|  |  |
| --- | --- |
| **Core 1** | **Analyse the internal and external environments to determine the impact on an entity** |

|  |  |
| --- | --- |
| **Kaupae |** Level | 5 |
| **Whiwhinga |** Credit | 10 |
| **Whāinga |** Purpose | This skill standard is intended for those who can contribute to the operational objectives of an entity. This skill standard will provide learners with the knowledge and skills to analyse the internal and external environments to determine the impact on an entity. This skill standard can be used within programmes leading to the New Zealand Diploma in Business (Level 5) (Ref: 2459) – Core, or it can be awarded as a standalone credential. |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes  | **Paearu aromatawai |** Assessment criteria |
| --- | --- |
| 1. Analyse internal and external environments and the impact to an entity’s performance and decisions.
 | 1. Determine the need and issues relevant to an entity’s performance and decisions.
 |
| 1. Analyse internal factors that impact an entity’s performance and decisions.
 |
| 1. Analyse external factors that impact an entity’s performance and decisions.
 |
| 1. Evaluate the impact of internal and external factors on an entity’s operations
 | 1. Evaluate how an internal factor impacts an entity’s operation.
 |
| 1. Evaluate how an external factor impacts an entity’s operation.
 |
| 1. Reflect on the analysis process taken and impact of internal and external factors
 | 1. Evaluate and identify areas for improvement of the analysis process taken.
 |
| 1. Reflect on the impact of internal and external factors within scope of responsibility and to a team.
 |

**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

Assessment must be conducted in real business context(s) and/or based on scenario(s) which must reflect the requirements and practicalities for conducting business in Aotearoa New Zealand.

Assessment materials should allow for learner, regional, cultural, or community contexts.
For example, a learner may wish to be assessed in a context that includes te ao Māori perspectives such as mātauranga, and tikanga specific to them.

The task or activity may relate to Te Tiriti o Waitangi. For guidance on Te Tiriti o Waitangi, please see [programme guidance documents](https://ringahora.nz/qualifications-and-assurance/programme-endorsement/programme-guidance-documents-for-providers-developing-programmes/).

*Definitions*

*Assessment materials* refer to the assessment activities, judgement statements, learner evidence, model answers, and any other material that supports assessment to this standard.

An *entity* can be a commercial or other enterprise, Iwi organisation, Incorporated Society, school/kura, not for profit, or a community organisation.  An entity can also be self-managed, a small team or separate business unit within a larger organisation.

*Internal environment* relates to an entity’s structure, leadership and management, human resources, financial resources, operational processes, company culture and values, policies and procedures.

*External environment* relates to macro-environmental factors such as political, economical, social, technology, legal, environmental influences.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

Determining the need and issues

* changes that will impact performance and decisions.
* business efficiencies.
* contributing factors to the need.
* contributing factors to the issues.
* storytelling.
* cultural impacts.

Analysis of the internal and external environment:

* environmental scan.
* analysis tools:
	+ SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).
	+ risk management and analysis.
	+ PESTLE analysis (Political, Economic, Social, Technological, Legal, Environmental).

Internal and external factors

* internal and external stakeholders.
* industry or an entity’s best practice and standards.
* industry trends, changes, standards.
* standard-operating procedures to support an entity’s operations.
* consultation and stakeholder engagement approaches:
	+ kanohi ki te kanohi / face-to-face
	+ talanoa
	+ online.

Examples of decisions within an entity

* operational.
* financial.
* resources.
* projects.
* productivity.

Evaluate impact and outcome on entity’s operations

* environment scan.
* data reports.
* business efficiencies
* change.
* impact on day-to-day operations
* impact on entity
* impact on their role.

Examples of operations within different functions in an entity

* Accounting
	+ processing invoices and payments.
	+ managing budgets and forecasts.
	+ reconciling accounts.
	+ preparing financial reports.
	+ ensuring compliance with tax and audit requirements.
* Administration
	+ managing records and documentation.
	+ coordinating meetings and schedules.
	+ maintaining office systems and supplies.
	+ supporting internal communications.
	+ handling correspondence and data entry.
* Marketing
	+ conducting market research.
	+ managing digital and print campaigns.
	+ coordinating branding and promotional activities.
	+ analysing customer engagement and feedback.
	+ developing marketing strategies.
* Sales
	+ managing customer relationships.
	+ processing orders and transactions.
	+ tracking sales targets and KPIs.
	+ conducting product demonstrations or pitches.
	+ handling after-sales service and support.
* Human Resources (HR)
	+ recruiting and onboarding staff.
	+ managing payroll and leave.
	+ supporting performance reviews.
	+ handling employee relations and wellbeing.
	+ ensuring compliance with employment law.
* Leadership
	+ setting strategic direction.
	+ communicating vision and goals.
	+ leading change initiatives.
	+ making high-level decisions.
	+ building organisational culture.
* Management
	+ overseeing team performance.
	+ allocating resources and setting priorities.
	+ monitoring operational efficiency.
	+ managing risk and compliance.
	+ reporting to stakeholders.
* Project Management
	+ defining project scope and objectives.
	+ managing timelines, budgets, and resources.
	+ coordinating cross-functional teams.
	+ monitoring progress and resolving issues.
	+ evaluating project outcomes and lessons learned.

Reflect on analysis process

* data and information collection.
* standard-operating procedures to support data and information collection process.
* engaging with relevant stakeholders.
* application of best practice and standards.
* industry best practice or code of conduct.

Reflect on impact internal and external factors have on

* business efficiencies.
* understanding your role and responsibility and team.
* on own strengths and weaknesses.

**Rauemi |** Resources

**Pārongo Whakaū Kounga |** Quality assurance information

|  |  |
| --- | --- |
| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | Ringa Hora Workforce Development Council |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Business > Business Operations and Development > Organisational Direction and Strategy |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0112 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration  | 1 | 31 December 2030 | [dd mm yyyy] |
| **Arotakenga |** Review | <type here> | [dd mm yyyy] | [dd mm yyyy] |
| **Kōrero whakakapinga |** Replacement information | <type here> |
| **Rā arotake |** Planned review date | 31 December 2030 |

Please contact Ringa Hora Workforce Development Council at qualifications@ringahora.nz to suggest changes to the content of this skill standard.