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

# 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 |
| Explore how businesses operate within societyUnderstand diverse worldviews within Aotearoa New Zealand and the wider Pacific, and how they influence business operations | Curious Minds – Business, Innovation and Society **Whakawhanaungatanga & Introduction to Business Studies*** Explore different roles in teamwork – Introduce challenges, collaboration, innovation, and motivation.
	+ For example, marshmallow towers, paper planes, or teacher inspired activities – allow Ākonga to make connections to how this activity relates to business operations.
		- What key skills and resources are required to enable a successful outcome?
		- What did a successful outcome mean and what does it look like?
		- how was their experience working as a team?
		- What roles were more challenging than the other?
		- What would be particular skillsets required to enable the team to work effectively?
		- Why are people in an organisation the most important resource?
* Explore innovation from a Māori perspective by exploring the pūrakau of Māui:
	+ In what ways was he innovative?
	+ What skills, characteristics, or qualities did he show?
	+ Who benefitted from his innovations?
* Or explore the concept of innovation or ideation using the Māori creation story (Te Kore, Te Pō, Te Ao Marama) to consider: Where do ideas or innovation come from?
* Explore innovation from a Pacific perspective: “Polynesian people (the ancestors of Pasifika students) were navigators of the Ocean.” What skills and resources were used by Pacific people during their voyage?

**Ways of doing Business*** Explore and discuss students’ interactions with Business. How do the students’ households interact with Businesses?
* Explore and discuss how Pasifika students and households interact with businesses through service, leadership, and responsibility (Kuleana or Tautua).
* Explore and discuss how, as a consumer, the interactions they have with businesses have changed over time.
	+ How have businesses adapted and shown innovation over time? For example, due to COVID-19 pandemic, climate change, and with emerging technology.
* Explore the purpose of a business activity and the different stakeholders involved, including how they are interdependent and the role of Māori businesses and social enterprises.
* Explore the unique context of Aotearoa New Zealand and doing business.
	+ The ‘three P’s’ of Te Tiriti o Waitangi – partnership, participation, and protection. Why are these important to business?
	+ Case studies could include iwi, hapū, or whanau businesses, or globalisation of Aotearoa New Zealand branding, including te ao Māori, Kaupapa-led businesses alongside Pākehā businesses that are engaging with, or reflect, Māori business concepts.
* Create a model to show the stakeholders in the market – how the stakeholders are connected, how the relationships are interdependent through resource and money flow, how Business fits into society etc.
	+ Explore whanaungatanga, manaakitanga, and whakapapa as concepts related to interdependence.
	+ Explore Pacific approaches and values – such as collectivism, the vā, ofa, fonua ie sense of belonging
* How do Businesses innovate, what challenges and opportunities are presented, and why are tāngata and innovation are key to the world of business?
* Ākonga can explore businesses that have championed through innovation, driven by manaakitanga, rangatiratanga, whanaungatanga, and kaitiakitanga.

**Contemporary Issues*** Explore documentaries and case studies relevant to contemporary issues – what are the important questions facing businesses that operate in the 21st century?
* Brainstorm:
	+ What trends will impact us as future consumers and employees?
	+ What are the challenges in the contemporary workplace?
	+ What are organisations like in the contemporary workplace?
	+ What issues are particularly relevant to Māori businesses?
	+ What issues are particularly relevant to Pasific businesses?
	+ What does the contemporary issues mean to the entrepreneur?
* Explore from various viewpoints - *Entrepreneurship plays an exceptional role in the development of economies and is a vital source of change in all aspects of society.*
* 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.
	+ Provide opportunities for ākonga to develop a deeper understanding through wānanga and talanoa sessions, and how it may relate and affect them as they join the workforce, begin work as part-time employees, or venture into starting their own business in future.
 | Term 1Weeks 1-2  |
| Understand how business decision making responds and adapts to external factors Explore how contemporary issues impact on businesses and how they respond and adapt to them Understand how external factors inform business operations and how businesses respond to these factors (STEEPLE) Apply business theory to business decisionsUnderstand both the benefits and challenges of emerging technology, such as the global reach of online business and the ethics of digital marketing | Business Analysis and Decision Making* Understand the analysis tool of STEEPLE (other tools could be used here as well) – Social, Technological, Economic, Environmental, Political, Legal, and Ethical.
* Explore how STEEPLE looks at macro changes in the external environment, which presents a business with *opportunities* and *threats*. Discuss how these can only be mitigated against and not controlled by the business. (For example: *Without such a tool business tends to think the future will be much like the present. Using an analysis tool ensures that the business is not insulated by its own microenvironment.*)
* Explore (unpack) each element of STEEPLE connecting it to authentic business examples.

Investigate: * social and demographic changes, such as an ageing population
* how businesses are responding to aging consumers and an aging workforce or ‘woke’ culture.
* Explore Mega Trends:
* For example, use the KPMG resource (<https://home.kpmg/xx/en/home/insights/2015/03/future-state-2030.html>).
* Choose a New Zealand business and apply the impact of a Mega Trend of interest. Extrapolate the possible impacts of the Mega Trends on an Aotearoa New Zealand business.
* Recommend a possible solution(s) as to how the business can adapt its operations to meet the needs of the changing market and remain profitable, using tools such as:
	+ SWOT
	+ cost benefit analysis
	+ change management.
* Use an authentic business or a case study to investigate a decision that a business has made in response to a change or trend in the macro environment.
* Recommend a solution using business concepts. Present your findings to the class. Examples can include:

 - changes to government legislation regarding carbon emissions- legislation on packaging, recycling, or diversity in the workplace- should a business convert their fleet from diesel to electric vehicles. * Reflect on how the macro environment impacts the decision-making of Aotearoa New Zealand businesses operating in a global context. For example, Waitomo Petrol:
	+ Looking ahead, Waitomo Petrol may have to include plug-in charging stations.
	+ In doing so, what would they be looking at and what changes in business practice and operations will it impact? How does it impact on the wider stakeholders? How will the business diversify and substitute its function areas? How will it stack up against emerging technology?

**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)** | Term 1Weeks 3 - 10 |
| Understand how business decision making responds and adapts to internal factors 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 Apply business theory to business decisions | Business functions and operations* Reflecting from the (*macro*) external environment, connect the students to the (*micro*) internal environment of business.
	+ Explore the internal operations.
	+ Identify the challenges (*strengths and weaknesses*)of internal operations*.*
* Explore the four key functions within a business context provided – human resources, finance, marketing, and operations (production).
	+ Students can choose a function and describe what that looks like for a particular business in groups, then share their findings on the different functions of the business.
* Understand how the functions are interconnected and relate to each other, as they are all working towards the same business objectives, strategies, pūtake, tūranga, rangatiratanga, kaitiakitanga, manakitanga, and whanaungatanga.
* Understand how each function contributes to the rautaki pakihi (business strategy) of business to meet short and long-term objectives.
	+ *Functions can be explored via a range of activities, authentic visits to businesses, presentations by businesspeople and case studies* (for example, human resource manager addressing the class with regards to recruitment and retention of staff).
* Explore each function and the key learnings below, through a variety of activities and business simulations (mini classroom activities) – for example, batch, flow, and job.
	+ Human Resources – quality workforce, diversity management, corporate social responsibility, industrial relations, motivation, career management, work-life balance etc.
	+ Finances – revenues, costs, and profit, breakeven, sources of financing, importance of budgets, variance analysis, monthly revenue, and cost reports etc.
	+ Marketing – market research, product, price, place, promotion (integration of the four P’s) – within each of the four P’s there are other business tools for analyzing product portfolios, such as Boston Matrix etc.
	+ Operations – job, batch, flow, lean production, productivity and efficiency, economies of scale, capacity issues etc.
* Gather all the knowledge about the content and concepts learnt above and interview a manager that has 50 or more employees, collecting information about what they do in their job in a day.
	+ With the information collected, ākonga are to reflect on how the manager contributed to all the functional areas of the business.
	+ Ākonga can visit a local business or reach out to Aotearoa New Zealand businesses and hold virtual or online conferences to enrich their learning experience and learn from industry leaders.
* Kaiako can support ākonga to explore future pathways and jobs that relate to this activity and the different roles ākonga can choose to participate in to gain experiential insight relative to the job or role.
	+ Ākonga can explore career opportunities or roles in the businesses they study, explore the qualities and traits of the different roles, and adapt or focus to grow a set of skills which can prepare them for a future in the world of business.

**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)** | Term 2Weeks 1 - 10 |
| Use the multiple bottom line to understand the tikanga of business and how businesses are culturally responsive, environmentally sustainable, financially viable, and socially responsibleUse financial information to inform viable business decisionsExplore how a business uses effective communication through manaakitanga to establish relationships with stakeholdersRecognise the value of manaakitanga by understanding social enterprise and social responsibility in business | Business viability through manaakitanga and kaitiakitanga* Explore the multiple bottom line – *people, planet, profit, and purpose, as well as ethics and equity.*
	+ ‘Explore’ would involve unpacking each individual component and connecting components to authentic business examples.
	+ This can include Māori and Pacific businesses.
* Explore Viability – revisit *Finances* from internal operations.
	+ Revenues, costs, profit, breakeven, sources of financing, importance of budgets, variance analysis, monthly revenue and cost reports etc.
	+ Undertake activities around understanding financial documents and what viability means.
	+ Students need to understand the difference between profit made by a business and its cash flow, as well as why cash flow is of such importance to business and how cash flow might be improved.
	+ The construction and understanding of a simple cash flow forecast for a business would solidify the viability concept.
	+ The big learning is dealing with the money required to support various operations, using financial information to inform viable business decisions.

**What motivates business decisions*** Explore ethics and social responsibility: Discuss this terminology from an individual perspective, a stakeholder perspective, te ao Māori perspective, and pacific worldviews – ethical influences and societal expectations of business activity.
* Explore cultural issues in ethical behavior: There is no one right way to behave – ethical behavior is determined by its cultural context.
* Explore business examples of how organisations report and communicate the multiple bottom line against the elements – public annual reports are a useful tool, as well as business websites, community services, Māori business examples, and Pacific business examples.
* Inquire into what types of conflicts between managers or leaders and employees and customers might lead to ethical dilemmas: In what ways can organisations improve ethical behaviour?
* Explore perspectives of social responsibility: Whistleblower case studies – good for debate and reflective thinking.
* Explore how government influences organisations and how organisations influence government: How do organisations and government work together in society? *Should being an entrepreneur necessarily be a socially responsible job?*
* Re-explore and use the principles of Te Tiriti o Waitangi: Partnership, participation, and protection.
* Compare and contrast the multiple bottom line between a social organisation, such as a Migrant Service, and a publicly listed company, such as The Warehouse.

**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, 5 Credits)** | Terms 3Weeks 1-6 |
| Explore how a business uses effective communication through manaakitanga to establish relationships with stakeholders 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 | **Organisational culture and wellbeing*** Inquire – Is it leadership, environmental (macro) changes, or a bit of both that are responsible for a business’ ups and downs? What do you believe are the key elements of a strong organisational culture?
* Understand how organisational structure is informed and strengthen by the pūtake of a business*.*
* Explore organisational structure (advantages and disadvantages, tall, flat, matrix, shamrock etc).
* Explore roles and skills of managers and leaders (difference between managers and leaders and leadership styles).
* Explore the unique value system of Pacific leaders in businesses.
* Explore the need for and importance of policies, procedures, and customary protocols.
* Understand organisational cultural norms: Tikanga – the way you do things (stories, heroes, rites and rituals, symbols etc).
* Explore core values: Underlying beliefs shared by members of the business that influence their behaviour – connect to authentic business examples (including Maori and Pacific examples).
* Explore diversity and multicultural businesses.
* Explore how businesses that have strong organisational culture behave with shared understandings that support accomplishment of key business objectives – connect back to ethics.
* Compare and contrast the difference between an organisation that has a strong organisational culture in comparison to an organisation that has a weak organisational culture.
* Interview a Māori business leader and inquire into how they embed their values into a business: How do you weave cultures together to move the business forward? How do you embed the STEEPLE into a business culture to enable the business to keep moving forward?
* Interview a Pasifika business leader and explore how Pacific values can be integrated into a business’s culture.
* Explore how a business becomes multicultural.
* 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 change to a business’s culture, such as equal employment opportunities, or be encouraged to take up leadership opportunities that arise in schools and extra curricula activities, including 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 will provide opportunities for the assessment of Achievement Standard 2.4 – *Demonstrate understanding of the implications of a business decision on organisational culture* (External, 5 Credits)** | Terms 3Weeks 6-10 |
| Understand the basic requirements and tikanga of setting up an Aotearoa New Zealand registered business | **What’s next?**Kaiako can support ākonga throughout the study of this subject 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 support ākonga in the presentation of their CV or cover letter where they have shown an interest in 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 the key skills and requirements of the job, what industries the jobs are in, and what other skills or qualities are desired to fit into that job).
* 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).
 | Term 4Weeks 1-3 |