

For Your Information

- This is the summary of findings gathered from the Ringa Hora led Business Qualifications review event in collaboration with Ara Institute of Canterbury 4 November 2024.
- Each business qualification within Ringa Hora's remit has been grouped into their own workstream (disciplines).
- Each group of slides aims to initiate conversations about:
 - The work that has been reviewed to date, what did the Working Group members get correct or missed the mark?
 - Hear unique local experiences to understand how relevant these qualifications may be or real life examples.

Ringa Hora's coverage

Place a post it or sticker on the industry you represent



Qualifications



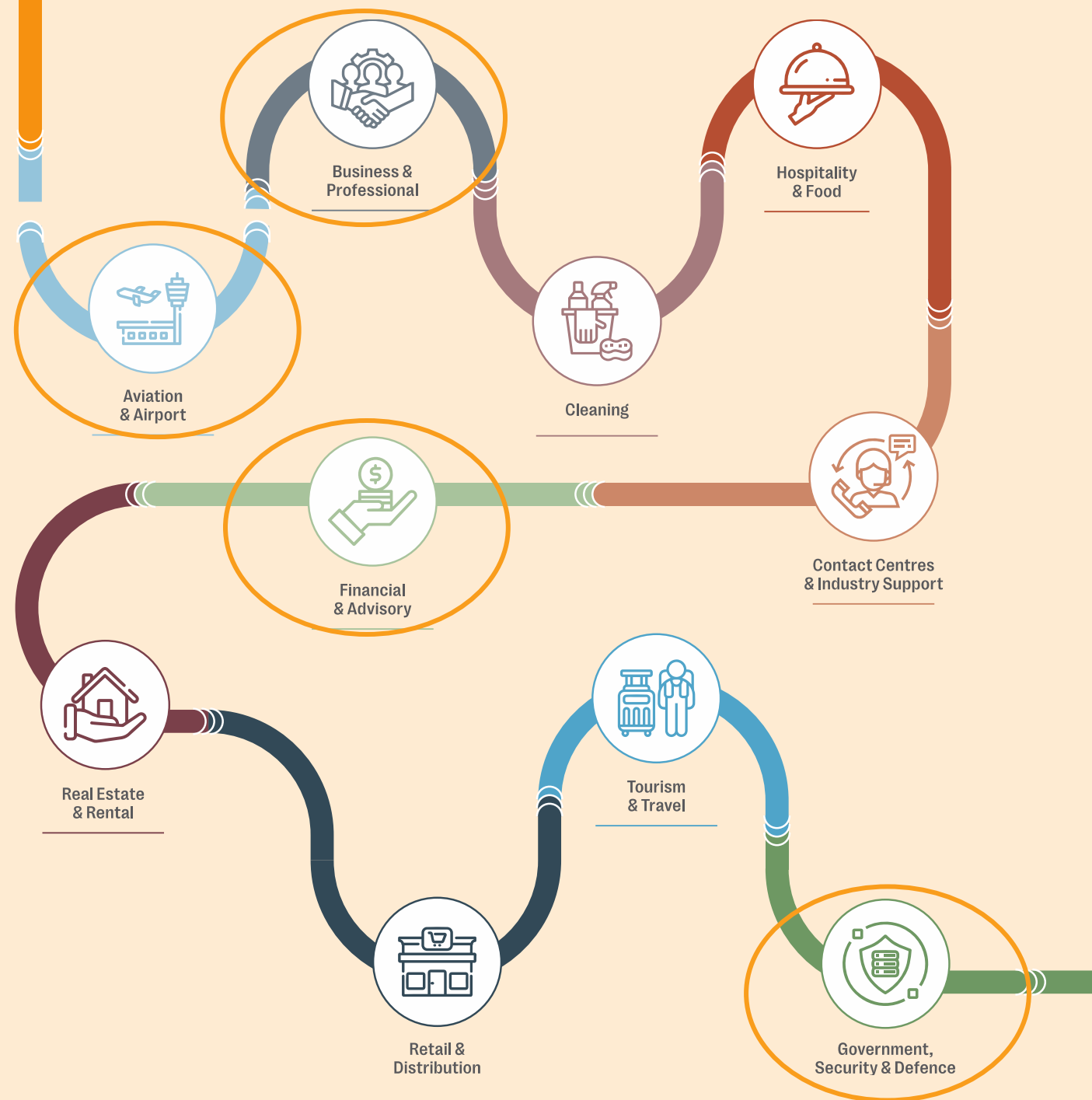
Unit standards



Providers and schools
we moderate



Responsible for
programme
endorsement





Do you represent another industry?

Use a post it or write down which industry you represent

- Healthcare: Community Homes
- Tourism
- Technology
- Management in trades
- Community and social services education
- Manufacturing
- Food & Beverage
- Engineering
- Forestry
- Print and packaging
- MSD Skills for Industry, Partnerships/Contracts



SUMMARY

ACCOUNTING

High-level summary of the vocational qualifications that provide an alternative pathway into the accounting profession. Transferable skills into a variety of entities e.g. corporate, community/voluntary, Limited liability company, etc.

Level 5

Outcome: Entry-level accounting roles in various types of entities.

Aim: To help people in New Zealand gain business skills, enabling them to support businesses effectively while respecting cultural diversity and the Treaty of Waitangi. Graduates can also pursue further professional recognition.

Able to:
Core:

- Analyse business factors for decision-making.
- Use business knowledge for innovation and change.
- Build relationships with stakeholders.
- Apply Treaty of Waitangi principles in business.
- Follow professional and ethical practices.

Accounting:

- Record and process financial transactions.
- Apply tax rules for individuals and small businesses.
- Prepare financial statements and reports.
- Share financial information for decision-making.
- Create and manage budgets.
- Assess and control financial and business risks.
- Follow the accounting profession’s Code of Ethics.

Level 4

Outcome: Accounting support roles
For example: frontline staff, payroll, customer service assistants, treasurers, etc

Aim: Graduates can work in accounting roles with some supervision, respecting the Treaty of Waitangi and working well with people from different cultures.

Able to:

- Use accounting software to produce and share financial information.
- Calculate and prepare PAYE, GST, and FBT returns; manage accounts payable/receivable, payroll, and admin records.
- Work with the team to achieve goals.
- Act professionally, ethically, and responsibly; use personal and interpersonal skills to support accounting services

Level 6

Outcome: To equip people in New Zealand with business knowledge and skills for strategic business roles.

Aim: Will help achieve business goals ethically and inclusively, respecting the Treaty of Waitangi and working in multicultural environments. They can also pursue further professional credentials.

Able to:
Core:

- Apply business principles to develop strategic objectives and plans.
- Contribute to innovation and organizational change.
- Build and maintain strategic relationships.
- Use the Treaty of Waitangi principles in business activities.
- Follow professional and ethical practices to meet strategic goals.

Accounting

- Prepare financial reports according to standards.
- Use management accounting tools for decision-making.
- Apply business finance techniques for planning and control.
- Use accounting information systems to solve problems.
- Apply tax rules to various entities and situations.
- Analyse financial information for strategic decisions.
- Follow the accounting profession’s Code of Ethics.

EXERCISE 1 – RELEVANCE

Imagine building the future workforce

Based on the summary, have we gotten this right? Or are we still missing things?

RELEVANT

Which capabilities stand out to you and why? Would you hire or upskill your staff with one or all qualifications?

- Forecasting
- Social procurement
- Supporting local economies, understanding purchase power and impact it has on local economy
- Difficult conversations like change in wage / salary
- Rural communities may not access the current products, smaller certificates may be more appropriate.

- Collaborate and contribute to solve problems
- Assessment control too high level and should be evaluate
- Teams: working with internal stakeholders

NOT YET

These capabilities are missing, unclear, or doesn't apply to my region or entity?





SUMMARY

ADMINISTRATION & TECH

High-level summary of the vocational qualifications. Transferable into a variety of entities e.g. corporate, community/voluntary, Limited liability company, etc.

Level 3

Outcome: office administration jobs

Aim: use business technology and handle different administrative tasks, following the principles of the Treaty of Waitangi and working in a multicultural setting.

Able to:

- Offer business support to help with daily tasks.
- Handle data and information for business needs.
- Use effective methods to interact with customers and stakeholders.
- Act professionally and responsibly, supporting the organization’s values and goals.

Level 4

Outcome: Experienced administrators

Aim: use business technology and handle different administrative tasks, following the principles of the Treaty of Waitangi and working in a multicultural setting.

Able to:

- Use tools and methods to help manage parts of business projects.
- Use mentoring and coaching skills to help the team reach its goals.
- Use software and technology to do administrative tasks for the organization.
- Handle and present detailed data to meet the needs of stakeholders.
- Keep administrative systems running smoothly and suggest improvements.
- Act professionally, ethically, and inclusively to support the organization

Level 5

Outcome: Experienced roles in various types of entities.

Aim: To help people in New Zealand gain business skills, enabling them to support businesses effectively while respecting cultural diversity and the Treaty of Waitangi. Graduates can also pursue further professional recognition.

Able to:

Core:

- Analyse business factors for decision-making.
- Use business knowledge for innovation and change.
- Build relationships with stakeholders.
- Apply Treaty of Waitangi principles in business.
- Follow professional and ethical practices.

Administration:

- Oversee business admin tasks and projects to help meet the organization’s goals.
- Use and support various business technologies to improve performance.
- Manage and review admin systems and suggest improvements.

Level 6

Outcome: To equip people in New Zealand with business knowledge and skills for strategic business roles.

Aim: Will help achieve business goals ethically and inclusively, respecting the Treaty of Waitangi and working in multicultural environments. They can also pursue further professional credentials.

Able to:

Core:

- Apply business principles to develop strategic objectives and plans.
- Contribute to innovation and organizational change.
- Build and maintain strategic relationships.
- Use the Treaty of Waitangi principles in business activities.
- Follow professional and ethical practices to meet strategic goals.

Administration:

- Plan and manage internal admin systems, processes, and technologies to support strategic goals.
- Assess new technologies to improve business processes and advise senior management.
- Handle changes in admin and technology to support strategic goals

EXERCISE 1 – RELEVANCE

Imagine building the future workforce

Based on the summary, have we gotten this right? Or are we still missing things?

RELEVANT

Which capabilities stand out to you and why? Would you hire or upskill your staff with one or all qualifications?

- Digital literacy

- Understanding legislation e.g. Privacy Act
- Professional use of technology
- Privacy of data and personal information on clients
- Technology
 - Basic Microsoft apps

NOT YET

These capabilities are missing, unclear, or doesn't apply to my region or entity?



SUMMARY

HUMAN RESOURCE MANAGEMENT

High-level summary of the vocational qualifications that provide an alternative pathway into the HRM profession. Transferable into a variety of entities e.g. corporate, community/voluntary, Limited liability company, etc.

Level 5

Outcome: Entry-level accounting roles in various types of entities.

Aim: To help people in New Zealand gain business skills, enabling them to support businesses effectively while respecting cultural diversity and the Treaty of Waitangi. Graduates can also pursue further professional recognition.

Able to:

Core:

- Analyse business factors for decision-making.
- Use business knowledge for innovation and change.
- Build relationships with stakeholders.
- Apply Treaty of Waitangi principles in business.
- Follow professional and ethical practices.

HRM:

- Use HR research to help make strategic decisions.
- Look at trends, including technology, to improve HR areas.
- Explain HR principles and practices clearly to influence stakeholders, following industry ethics.

Level 6

Outcome: To equip people in New Zealand with business knowledge and skills for strategic business roles.

Aim: Will help achieve business goals ethically and inclusively, respecting the Treaty of Waitangi and working in multicultural environments. They can also pursue further professional credentials.

Able to:

Core:

- Apply business principles to develop strategic objectives and plans.
- Contribute to innovation and organizational change.
- Build and maintain strategic relationships.
- Use the Treaty of Waitangi principles in business activities.
- Follow professional and ethical practices to meet strategic goals.

HRM

- Study HR principles and practices to improve employee performance.
- Use HR research to help make strategic decisions.
- Look at trends, including technology, to improve HR areas.
- Explain HR principles and practices clearly to influence stakeholders, following industry ethics.

EXERCISE 1 – RELEVANCE

Imagine building the future workforce

Based on the summary, have we gotten this right? Or are we still missing things?

RELEVANT

Which capabilities stand out to you and why? Would you hire or upskill your staff with one or all qualifications?

- Interviewing
- Recruitment
- Processes
- Neuro-diversity and disabilities
- Highly-skilled but don't interview well
- Laws
- Need for practical application to emphasize skills
- Engaging with communities of practice

- IEA and CEA | Unions are different
- Understanding diversity with people
- Professional development
 - Process
 - Analysis
 - Training
- Maintain relevant skills
 - Attend PD for HR Advisors

NOT YET

These capabilities are missing, unclear, or doesn't apply to my region or entity?

SUMMARY

MARKETING

High-level summary of the vocational qualifications that provide an alternative pathway into the Marketing profession. Transferable into a variety of entities e.g. corporate, community/voluntary, Limited liability company, etc.

Level 5

Outcome: Entry-level accounting roles in various types of entities.

Aim: To help people in New Zealand gain business skills, enabling them to support businesses effectively while respecting cultural diversity and the Treaty of Waitangi. Graduates can also pursue further professional recognition.

Able to:

Core:

- Analyse business factors for decision-making.
- Use business knowledge for innovation and change.
- Build relationships with stakeholders.
- Apply Treaty of Waitangi principles in business.
- Follow professional and ethical practices.

Marketing:

- Apply fundamental marketing principles
- Marketing techniques and strategies
- Conduct market research:
- Use technology and platforms to engage with customers or consumers
- Develop a marketing plan advising management on existing and emerging marketing Issues

Level 6

Outcome: To equip people in New Zealand with business knowledge and skills for strategic business roles.

Aim: Will help achieve business goals ethically and inclusively, respecting the Treaty of Waitangi and working in multicultural environments. They can also pursue further professional credentials.

Able to:

Core:

- Apply business principles to develop strategic objectives and plans.
- Contribute to innovation and organizational change.
- Build and maintain strategic relationships.
- Use the Treaty of Waitangi principles in business activities.
- Follow professional and ethical practices to meet strategic goals.

Marketing

- Develop and justify strategic marketing plans, including competitive advantage, digital marketing, analytics, and evaluation.
- Create and implement engagement strategies with stakeholders, focusing on digital marketing, consumer behaviour, and evaluation.
- Develop and apply the entity's strategic marketing objectives, including positioning, branding, internationalisation, and evaluation.
- Improve the entity's strategic efficiency and effectiveness with marketing principles and processes.
- Use creativity and integrated marketing communication for effective marketing outcomes

EXERCISE 1 – RELEVANCE

Imagine building the future workforce

Based on the summary, have we gotten this right? Or are we still missing things?

RELEVANT

Which capabilities stand out to you and why? Would you hire or upskill your staff with one or all qualifications?

Storytelling

- As we can't always compete on price need to focus on value positioning

Trends vs. issues

Results vs. outcomes

- Interpreting their marketing results

Ethics

- Privacy around data and handling of customer information

Micro-credentials

- In Selwyn District we are the fastest growing population in NZ, large youth & older population in need of district training

NOT YET

These capabilities are missing, unclear, or doesn't apply to my region or entity?

MĀORI BUSINESS AND MANAGEMENT

This discipline aims to understand how best to support Māori clients, colleagues, and wider business community. This is what we have gathered as top of mind for Maori business and management

Intellectual Property and Legal Considerations • IP: Protecting intellectual property rights. • Remove barriers – understand prohibitors for Māori: Identifying and overcoming obstacles.	Wealth and Sustainability • Inter-generational wealth: Building and maintaining family wealth. • Sustainability, kaitiakitanga, environment: Practicing environmental stewardship. • Empowering collective: Strengthening community through shared resources. • Taranaki pov: good partner with iwi, hapu, and non-Māori community: Fostering inclusive partnerships.	Cultural and Indigenous Considerations • How Māori contribute to the economy and iwi: Understanding Māori economic impact. • Barrier to sell indigenous food: Navigating challenges in indigenous food markets. • What can be commercialised without losing tapu/mana: Balancing commercialisation with cultural integrity. • WAI 262 what is it?: Knowledge of indigenous intellectual property rights. • Te Tiriti in practice: Applying the Treaty of Waitangi principles. • What is mine vs. nō tatou: Distinguishing personal vs. collective ownership. • Non-Māori perspective: how to be intentional and communicate with Māori: Effective cross-cultural communication. • Non-Māori perspective: diverse ownership models used within iwi, hapu, PSGE can inform how businesses are run: Learning from Māori ownership structures	Business Development and Entrepreneurship • Entrepreneurship: Starting and managing new business ventures. • Managing whanau owned business: Overseeing family-owned enterprises • Succession planning: Preparing for leadership transitions. • Exit strategy: Planning for business sale or closure. • Negotiation: Effectively reaching agreements. • Pitching for work: Presenting business proposals. • Procurement: Acquiring goods and services. • Collaboration: Working jointly with others. • Measuring impact of your business for your customers: Assessing business outcomes. • How to build/develop Māori conceptual frameworks for good business practice, decision-making, organizational structure: Creating culturally-informed business models. • Partnership, management, referrals: Building and managing business relationships. • Build capability and skill sets internationally: Expanding skills for global markets. • Build a network of Māori businesses: Connecting with other Māori enterprises.	Education and Mentorship • Appealing and motivating outcomes post-qualification: Highlighting benefits of education. • Where to go to for help: Identifying support resources. • A qual by Māori for Māori a qual about Māori for all: Developing inclusive educational qualifications. • Mentoring – tuakana/teina: Providing and receiving mentorship. • Tuakana-teina model embedded: Implementing traditional mentorship models. • Generational transfer of knowledge: Passing down expertise and wisdom.
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EXERCISE 1 – OPPORTUNITY

Imagine building the future workforce

How can you support Māori businesses?

what else do you think is important for Māori and how can you support Maori business

REFLECTION

What do you think is important to Māori?

- Being culturally aware and why cultural practice to engage with others / customers
- Networking opportunities are small in the region but needed to share information, resources, and utilise people where needed
- There is an increase in small businesses returning to growing their land – forestry, fishing, and farming
- Non-Māori need to acknowledge protocol and format will be different when engaging with Māori businesses and should adjust and anticipate their approaches
- New information e.g. Funding For use. In two apprenticeships
- Māori entrepreneurship is important in the Selwyn District
 - Can other provide opportunities to trade at all levels of the value chain
 - Access to productive resources
 - Understanding business set-up and start-up
- Funding awareness for Māori businesses to access
- Mentoring opportunities
- Māori economic development is a key pillar in our society
- Supporting rural and urban Māori close to marae and whanau – Runanga connection
- Support in education for the 1st or 2nd year as needs increase
- Time
 - Priorities are different based on their commitments in their community
 - There is a desire to elevate Māori rangatahi into business and encouraging them to brainstorm ideas or take their idea to setting up a business

- From a Māori business owner, the lens that business is business; business owners are business owners
 - The distinction that Māori business and Māori business owners are any different to other businesses. In the business world, they are all business owners and run their own business. Their approach to running their business is unique.
- The North Island and South Island need to get better at 'national business', building connection, and accessing similar support services for businesses
 - Partnerships with the right mentors
 - South Island is more scattered so needs and resources are different
- Adjust my approach when engaging and support Māori businesses
 - Listen
 - Support diversity in the workplace
 - Support indigenous languages in the workplace
 - Be comfortable and learn from mistakes
- Ongoing coaching
- Businesses are engaging with Iwi to be educated in Māori frameworks that encourage healthier engagement approaches with Iwi

SUPPORT

How can you support Māori Business?

SUMMARY

SMALL BUSINESS

High-level summary of the vocational qualifications that provide fundamental knowledge and skills to establishing a business OR structures in place to manage your business.

Level 3

Outcome: Assess business opportunities.

Aim: equip people in New Zealand to assess small businesses. They will learn how to start a small business following the principles of the Treaty of Waitangi and in a multicultural setting.

Able to:

- Find small business opportunities that match your skills, interests, and preferences.
- Evaluate if a small business idea is practical and likely to succeed.
- Understand the importance of building good relationships with stakeholders.
- Act professionally, ethically, and inclusively when assessing a small business.

Level 4

Outcome: Business ownership now and in the future

Aim: start, run, grow, and sustain a small business. Graduates will be able to use their business knowledge and skills in line with the principles of the Treaty of Waitangi and in a multicultural setting.

Able to:

- Use knowledge of ownership structures to start, run, and grow a small business.
- Create a business plan that is suitable for external stakeholders and supports a viable business idea, including details like finances, HR, marketing, technology, sales, risk management, and regulations.
- Run and manage a small business to improve performance and meet stakeholder needs.
- Act professionally, ethically, and inclusively when managing a small business

EXERCISE 1 – RELEVANCE

Imagine building the future workforce

Based on the summary, have we gotten this right? Or are we still missing things?

RELEVANT

Which capabilities stand out to you and why? Would you hire or upskill your staff with one or all qualifications?

- Filing tax
- Knowing who to go to as small business owners to seek assistance (financial, capability, resources)

NOT YET

These capabilities are missing, unclear, or doesn't apply to my region or entity?



- KEY: Attendees were presented with high-level topics and skills that is embedded across the qualifications within each workstream

	Existing skills and knowledge the qualifications already include
	These circles and “additional insights” list is what attendees added at the event



SUMMARY

MANAGEMENT

The review for Management has launched. We would like to acknowledge the link between Management and Leadership...

Differences		Crossover
Management:	Leadership	
Focuses on administering and maintaining systems	Focuses on influencing and guiding people	- Decision-making: Both need to make important decisions for their teams and organizations. - Communication: Clear communication is essential to share goals, expectations, and feedback. - Problem-solving: Both must tackle challenges and find solutions. - Team development: Both roles involve growing talent and building strong teams. - Goal setting: Both set objectives, though the scope may vary. - Resource allocation: Both need to distribute resources effectively to meet goals. - Change management: Both guide and implement changes. - Performance evaluation: Both assess the performance of individuals and teams. - Conflict resolution: Both address and resolve team conflicts. - Ethical responsibility: Both uphold ethical standards and foster a positive culture.
Emphasizes planning, organizing, and controlling	Emphasizes vision, inspiration, and motivation	
Concerned with achieving short-term goals and objectives	Concerned with long-term direction and strategy	
Relies on formal authority and position power	Relies on personal power and influence	
Tends to be more tactical and process-oriented	Tends to be more strategic and people-oriented	

IDENTIFY SKILLS UNIQUE TO MANAGEMENT

What's changed?
What's new?
What's missing?

- Performance management
 - Effective communication
 - How to help people if they find themselves in roles that don't suit them
- Time management
 - Team
 - Self
- Data and analytics
- Systems management
- Disciplinary processes
 - Understanding values and needs between own & business
- Contingency planning
- Continuous improvements
- Change management
- Disruptions
- BAU changes
- Strategic overview
- Soft skills
 - Listening
 - Empathy
- Report writing
- Feedback
 - Receive
 - give



- Dealing with rejection
- Sampling and experiential
- Presentation:
 - Personal presentation
 - Attractive presentation of product | service
- Broader economic outlook that may influence
- Interviews you are selling yourself
- Consumers are savy
 - Understand the psychology of sales
 - Information is available to potential customer
- Phone skills
- Cold calling
- People skills
- Direction & agile
- Passion & drive
- Writing skills
- Questioning:
 - Asking hard questions
 - Asking the right questions
- Predict the problem before it becomes a problem





Te Manu Arataki

Enhance the offering of generic leadership credentials on the NZQCF to:

- make pathways clearer, more visible, and more cohesive;
- more regionally responsive to ensure relevancy, higher enrolment and completion, more meaningful learners and industries;
- meet the needs of Māori learners with more evident and recognition of mātauranga Māori;
- meet the needs of Pacific learners;
- meet the needs of tangata whaikaha learners.

Resources:

Subject matter expertise from Industry, Providers, Associations, Networks, Māori, Pacific, Tangata Whaikaha, Peak Bodies

Environmental Scan

Summary of Engagement Findings

New Zealand Qualifications and Credentials Framework

Leadership

Level 3

Outcome: This is an introductory qualification intended for people who are aspiring to be or are currently new leaders. The qualification will provide Aotearoa New Zealand with people who have the introductory skills and knowledge to be a confident and effective leader.

Able to:

- Adopt self-reflection in leadership practice within own roles and responsibilities.
- Identify and apply organisational core values and objectives to people-led activities.
- Communicate effectively in a socially and culturally responsible manner within a leadership context.
- Apply effective problem-solving and contribute to decision-making for organisational purposes.
- Behave professionally and ethically to support organisational values in a leadership context.

Level 4

Outcome: The purpose of this qualification is to provide Aotearoa New Zealand with people who can lead teams and workflows to achieve objectives in a leadership role.

Able to:

- Lead others to establish and achieve objectives.
- Develop self-reflection and self-assessment to enhance leadership practice.
- Assess situations and respond effectively within a leadership activity.
- Promote an inclusive environment to value diversity for positive performance for the organisation.
- Communicate to develop effective relationships with team members.

Level 5

Outcome: The purpose of this qualification is to provide Aotearoa New Zealand with people who have business knowledge and skills that can be applied in a range of operational business contexts.

Able to:

Core:

- Analyse business factors for decision-making.
- Use business knowledge for innovation and change.
- Build relationships with stakeholders.
- Apply Treaty of Waitangi principles in business.
- Follow professional and ethical practices

Strand

- Lead with kaitiakitanga to identify operational challenges and apply techniques for continuous improvement to support the entity's performance.
- Lead others to implement activities, including change processes, within the entity's plans to support its performance.
- Implement strategies for a positive workplace culture and team engagement to value diversity to support an entity.
- Apply communication, interpersonal, and influencing techniques to support an entity's performance.

Level 6

Outcome: The purpose of this qualification is to provide Aotearoa New Zealand with people who have advanced leadership knowledge and skills that can be applied in a range of strategic organisational contexts.

Able to:

- Evaluate the impact of current influences on operations and make strategic recommendations to support an organisation's performance.
- Lead people to enable achievement of strategic organisational goals to support an organisation's performance.
- Implement continuous improvement strategies to support an organisation's performance.
- Lead and implement change to support an organisation's performance.
- Develop and evaluate strategies for a positive workplace culture and team engagement to value diversity and to support an organisation's performance.

Leadership

1. Do you see your kaimahi/learners/communities under the strategic purpose statement and graduate profile outcomes? 2. Are these the leadership skills relevant for your current and future leaders?

1. Who do you see in these quals?

L3- can see this is for ppl coming into the qualification

L4- can see that these leaders are able to do the mahi

L4 can make specific decisions on a project

Can see the step up between the levels. Good feedback on alignment to the leadership positions of a company

An example of pre-trade apprenticeship – do apprenticeship

Sport coaches at L3

L3 would work for Volunteer organisations – this would give them some structure

Someone hiring a manager – needs 5 to 10 years experience

Need to be able to understand the business

A good leader doesn't necessarily need to be able to work the tools or have subject

2. Relevancy of leadership skills

For level 3- remove “introductory”

L4- should have more technical focus rather than “achieve objectives in a leadership role”

Micro-credentials are key

Support to separate leadership and management

Management is task-related

Teachers- leading a class

This would work for Committee leadership

L3 teaches values

L3- upholds values of the business.

Level 4 strategic purpose statement seems too vague.