# **Business Studies Level 2 Course Outline 1**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand how the Significant Learning from the Learning Matrix and Achievement standards can be structured within a year-long teaching and learning programme.

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| **Significant Learning** | **Learning activities and assessment opportunities** | **Duration** Total of 32 weeks |
| Examine how innovation, entrepreneurship, and emerging technologies in business can contribute to positive change in a society  Understand diverse worldviews within Aotearoa New Zealand and the wider Pacific, and how they influence business operations Recognise the value of manaakitanga by understanding social enterprise and social responsibility in business  Use the multiple bottom line to understand the tikanga of business and how businesses are culturally responsive, environmentally sustainable, financially viable, and socially responsible | **1. Whakawhanaungatanga & Introduction to Business Studies**Building relationships and connections between Kaiako, ākonga, and business. **Innovation:** * Innovation challenges – What is innovation?
	+ Ākonga look at examples of innovative business ideas in Aotearoa New Zealand and how they result in a positive change in society.
	+ How do Businesses innovate? What challenges and opportunities are presented? Why are tāngata and innovation key to the world of business?
* Ākonga can explore businesses that have championed innovation and who are driven by manaakitanga, rangatiratanga, whanaungatanga, and kaitiakitanga.

 **Pūtake and business values:** * What is pūtake? What are business values? How do different cultural perspectives shape business values?
* Understand Māori business values – such as manaakitanga, rangatiratanga, whanaungatanga, and kaitiakitanga - and look at examples of Māori businesses in Aotearoa New Zealand that build on these values (examples could be found online, or there may be opportunity for a class visit to a local business, as well as opportunities to invite a Māori business owner to be a guest speaker).
* Understand Pacific values and approaches – such as collectivism, the vā, ofa, fonua ie. sense of belonging, and kuleana – and look at examples of Pacific businesses in Aotearoa New Zealand that build on these values (as above, examples could be online, or researched through a class visit to a business or from a guest speaker)
* Using examples, understand other business values in Aotearoa New Zealand.
* Participate in wānanga and talanoa sessions to unpack the pūtake of a business, as well as its business values.

 **Social enterprises:*** What is a social enterprise?
	+ Understand where businesses fit on the business model spectrum (eg for profit businesses, social enterprises, not for profit businesses etc).
	+ Look at examples of social enterprises and other businesses in Aotearoa New Zealand that fit into the social enterprise spectrum.
* Ākonga can draw on from their own experiences and practices within their whanau, or they may have participated in a social enterprise in some way. They can explore potential pathways in offering their services or getting involved with an established business, or even starting one up within their community.

 **Multiple Bottom Line (MBL):*** Use this knowledge to understand what is meant by sustainability and the multiple bottom line and why it is so important for businesses to be financially viable, socially responsible, environmentally responsible, and culturally responsive.
* Work in small groups to find out more about a business in Aotearoa New Zealand that can be seen as an ‘MBL Champion’.
* Investigate how Māori and Pacific business values inform the MBL of the business.
* Decide whether they champion social responsibility, environmental responsibility, cultural responsiveness, or financial viability (can be more than one).
* Present your business to the class by explaining what the business does, its pūtake, and how they are an MBL Champion.
* Create a MBL Wall of Champions on your classroom wall that students can add to as they study different businesses during the year.

Ākonga can draw from their interactions with businesses and use this as inspiration when looking towards career pathways and the types of businesses they would want to be part of – businesses that resonate with their values and perceptions. They could even think about how they can apply knowledge gained here in establishing a small start-up business for themselves. **This will provide opportunities for the assessment of Achievement Standard 2.3 - *Demonstrate understanding of how a business aspires to meet its multiple bottom line* (External CAA in Term 3, Week 3 or 4, 5 credits).** | 4 weeks |
| Explore how contemporary issues impact on businesses and how they respond and adapt to themUnderstand how business decision making responds and adapts to internal and external factorsUnderstand how external factors inform business operations and how businesses respond to these factors (STEEPLE)Explore how stakeholders engage with a business and benefit from its success Understand both the benefits and challenges of emerging technology, such as the global reach of online business and the ethics of digital marketingApply business theory to business decisions | **2. Contemporary issues**Ākonga will explore how businesses respond and adapt to external contemporary issues.Look at an example as a class of a business in Aotearoa New Zealand that has had to respond to an external contemporary issue: * What was the issue? How would this issue impact on the business? How did the business respond (ie what decision did they make in response to the issue)? Why was this a good response? How did the response link to the pūtake of the business? What impact did the response have on the business?
* *From this class example:*
	+ Understand what is meant by a contemporary issue, understand what is meant by a stakeholder (internal and external), identify the main business stakeholders and their interrelationship with a business, and investigate how the business’s response to the contemporary issue affects business stakeholders.
	+ Identify and give examples of external factors that influence business decisions – economic, social, environmental, technological (including emerging technologies), political, legal, ethical (STEEPLE) etc.
	+ Give examples of contemporary issues (both existing and emerging) that currently impact businesses in Aotearoa New Zealand including issues that impact Māori and Pacific businesses.
	+ Outline requirements for the assessment of Achievement Standard 2.1 for students to complete as a student led assessment during the year.
	+ Use the information gathered and the understanding gained to explain how a business has responded, or could respond, to an external contemporary issue.
* There is opportunity here to engage with businesses.
	+ Ākonga can develop good communications skills (with the help of the Kaiako) to reach out to businesses and understand, from the business’s perspectives, how they are affected and the decisions it has to make when faced with contemporary issues.
		- This provides insight into the importance of developing resilience in business by understanding how and why businesses must make tough decisions and how they may impact stakeholders (eg internal stakeholders such as employees).
	+ Provide opportunities for Ākonga to develop a deeper understanding through wānanga and talanoa sessions of how business decisions may affect them as they join the workforce (or continue in the workforce as part-time employees) or venture into starting their own business in the future.

**This will provide opportunities for the assessment of Achievement Standard 2.1 – *Explain how a business has responded to an external contemporary issue* (Internal, 5 credits).** | 2 weeks |
| Develop the skills and qualities that can lead to entrepreneurship by applying business knowledge, models, and tools  Examine how innovation, entrepreneurship, and emerging technologies in business can contribute to positive change in a society  Apply business theory to business decisions  Explore business functions and how they operate and interact – such as human resources, marketing, operations, finances and sales Use financial information to inform viable business decisions Explore the tikanga of business and its internal features – operations, organisational culture, values, leadership, and change management | **3. It's Business Time**Working in groups (or individually), ākonga will come up with a business idea for a new product or service that results in a positive change for society and bring this business idea to market. Kaiako can support Ākonga to explore future pathways and employment that relates to this activity, and the different roles Ākonga can choose to take on, to gain experiential insight relative to the job or role. Ākonga can then: * explore career opportunities or job roles in businesses
* explore the qualities and traits of the different roles and adapt or focus to grow a set of skills that can prepare them for a future in the business world.

 **3a – Plan a business****Ideation**Examine how people come up with business ideas:* Choose a business and look at the ‘About Us’ or its ‘Our Story’ section of its company website. How did this business come up with their business idea?
* Understand that people don’t buy products and services, they buy solutions to problems.
* Come up with a business idea that solves a problem and leads to improved outcomes for society.
* Complete a Lean Canvas to identify your target market and Unique Selling Point (USP).
* Agree on the business’s pūtake, values, and kaupapa (policies and initiatives), as well as how the business will be financially viable, socially responsible, environmentally responsible, and culturally responsive.
* Validate your business idea by carrying out secondary and primary market research to confirm that there is a market willing to pay for your product or service.

 **Business functions**Plan how you will bring your idea to market by planning your business operations. Ākonga will learn about each of the main business functions and then apply their business knowledge to make decisions about how they will carry out their business. The main business functions they will look at are:* **Human Resources**: Assign roles.
* **Production**: Decide on your resources and materials needed, suppliers, production process, quality management etc.
* **Marketing and Sales:** Decide on your pricing strategy and selling price, promotional strategies, and sales channels (including ecommerce).
* **Finance**: Decide on your sources of finance, use financial tools (prepare a forecast income statement and a cashflow forecast and calculate profit margins and break-even) to show that you will be financially viable.
* **Te Tiriti o Waitangi:** Reflect on the partnership you and your business will have with local iwi, as well as the legal obligations your business will have to Te Tiriti (adhering to the ‘three P’s’ of partnership, participation, and protection).

**This will provide opportunities for the assessment of Achievement Standard 2.2 – *Explain how making a change to a business function can improve business operations* (Internal, 5 credits)** **And financial planning will provide opportunities for the assessment of Achievement Standard 2.3 – *Demonstrate understanding of how a business aspires to meet its multiple bottom line* (External, CAA in Term 3, Week 3 or 4, 5 credits)** | 5 weeks |
| Explore business functions and how they operate and interact – such as human resources, marketing, operations, finances and salesDevelop the skills and qualities that can lead to entrepreneurship by applying business knowledge, models, and tools Apply business theory to business decisions   | **3a. Carry out the business** Ākonga will bring their business idea to market by producing, marketing, and selling their product or service over a period of time.Kaiako and ākonga will agree what period of time is most suitable for carrying out the business. This example suggests a timeframe of six weeks.  **NOTE:** While the business is running over a period of time, class time may be split between running the business and other student-led learning. (In the example here, ākonga can prepare evidence for their Contemporary Issues Portfolio while running their business.)**This will provide opportunities for assessment of Achievement Standard 2.2 – *Explain how making a change to a business function can improve business operations* (Internal, 5 credits)** | **3b. Contemporary Issues**Ākonga will create a Contemporary Issues Portfolio that explores how businesses respond and adapt to external contemporary issues. The portfolio will contain 2-3 responses.* Explore different contemporary issues using various news platforms and mediums.
* Select 2-3 external contemporary issues.
* For each contemporary issue, investigate how a business has responded and adapted to the issue.
* Evaluate the business’s response and justify how the business can respond and adapt more effectively.

 **This will provide evidence for the assessment of Achievement Standard 2.1 – *Explain how a business has responded to an external contemporary issue* (Internal, 5 credits)** | 6 weeks |
| Apply business theory to business decisionsExplore business functions and how they operate and interact – such as human resources, marketing, operations, finances and salesUse financial information to inform viable business decisions | **3c Review the business**Once the business activity is complete, ākonga will review the business by selecting a business function, reflecting on how successfully the function operated, proposing an innovative change to the business function, reflecting on their partnership with local iwi (what went well and how this relationship was strengthened), and evaluating how this proposed change will strengthen the operations of the business for the future and contribute to society in a positive way. **Opportunity for assessment of Achievement Standard 2.2 – *Explain how making a change to a business function can improve business operations* (Internal, 5 credits)** | 2 weeks |
| Use the multiple bottom line to understand the tikanga of business and how businesses are culturally responsive, environmentally sustainable, financially viable, and socially responsible | **Multiple Bottom Line** Ākonga will revise knowledge and understanding of the multiple bottom line to prepare for the Achievement Standard 2.3 Common Assessment Activity and will complete this assessment in Term 3, Week 3 or 4. **Opportunity for assessment of Achievement Standard 2.3 – *Demonstrate understanding of how a business aspires to meet its multiple bottom line* (External, 5 credits, Common Assessment Task in Term 3, Week 3 or 4)** | 3 weeks |
| Explore how stakeholders engage with a business and benefit from its success.  Explore how a business uses effective communication through manaakitanga to establish relationships with stakeholders Explore the tikanga of business and its internal features – operations, organisational culture, values, leadership, and change management Explore the role of wellbeing in business, the impact it has on internal stakeholders, and how productivity, equity, and inclusivity are addressed to build a successful organisational culture  Apply business theory to business decisions | **4. Tikanga of business**Ākonga will explore business culture and how it can improve well-being.**Stakeholder Relations &** **Business Communication*** Recap knowledge of pūtake, values, and stakeholders.
* Build on this knowledge by examining how businesses communicate and build long-lasting, mutually beneficial relationships with stakeholders (including partnerships with local iwi that reflect a business’s obligations to Te Tiriti) with a focus on how Māori and Pacific business values of manaakitanga, whanaungatanga, and va’a can strengthen relationships with stakeholders.
* Look at examples of different businesses in Aotearoa New Zealand (including Māori and Pacific businesses) and examine how they communicate effectively with their internal and external stakeholders and how this communication aligns with their values and pūtake.

 **Leadership*** Examine how Māori and Pacific business values of rangatiratanga and kuleana shape leadership.
* Identify the traits of a good leader by thinking about leaders you have experienced in your own life (for example in school, whānau, marae, work, or team settings).
* Talk to a leader that you know and admire to find out what they believe makes a great leader and report your findings back to the class.
* Identify how great business leaders can improve the well-being of employees.

**Organisation Culture*** Identify, with examples from different businesses in Aotearoa New Zealand, what is meant by organisational culture.
* Examine how organisational culture can improve wellbeing among employees, including the need for businesses to be inclusive and ethical.
* Examine how leadership shapes pūtake and organisational culture.
* Understand ways in which a business can strengthen its organisational culture.

 Ākonga work in groups to investigate a business of interest to them – the business’s organisational culture, leadership, how it communicates effectively with internal and external stakeholders, and how its pūtake is reflected in its business culture.Kaiako can support Ākonga to explore a business’s culture that they relate to closely or are passionate about and would want to be a part of. Ākonga can explore making a change to it (such as equal employment opportunities) or be encouraged to take up leadership opportunities that come up in schools and extra curricula activities (such as positive participation in forums).Ākonga can create a safe space and do role plays in different contexts, collect peer feedback, or debate respectfully on business issues. **This topic will provide opportunities for the assessment of Achievement Standard 2.4 – *Demonstrate understanding of the implications of a business decision on organisational cultur*e (External, 5 credits, Decision-Based Digital Exam in the end-of-year exam period)** | 7 weeks |
| Understand the basic requirements and tikanga of setting up an Aotearoa New Zealand registered business | **5. What’s Next?**Kaiako can support ākonga throughout their learning to explore career pathways and jobs that are available in the business sector by visiting websites such as Seek, TradeMe Jobs, and Careers.govt.nz. They can give guidance to ākonga in the presentation of their CV, resume, or cover letter when ākonga have shown an interest to pursuing work. Ākonga will reflect on how their learning in Level 2 Business Studies can help them in their future pathways. They will:* understand how to set up their own business, either as a full-time business or as a side-hustle (registering a business, tax requirements, getting help and support etc)
* understand what jobs are available in businesses (for example, jobs that relate to the different functions of business by visiting specific websites such as Seek, TradeMe Jobs, and Careers.govt.nz, and exploring key skills and requirements of the job, what industries are the jobs in, and what other skills or qualities are desired to fit into that role)
* understand what business courses are available at tertiary level such as universities, polytechnics, and career academies
* engage with resources to do with getting into business, Māori and Pacific business success, and measuring the feasibility of their business idea (including their unique selling point (USP) and target customers).
 | 3 weeks |