

41068 Analyse internal and external environments to inform the impact on an entity

Kaupae Level	5
Whiwhinga Credit	10
Whāinga Purpose	<p>This skill standard is intended for people who can contribute to the operational objectives of an entity.</p> <p>This skill standard will provide learners with the knowledge and skills to assess the internal and external factors affecting an organisation's performance and reflect on the effectiveness of the analysis process.</p> <p>This skill standard can be used within programmes leading to the New Zealand Diploma in Business (Level 5) [Ref: 2459] – Core, or in other credentials.</p>

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 factors and their impact on an entity's performance and decisions.	a. Determine the need and issues relevant to an entity's performance and decisions.
	b. Analyse internal factors that impact an entity's performance and decisions.
	c. Analyse external factors that impact an entity's performance and decisions.
2. Evaluate the impact of internal and external factors on an entity's operations.	a. Evaluate how an internal factor impacts an entity's operations.
	b. Evaluate how an external factor impacts an entity's operations.
3. Reflect on the analysis process and the evaluation of the impacts to inform an entity's performance and own role.	a. Reflect on the analysis process and its effectiveness in informing the internal and external impacts on an entity's performance and decisions.
	b. Reflect on the evaluation of the impacts to an entity's performance and scope of role and responsibility.

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

The task or activity may relate to Te Tiriti o Waitangi. For guidance on Te Tiriti o Waitangi, please see [programme guidance documents](#).

Definitions:

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.

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

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

Scope of role and responsibility refers to the responsibilities, authority, and boundaries of an individual's position within an entity, including the tasks they are expected to perform and the limits of their decision-making.

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 information to inform an entity's internal and external environment

- environmental scan using analysis tools:
 - SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
 - risk management
 - PESTLE analysis (Political, Economic, Social, Technological, Legal, Environmental)
 - SOAR (Strengths, Opportunities, Aspirations, Results)
 - Porters Five Forces.

- cultural approaches to gather data and information:
 - kanohi ki te kanohi/face-to-face
 - talanoa
 - hui ā-Ipurangi/online meetings.

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.

Examples of decisions within an entity

- operational
- financial
- resources
- projects
- productivity.

Evaluation of impacts and outcomes on entity operations

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

Reflection on analysis processes

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

Rauemi | Resources

- Chaplain College – [SOAR Analysis](#).
- Ministry of Business, Innovation, and Employment – [Strategic Intentions and Business Strategy](#).
- Statistics New Zealand – [Economic and Social Data](#).
- Te Puni Kōkiri – [Māori Business Support](#).

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Services Industry Skills Board
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 Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	26 February 2026	N/A
Kōrero whakakapinga Replacement information	N/A		
Rā arotake Planned review date	31 December 2030		

Please contact Services Industry Skills Board at qualifications@servicesisb.nz to suggest changes to the content of this skill standard.