



# **Responsible Leaders Challenge**

Griffith Business School  
Challenge for High School Students

**TEACHERS GUIDE**

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# Challenge 2026 Teacher Guide

Thank you for your interest in the 2026 Responsible Leaders Challenge. The Responsible Leaders Challenge has been designed to support curriculum capabilities relating to:

- analysing business environments;
- evaluating strategic options;
- investigating stakeholder perspectives;
- developing evidence-informed recommendations;
- and communicating justified business decisions.

This year's partner, Ahimsa Oils operating out of Samford (QLD) are asking:

***How can a values-driven Australian wellness business continue to grow sustainably while maintaining authenticity, trust, and ethical positioning within an increasingly crowded and commercialised market?***

This document is designed to give teachers a bit of snapshot of curriculum alignment and some suggestions as to how to get the most out of the competition for their students.

## Curriculum links: Years 10–12

Below is a broad snapshot of the principles through which we have designed the challenge with our partner. A more details application is provided at the end of the handbook.

<b>Year level / subject</b>	<b>Curriculum connection</b>	<b>How the challenge supports it</b>
Year 10 Economics and Business	Investigating business issues, analysing information, evaluating responses and communicating reasoned arguments	Students investigate the wellness market, analyse competition, evaluate strategic options and justify recommendations.
Year 11–12 Business General	Business environments, competitive markets, strategic development, feasibility and evaluation	Students apply business tools to analyse Ahimsa's position and recommend sustainable growth strategies.
Year 11–12 Business Studies Applied	Practical business contexts, customer needs, marketing, operations and business opportunities	Students develop applied recommendations for a small values-driven business.

## Example tools by report section

In the table below, we provide some suggested tools and frameworks that students may find useful when analysing the case and developing recommendations. Importantly, these tools are not mandatory, and teachers are encouraged to work with their teams to discuss how concepts, models, and analytical approaches explored within their classrooms may be applied to the challenge. The examples included below draw on conversations with teachers during our professional development sessions, alongside commonly used analytical tools and frameworks referenced throughout the curricula.

<b>Report section</b>	<b>Useful tools</b>
4.1 Understanding the Wellness Market and Ahimsa Oils' Position	Porter's Five Forces, SWOT, competitor analysis, customer segmentation, PESTLE, positioning map
4.2 Strategic Challenges and Opportunities	Value proposition canvas, stakeholder analysis, customer personas, digital marketing audit, brand positioning, social media/influencer fit analysis
4.3 Recommendations for Long-Term Sustainability and Implementation	Triple Bottom Line, cost-benefit analysis, risk matrix, feasibility analysis, implementation timeline, partnership evaluation matrix

## Using the challenge in your school

The Responsible Leaders Challenge has been designed to provide schools with flexibility in how the competition is incorporated into classroom teaching and learning. Depending on the needs of individual subjects, cohorts, and assessment programs, the challenge may be used as a formative research and strategy task, a practice business report, a scaffolded assessment preparation activity, an extension opportunity for high-performing students, or as a broader class-based project linked to market analysis, strategic recommendation, and evaluation skills. Some schools have even used it as a mentoring opportunity whereby senior students run an enterprising/business social club.

The open-ended nature of the challenge encourages students to engage with authentic business ambiguity, requiring them to identify priorities, evaluate evidence, and justify strategic decisions rather than simply applying predetermined answers. This makes the challenge particularly well suited to developing higher-order thinking, inquiry, communication, and evaluative judgement skills embedded throughout the Economics and Business and Senior Business curriculum.

Schools may also choose to adapt the challenge to suit different classroom contexts and teaching approaches. For example, some teachers may wish to use individual sections of the report as standalone classroom activities, while others may structure the challenge as a longer-term collaborative project involving research, peer feedback, presentations, or internal judging panels. Similarly, some schools may choose to integrate the challenge directly into existing assessment programs, while others may use it as an enrichment or extension activity designed to promote creativity, strategic thinking, and real-world business application.

Importantly, the challenge is designed to support authentic learning experiences by encouraging students to apply classroom knowledge and analytical frameworks to a real organisational context. As a result, the Responsible Leaders Challenge provides opportunities for students to engage with contemporary business issues while developing practical research, analysis, teamwork, communication, and strategic decision-making capabilities.

While there is no formal limit on the number of submissions a school may enter into the Responsible Leaders Challenge, we suggest that schools are likely to achieve the strongest educational outcomes when running an internal review or competition process prior to submission. For example, your school may choose to have students evaluate and provide feedback on the work of their peers, participate in classroom judging panels, or identify the most strategically compelling submissions to progress to the Griffith Business School judging stage. These processes can support the development of evaluative judgement, communication, collaboration, and critical thinking skills while encouraging students to reflect more deeply on what makes an effective business recommendation.

### **What strong submissions show**

Strong submissions will demonstrate entrepreneurial thinking, strategic judgement, and a clear understanding of the Ahimsa Oils case. Students are not expected to address every issue raised in the brief. Instead, stronger teams will show that they have carefully read the case, identified the most important opportunities or challenges, and made a clear argument for why they have chosen to focus on particular issues over others.

Recommendations should be supported by a thoughtful mix of primary and secondary evidence. This may include industry research, academic or media sources, competitor analysis, customer research, surveys, interviews, or other relevant evidence gathered by the team. The strongest reports will use this evidence to justify practical, creative, and values-aligned recommendations rather than simply presenting general ideas.

Submissions will be reviewed by Griffith Business School academics, with input from the industry partner. Judges will look for reports that are well researched, clearly argued, professionally presented, and capable of helping Ahimsa Oils think differently about sustainable growth, customer trust, and strategic opportunity. Encourage your students to use depth over breadth, scoping a larger list of concerns into the most strategic priorities.

While the formal judging criteria used within the Griffith Business School competition process will not be made public, the following descriptors have been provided to assist teachers who may wish to incorporate the Responsible Leaders Challenge into internal classroom assessment or school-based judging processes. These broadly align to the key areas of evaluation to be used by the judgement panel however the competition will be judged in a relative comparative method that improves fairness across the competing teams.

The descriptors below have intentionally been written in broad terms so they may be adapted to suit different year levels, curriculum requirements, assessment conditions, and classroom contexts. Teachers are therefore encouraged to modify the criteria, weighting, language, or achievement standards as appropriate for their own students and programs.

## ***Executive Summary***

<b>Level</b>	<b>Descriptor</b>
<b>Excellent</b>	Provides a highly clear, concise, and persuasive summary of the report, including the key strategic issues, analysis, recommendations, and overall conclusions. Demonstrates strong strategic insight and professional business communication.
<b>Strong</b>	Provides a clear and effective summary of the report, including the main issues, recommendations, and conclusions. Communicates professionally and logically.
<b>Sound</b>	Provides an adequate summary of the report and key recommendations, though some important information may lack clarity or detail.
<b>Developing</b>	Provides a basic or incomplete summary with limited clarity, detail, or strategic focus.
<b>Limited</b>	Provides minimal or unclear summary of the report and recommendations.

## ***Understanding and Analysis***

<b>Level</b>	<b>Descriptor</b>
<b>Excellent</b>	Demonstrates sophisticated understanding of the business situation and broader market environment. Insightfully analyses strategic issues using highly relevant evidence and appropriate analytical tools.
<b>Strong</b>	Demonstrates clear understanding of the business situation and market environment. Effectively analyses strategic issues using relevant evidence and analytical tools.
<b>Sound</b>	Demonstrates adequate understanding of the business situation and identifies some relevant strategic issues. Uses some evidence or analytical tools appropriately.
<b>Developing</b>	Demonstrates basic understanding of the business situation with limited analysis or use of evidence and analytical tools.
<b>Limited</b>	Demonstrates minimal understanding of the business situation. Limited or inaccurate analysis.

### ***Strategic Thinking and Recommendations***

<b>Level</b>	<b>Descriptor</b>
<b>Excellent</b>	Recommendations are highly strategic, creative, feasible, and strongly aligned with the business context, values, and evidence presented.
<b>Strong</b>	Recommendations are logical, relevant, and supported by evidence and analysis.
<b>Sound</b>	Recommendations address some relevant issues but may lack depth, feasibility, or strong justification.
<b>Developing</b>	Recommendations are simplistic, underdeveloped, or weakly connected to the analysis.
<b>Limited</b>	Recommendations are unclear, unrealistic, or unsupported.

### ***Evaluation and Sustainability***

<b>Level</b>	<b>Descriptor</b>
<b>Excellent</b>	Insightfully evaluates implementation considerations, risks, trade-offs, and long-term sustainability impacts using clear business criteria.
<b>Strong</b>	Effectively evaluates implementation considerations and long-term impacts using relevant business criteria.
<b>Sound</b>	Identifies some implementation considerations or sustainability implications.
<b>Developing</b>	Limited evaluation of implementation challenges, risks, or sustainability.
<b>Limited</b>	Minimal or no evaluation evident.

### ***Communication and Professionalism***

<b>Level</b>	<b>Descriptor</b>
<b>Excellent</b>	Response is highly professional, logically structured, and communicates ideas clearly and persuasively. Evidence and referencing are integrated effectively.
<b>Strong</b>	Response is well structured and communicates ideas clearly using appropriate business language and evidence.
<b>Sound</b>	Response communicates ideas adequately with generally appropriate structure and language.

<b>Level</b>	<b>Descriptor</b>
<b>Developing</b>	Communication lacks clarity, structure, or professionalism in places.
<b>Limited</b>	Communication is unclear, poorly structured, or difficult to follow.

## **Good luck for the challenge, and please consider sharing your stories**

Whether or not your school submits an entry into the final program, we'd love to hear your thoughts and feedback on the challenge and its alignment to your teaching. Please consider sharing your stories (or raising any questions) with the GBS school outreach team via email: [gbs-schools@griffith.edu.au](mailto:gbs-schools@griffith.edu.au)

## Year 10 Curriculum notes

While the Responsible Leaders Challenge is not designed to address every Year 10 Economics and Business content descriptor directly, it strongly supports the inquiry, analysis, evaluation, communication, and general capability dimensions embedded within the curriculum. In this context, the challenge provides opportunities for students to:

- analyse contemporary business environments;
- investigate factors influencing consumer decision-making;
- evaluate business responses to changing market conditions;
- interpret information from a range of sources;
- develop evidence-informed recommendations;
- and communicate reasoned business arguments using appropriate terminology.

The challenge may also support exploration of:

- entrepreneurship and business innovation (AC9HE10K05);
- consumer behaviour and purchasing decisions (AC9HE10K03);
- and broader economic and business influences shaping market environments.

In completing the challenge, students may apply a range of business frameworks and analytical tools to support their investigation and recommendations, including SWOT analysis, Porter's Five Forces, competitor analysis, customer segmentation, and sustainability analysis. These are not prescribed tools for the challenge, and we strongly encourage you to have a conversation with your teams about how tools you have used in the classroom may be relevant to the current challenge.

The Responsible Leaders Challenge also strongly supports the development of the General Capabilities embedded within the Australian Curriculum and QCAA Economics and Business framework. In particular, the challenge aligns closely with the development of:

- critical and creative thinking;
- literacy;
- ethical understanding;
- personal and social capability;
- and inquiry capabilities.

Participation in the Responsible Leaders Challenge requires students to:

- develop questions and lines of inquiry;
- identify, interpret, and evaluate information from multiple sources;
- analyse business problems and market environments;
- consider alternative strategic responses;
- draw evidence-informed conclusions;
- evaluate actions, recommendations, and potential outcomes;
- and communicate evidence-informed business recommendations in professional formats.

The challenge also supports collaborative problem-solving, teamwork, peer feedback, and authentic real-world business communication through the development and presentation of strategic recommendations.

## Senior Business Curriculum Connections

The following section outlines how the Responsible Leaders Challenge aligns with the overarching syllabus objectives of the Senior Business syllabus. While individual teachers and schools may adapt the challenge to suit different classroom contexts, the authentic and open-ended nature of the case provides students with opportunities to engage in analysis, evaluation, strategic thinking, and professional business communication consistent with the objectives of the syllabus.

Importantly, the challenge requires students to move beyond simply identifying business concepts and instead apply analytical tools, interpret evidence, evaluate strategic options, and justify recommendations within a contemporary business context. The challenge therefore supports opportunities for students to develop the higher-order inquiry, problem-solving, and communication capabilities embedded throughout the Senior Business syllabus.

Syllabus objective	Connection to the Ahimsa Oils Challenge	Most evident in
<b>1. Describe business situations and environments</b>	Students are required to describe Ahimsa Oils as a mature Australian wellness business operating within a highly competitive and rapidly evolving market environment. This includes describing the company's niche positioning, ethical philosophy, customer base, and the external pressures created by changing consumer expectations, digital competition, low-cost online retailers, and emerging social media marketing environments.	Section 4.1 of the report, though elements may also appear within the introduction and Executive Summary
<b>2. Explain business concepts and strategies</b>	The challenge requires students to explain business concepts and strategies relating to marketing, strategic development, competitive advantage, relationship marketing, sustainability, digital marketing, stakeholder relationships, and business growth. Students are encouraged to apply appropriate business terminology and provide examples drawn from the Ahimsa Oils case and broader industry research.	4.1 Understanding the Wellness Market and Ahimsa Oils' Position and 4.2 Strategic Challenges and Opportunities.
<b>3. Analyse and interpret business situations</b>	Students are required to analyse the strategic challenges and opportunities facing Ahimsa Oils using appropriate analytical tools and frameworks. This may include analysing competition within the wellness industry, customer behaviour, digital marketing effectiveness, influencer alignment, or retail partnership opportunities.	Most strongly demonstrated within 4.1 Understanding the Wellness Market and Ahimsa Oils' Position and 4.2 Strategic Challenges and Opportunities, particularly where

	Students must interpret trends, relationships, and implications arising from their analysis to draw conclusions about the business situation.	analytical tools and evidence are applied.
<b>4. Evaluate business strategies</b>	The challenge requires students to evaluate potential business strategies relating to sustainable growth, customer engagement, digital marketing, partnerships, authenticity, and brand positioning. Students must use business criteria to form judgments regarding the suitability, feasibility, sustainability, and long-term implications of their recommendations before proposing strategic recommendations for Ahimsa Oils.	Most evident within 4.2 Strategic Challenges and Opportunities and 4.3 Recommendations for Long-Term Sustainability and Implementation.
<b>5. Create responses that communicate meaning to suit audience, context and purpose</b>	Students are required to communicate their findings and recommendations through a professional business report designed for an authentic business audience. The challenge encourages students to structure ideas logically, apply appropriate business language and analytical frameworks, integrate evidence from multiple sources, and use referencing conventions to support their recommendations and demonstrate scholarship.	Demonstrated throughout the entire report, particularly within the Executive Summary, Conclusion, referencing, report structure, and overall professionalism of communication.

### Alignment with Unit Objectives

While the Ahimsa Oils challenge focuses primarily on a mature business navigating strategic growth and competitive pressures, a number of concepts relating to market positioning, customer acquisition, differentiation, and growth strategy remain relevant to the case. Teachers may therefore find that completion of the challenge supports aspects of the Unit 1 and Unit 2 objectives outlined in the following two tables:

<b>Unit 1 objective</b>	<b>Strength of Alignment</b>	<b>Summary of Alignment to the Ahimsa Oils Challenge</b>
1. Describe business situations and environments relating to businesses in the various stages of the business life cycle.	Strong	Students can describe Ahimsa Oils as a mature, values-driven wellness business and identify its current stage in the business life cycle. They can also describe the internal, external operating, and macro environmental factors shaping the business, including its niche customer base, digital competition, ethical positioning, and growth challenges.

2. Explain business concepts and strategies relating to the fundamentals of business and the creation of business ideas.	Moderate	Students can explain relevant business concepts such as strategic planning, business goals, differentiation, customer needs, entrepreneurship, sustainability, technology, marketing, operations, and stakeholder relationships. While the challenge is not focused on creating a new business, it does invite students to consider new growth ideas or strategic opportunities for an existing business.
3. Analyse and interpret business situations, environments and the key business functions relating to the fundamentals of business and the creation of business ideas using analytical tools.	Strong	Students can use analytical tools such as SWOT or PEST to analyse Ahimsa Oils' business environment, customer relationships, competitors, market position, and growth opportunities. This may include interpreting trends in consumer behaviour, digital marketing, sustainability, niche wellness products, and the implications these trends have for the business.
4. Evaluate strategic planning and business ideas to make decisions and propose recommendations.	Strong	Students can evaluate possible strategic directions or growth ideas for Ahimsa Oils using business criteria such as competitiveness, effectiveness, efficiency, and stakeholder satisfaction. This may include assessing whether ideas are viable, values-aligned, commercially realistic, and suitable for a small niche business.
5. Create responses that communicate meaning to suit audience, context and purpose.	Strong	Students create a business report that communicates their analysis and recommendations to an authentic business audience. This aligns with the requirement to communicate clearly, use business terminology, structure ideas logically, and support recommendations with evidence.

Unit 2 objective	Strength of alignment	Alignment to the Ahimsa Oils Challenge
<b>1. Describe business situations and environments relating to business start-up and market entry in the growth stage of the business life cycle.</b>	<b>Limited</b>	Students can describe Ahimsa Oils as a mature business exploring future growth opportunities within a highly competitive wellness market. While the challenge is not directly focused on business start-up, students may investigate aspects of market development, niche positioning, digital competition, and opportunities to enter or strengthen presence within new customer segments or retail channels.
<b>2. Explain business concepts and strategies relating to the establishment of a business and market entry.</b>	<b>Moderate</b>	Students can explain business concepts and strategies relating to market positioning, customer acquisition, branding, relationship marketing, digital marketing, differentiation, and growth strategies. The challenge also provides opportunities to explore how niche businesses compete against larger market entrants and low-cost digital competitors.
<b>3. Analyse and interpret business situations, environments and the key business functions relating to the establishment of a business and market entry using analytical tools.</b>	<b>Moderate</b>	Students can apply analytical tools such as SWOT, STEEPLE, or USP analysis to investigate Ahimsa Oils' competitive environment, customer base, digital strategy, and growth opportunities. Students may also analyse the implications of entering new retail channels, expanding customer reach, or strengthening market differentiation within the wellness industry.
<b>4. Evaluate start-up and growth strategies to make decisions and propose recommendations.</b>	<b>Moderate</b>	Students can evaluate a range of growth strategies relevant to Ahimsa Oils, including digital engagement strategies, relationship marketing, influencer partnerships, retail partnerships, and niche market development. Recommendations may be evaluated using business criteria such as competitiveness, effectiveness, efficiency, and stakeholder satisfaction.
<b>5. Create responses that communicate meaning to suit audience, context and purpose.</b>	<b>Strong</b>	Students create a professional business report that communicates analysis, strategic thinking, and recommendations to an authentic business audience. This aligns with the requirement to communicate meaning clearly using business terminology, logical sequencing, evidence, and appropriate referencing conventions.

While the challenge set out by Ahimsa Oils is not directly focused on large-scale product diversification or international expansion, the case strongly aligns with concepts relating to strategic development, competitive differentiation, customer diversification, market positioning, and maintaining competitiveness within a mature and increasingly hostile market environment. As such, the challenge may provide significant opportunities for students to demonstrate aspects of the Unit 3 objectives outlined below:

<b>Unit 3 objective</b>	<b>Strength of alignment</b>	<b>Alignment to the Ahimsa Oils Challenge</b>
1. Describe business situations and environments relating to competitive markets and strategic development in the maturity stage of the business life cycle.	Strong	Students can describe Ahimsa Oils as a mature business operating within an increasingly competitive wellness market shaped by changing consumer expectations, low-cost digital competitors, evolving social media environments, and strategic growth pressures.
2. Explain business concepts and strategies relating to competitive markets and strategic development.	Strong	Students can explain concepts relating to strategic development, differentiation, relationship marketing, customer engagement, sustainability, stakeholder management, competitive advantage, and niche market positioning.
3. Analyse and interpret business situations, environments and the key business functions relating to competitive markets and strategic development using analytical tools.	Strong	Students can apply analytical tools such as SWOT, STEEPLE, USP analysis, and stakeholder analysis to investigate Ahimsa Oils' competitive environment, customer relationships, digital marketing challenges, retail partnerships, and strategic growth opportunities.
4. Evaluate diversification strategies to make decisions and propose recommendations.	Moderate–Strong	While the challenge is not focused specifically on product diversification or international expansion, students may evaluate diversification-related strategies such as customer diversification, retail channel diversification, strategic partnerships, digital engagement strategies, and market development opportunities to support long-term growth and competitiveness.
5. Create responses that communicate meaning to suit audience, context and purpose.	Strong	Students communicate strategic analysis and recommendations through a professional business report designed for an authentic business audience, using appropriate business terminology, evidence, and report conventions.

While Ahimsa Oils is not necessarily operating within a clear decline stage of the business life cycle, the challenge strongly aligns with concepts relating to repositioning, strategic evolution, competitive adaptation, and responding to changing market environments. The case requires students to consider how a mature business might evolve while maintaining authenticity, customer trust, and ethical positioning within an increasingly crowded and commercialised wellness market. As such, the challenge provides significant opportunities for students to demonstrate the Unit 4 objectives outlined below.

<b>Unit 4 objective</b>	<b>Strength of alignment</b>	<b>Alignment to the Ahimsa Oils Challenge</b>
1. Describe business situations and environments relating to repositioning and transformation of a business in the post-maturity stage of the business life cycle.	Strong	Students can describe Ahimsa Oils as a mature business experiencing stagnating growth within a rapidly evolving wellness market. Students may investigate the competitive pressures, technological changes, shifting consumer expectations, and digital market environments influencing the need for strategic repositioning and business evolution.
2. Explain business concepts and strategies relating to repositioning and transformation of a business.	Strong	Students can explain concepts relating to repositioning, strategic development, relationship marketing, sustainability, competitive advantage, customer trust, digital engagement, stakeholder management, and change within mature business environments.
3. Analyse and interpret business situations, environments and the key business functions relating to repositioning and transformation of a business using analytical tools.	Strong	Students can apply analytical tools such as SWOT, STEEPLE, Porter's Five Forces, force field analysis, and stakeholder analysis to investigate the drivers of change affecting Ahimsa Oils and evaluate potential repositioning or transformation strategies. Analysis may focus on marketing, customer engagement, operations, digital strategy, influencer partnerships, and sustainable growth opportunities.
4. Evaluate repositioning and transformation strategies to make decisions and propose recommendations.	Strong	Students are required to evaluate a range of potential repositioning and strategic evolution strategies for Ahimsa Oils, including digital engagement approaches, relationship marketing, partnership opportunities, customer diversification, sustainability initiatives, and brand positioning strategies. Recommendations may be evaluated using business criteria such as competitiveness, effectiveness, efficiency, and stakeholder satisfaction.
5. Create responses that communicate meaning to suit audience, context and purpose.	Strong	Students communicate strategic analysis and recommendations through a professional business report designed for an authentic business audience. This aligns with the requirement to communicate meaning clearly using appropriate business terminology, evidence, logical sequencing, and referencing conventions.

## Applied Senior Syllabus (Business Studies 2024 V1.2)

The following section outlines how the Responsible Leaders Challenge may align with selected objectives and learning areas within the Applied Business syllabus. Due to the flexible and project-based nature of the syllabus, the challenge provides opportunities for students to engage with authentic business problems while applying business knowledge, examining information, communicating recommendations, and evaluating potential business solutions.

Importantly, the challenge is not intended to comprehensively address every unit or topic area within the syllabus. Instead, the Ahimsa Oils case provides a flexible real-world context through which teachers may choose to emphasise particular applied business skills, concepts, and project-based learning experiences relevant to their classroom programs. The strongest alignments are typically found within areas relating to marketing, customer relationships, entrepreneurship, communication, and strategic decision-making.

Syllabus objective	Strength of alignment	Alignment to the Ahimsa Oils Challenge
<b>1. Explain business concepts, processes and practices.</b>	<b>Strong</b>	Students are required to explain a range of business concepts, processes, and practices relating to marketing, strategic development, sustainability, customer relationships, digital engagement, competitive positioning, stakeholder management, and business growth. The challenge encourages students to apply appropriate business terminology within an authentic business context.
<b>2. Examine business information.</b>	<b>Strong</b>	Students must select, interpret, and examine information from a range of sources to identify key features of the Ahimsa Oils business situation. This includes examining relationships between consumer behaviour, digital competition, customer trust, sustainability, social media engagement, and strategic growth opportunities.
<b>3. Apply business knowledge.</b>	<b>Strong</b>	Students apply business knowledge and analytical frameworks to investigate strategic options for Ahimsa Oils. The challenge requires students to consider the advantages, limitations, risks, and implications of different strategies before making recommendations within a real-world business context.
<b>4. Communicate responses.</b>	<b>Strong</b>	Students communicate their findings and recommendations through a professional business report using appropriate structure, business terminology, evidence, and referencing conventions suited to audience, context, and purpose. Schools may also choose to incorporate presentations, pitches, or panel discussions as part of internal review processes.

<b>5. Evaluate projects.</b>	<b>Moderate–Strong</b>	The challenge encourages students to reflect on the effectiveness and practicality of their recommendations, including implementation challenges, trade-offs, sustainability, and long-term business implications. Schools conducting internal judging or peer-review processes may also create opportunities for students to evaluate and refine their own work and the work of others.
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The Responsible Leaders Challenge aligns particularly well with several units within the Applied Business Studies syllabus, especially those focused on customer relationships, marketing, entrepreneurship, and strategic decision-making. While the challenge is not designed to comprehensively address every unit option, the authentic business context provides opportunities for students to apply business knowledge, examine information, communicate recommendations, and evaluate potential business solutions in ways that closely reflect the applied and project-based nature of the syllabus.

#### Unit option C: Working with customers

Relevant area	Strength of alignment	Alignment to the Ahimsa Oils Challenge
Working with customers	<b>Strong</b>	The challenge strongly aligns with customer relationships, customer needs, customer loyalty, customer expectations, and customer relationship management. Students may investigate how Ahimsa Oils builds trust, authenticity, and long-term customer relationships within a niche wellness market.
Customer behaviour and relationships	<b>Strong</b>	Students can analyse customer buyer behaviour, niche customer expectations, relationship marketing, and strategies to improve customer engagement and loyalty.
Customer communication and feedback	<b>Moderate–Strong</b>	The challenge supports exploration of newsletters, social media engagement, community interaction, and customer communication strategies as part of Ahimsa Oils' relationship-based business model.

#### Unit option D: Working in marketing

Relevant area	Strength of alignment	Alignment to the Ahimsa Oils Challenge
Marketing fundamentals	<b>Strong</b>	The challenge strongly aligns with marketing concepts including target marketing, positioning, digital marketing, customer engagement, branding, competitive advantage, and ethical marketing practices.

Consumer buying behaviour	<b>Strong</b>	Students may investigate how customer values, authenticity, sustainability, trust, and social influence shape purchasing behaviour within the wellness industry.
Digital marketing and promotion	<b>Strong</b>	The challenge directly explores issues relating to Google advertising, social media engagement, influencer partnerships, authentic content creation, and digital customer acquisition strategies.
Competitor analysis and positioning	<b>Strong</b>	Students can evaluate how Ahimsa Oils differentiates itself from large-scale competitors such as Amazon, Temu, dōTERRA, and Young Living through niche products, ethical positioning, and relationship-based marketing.
Marketing mix and competitive advantage	<b>Strong</b>	Students may apply elements of the marketing mix, particularly product differentiation, pricing, promotion, and positioning strategies relevant to niche wellness businesses.

#### Unit option F: Entrepreneurship

Relevant area	Strength of alignment	Alignment to the Ahimsa Oils Challenge
Entrepreneurship and innovation	<b>Moderate–Strong</b>	While Ahimsa Oils is an established business rather than a start-up venture, the challenge aligns strongly with entrepreneurial thinking, innovation, niche market development, and strategic adaptation within changing markets.
Entrepreneurial values and behaviours	<b>Strong</b>	Students may explore how values-driven entrepreneurship, ethical business practices, relationship-building, and long-term vision contribute to business sustainability and competitive advantage.
Networking and business relationships	<b>Strong</b>	The challenge supports investigation into influencer partnerships, wellness communities, retail relationships, and aligned brand advocacy as part of strategic growth.
Innovation and strategic development	<b>Moderate–Strong</b>	Students can evaluate innovative approaches to marketing, customer engagement, niche product development, and sustainable growth strategies for small businesses operating within highly competitive environments.