To be successful in business, students need to commit to lifelong learning.

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Resources

[Resourcing ideas](#) | [MoE websites](#) | [Government websites](#) | [Other websites](#)

Assessment and professional support

The following links to key agencies provide assessment information and professional support for teachers of business studies.

[The New Zealand Qualifications Authority \(NZQA\)](#)

- Follow links to the National Qualifications Framework, NCEA, and subject achievement standards. See in particular [NZQA subject resources for Business Studies](#).
- Further information on assessment using unit standards can be found on the site, as can some [useful resources](#).

[Tāhūrangi - Assessment Tools and Resources](#)

This section on Tāhūrangi contains different approaches to understanding learning progress. This includes [information about e-asTTle](#).

- For a discussion of how changes in assessment practice can contribute to greater student ownership of learning and improved outcomes for students, see [Directions for assessment in New Zealand](#), a report by Michael Absolum, Lester Flockton, John Hattie, Rosemary Hipkins, and Ian Reid (also available as a Word or PDF file).

[BES \(Iterative Best Evidence Synthesis\) Programme](#)

BES is a collaborative knowledge-building strategy designed to strengthen the evidence base that informs education policy and practice in New Zealand.

See in particular: [Effective Pedagogy in Social Sciences/Tikanga ā Iwi: Best Evidence Synthesis Iteration \[BES\] \(2008\)](#).

[Education Review Office](#)

In 2007, ERO published reports on schools' effectiveness in the collection and use of assessment:

- [The Collection and Use of Assessment Information in Schools: Good Practice in Primary Schools](#)
- [The Collection and Use of Assessment Information in Schools: Good Practice in Secondary Schools](#)

[New Zealand Commerce and Economic Teachers' Association \(NZCETA\)](#)

NZCETA is a national organisation administered through the CETA Curriculum and Membership Services office in Oamaru, with 15 regional branches. CETA focuses on accounting, business/entrepreneurship, economics, financial literacy, digital technologies, information management/computing/technology ICT, as well as areas of a cross-curricular nature.

[TOP](#)

Resourcing ideas

The following resources will help you to plan teaching and learning activities for business studies.

[The National Library of New Zealand Services to Schools](#)

Services to Schools supports educators by providing professional learning, advice, and quality resources to inspire and inform student learning, foster their love of reading, and develop their knowledge of culture and heritage.

[Tāhūrangi](#)

Tāhūrangi is the Ministry of Education online curriculum hub.

[Tāhūrangi - Social Sciences](#)

Social Sciences on Tāhūrangi also provides PDFs of the Ministry of Education's series [Building Conceptual Understandings in the Social Sciences \(BCUSS\)](#):

- Approaches to Building Conceptual Understandings
- Approaches to Social Inquiry
- Being Part of a Global Community
- Belonging and Participating in Society

Although the BCUSS series is designed to help teachers of levels 1–5, it is strongly commended to senior social science teachers.

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Other Ministry of Education websites

[Education for Enterprise](#)

This section of New Zealand Curriculum Online provides Education for Enterprise resources promotes innovative approaches to learning that will enable students to meet the challenges of the modern workplace, suggests how to develop an education for enterprise approach, and offers resources, tools, and templates for classroom use; notes for teachers; links; news; and key contacts.

[The New Zealand Curriculum on Tāhūrangi](#)

[Te Marautanga o Aotearoa](#)

This site includes a translation into English of the main sections of Te Marautanga o Aotearoa – the curriculum for Māori-medium education. (Only learning levels 1, 4, and 6 have been translated in the learning areas.)

[Key Competencies on Tāhūrangi](#)

This section of New Zealand Curriculum on Tāhūrangi offers guidance to school leaders and teachers on how to integrate the key competencies into the daily activities of the school and its teaching and learning programmes.

[Ka Hikitia – Ka Hāpaitia | The Māori Education Strategy](#)

Ka Hikitia – Ka Hāpaitia sets out how we will work with education services to achieve system shifts in education and support Māori learners and their whānau, hapū and iwi to achieve excellent and equitable outcomes and provides an organising framework for the actions we will take.

[Te Tere Auraki](#)

This Ministry of Education professional development strategy focuses on improving outcomes for Māori students in English-medium schools. The strategy supports four main projects: Te Kotahitanga, Te Kauhua, [Ako Panuku](#), and Te Mana Kōrero.

[Action Plan for Pacific Education](#)

This site takes a closer look at the Pasifika Education Plan and the Pasifika Education Implementation Plan. It offers reflective questions, ideas, stories, and resources to support and inspire schools to make a difference for all Pasifika students.

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Other government websites

[Ministry of Economic Development](#)

The Doing Business in New Zealand page brings together information on current reviews and consultations, expanding a business, insolvency, intellectual property, government procurement, research, standards and conformance and technical barriers to trade, and starting a business. See recent updates.

[New Zealand Trade and Enterprise \(NZTE\)](#)

See the site categories on the home page, including Features and Commentary, a section that profiles New Zealand companies developing or exploring their markets and includes other business insights. Recent press releases are also available.

[TOP](#)

Other websites

The following websites have been recommended as helpful by teachers. They have not been extensively reviewed or checked for quality.

[Business NZ](#)

Business NZ is an advocacy group for sustainable growth through enterprise.

Chambers of Commerce

See local directories, for example, the [directory for Auckland](#).

Business representative groups

These groups aim to support members in growing and developing their businesses.

- [Employers and Manufacturers Association](#)
- [Canterbury Employers' Chamber of Commerce](#)
- [Business South](#)

Global Entrepreneurship Monitor

A [report for the Global Entrepreneurship Monitor \(GEM\) Aotearoa New Zealand](#) on the UNITEC site, confirms that Māori are the world's third most entrepreneurial people.

[KEA: New Zealand's Global Talent Community](#)

This site aims to help talented people make contact. It includes success stories.

[Young Enterprise Trust](#)

Young Enterprise Trust's principle objective is to promote an enterprise culture amongst New Zealand school students. A new website is being developed. Current areas focus on financial education and enterprise studies.