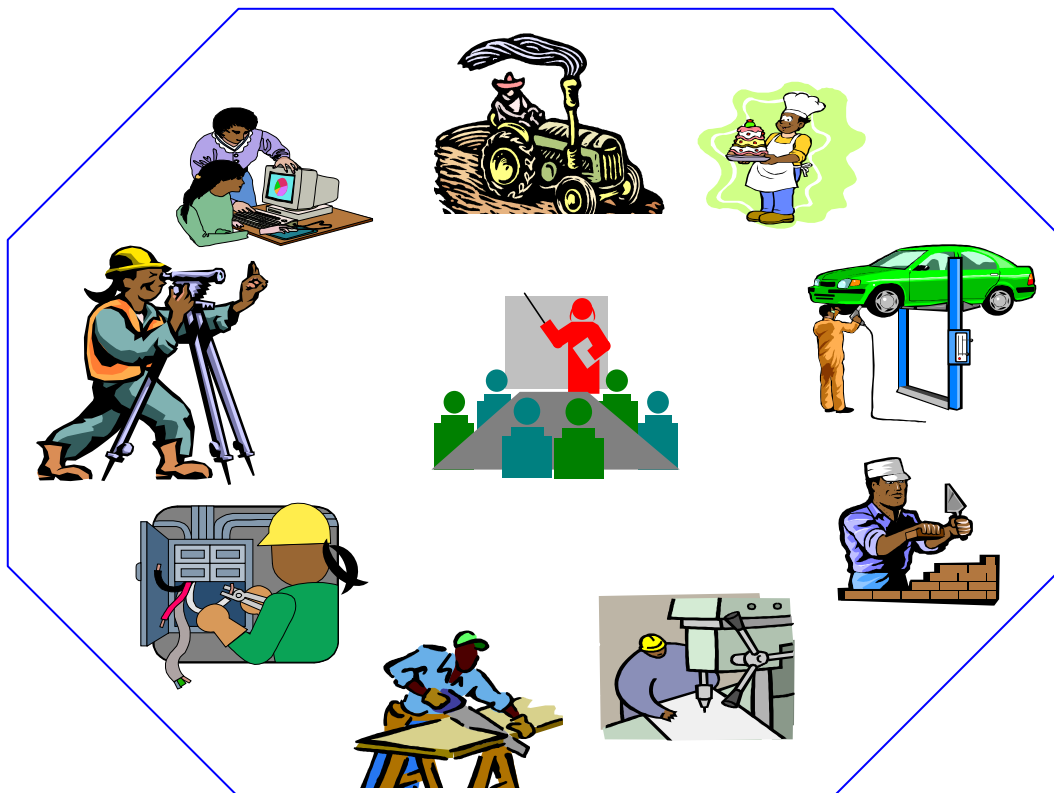




Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD

## COOPERATIVE ORGANIZATION DEVELOPMENT

NTQF Level III



*Ministry of Education  
January 2018*

## Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopian Occupational Standards (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard which comprised of Units of Competence.

A Unit Title describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title and NTQF level
- Unit title
- Unit code
- Unit descriptor
- Element and Performance criteria
- Variables and Range
- Evidence guide

Together all the parts of a Unit Title guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the occupation with all the key components of a Unit Title:

- Chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles
- Contents of each Unit Title (competence standard)
- Occupational map providing the TVET providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

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## UNIT OF COMPETENCE CHART

Occupational Standard: Cooperative Organization Development		
Occupational Code: <b>AGR COD3</b>		
<b>NTQF Level III</b>		
<a href="#"><u>AGR COD3 01 0118</u></a> Promote Cooperative Values, Principles and Policies	<a href="#"><u>AGR COD3 02 0118</u></a> Work Effectively with Diversity	<a href="#"><u>AGR COD3 03 0118</u></a> Organize Meetings
<a href="#"><u>AGR COD3 04 0118</u></a> Coordinate Formation of Cooperative and Organizational	<a href="#"><u>AGR COD3 05 0118</u></a> Apply Economics of Cooperative	<a href="#"><u>AGR COD3 06 0118</u></a> Process Cooperative Registration
<a href="#"><u>AGR COD3 07 0118</u></a> Prepare Financial Statement	<a href="#"><u>AGR COD3 08 0118</u></a> Design and Produce Business Documents	<a href="#"><u>AGR COD3 09 0118</u></a> Maintain Cooperatives Business Resources
<a href="#"><u>AGR COD3 10 0118</u></a> Perform Financial Calculations	<a href="#"><u>AGR COD3 11 0118</u></a> Process Customers Complaints	<a href="#"><u>AGR COD3 12 0118</u></a> Contribute to Conflict Management
<a href="#"><u>AGR COD3 13 0118</u></a> Provide Training on Cooperative Issue	<a href="#"><u>AGR COD3 14 0118</u></a> Monitor Implementation of Work Plan/Activities	<a href="#"><u>AGR COD3 15 0118</u></a> Apply Quality Control
<a href="#"><u>AGR COD3 16 0118</u></a> Lead Workplace Communication	<a href="#"><u>AGR COD3 17 0118</u></a> Lead Small Teams	<a href="#"><u>AGR COD3 18 0118</u></a> Improve Business Practice
<a href="#"><u>AGR COD3 19 0118</u></a> Prevent and Eliminate MUDA		

<b>Occupational Standard: Cooperative Organization Development Level III</b>	
<b>Unit Title</b>	<b>Promote Cooperative Values, Principles and Policies</b>
<b>Unit Code</b>	<b><a href="#">AGR COD3 01 0118</a></b>
<b>Unit Descriptor</b>	This unit describes the knowledge, skills and attitude required to demonstrate the values of the cooperatives and social justice movements. It includes applying ethical standards and dealing with ethical problems.

<b>Element</b>	<b>Performance Criteria</b>
1. Demonstrate an understanding of cooperative context and principles	<p>1.1. Conduct which demonstrates an awareness of the <b>values and principles of cooperatives</b> is displayed following workplace requirements.</p> <p>1.2. Ensure a sound knowledge of the structure and processes of the cooperatives , and the cooperatives <b>context</b> and its history is evidenced in work</p> <p>1.3. Ensure a sound knowledge of <b>organising principles</b>, strategies and behaviours is evidenced in work</p> <p>1.4. Ensure decision making processes are democratic and accountable and can be readily explained to other cooperatives members</p> <p>1.5. Clearly communicate the rights, responsibilities and benefits of cooperatives membership</p>
2. Promote social justice and the cooperatives movement	<p>2.1. Ensure an awareness of the historical, social, political and economic importance of the cooperatives movement is evidenced in work</p> <p>2.2. <b>Social justice</b> issues are integrated into work practices</p> <p>2.3. Opportunities are utilised to explain and promote the values and principles of the cooperatives movement effectively and appropriately</p> <p>2.4. Links are made between values and conditions and social justice and collective power</p> <p>2.5. Links are made with relevant social and political coalitions</p>
3. Develop own and others' commitment to a collective and social justice agenda	<p>3.1. People are motivated to act collectively and encourage participation in cooperatives activities, and policy and decision making forums</p> <p>3.2. Membership participation is promoted in a collective agenda in the workplace and the community</p> <p>3.3. Ensure behaviour in others that is contradictory to furthering the principles and values of cooperation is challenged appropriately</p>

	<p>3.4. The perspectives and opinions of cooperatives members are actively communicated within the cooperatives as appropriate</p> <p>3.5. Own commitment is developed in accordance with organizational procedures</p>
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Variable	Range
Values and principles of cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Self help</li> <li>• Self-responsibility</li> <li>• Democracy</li> <li>• Honesty</li> <li>• Equity</li> <li>• Equality</li> <li>• Fairness</li> <li>• Solidarity</li> <li>• Social responsibility</li> <li>• Justice for working people</li> <li>• Respect for diversity</li> <li>• Open membership</li> <li>• Members economic participation</li> <li>• Members democratic participation</li> <li>• Autonomy and independency</li> <li>• Education, training and information</li> <li>• Cooperation among cooperative</li> <li>• Concern for cooperatives</li> </ul>
Context	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Economic, social and political environment</li> <li>• Employer organisations and professional bodies</li> <li>• Gender and racial divisions in society</li> <li>• Legal entities</li> <li>• National and international peak councils</li> <li>• Other affiliated cooperatives</li> <li>• Political parties</li> <li>• Power relationships in society</li> <li>• Regional and state/territory trades and labour councils</li> <li>• Relevant networks and committees</li> </ul>
Organising principles	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Campaigning around issues and collective bargaining</li> <li>• Developing networks</li> <li>• Growth</li> <li>• Leadership development</li> <li>• Member activism and involvement</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognising strength comes from active participation of members who own the cooperatives</li> </ul>
Social justice	<p>might include:</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Equity</li> <li>• Fairness</li> <li>• Human Rights and Inclusively</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> <li>• The values of the cooperatives movement are applied in daily or regular work practices</li> <li>• Confirm the application of principles of cooperatives</li> <li>• Apply ethical standards</li> <li>• Deal with ethical problems</li> <li>• Knowledge of own cooperatives: its history, vision and policies, its coverage of workers and its structure and processes.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• The nature of ethics and ethical values</li> <li>• Fundamental ethical principles such as justice, respect for persons, procedural fairness, confidentiality, responsible care</li> <li>• Values of public sector office</li> <li>• Natural justice/procedural fairness</li> <li>• Equal employment opportunity, equity and diversity principles</li> <li>• Where to access ethical decision making/problem solving models, organisational codes and procedures</li> <li>• Procedures for declaring conflicts of interest</li> <li>• Protocols for reporting fraud, corruption and maladministration</li> <li>• Occupational health and safety procedures relating to ethical work practices</li> <li>• Basic power relations in society including economic, social, gender, racial and political</li> <li>• Own cooperatives : its history, vision and policies, its coverage of workers and its structure and processes</li> <li>• Relevant political system, including the basic structure of government and how legislation is developed, and the main political parties and their platforms</li> <li>• Structure of the cooperatives movement including national and international cooperatives organisations, and regional and state/territory trades and labour councils.</li> </ul>

Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Applying objective and impartial evaluation of conflicting requirements</li> <li>• Using ethical decision making</li> <li>• Preparing written advice and reports requiring accuracy of expression</li> <li>• Accessing legislation and codes of ethics electronically or in hard copy</li> <li>• Tailoring communication to suit different audiences</li> <li>• Responding to diversity, including gender and disability</li> <li>• Applying occupational health and safety procedures relating to ethical work practices</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Organization Development Level III</b>	
<b>Unit Title</b>	<b>Work Effectively with Diversity</b>
<b>Unit Code</b>	<a href="#"><u>AGR COD3 02 0118</u></a>
<b>Unit Descriptor</b>	This unit describes the knowledge, skills and attitude required to recognise and interact productively with diversity in the workplace.

<b>Element</b>	<b>Performance Criteria</b>
1. Recognise individual differences and respond appropriately	1.1. <b>Individual differences</b> in <b>colleagues</b> , clients and customers are recognized and respected. 1.2. Differences are sensitively responded. 1.3. Behaviour is ensured to be consistent with <b>legislative requirements</b> and <b>cooperatives guidelines</b> . 1.4. Diversity is accommodated using appropriate verbal and non-verbal communication.
2. Encourage the benefits of diversity in cooperatives	2.1. Promote the cooperative's workforce diversity in internal and external forums to enhance the company's image and reputation 2.2. Capture ideas and information from the diversity in the workforce to enhance products and services and contribute to competitive advantage 2.3. Support organisational efforts to value diversity
3. Work effectively with individual differences	3.1. Knowledge, skills and experience of others are recognized and documented in relation to team objectives. 3.2. Colleagues are encouraged to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes. 3.3. Relations to diversity valued by the business are ensured with customers and clients.

<b>Variable</b>	<b>Range</b>
Individual differences	May include, but not limited to: <ul style="list-style-type: none"> <li>• Ability</li> <li>• Age</li> <li>• Belief systems/values</li> <li>• Culture</li> <li>• Expertise/experience/working styles</li> <li>• Gender</li> <li>• Interests</li> </ul>



	<ul style="list-style-type: none"> <li>• Wants</li> <li>• Believes and attitudes</li> <li>• Interpersonal style</li> <li>• Language</li> <li>• Mental ability</li> <li>• Past experiences</li> <li>• Physical characteristics</li> <li>• Politics</li> <li>• Race</li> <li>• Religion</li> <li>• Sexual orientation</li> <li>• Thinking and learning styles.</li> </ul>
Colleagues	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Internal customers</li> <li>• Junior staff</li> <li>• Managers and supervisors</li> <li>• Personnel's</li> <li>• Peers</li> <li>• Stakeholders.</li> </ul>
Legislative requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Disability discrimination legislation</li> <li>• Human rights and equal opportunity legislation</li> <li>• Racial and sex discrimination legislation.</li> </ul>
Enterprise guidelines	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Codes of conduct or ethics</li> <li>• Diversity policies</li> <li>• Human resources policies and procedures.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> <li>• Adjusting language and behaviour as required by interactions with diversity</li> <li>• Awareness of diversity issues</li> <li>• Knowledge of relevant legislation.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➢ anti- discrimination legislation</li> <li>➢ ethical principles</li> <li>➢ codes of practice</li> <li>➢ privacy laws</li> <li>➢ occupational health and safety</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Major groups in the community and work environment, as defined by cultural, religious and other traditions and practices</li> <li>• Reasonable adjustments that facilitate participation by people with a disability</li> <li>• Value of diversity to the economy and society in terms of workforce development, Ethiopia's place in the global economy, innovation and social justice.</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• Problem solving and initiative skills to recognise and address own responses to difference.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Organize Meetings
Unit code	<a href="#">AGR COD3 03 0118</a>
Unit Descriptor	This unit encompasses the knowledge, skills and attitude required to organize meetings including agendas, arrange meeting venue, participant selections, taking and keeping minutes.

Element	Performance Criteria
1. Make meeting arrangements	<p>1.1. Any <b>legal or ethical requirements</b> are identified and complied</p> <p>1.2. The <b>type of meeting</b> and its purpose are identified</p> <p>1.3. <b>Requirements</b> of meeting and participants are identified</p> <p>1.4. <b>Meeting arrangements</b> are made in accordance with requirements of meeting.</p> <p>1.5. Participants are advised of any changes to original meeting details.</p>
2. Prepare documentation for meetings	<p>2.1. <b>Agenda, meeting papers</b> and notice of meeting, are prepared in accordance with meeting requirements</p> <p>2.2. Documentation is checked for accuracy and any errors are corrected</p> <p>2.3. Documentation is dispatched to participants within designated timelines</p> <p>2.4. Spare sets of documents are prepared</p>
3. Record and produce minutes of meeting	<p>3.1. <b>Notes</b> are taken with the required degree of speed and accuracy to ensure an accurate record of the meeting</p> <p>3.2. <b>Minutes</b> are produced that reflect a true and accurate account of the meeting</p> <p>3.3. Minutes are checked for accuracy and submitted for approval by the nominated person</p> <p>3.4. Copies of minutes are dispatched within designated Timelines</p>

Variable	Range
Legal and ethical requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>Requirements for cooperative societies meetings</li> <li>Codes of practice</li> <li>Legislation relating to cooperatives, associations etc</li> </ul>

Type of meeting	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Face-to-face</li> <li>• Video and Tele-conferencing</li> <li>• Annual general meeting</li> <li>• Urgent meetings</li> <li>• Management committee, control committee and board meetings</li> <li>• Staff meeting</li> </ul>
Meeting arrangements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Scheduling the date and time for the meeting</li> <li>• Booking an appropriate venue</li> <li>• Organizing catering</li> <li>• Organizing accommodation and transport</li> <li>• Organizing appropriate communication technology</li> <li>• Establishing costs and operating within a budget</li> <li>• Preparing relevant documentation for participants</li> </ul>
Agenda	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Statement of the meeting's purpose</li> <li>• Date, time and location of meeting</li> <li>• Welcome</li> <li>• Minutes of the previous meeting</li> <li>• Matters or business arising from the minutes</li> <li>• Correspondence</li> <li>• Reports</li> <li>• Major agenda items/cooperative societies business issues</li> <li>• Requesting other agendas from audience date of next meeting</li> </ul>
Meeting papers	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Financial reports</li> <li>• Chairperson's report</li> <li>• Inspection and audit reports</li> <li>• Itemized meeting papers</li> <li>• Draft documentation</li> <li>• Correspondence</li> <li>• Control committee reports</li> <li>• Minutes of previous meeting</li> </ul>
Notes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Opening speech Chairperson</li> <li>• Points discussed at the meeting</li> <li>• Suggestions made at the meeting</li> <li>• Issues raised at the meeting</li> <li>• Decisions taken at the meeting</li> </ul>

	<ul style="list-style-type: none"> <li>• Questions, suggestions, points of differences and comments</li> <li>• Formal motions/ Votes</li> <li>• Arrangements for next meeting</li> <li>• Record of participants who were present at or absent from the meeting (attendees and apologies)</li> </ul>
Minutes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Using previous minutes to determine required format</li> <li>• Using organization templates</li> <li>• Meeting details (e.g. Title, date, time, location)</li> <li>• Welcoming speech</li> <li>• Names of absent and attending participants</li> <li>• Apologies</li> <li>• Papers summary report</li> <li>• Approval of the record of the previous minutes</li> <li>• Matters arising from the previous meetings</li> <li>• Correspondence</li> <li>• Agenda items</li> <li>• Other business</li> <li>• Date of the next meeting lists rather than complete sentences</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify issues for minutes from general discussions</li> <li>• Describe principles and procedures in regard to meetings, agendas and minute-taking</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• Principles and procedures in regard to meetings, agendas and minute-taking</li> <li>• Meeting terminology</li> <li>• Meeting structures</li> <li>• Meeting arrangements</li> <li>• Minute format</li> </ul>		
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Write and compile agenda items and record minutes; make notes from spoken texts in meetings;</li> <li>• Use a variety of strategies for planning, reviewing and proofreading documentation</li> <li>• Communication skills to co-ordinate and consult with participants; orally present written reports with a number of defined sections; clarify points made in meetings</li> <li>• Time-management skills to allow sufficient time to prepare for and conduct meetings</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.</li> <li>• Negotiation skills</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Coordinate Formation of Cooperative and Organizational Structure
Unit Code	<a href="#">AGR COD3 04 0118</a>
Unit Descriptor	This unit deals the knowledge, skills and attitude required to undertake creating awareness, election and organization of management committee, control committee, and other committees. Conduct general meeting and facilitation of cooperatives registrations.

Element	Performance Criteria
1. Develop the initiative	<ul style="list-style-type: none"> <li>1.1. Proposed initiative and ideas are worked out</li> <li>1.2. Committed core group is pulled together</li> <li>1.3. Critical questions are defined</li> <li>1.4. Cooperative is discussed as one of several options</li> <li>1.5. Information is collected</li> <li>1.6. Relevant market/economic need is explored</li> <li>1.7. Scope and nature of the problem are discussed</li> <li>1.8. Economic and social aspects of problem are studied</li> </ul>
2. Build consensus	<ul style="list-style-type: none"> <li>2.1. Discuss within core group whether a new cooperative can adequately address identified problems and opportunities</li> <li>2.2. Organizational alternatives are studied</li> <li>2.3. Initial meetings are held to review scope and nature of a Cooperative solution</li> <li>2.4. Cooperative approach is proposed in public meeting</li> <li>2.5. If sufficient interest among potential members, initial budget is created</li> </ul>
3. Establish a steering committee	<ul style="list-style-type: none"> <li>3.1. Leadership is identified</li> <li>3.2. <b>Steering committee</b> is established</li> <li>3.3. Working groups are installed</li> <li>3.4. Timetable and tasks are agreed on</li> <li>3.5. Tasks are assigned to potential members for subsequent steps</li> </ul>

	3.6. Trust is built among potential members 3.7. Founders meeting are held
4. Conduct feasibility study and member survey	4.1. Feasibility study is conducted 4.2. Potential members are surveyed 4.3. Support and expertise are obtained from third parties 4.4. Feasibility is agreed on and stakeholders informed
5. Determine organizational design	5.1. Organizational structure is determined 5.2. Preliminary statutes and rules or by-laws are prepared 5.3. Basic capital need is determined 5.4. Initial basic capital (members and third parties) is raised
6. Hold member commitment	6.1. A detailed business plan is developed and advise got when needed (most of times) 6.2. Legal identity is explained and confirmed 6.3. First members' meeting is held to approve the business plan 6.4. Books/accounting system is set up 6.5. Cooperatives resource is pooled in the forms of shares and sign-up 6.6. Interim board of directors is appointed
7. Involve other stakeholders	7.1. Manager (when possible and/or needed) or appoint is appointed a leader to manage the coop. 7.2. Necessary additional financing is secured 7.3. Relations with customers or suppliers are formalized
8. Start up the enterprise	8.1. General meeting is held and committees established 8.2. Necessary assets are secured 8.3. Registration and obtaining needed permits are studied 8.4. Preparatory financial and administrative tasks are carried out 8.5. Personnel is recruited

<b>Variable</b>	<b>Range</b>
Steering committee	Is a group of individual temporarily elected from founding members by the members to undertake specific activities in order to organize new cooperatives



Committee	May include, but not limited to: <ul style="list-style-type: none"> <li>• Individuals elected by General assembly from members to oversee the managements of the cooperative.</li> </ul>
General assembly	May include number of members/owners/users/controllers of a cooperative

<b>Evidence Guide</b>	
Critical Aspects of Competence	A candidate must be able to demonstrate the ability to: <ul style="list-style-type: none"> <li>• Explore relevant market/economic need</li> <li>• Study economic and social aspects of problem</li> <li>• Discuss within core group whether a new Cooperative can adequately address identified problems and opportunities</li> <li>• Conduct feasibility study</li> <li>• Survey potential members</li> <li>• Develop a detailed business plan</li> <li>• Determine basic capital need</li> <li>• Raise initial basic capital</li> <li>• Appoint interim board of directors</li> <li>• Registration, and obtaining needed permits,</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Management</li> <li>• Cooperative</li> <li>• Sociology</li> <li>• Accounting</li> <li>• Economics</li> </ul>
Underpinning Skills	Demonstrates skill to: <ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Basic computer skills</li> <li>• Basic accounting skills</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Apply Economics of Cooperative
Unit Code	<a href="#">AGR COD3 05 0118</a>
Unit Descriptor	This unit covers skills, knowledge and attitude required to develop awareness about basic economic concepts in cooperative, Identify members transaction, apply economic principle in cooperatives

Element	Performance Criteria
1. Create awareness about basic economic concepts in cooperative	<p>1.1. The meaning, role and concept of economics in cooperative are enlightened.</p> <p>1.2. Appropriate cooperative business economic issues of the cost/price, profit and benefit are identified and used in decisions of the work place.</p> <p>1.3. Information on investment decision making, customer value and demand curves are recognized</p> <p>1.4. Market changes and scope of economics of scale are identified for improved decision and benefits in the cooperatives</p>
2. Identify members transaction	<p>2.1. Meanings, requirements, contributions, role, <b>liability</b>, benefit and impacts of members are explained in the cooperative societies business transaction</p> <p>2.2. The appropriate ways of managing members participation in different cooperatives are worked with using <b>different controlling and handling means</b> for the services and products</p> <p>2.3. Motivation and <b>certification</b> are assisted in based information to members for better performance and governance concern</p>
3. Implement surplus appropriate	<p>3.1. The concepts of profit and surplus are described and differentiated in cooperative business context</p> <p>3.2. Information about <b>members transaction</b> with the cooperatives are gathered and identified for fair and proper work according to <b>functions of cooperatives</b></p> <p>3.3. The status of cooperative is identified and <b>appropriate division of cooperatives' surplus</b> applied according to the appropriate <b>cooperative laws</b></p> <p>3.4. The different appropriate methods/approaches of surplus appropriation are identified and used in the cooperative</p>

	<p>3.5. Different appropriate methods of loss appropriation are identified and used in the cooperative</p> <p>3.6. Appropriate methods of surplus and /or loss appropriation are implemented in the cooperative depending on the status of cooperative society</p>
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<b>Variable</b>	<b>Range</b>
Liability	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Limited</li> <li>• Unlimited</li> </ul>
Different controlling and handling means	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Pass book</li> <li>• Ledger</li> <li>• Membership certificate</li> <li>• Share certificate</li> <li>• Receipts</li> <li>• Contract agreement</li> <li>• Cash payment</li> <li>• Notices</li> <li>• Documentation</li> <li>• Openness</li> </ul>
Certification	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Membership certificate</li> <li>• Share certificate</li> </ul>
Members transaction	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Purchase</li> <li>• Used Services</li> <li>• Goods and services</li> <li>• Collection</li> <li>• Producers/Processing</li> </ul>
Functions of cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Production</li> <li>• Services rendering</li> </ul>
Appropriate division of cooperatives' surplus	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Dividend</li> <li>• Patronage</li> <li>• Reserve fund</li> <li>• Cooperative fund</li> <li>• Expansion fund</li> <li>• Training and miscellaneous expenses fund</li> </ul>

Cooperative laws	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Coop Proclamation</li> <li>• Coop Directives</li> <li>• By Law</li> <li>• Internal By Law</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify basics of economic of cooperatives</li> <li>• Identify strategy to manage the cooperative members performance</li> <li>• Select relevant and available practices of member's transaction management and surplus/loss appropriation.</li> <li>• Apply the appropriate surplus/loss appropriation according to the appropriate cooperatives law</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• The cooperative values, principles, concept and scope</li> <li>• Cooperative thoughts and theories</li> <li>• Internal and bylaws of the cooperative</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Apply cooperative values/ethical values, principles, concept, bylaws of the cooperative, business plan, communication, bookkeeping, report writing, organizing procedures, basic accounting concepts and basic marketing concepts</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Process Cooperative Registration
Unit Code	<a href="#">AGR COD3 06 0118</a>
Unit Descriptor	This unit encompasses a range of knowledge, skills and attitudes required to identify the requirement for registration, perform registration and to maintain recorded document in terms of registration of cooperatives society.

Element	Performance Criteria
1. Identify the requirement for registration	1.1. <b>Registration</b> is defined. 1.2. The benefit and role of cooperatives registration are identified 1.3. The different types of cooperatives registrations are identified through their level. 1.4. Criteria, requirements and duties of registration are identified 1.5. The steps are identified for registration of cooperatives society 1.6. The legal requirement cooperatives registration is identified
2. Perform registrations of cooperatives society	2.1. The fulfillment of necessary requirement is checked for registration 2.2. The cooperatives society is registered with the appropriate document. 2.3. The commencement of the business is declared
3. Maintain the registration document	3.1. The <b>relevant document</b> is identified according to the rules and regulation of <b>appropriate authority</b> . 3.2. Right document is kept or held as per their standard 3.3. The registration is monitored and evaluated

Variable	Range
Registration	May include, but not limited to the process of proved legal personality for cooperatives to act as legal entity in eyes of law.
Appropriate authority.	May be include but not limited to the authorized Cooperative Promotion and development office to register cooperatives at woreda, zonal ,regional and Federal level

Relevant document	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Minutes of the founders meeting;</li> <li>• The by-laws of the society in three copies</li> <li>• Name, address, and signature of members of management committee of the society;</li> <li>• Detailed description which proves that the registered members of the society have met the requirements for membership in accordance with the provisions of this proclamation and the by-laws of the society;</li> <li>• Plan of the society;</li> <li>• Documents showing that the amount of capital of the society and capital has been collected and deposited that has been deposited in a place where the appropriate authority has designed;</li> <li>• The description of land on which the society operates.</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires the candidate to:</p> <ul style="list-style-type: none"> <li>• Identify legal document for registration</li> <li>• Recognize registration steps</li> <li>• Identify the necessary condition for registration of cooperatives</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Cooperatives theory and practice</li> <li>• Cooperatives rules and regulation</li> <li>• Know about documentation</li> <li>• Report writing</li> <li>• Cooperatives governance</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Planning for cooperatives</li> <li>• Communication skill</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Prepare Financial Statement
Unit Code	<u>AGR COD3 07 0118</u>
Unit Descriptor	This unit covers application of knowledge, skill and attitude to process financial statement preparation.

Element	Performance Criteria
1. Analyze source documents and record financial transactions	1.1. <b>Source documents</b> are identified 1.2. <b>Chart of accounts</b> are prepared 1.3. The effect of the transactions on accounts is analyzed 1.4. Transactions are recorded on a journal
2. Perform posting	2.1. Accounts for each journal entries are maintained 2.2. Transactions are transferred from journal to accounts
3. Prepare trial balance	3.1. Unadjusted <b>trial balance</b> is prepared 3.2. The equality of the balance is proved
4. Adjustment and inverse entries	4.1. Adjustment and inverse entries are analyzed and discussed after preparing the trial balance 4.2. Adjustment and inverse entries treatment in each basis of accounting are discussed 4.3. Adjusting entries are posted to ledgers
5. Prepare adjusted Trial balance	5.1. Adjusted trial balance is prepared 5.2. Work sheet is prepared
6. Prepare financial statements	6.1. <b>Income statement</b> is prepared 6.2. Statement of change in equity is identified and prepared 6.3. Statement of financial position ( <b>balance sheet</b> ) is prepared 6.4. <b>Cash flow</b> statement is prepared 6.5. Notes are prepared for the financial statements
7. Perform Post closing trial balance	7.1. Closing entries are prepared and journalized 7.2. Closing entries are posted to the ledger 7.3. Post-closing trial balance is prepared

Variable	Range		
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Source documents	Original records containing the details to substantiate a transaction entered in an accounting system it includes: <ul style="list-style-type: none"> <li>• Receipts</li> <li>• Voucher</li> <li>• Bank statements</li> <li>• Notes</li> </ul>
Chart of accounts	<ul style="list-style-type: none"> <li>• A chart of accounts is a created list of the accounts used by an organization to define each class of items for which money or the equivalent is spent or received. It includes asset, liability, equity, revenue, expense and contra accounts</li> </ul>
Trial balance	<ul style="list-style-type: none"> <li>• The proof of the debits and credits in the ledger</li> </ul>
Income statement	<ul style="list-style-type: none"> <li>• A financial statement that measures a company's financial performance over a specific accounting period. It gives a summary of revenue and expense and shows net income or net loss.</li> </ul>
Balance sheet	<ul style="list-style-type: none"> <li>• A financial statement that summarizes a company's assets, liabilities and shareholders' equity at a specific point in time.</li> </ul>
Cash flow	<ul style="list-style-type: none"> <li>• A summary of the cash receipts and cash payments of a business entity for a specific period of time.</li> </ul>
Tools and equipment	<ul style="list-style-type: none"> <li>• Stationery materials</li> <li>• Financial documents</li> <li>• Financial formats</li> </ul>
Types and sources of information	Documentation/records May include, but not limited to: <ul style="list-style-type: none"> <li>• Previous audit reports, minute, bylaws and coop. proclamation</li> <li>• Guidelines concerning relevant financial regulations, codes and procedures including relevant taxation requirements</li> <li>• Competency standards and training materials</li> <li>• Manufacturer's/client specifications, instructions and labeling advice including material safety data sheets</li> <li>• Workplace operating procedures and policies</li> <li>• National and international standards, criteria and certification requirements</li> <li>• Communications technology equipment, oral, aural or signed communications</li> <li>• OHS procedures</li> <li>• Quality assurance procedures</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	A candidate must be able to: <ul style="list-style-type: none"> <li>• Analyze source documents and record financial transactions</li> <li>• Perform posting</li> </ul>



	<ul style="list-style-type: none"> <li>• Prepare trial balance</li> <li>• Adjustment and inverse entries</li> <li>• Prepare adjusted Trial balance</li> <li>• Prepare financial statements</li> <li>• Perform Post closing trial balance</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Economics</li> <li>• Accounting</li> <li>• Cooperative financial management</li> <li>• Cooperative financial accounting</li> <li>• Cooperative accounting and auditing</li> <li>• Cost accounting</li> <li>• Peachtree accounting</li> </ul>
Underpinning Skills	<p>Demonstrate the skills in:</p> <ul style="list-style-type: none"> <li>• Prepare chart of accounts</li> <li>• Analyze the effect of the transactions on accounts</li> <li>• Record transactions on a journal</li> <li>• Transfer transactions from journal to accounts</li> <li>• Prepare trial balance</li> <li>• Prepare work sheet</li> <li>• Prepare statement of financial position (balance sheet)</li> <li>• Prepare income statement</li> <li>• Prepare cash flow statement</li> <li>• Statement of change in equity</li> <li>• Notes for the financial statements</li> <li>• Prepare and journalize closing entries</li> <li>• Post closing entries to the ledger</li> <li>• Prepare post-closing trial balance</li> <li>• Report writing skills</li> <li>• Information communication technology skills</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Design and Produce Business Documents
Unit Code	<a href="#">AGR COD3 08 0118</a>
Unit Descriptor	This unit describes the knowledge, skills and attitude required to design and produce various business documents and publications.

Element	Performance Criteria
1. Select and prepare resources	<p>1.1. Appropriate <b>technology</b> and <b>software</b> applications are selected and used to produce required <b>business documents</b></p> <p>1.2. Layout and style of publication are selected according to information and <b>organisational requirements</b></p> <p>1.3. Ensure document design is made consistent with company and/or client requirements, using basic design principles</p> <p>1.4. Format and style are discussed and clarified with person requesting document/publication</p>
2. Design document	<p>2.1. Files and records are identified, opened and generated according to task and organisational requirements</p> <p>2.2. Document is designed to ensure efficient entry of information and maximise the presentation and appearance of information</p> <p>2.3. A range of functions are used to ensure consistency of design and layout</p> <p>2.4. <b>Input devices</b> are operated within designated requirements</p>
3. Produce document	<p>3.1. Document production is completed within designated time lines according to organisational requirements</p> <p>3.2. Document produced is checked to ensure it meets task requirements for style and layout</p> <p>3.3. Document is stored appropriately and save document to avoid loss of data</p> <p>3.4. Manuals, training booklets and/or help-desks are used to overcome basic difficulties with document design and production</p>
4. Finalise document	<p>4.1. Document is proofread for readability, accuracy and consistency in language, style and layout prior to final output</p>

	<p>4.2. Any modifications to document are made to meet requirements</p> <p>4.3. Document is <b>named</b> and <b>stored</b> in accordance with organisational requirements and exit the application without data/loss damage</p> <p>4.4. Document is printed and presented according to requirements</p>
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Variable	Range
Technology	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Photocopiers</li> <li>• Printers</li> <li>• Scanners</li> </ul>
Software	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Accounting packages</li> <li>• Database packages</li> <li>• Presentation packages</li> <li>• Spreadsheet packages</li> <li>• Word processing packages</li> </ul>
Business documents	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Accounts statements</li> <li>• Client databases</li> <li>• Newsletters</li> <li>• Project reviews</li> <li>• Proposals</li> <li>• Reports</li> <li>• Web pages</li> </ul>
Organisational requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Budgets</li> <li>• Correctly identifying and opening files</li> <li>• Legal and organisational policies, guidelines and requirements</li> <li>• Locating data</li> <li>• Log-on procedures</li> <li>• Manufacturers' guidelines</li> <li>• Occupational health and safety policies, procedures and programs</li> <li>• Quality assurance and/or procedures manuals</li> <li>• Saving and closing files</li> <li>• Security</li> <li>• Storing data</li> </ul>

	<ul style="list-style-type: none"> <li>• Alternating headers and footers</li> <li>• Editing</li> <li>• Merging documents</li> <li>• Spell checking</li> <li>• Table formatting</li> <li>• Using columns</li> <li>• Using styles</li> </ul>
Input devices	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Mouse</li> <li>• Numerical key pad</li> <li>• Scanner</li> </ul>
Naming documents	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate file type</li> <li>• Authorised access</li> <li>• File names according to organisational procedure e.g. Numbers rather than names</li> <li>• File names which are easily identifiable in relation to the content</li> <li>• File/directory names which identify the operator, author, section, date etc.</li> <li>• Filing locations</li> <li>• Organisational policy for backing up files</li> <li>• Organisational policy for filing hard copies of documents</li> <li>• Security</li> </ul>
Storing documents	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Storage in directories and sub-directories</li> <li>• Storage on CD-ROMS, disk drives or back-up systems</li> <li>• Storing/filing hard copies of computer generated documents</li> <li>• Storing/filing hard copies of incoming and outgoing facsimiles</li> <li>• Storing/filing incoming and outgoing correspondence</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document</li> <li>• Using appropriate data storage options</li> <li>• The functions and features of contemporary computer applications.</li> </ul>

Underpinning Knowledge and Attitude	<p>Demonstrate the knowledge of</p> <ul style="list-style-type: none"> <li>• Appropriate technology for production requirements</li> <li>• Functions and features of contemporary computer applications</li> <li>• Organisational policies, plans and procedures</li> <li>• Organisational requirements for document design e.g. style guide.</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Keyboarding and computer skills to complete a range of formatting and layout tasks</li> <li>• Literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organisational requirements</li> <li>• Numeracy skills to access and retrieve data</li> <li>• Problem-solving skills to determine document design and production processes.</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Maintain Cooperatives Business Resources
Unit Code	<a href="#">AGR COD3 09 0118</a>
Unit Descriptor	This unit covers the knowledge, attitude and skills required to acquire, administer and maintain cooperative business resources to complete a variety of tasks.

Element	Performance Criteria
1. Advise on resource requirements	<p>1.1. Resource shortages and possible impact on operations are identified</p> <p>1.2. <b>Cooperative business resources</b> are identified, estimated, and market survey are under taken in accordance with <b>organizational requirements</b></p> <p>1.3. Clear, concise and relevant advice is given on the most economical and effective choice of equipment, materials and suppliers to achievement of organizational requirements</p>
2. Monitor equipment/ resource usage and maintenance	<p>2.1. Resource handling is established in accordance with organizational requirements</p> <p>2.2. <b>Business technology</b> is used to monitor and identify the effective use of equipment and resources</p> <p>2.3. Consultation with individuals and teams is used to facilitate effective decision making on the appropriate allocation of resources</p> <p>2.4. Relevant policies regarding resource use are identified and adhered to in the performance of operational tasks</p> <p>2.5. Resource usage is routinely monitored and compared with estimate requirements in budget plans</p>
3. Acquire resources	<p>3.1. Acquisition and storage of resources are done in accordance with organizational requirements</p> <p>3.2. Acquisition of resources is made cost effective and consistent with organizational timelines</p> <p>3.3. Resources are acquired within available timelines to meet identified requirements</p> <p>3.4. <b>Cooperative resource acquisition processes</b> are reviewed to identify improvements in future resource acquisitions</p>

Variable	Range
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Cooperative business resources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Facilities</li> <li>• Software</li> <li>• Raw materials</li> <li>• Human resource</li> <li>• Stock and supplies</li> </ul>
Organizational requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Quality assertion and/or procedures manuals</li> <li>• Legal and organizational principles and guidelines requirements</li> <li>• Business and performance plans</li> <li>• Security and confidentiality requirements</li> <li>• Line management and accountability channels</li> <li>• Access and equity principles and practice</li> <li>• Ethical standards</li> <li>• Occupational Health and Safety policies, procedures and programs</li> <li>• Continuous improvement processes and standards</li> </ul>
Business technology	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Computer applications</li> <li>• Modems</li> <li>• Personal schedules</li> <li>• Email</li> <li>• Internet/Extranet/Intranet</li> <li>• Photocopiers</li> </ul>
Cooperative resource acquisition processes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Tendered processes</li> <li>• Non-tendered processes</li> <li>• Contracted supplier ordering</li> <li>• Internal approvals and Periodic forecasts</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires that the candidate:</p> <ul style="list-style-type: none"> <li>• Collect and record data on resource use</li> <li>• Observe resource use over define and operational timeframes</li> <li>• Prepare reports to advise on resource needs</li> <li>• Access resources to maintain operations in line with requirement outcomes</li> <li>• Undertake routine maintenance</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Cooperative business resource acquisition Principles , plans and procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• The functions of a range of business equipment</li> <li>• The organizational procedures for record keeping/filing systems, security and safe recording practices</li> <li>• Organization's business structure</li> <li>• Procedures for routine maintenance</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Reading organization's principles , plans and procedures;</li> <li>• Writing simple instructions for a particular routine task</li> <li>• Proof reading and editing skills to ensure conformity to organizational requirements, check for accuracy and consistency of information</li> <li>• Diagnose faults and to monitor cooperative resource usage</li> <li>• Solving problem and determine appropriate fault repair actions</li> <li>• Numeracy skills to calculate resource/equipment expenditure</li> <li>• Technology skills including the ability to select and use technology appropriate to a task</li> <li>• Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Perform Financial Calculations
Unit Code	<a href="#">AGR COD3 10 0118</a>
Unit Descriptor	This unit covers the use of a common range of calculation methods and techniques for conducting routine financial calculations and transactions.

Element	Performance Criteria
1. Obtain data and resources for financial calculations	<p>1.1. <b>Input data</b> is obtained and verified as relevant for <b>workplace calculations</b></p> <p>1.2. Outcomes of calculations are determined and confirmed from task specifications</p> <p>1.3. Relevant <b>resources and equipment</b> are acquired to perform the calculations effectively</p> <p>1.4. Simple spreadsheets are developed where necessary to perform calculations that may be repeated</p>
2. Select appropriate methods and carry out financial calculations	<p>2.1. Hand held calculators are primarily used for performing calculations with other equipment that may be required identified and obtained as necessary</p> <p>2.2. Calculations are performed to complete the work requirements using <b>appropriate techniques</b></p> <p>2.3. Data used in calculations is re-checked against task specifications</p>
3. Check calculations and record outcomes	<p>3.1. Results are checked to ensure the calculations are accurate, meet the required outcomes with <b>common computational errors</b> recognized and corrected where required</p> <p>3.2. Calculation results are recorded to industry standards and enterprise requirements</p> <p>3.3. Calculation worksheets are stored or electronically filed for future use</p>

Variable	Range
Input data	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Client records</li> <li>• Enterprise tables and associated documentation</li> <li>• Industry and government data and statistics such as: <ul style="list-style-type: none"> <li>➤ Tax tables</li> <li>➤ Compound interest tables</li> </ul> </li> </ul>

	➤ Loan calculators and Depreciation factors
Workplace calculations	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Basic loan calculations</li> <li>• Compound interest</li> <li>• Credit interest</li> <li>• Goods and services tax calculations</li> <li>• Inflation effects</li> <li>• Mark up and break even</li> <li>• Simple interest and Straight-line depreciation</li> </ul>
Resources and equipment	<p>Must include hand held calculators and may include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Financial services software</li> <li>• Spreadsheets</li> <li>• On-line special purpose calculators</li> </ul>
Appropriate techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Division</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Percentages</li> <li>• Fractions</li> <li>• Decimals and Straight-line graphs</li> </ul>
Common computational errors	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Input/transcription errors</li> <li>• Wrong spreadsheet function or formula used</li> <li>• Incorrect methodology</li> <li>• Wrong computational sign</li> <li>• Incorrect order of operations</li> <li>• Loss of constants</li> <li>• Incorrect positioning of decimal points and brackets in equations</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• Use sound written communication skills</li> <li>• Apply mathematical techniques and methods of calculation</li> <li>• Effectively use relevant data entry, office equipment and software</li> <li>• Check for accuracy of computational results</li> <li>• Record calculation worksheets used for future reference and use</li> </ul>

Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Relevant financial services legislation and statutory requirements</li> <li>• Organisation policy on record keeping and filing</li> </ul>
Underpinning Skills	Demonstrates skills in: <ul style="list-style-type: none"> <li>• Ability to communicate effectively with co-workers and supervisors in order to clarify information</li> <li>• Basic numeracy skills</li> <li>• Data entry skills</li> <li>• IT skills for accessing and using appropriate software such as spreadsheets and databases and using internet information</li> <li>• Questioning/listening techniques</li> <li>• Time management skills</li> <li>• Written communication skills necessary to complete business documentation</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative organization Development Level III</b>	
<b>Unit Title</b>	<b>Process Customers Complaints</b>
<b>Unit Code</b>	<b><a href="#">AGR COD3 11 0118</a></b>
<b>Unit Descriptor</b>	This unit covers the knowledge, attitude and skills required to handle formal and informal negative feedback and complaints from customers.

<b>Element</b>	<b>Performance Criteria</b>
1. Respond to complaints	<p>1.1. <b>Customer complaints</b> are processed using <b>effective communication</b> according to organizational procedures established under organizational policies, legislation or codes of practice</p> <p>1.2. <b>Reports relating to customer complaints</b> are obtained, documented and reviewed</p> <p>1.3. Decisions about customer complaints are made by taking into account applicable legislation, organizational policies and codes</p> <p>1.4. Resolution of the complaint is negotiated and an agreement obtained where possible</p> <p>1.5. A register of complaints/disputes is maintained</p> <p>1.6. Customer is informed of the outcome of the investigation</p>
2. Refer complaints	<p>2.1. Complaints that require referral to other personnel or external bodies are identified</p> <p>2.2. <b>Referrals</b> are made to appropriate personnel for follow-up in accordance with individual level of responsibility</p> <p>2.3. All documents and investigation reports are forwarded</p> <p>2.4. Appropriate personnel are followed-up to gain prompt decisions</p>
3. Exercise judgement to resolve customer service issues	<p>3.1. Implications of issues are identified for customer and organization</p> <p>3.2. Appropriate options are analyzed, explained and negotiated for resolution with customer</p> <p>3.3. Viable options are proposed in accordance with appropriate legislative requirements and enterprise policies</p> <p>3.4. Ensure matters for which a solution cannot be negotiated are referred to appropriate personnel</p>

Variable	Range
Customers	May include, but not limited to: <ul style="list-style-type: none"> <li>• Customers with routine or specific requests</li> <li>• Internal or external customers</li> <li>• People from a range of social, cultural or ethnic backgrounds</li> <li>• People who may be unwell, drug affected or emotionally distressed</li> <li>• People with varying physical and mental abilities</li> <li>• Regular and new customers.</li> </ul>
Complaints	May include, but not limited to: <ul style="list-style-type: none"> <li>• Different types of severity, formality and sources</li> <li>• Scenarios where external bodies such as police are required</li> <li>• Straightforward customer dissatisfaction</li> <li>• Level of documentation required.</li> </ul>
Effective communication	May include, but not limited to: <ul style="list-style-type: none"> <li>• Giving customers full attention</li> <li>• Maintaining eye contact (for face-to-face interactions), except where eye contact may be culturally inappropriate</li> <li>• Speaking clearly and concisely</li> <li>• Using appropriate language and tone of voice</li> <li>• Using clear written information/communication</li> <li>• Using appropriate non-verbal communication (body language) personal presentation (for face-to-face interactions).</li> </ul>
Reports relating to customer complaints	May include, but not limited to: <ul style="list-style-type: none"> <li>• Completing forms and written reports</li> <li>• Using audio-visual tapes</li> <li>• Using computer-based systems.</li> </ul>
Referrals	May include, but not limited to: <ul style="list-style-type: none"> <li>• External bodies:               <ul style="list-style-type: none"> <li>➢ Ombudsman</li> <li>➢ Independent Commission Against Corruption (ICAC)</li> <li>➢ Police</li> <li>➢ Relevant superiors in the organisational hierarchy.</li> </ul> </li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Assessment requires that the candidate <ul style="list-style-type: none"> <li>• Apply judgement in the application of industry and/or organizational procedures</li> <li>• Work with customer complaints</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge of organizational procedures and standards for processing complaints.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate the knowledge of</p> <ul style="list-style-type: none"> <li>• Key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➤ anti discrimination legislation</li> <li>➤ ethical principles</li> <li>➤ codes of practice</li> <li>➤ privacy laws</li> <li>➤ Occupational Health and Safety (OHS)</li> </ul> </li> <li>• Importance of good communication skills and the individual's role in processing customer complaints</li> <li>• Organisational procedures and standards for processing complaints and recommending appropriate action.</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Analytical skills to identify trends and positions of products and services</li> <li>• Communication skills to: <ul style="list-style-type: none"> <li>➤ interpret customer complaints</li> <li>➤ monitor and advise on customer service strategies and resolutions</li> </ul> </li> <li>• Communication skills to: <ul style="list-style-type: none"> <li>➤ people with diverse abilities</li> <li>➤ relate to people from culturally diverse backgrounds</li> </ul> </li> <li>• Literacy skills to: <ul style="list-style-type: none"> <li>➤ edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation</li> <li>➤ prepare general information and papers according to target audience</li> <li>➤ read and understand a variety of texts</li> </ul> </li> <li>• Problem solving skills to: <ul style="list-style-type: none"> <li>➤ apply organisational procedures to a range of situations</li> <li>➤ deal with customer enquiries or complaints</li> <li>➤ exercise judgement in this application</li> </ul> </li> <li>• Self management skills to: <ul style="list-style-type: none"> <li>➤ comply with policies and procedures</li> <li>➤ consistently evaluate and monitor own performance</li> <li>➤ seek learning opportunities.</li> </ul> </li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>

Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Organization Development Level III</b>	
<b>Unit Title</b>	<b>Contribute to Conflict Management</b>
<b>Unit Code</b>	<b><a href="#">AGR COD3 12 0118</a></b>
<b>Unit Descriptor</b>	This unit covers the requirement to contribute to conflict management in the workplace between self and others, such as staff or clients. It includes recognising the presence of conflict, dealing with emotions, overcoming barriers to communication, gathering the facts, agreeing on and implementing action. It does not include managing conflict between two other parties, formal negotiation, counselling or conducting mediation.

<b>Element</b>	<b>Performance Criteria</b>
1. Recognise the presence of conflict	<p>1.1. <b>Conflict situations</b> and/or the potential for conflict are/is recognised and confirmed.</p> <p>1.2. The signs, stages and <b>causes of conflict</b> are identified.</p> <p>1.3. <b>Conflict solutions</b> are avoided where appropriate, and assistance sought when necessary.</p> <p>1.4. Records of actual/potential conflict are completed in accordance with organisational policy and procedures.</p>
2. Deal with emotions	<p>2.1. Own behaviour and feelings about the situation are reflected.</p> <p>2.2. Own emotions are recognised and managed.</p> <p>2.3. The other party's emotions are acknowledged and dealt in a manner that prevents escalation.</p>
3. Overcome barriers to communication	<p>3.1. Barriers to effective communication are identified.</p> <p>3.2. Factors and issues relevant to the situation are identified, clarified and confirmed using appropriate <b>communication techniques</b>.</p> <p>3.3. Third party support is sought if necessary in accordance with <b>legislation, policy and procedures</b>.</p> <p>3.4. <b>Social and cultural differences</b> are taken into account in the communication style and approach.</p>
4. Gather the facts	<p>4.1. The other party is encouraged to relate the facts as they see them.</p> <p>4.2. Information, as well as emotions or behaviour is assessed from the other party.</p> <p>4.3. Facts from own point of view are shared with the other party objectively.</p>



	4.4. Additional information is gathered and included where possible to ensure all perspectives are considered.
5. Agree on and implement action	<p>5.1. <b>Strategies</b> are determined to solve the problem/issue in consultation with the other party.</p> <p>5.2. Where necessary, approval on agreed strategies is obtained in accordance with organisational policy and procedures, and strategies implemented.</p> <p>5.3. Progress is monitored with other party to confirm the effectiveness of the agreed action.</p> <p>5.4. Records and reports are completed in accordance with legislation, organisational policy and procedures.</p> <p>5.5. Where agreement cannot be reached on strategies for resolution, the problem/issue is referred in accordance with organisational policy and procedures.</p>

Variable	Range
Conflict situations	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• Conflicts with work colleagues</li> <li>• Refusals to follow directions/guidance</li> <li>• Customer complaints/dissatisfaction</li> <li>• Disagreements with members of the public</li> <li>• Bystander behaviour</li> <li>• Drug or alcohol affected persons</li> <li>• Persons suffering emotional distress</li> </ul>
Causes of conflict	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Personality clashes</li> <li>• Poor communication</li> <li>• Competing needs</li> <li>• Cross-cultural issues</li> <li>• Abuse of power</li> <li>• Workplace bullying</li> <li>• Customer dissatisfaction</li> <li>• Gender issues</li> <li>• Inter-generational issues</li> </ul>
Conflict solutions	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Unsafe situations</li> <li>• Escalating situations</li> <li>• Situations presenting physical danger</li> <li>• Situations beyond one's level of expertise or comfort zone</li> </ul>
Communication techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal and non-verbal language</li> <li>• Questioning and listening</li> </ul>

	<ul style="list-style-type: none"> <li>• Cooperative language</li> <li>• Control of emotions, voice and body language</li> <li>• Constructive feedback</li> <li>• Reflection</li> <li>• Summarising</li> <li>• Re-phrasing</li> <li>• Paraphrasing</li> <li>• Presenting options</li> <li>• Using language and concepts suited to the occasion and the other party</li> <li>• Showing a willingness to compromise</li> </ul>
Legislation, policies and procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Legislation, regulations, organisational policies, procedures and guidelines relating to the conflict management in the public sector, including equal employment opportunity, diversity, anti-discrimination, harassment, occupational health and safety, privacy, confidentiality, freedom of information</li> <li>• Public sector standards</li> <li>• Codes of practice</li> <li>• Codes of ethics</li> <li>• Security standards</li> </ul>
Social and cultural differences	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Beliefs and values</li> <li>• Social conventions</li> <li>• Family relationships</li> <li>• Codes of conduct</li> <li>• Cultural observances</li> <li>• Verbal and non-verbal language</li> </ul>
Strategies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• A partnership approach</li> <li>• Working cooperatively on solving the problem</li> <li>• Third party assistance and Mediation</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> <li>• Recognise the presence of conflict</li> <li>• Deal with emotions</li> <li>• Overcome barriers to communication</li> <li>• Gather the facts</li> <li>• Implement action</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Legislation, regulations, organisational policies, procedures and guidelines relating to managing conflict in</li> </ul>

	<p>the public sector workplace, including equal employment opportunity, diversity, anti-discrimination, harassment, occupational health and safety, privacy, confidentiality, freedom of information</p> <ul style="list-style-type: none"> <li>• Types of conflict in the workplace and typical causes</li> <li>• Conflict theory including signs, stages, levels, factors involved, results</li> <li>• Group processes and roles people play</li> <li>• Organisational structures and workplace culture</li> <li>• Different social and cultural practices</li> <li>• Conflict resolution skills and strategies</li> <li>• Personal power and positional power</li> <li>• Grievance procedures in the public sector</li> <li>• Equal employment opportunity, equity and diversity principles</li> <li>• Public sector legislation such as occupational health and safety and environment in the context of conflict resolution</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Using a range of communication techniques with a diverse workforce and client base including assertiveness, listening, non-verbal communication, language style, problem solving</li> <li>• Using problem solving to deal with unexpected issues or attitudes</li> <li>• Dealing with difficult situations and people</li> <li>• Responding to diversity, including gender and disability</li> <li>• Applying procedures relating to occupational health and safety and environment in the context of conflict resolution</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Provide Training on Cooperative Issue
Unit Code	<a href="#">AGR COD3 13 0118</a>
Unit Descriptor	This unit deals with the skills, knowledge and attitude required to create awareness and give training on cooperative marketing issue. Support has been successfully and appropriately provided in cooperatives member and employees.

Element	Performance Criteria
1. Create awareness and give training on cooperative issues	<p>1.1. <b>Target groups</b> are identified</p> <p>1.2. Knowledge gap is assessed.</p> <p>1.3. A <b>safe learning environment</b> is confirmed</p> <p>1.4. <b>Instruction and demonstration objectives</b> are gathered and checked and assistance is sought if required</p> <p>1.5. Relevant <b>learning resources</b> and <b>learning materials</b> are accessed and reviewed for suitability and relevance and assistance sought to interpret the contextual application</p> <p>1.6. Access to necessary equipment or physical resources required for instruction and demonstration is organized</p> <p>1.7. Trainees are engaged in the selection of the <b>delivery techniques</b> to be used</p> <p>1.8. Learners are notified of <b>details</b> regarding the implementation of <b>learning program</b> and/or delivery plan</p> <p>1.9. Training is conducted</p>
2. Follow up the implementation of cooperative system	<p>2.1. Recording is assisted based on guidelines.</p> <p>2.2. Proper cooperative records are checked according to principles and guidelines.</p> <p>2.3. Advice is provided based on appropriate cooperative records.</p> <p>2.4. Periodical cooperative reports are checked based on work requirement/inspected</p>
3. Report on the conduct of the training	<p>3.1. Positive and negative features experienced in training conducted are reported to those responsible for the evaluation procedure.</p> <p>3.2. Any assessment decision disputed by the person(s) being trained is recorded and reported promptly to those responsible for the assessment procedure.</p>

	3.3. Suggestions for improving any aspect of the training process are made to appropriate personnel.
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Variable	Range
Target groups	May include, but not limited to: <ul style="list-style-type: none"> <li>• Data clerk</li> <li>• Cashier</li> <li>• Accountant</li> <li>• Auditor</li> <li>• Members of the cooperative management body</li> </ul>
Safe learning environment	May include, but not limited to: <ul style="list-style-type: none"> <li>• Exit requirements</li> <li>• Personal protective equipment, if needed</li> <li>• Safe access</li> <li>• Use of equipment</li> </ul>
Instruction and demonstration objectives	May relate to: <ul style="list-style-type: none"> <li>• Competencies to be achieved</li> <li>• Generic and/or technical skills and may be:               <ul style="list-style-type: none"> <li>• Provided by the organisation</li> <li>• Developed by a colleague individual/group objectives</li> </ul> </li> <li>• Learning outcomes</li> </ul>
Learning resources	May be CDs and audio tapes <ul style="list-style-type: none"> <li>• commercially available support materials for Training Packages/courses</li> <li>• Competency standards as a learning resource</li> <li>• Learning resources and learning materials developed under the Workplace Language and Literacy Program</li> <li>• Learning resources produced in languages other than English as appropriate to learner group and workplace manuals</li> <li>• Organisational learning resources</li> <li>• Record/log books</li> <li>• References and texts</li> </ul> Training package noted support materials, such as: <ul style="list-style-type: none"> <li>• Learner/user guides</li> <li>• Trainer/Facilitator guides</li> <li>• How to organise training guides</li> <li>• Example training programs</li> <li>• Specific case studies</li> <li>• Professional development materials</li> <li>• Assessment materials</li> <li>• Videos</li> </ul>

Learning materials	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Handouts for learners</li> <li>• Materials sourced from the workplace, e.g. Workplace documentation, operating procedures, specifications</li> <li>• Prepared activity sheets</li> <li>• Prepared case studies</li> <li>• Prepared presentations and overheads</li> <li>• Prepared research tasks</li> <li>• Prepared role-plays</li> <li>• Prepared scenarios, projects, assignments</li> <li>• Prepared task sheets</li> <li>• Prepared topic/unit/subject information sheets</li> <li>• Worksheets and Workbooks</li> </ul>
Delivery techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Coaching</li> <li>• Demonstrations</li> <li>• Discovery activities</li> <li>• Explanations</li> <li>• Group/pair work</li> <li>• Problem solving</li> <li>• Providing</li> <li>• Opportunities to practise skills</li> <li>• Question and answer</li> </ul>
Details	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Outcomes of instruction/demonstration reason for instruction/demonstration</li> <li>• Who will be attending</li> <li>• Time of instruction/demonstration</li> </ul>
Learning program	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• An overview of the content to be covered in each segment of the learning program</li> <li>• Assessment methods and tools to be used to collect evidence of competency, where assessment is required competencies or other criteria to be achieved</li> <li>• Delivery methods for each segment of the learning program</li> <li>• Identification of assessment points to measure learner progress</li> <li>• Learning resources, learning materials and activities for each chunk/segment of the learning program</li> <li>• Number and duration of training sessions/classes required and overall timelines</li> </ul>

	<ul style="list-style-type: none"> <li>• OHS issues to be addressed in delivery</li> <li>• Specific learning outcomes derived from the criteria for each chunk or segment of the learning program</li> </ul>
OHS procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Emergency procedures</li> <li>• Hazards and their means of control</li> <li>• Incident reporting</li> <li>• Use of personal protective equipment</li> <li>• Safe working practices</li> <li>• Safety briefing</li> <li>• Site-specific safety rules</li> </ul>
Tools and equipment	Stationery, computer ,communication media, transportation, other consumable materials etc
Types and sources of information	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Primary and secondary data</li> <li>• Members, books, manuals, journals, ledgers, previous audit report, medias and periodicals</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate techniques of training,</li> <li>• Identify the knowledge gap of trainee,</li> <li>• Identify proper cooperative records.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Cooperative and auditing</li> <li>• Economics</li> <li>• Cooperative inspection guideline</li> <li>• Cooperative bylaws</li> <li>• Cooperative financial management</li> </ul>
Underpinning Skills	<p>Demonstrate skill in:</p> <ul style="list-style-type: none"> <li>• Operating and using computer</li> <li>• Communicating effectively with client and staff</li> <li>• Management basic operations</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Organization Development Level III</b>	
<b>Unit Title</b>	<b>Monitor Implementation of Work Plan/Activities</b>
<b>Unit Code</b>	<b><u>AGR COD3 14 0118</u></b>
<b>Unit Descriptor</b>	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

<b>Element</b>	<b>Performance Criteria</b>
1. Monitor and improve workplace operations	<p>1.1. Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2. Operations in the workplace have been supported overall enterprise goals and quality assurance initiatives.</p> <p>1.3. Quality <b>problems</b> and issues are promptly identified and adjustments made accordingly.</p> <p>1.4. Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5. Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organise workflow	<p>2.1. Current workload of colleagues is accurately assessed.</p> <p>2.2. Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3. Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4. Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5. Input regarding staffing needs is provided to appropriate management.</p>
3. Maintain workplace records	<p>3.1. <b>Workplace records</b> are accurately completed and submitted within required timeframes.</p> <p>3.2. Where appropriate, completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make decisions	<p>4.1. Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2. Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.3. Problems are analysed for any long term impact and potential solutions assessed and actioned in consultation with relevant colleagues.</p>



	<p>4.4. Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p> <p>4.5. Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p>
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<b>Variables</b>	<b>Range</b>
Problems	May include, but not limited to: <ul style="list-style-type: none"> <li>• Difficult customer service situations</li> <li>• Equipment breakdown/technical failure</li> <li>• Delays and time difficulties</li> <li>• Competence</li> </ul>
Workplace records	May include to staff records and regular performance reports

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• Ability to effectively monitor and respond to a range of common operational and service issues in the workplace</li> <li>• The role of staff involved in workplace monitoring</li> <li>• Quality assurance, principles of workflow planning, delegation and problem solving</li> </ul>
Underpinning Knowledge and Attitude	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Roles and responsibilities in monitoring work operations</li> <li>• Overview of leadership and management responsibilities</li> <li>• Principles of work planning and principles of delegation</li> <li>• Typical work organization methods appropriate to the sector</li> <li>• Quality assurance principles and time management</li> <li>• Problem solving and decision making processes</li> <li>• Industrial and/or legislative issues which affect short term work organization as appropriate to industry sector</li> </ul>
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> <li>• Monitor and improve workplace operations</li> <li>• Plan and organize workflow</li> <li>• Maintain workplace records</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Organization Development Level III</b>	
<b>Unit Title</b>	<b>Apply Quality Control</b>
<b>Unit Code</b>	<b><u>AGR COD3 15 0118</u></b>
<b>Unit Descriptor</b>	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

<b>Element</b>	<b>Performance Criteria</b>
1. Implement quality standards	<p>1.1. Agreed quality standard and procedures are acquired and confirmed.</p> <p>1.2. Standard procedures are introduced to organizational staff/personnel.</p> <p>1.3. Quality standard and procedures documents are provided to employees in accordance with the organization policy.</p> <p>1.4. Standard procedures are revised / updated when necessary.</p>
2. Assess quality of service delivered	<p>2.1. Services delivered are <b>quality checked</b> against organization <b>quality standards</b> and specifications.</p> <p>2.2. Service delivered are evaluated using the appropriate evaluation <b>quality parameters</b> and in accordance with organization standards.</p> <p>2.3. Causes of any identified faults are identified and corrective actions taken in accordance with organization policies and procedures.</p>
3. Record information	<p>3.1. Basic information on the quality performance is recorded in accordance with organization procedures.</p> <p>3.2. Records of work quality are maintained according to the requirements of the organization.</p>
4. Study causes of quality deviations	<p>4.1. Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures.</p> <p>4.2. Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output.</p>
5. Complete documentation	<p>5.1. Information on quality and other indicators of service performance is recorded.</p> <p>5.2. All service processes and outcomes are recorded.</p>

<b>Variable</b>	<b>Range</b>
Quality check	May include, but not limited to: <ul style="list-style-type: none"> <li>• Check against design/specifications</li> <li>• Visual and Physical inspection</li> </ul>
Quality standards	May include, but not limited to: <ul style="list-style-type: none"> <li>• Materials</li> <li>• Components</li> <li>• Process</li> <li>• Procedures</li> </ul>
Quality parameters	May include, but not limited to: <ul style="list-style-type: none"> <li>• Standard Design / Specifications</li> <li>• Material Specification</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> <li>• Check completed work continuously against organization standard</li> <li>• Identify and isolate faulty or poor service</li> <li>• Check service delivered against organization standards</li> <li>• Identify and apply corrective actions on the causes of identified faults or error</li> <li>• Record basic information regarding quality performance</li> <li>• Investigate causes of deviations of services against standard</li> <li>• Recommend suitable preventive actions</li> </ul>
Underpinning Knowledge and Attitude	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Relevant quality standards, policies and procedures</li> <li>• Characteristics of services</li> <li>• Safety environment aspects of service processes</li> <li>• Evaluation techniques and quality checking procedures</li> <li>• Workplace procedures and reporting procedures</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• Interpret work instructions, specifications and standards appropriate to the required work or service</li> <li>• Carry out relevant performance evaluation</li> <li>• Maintain accurate work records</li> <li>• Meet work specifications and requirements</li> <li>• Communicate effectively within defined workplace procedures</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.

Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"><li>• Interview/Written Test</li><li>• Observation/Demonstration with Oral Questioning</li></ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Organization Development Level III</b>	
<b>Unit Title</b>	<b>Lead Workplace Communication</b>
<b>Unit Code</b>	<b><u>AGR COD3 16 0118</u></b>
<b>Unit Descriptor</b>	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

<b>Element</b>	<b>Performance Criteria</b>
1. Communicate information about workplace processes	1.1. Appropriate <b>communication method</b> is selected. 1.2. Multiple operations involving several topics areas are communicated accordingly. 1.3. Questions are used to gain extra information. 1.4. Correct sources of information are identified. 1.5. Information is selected and organized correctly. 1.6. Verbal and written reporting is undertaken when required. 1.7. Communication skills are maintained in all situations.
2. Lead workplace discussion	2.1. Response to workplace issues is sought. 2.2. Response to workplace issues are provided immediately. 2.3. Constructive contributions are made to workplace discussions on such issues as production, quality and safety. 2.4. Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1. Issues and problems are identified as they arise. 3.2. Information regarding problems and issues are organized coherently to ensure clear and effective communication. 3.3. Dialogue is initiated with appropriate staff/personnel. 3.4. Communication problems and issues are raised as they arise.

<b>Variable</b>	<b>Range</b>
Methods of communication	May include, but not limited to: <ul style="list-style-type: none"> <li>• Non-verbal gestures</li> <li>• Verbal</li> <li>• Face to face</li> <li>• Two-way radio</li> </ul>

	<ul style="list-style-type: none"> <li>• Speaking to groups</li> <li>• Using telephone</li> <li>• Written</li> <li>• Using Internet</li> <li>• Cell phone</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> <li>• Deal with a range of communication/information at one time</li> <li>• Make constructive contributions in workplace issues</li> <li>• Seek workplace issues effectively</li> <li>• Respond to workplace issues promptly</li> <li>• Present information clearly and effectively written form</li> <li>• Use appropriate sources of information</li> <li>• Ask appropriate questions</li> <li>• Provide accurate information</li> </ul>
Underpinning Knowledge and Attitude	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Organization requirements for written and electronic communication methods</li> <li>• Effective verbal communication methods</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• Organize information</li> <li>• Understand and convey intended meaning</li> <li>• Participate in variety of workplace discussions</li> <li>• Comply with organization requirements for the use of written and electronic communication methods</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Lead Small Teams
Unit Code	AGR COD3 17 0118
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the work group.

Element	Performance Criteria
1. Provide team leadership	<p>1.1. <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b>.</p> <p>1.2. Learning plan is collaboratively developed and implemented to meet individual and group training and developmental needs.</p> <p>1.3. Individuals are encouraged to self-evaluate performance and areas identified for improvement.</p> <p>1.4. <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning process.</p>
2. Foster individual and organizational growth	<p>2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competence standards.</p> <p>2.2. <b>Learning delivery methods</b> are made appropriate to the learning goals, the learning style of participants and availability of equipment and resources.</p> <p>2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies.</p> <p>2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements.</p>
3. Monitor and evaluate workplace learning	<p>3.1. Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements.</p> <p>3.2. Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support.</p> <p>3.3. Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning.</p>

	3.4. Records and reports of competence are maintained within organizational requirement.
4. Develop team commitment and cooperation	4.1. Open communication processes are used by team to obtain and share information. 4.2. Decisions are reached by the team in accordance with its agreed roles and responsibilities. 4.3. Mutual concern and camaraderie are developed in the team.
5. Facilitate accomplishment of organizational goals	5.1. Team members are made actively participatory in team activities and communication processes. 5.2. Individual and joint responsibility has been developed teams members for their actions. 5.3. Collaborative efforts are sustained to attain organizational goals.

<b>Variable</b>	<b>Range</b>
Learning and development needs	May include, but not limited to: <ul style="list-style-type: none"> <li>• Coaching, mentoring and/or supervision</li> <li>• Formal/informal learning program</li> <li>• Internal/external training provision</li> <li>• Work experience/exchange/opportunities</li> <li>• Personal study</li> <li>• Career planning/development</li> <li>• Performance appraisals</li> <li>• Workplace skills assessment &amp; Recognition of prior learning</li> </ul>
Organizational requirements	May include, but not limited to: <ul style="list-style-type: none"> <li>• Quality assurance and/or procedures manuals</li> <li>• Goals, objectives, plans, systems and processes</li> <li>• Legal and organizational policy/guidelines and requirements</li> <li>• Safety policies, procedures and programs</li> <li>• Confidentiality and security requirements</li> <li>• Business and performance plans</li> <li>• Ethical standards</li> <li>• Quality and continuous improvement processes and standards</li> </ul>
Feedback on performance	May include, but not limited to: <ul style="list-style-type: none"> <li>• Formal/informal performance appraisals</li> <li>• Obtaining feedback from supervisors and colleagues</li> <li>• Obtaining feedback from clients</li> </ul>



	<ul style="list-style-type: none"> <li>• Personal and reflective behavior strategies</li> <li>• Routine and organizational methods for monitoring service delivery</li> </ul>
Learning delivery methods	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• On the job coaching or mentoring</li> <li>• Problem solving</li> <li>• Presentation/demonstration</li> <li>• Formal course participation</li> <li>• Work experience and Involvement in professional networks</li> <li>• Conference/seminar attendance and induction</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Identify and implement learning opportunities for others</li> <li>• Give and receive feedback constructively</li> <li>• Facilitate participation of individuals in the work of the team</li> <li>• Negotiate learning plans to improve the effectiveness of learning</li> <li>• Prepare learning plans to match skill needs</li> <li>• Access and designate learning opportunities</li> </ul>
Underpinning Knowledge and Attitude and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Coaching and mentoring principles</li> <li>• How to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• How to facilitate team development and improvement</li> <li>• Methods and techniques for eliciting and interpreting feedback</li> <li>• Methods for identifying and prioritizing personal development opportunities and options</li> <li>• Career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation</li> <li>• Receive feedback and report, maintain effective relationships and conflict management</li> <li>• Organize required resources and equipment to meet learning needs</li> <li>• Provide support to colleagues</li> <li>• Organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• Facilitation skills to conduct small group training sessions</li> </ul>

	<ul style="list-style-type: none"> <li>• Relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written exam</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Improve Business Practice
Unit Code	<a href="#">AGR COD3 18 0118</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in promoting, improving and growing business operations.

Element	Performance Criteria
1. Diagnose the business	<p>1.1. <b>Sources data</b> is identified; <b>data required</b> for diagnosis is determined and acquired based on the business diagnosis toolkit.</p> <p>1.2. Value chain analysis is conducted.</p> <p>1.3. <b>SWOT analysis</b> of the data is undertaken.</p> <p>1.4. <b>Competitive advantage</b> of the business is determined from the data.</p>
2. Benchmark the business	<p>2.1. Product or service to be benchmarked is identified and selected.</p> <p>2.2. Sources of relevant benchmarking data are identified.</p> <p>2.3. <b>Key indicators</b> are selected for benchmarking in consultation with key stakeholders.</p> <p>2.4. Key indicators of own practice are compared with benchmark indicators.</p> <p>2.5. Areas of improvements are identified.</p>
3. Develop plans to improve business performance	<p>3.1. A consolidated list of required improvements is developed.</p> <p>3.2. Cost-benefit analysis is determined for required improvements.</p> <p>3.3. Work flow changes resulting from proposed improvements are determined.</p> <p>3.4. Proposed improvements are ranked according to agreed criteria.</p> <p>3.5. An action plan is developed and agreed to implement the top ranked improvements.</p> <p>3.6. <b>Organizational structures</b> are checked to ensure they are suitable.</p>
4. Develop marketing plans	<p>4.1. The practice vision statement is reviewed.</p> <p>4.2. Practice <b>objectives</b> are developed/ reviewed.</p> <p>4.3. Market research is conducted and result is obtained.</p>

	<p>4.4. Target markets are identified/ refined.</p> <p>4.5. <b>Market position</b> is developed/ reviewed.</p> <p>4.6. <b>Practice brand</b> is developed.</p> <p>4.7. <b>Benefits</b> of products or services are identified.</p> <p>4.8. <b>Promotion tools</b> are selected and developed.</p>
5. Develop business growth plans	<p>5.1. Plans are developed to increase profitability</p> <p>5.2. Proposed plans are <b>ranked</b> according to agreed criteria.</p> <p>5.3. An action plan is developed and agreed to implement the top ranked plans.</p> <p>5.4. Business work practices are reviewed to ensure they support growth plans.</p>
6. Implement and monitor plans	<p>6.1. Implementation plan is developed in consultation with all <b>relevant stakeholders</b>.</p> <p>6.2. Success indicators of the plan are agreed.</p> <p>6.3. Implementation is monitored against agreed indicators.</p> <p>6.4. Implementation is adjusted as required.</p>

Variable	Range
Data sources	May include primary data and secondary sources
Data required	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Organization capability</li> <li>• Appropriate business structure</li> <li>• Level of client service which can be provided</li> <li>• Internal policies, procedures and practices</li> <li>• Staff levels, capabilities and structure</li> <li>• Market and market definition</li> <li>• Market changes/market segmentation</li> <li>• Market consolidation/fragmentation</li> <li>• Revenue</li> <li>• Level of commercial activity</li> <li>• Expected revenue levels, short and long term</li> <li>• Revenue growth rate</li> <li>• Break even data</li> <li>• Pricing policy</li> <li>• Revenue assumptions</li> <li>• Business environment</li> <li>• Economic conditions</li> <li>• Social factors</li> <li>• Demographic factors</li> </ul>

	<ul style="list-style-type: none"> <li>• Technological impacts</li> <li>• Political/legislative/regulative impacts</li> <li>• Competitors, competitor pricing and response to pricing</li> <li>• Competitor marketing/branding and products</li> </ul>
SWOT analysis	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Internal strengths such as staff capability, recognized quality</li> <li>• Internal weaknesses such as poor morale, under-capitalization, poor technology</li> <li>• External opportunities such as changing market and economic conditions</li> <li>• External threats such as industry fee structures, strategic alliances, competitor marketing</li> </ul>
Competitive advantage	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Quality</li> <li>• Pricing</li> <li>• Cost</li> <li>• Location</li> <li>• Technology</li> <li>• Delivery</li> <li>• Timeframe</li> <li>• Promotion</li> <li>• Niche marketing</li> <li>• Support from government</li> </ul>
Key indicators	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Cost and expenses</li> <li>• Personnel productivity (particularly of principals)</li> <li>• Goodwill</li> <li>• Profitability</li> <li>• Price structure</li> <li>• Customers base</li> <li>• Productivity</li> <li>• Quality</li> <li>• System</li> </ul>
Organizational structures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Lines of authority and reporting relationship</li> </ul>
Objectives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Market share growth</li> <li>• Revenue growth</li> <li>• Profitability</li> <li>• Productivity</li> <li>• Innovation</li> </ul>

Market position	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• The goods or service provided</li> <li>• Product mix</li> <li>• The core product - what is bought</li> <li>• The tangible product - what is perceived</li> <li>• The augmented product - total package of consumer</li> <li>• Features/benefits</li> <li>• Product differentiation from competitive products</li> <li>• New/changed products</li> <li>• Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.)</li> <li>• Pricing objectives (profit, market penetration, etc.)</li> <li>• Cost components</li> <li>• Market position</li> <li>• Distribution strategies</li> <li>• Marketing channels</li> <li>• Promotion</li> <li>• Target audience</li> <li>• Communication</li> </ul>
Practice brand	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Practice image</li> <li>• Practice logo/letterhead/signage</li> <li>• Phone answering protocol</li> <li>• Facility decor</li> <li>• Slogans</li> <li>• Templates for communication/invoicing</li> <li>• Style guide</li> <li>• Writing style</li> <li>• AIDA (Attention, Interest, Desire and Action)</li> </ul>
Benefits	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Features as perceived by the client</li> <li>• Benefits as perceived by the client</li> </ul>
Promotion tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Networking and referrals</li> <li>• Seminars</li> <li>• Sales promotion</li> <li>• Advertising</li> <li>• Personal selling</li> <li>• Press releases</li> <li>• Publicity and sponsorship</li> <li>• Brochures</li> <li>• Newsletters (print and/or electronic)</li> <li>• Websites</li> </ul>

	<ul style="list-style-type: none"> <li>• Direct mail</li> <li>• Telemarketing/cold calling</li> </ul>
Ranking	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Importance</li> <li>• Urgency</li> <li>• Technology</li> <li>• Resource availability</li> </ul>
Relevant stockholders	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Micro and Small Enterprises development</li> <li>• Non-Government Organizations (NGOs)</li> <li>• Finance institutions</li> <li>• Capital goods leasing enterprise</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge of:</p> <ul style="list-style-type: none"> <li>• Identifying the key indicators of business performance</li> <li>• Identifying the key market data for the business</li> <li>• A wide range of available information sources</li> <li>• Acquiring information not readily available within a business</li> <li>• Analyzing data and determine areas of improvement</li> <li>• Negotiating required improvements to ensure implementation</li> <li>• Evaluating systems against practice requirements</li> <li>• Forming recommendations and/or make recommendations</li> <li>• Assessing the accuracy and relevance of information</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Data gathering and analysis</li> <li>• Value chain analysis</li> <li>• SWOT analysis</li> <li>• Competitive advantage</li> <li>• Cost benefit analysis</li> <li>• Target market</li> <li>• Marketing principles</li> <li>• Organizational structure</li> <li>• Marketing mix</li> <li>• Promotion mix</li> <li>• Market position</li> <li>• Branding</li> </ul> <p>Profitability demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Data gathering and analysis</li> <li>• Value chain analysis</li> </ul>

	<ul style="list-style-type: none"> <li>• SWOT analysis</li> <li>• Competitive advantage</li> <li>• Cost benefit analysis</li> <li>• Target market</li> <li>• Marketing principles</li> <li>• Organizational structure</li> <li>• Marketing mix</li> <li>• Promotion mix</li> <li>• Market position</li> <li>• Branding</li> <li>• Profitability</li> </ul>
Underpinning Skills	<p>Demonstrates skill in:</p> <ul style="list-style-type: none"> <li>• Benchmarking skills</li> <li>• Communication skills</li> <li>• Computers skills to manipulate data and present information</li> <li>• Negotiation skills</li> <li>• Preparing action plan</li> <li>• Conducting market research</li> <li>• Identifying target market</li> <li>• Identifying suitable marketing mix</li> <li>• Preparing promotional tools</li> <li>• Problem solving</li> <li>• Planning skills</li> <li>• Monitoring and evaluation</li> <li>• Ability to acquire and interpret relevant data</li> <li>• Use of market intelligence</li> <li>• Development and implementation strategies of promotion and growth plans</li> <li>• Ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data</li> <li>• Applying methods of selecting relevant key benchmarking indicators</li> <li>• Communication skills</li> <li>• Working and consulting with others when developing plans for the business</li> <li>• Negotiation skills</li> <li>• Using computers to manipulate, present and distribute information</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.



Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"><li>• Interview/Written Test</li><li>• Observation/Demonstration with Oral Questioning</li></ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Development Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	<a href="#">AGR COD3 19 0118</a>
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her their workplace. It covers responsibility for the day-to-day operation of the work and ensures Kaizen Element are continuously improved and institutionalized.

Element	Performance Criteria
1. Prepare for work.	<p>1.1. Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2. Job specifications are read and interpreted following working manual.</p> <p>1.3. <b>OHS requirements</b>, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4. Appropriate material is selected for work.</p> <p>1.5. <b>Safety equipment and tools</b> are identified and checked for safe and effective operation.</p>
2. Identify MUDA.	<p>2.1. Plan of MUDA identification is prepared and implemented.</p> <p>2.2. Causes and effects of MUDA are discussed.</p> <p>2.3. <b>Tools and techniques</b> are used to draw and analyze current situation of the work place.</p> <p>2.4. Wastes/MUDA are identified and measured based on <b>relevant procedures</b>.</p> <p>2.5. Identified and measured wastes are reported to relevant personnel.</p>
3. Eliminate wastes/MUDA.	<p>3. 1. Plan of MUDA elimination is prepared and implemented.</p> <p>3. 2. Necessary attitude and <b>the ten basic principles for improvement</b> are adopted to eliminate waste/MUDA.</p> <p>3. 3. Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS.</p> <p>3. 4. Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements.</p> <p>3. 5. Improvements gained by elimination of waste/MUDA are reported to relevant bodies.</p>

4. Prevent occurrence of wastes/MUDA.	<p>4.1. Plan of MUDA prevention is prepared and implemented.</p> <p>4.2. Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.</p> <p>4.3. Occurrences of wastes/MUDA are prevented by using <b>visual and auditory control methods</b>.</p> <p>4.4. Waste-free workplace is created using <b>5W and 1H</b> sheet.</p> <p>4.5. The completion of required operation is done in accordance with standard procedures and practices.</p> <p>4.6. The updating of standard procedures and practices is facilitated.</p> <p>4.7. The capability of the work team that aligns with the requirements of the procedure is ensured.</p>
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Variable	Range
OHS requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of firefighting equipment, enterprise first aid, hazard control and hazardous materials and substances.</li> <li>• PPE is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.</li> </ul>
Safety equipment and tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Dust masks/goggles</li> <li>• Glove</li> <li>• Working cloth</li> <li>• First aid and safety shoes</li> </ul>
Tools and techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Plant Layout</li> <li>• Process flow</li> <li>• Other Analysis tools</li> </ul>

	<ul style="list-style-type: none"> <li>• Do time study by work element</li> <li>• Measure Travel distance</li> <li>• Take a photo of workplace</li> <li>• Measure Total steps</li> <li>• Make list of items/products, who produces them and who uses them &amp; those in warehouses, storages etc.</li> <li>• Focal points to Check and find out existing problems</li> <li>• 5S</li> <li>• Layout improvement</li> <li>• Brainstorming</li> <li>• Andon</li> <li>• U-line</li> <li>• In-lining</li> <li>• Unification</li> <li>• Multi-process handling &amp; Multi-skilled operators</li> <li>• A.B. control (Two point control)</li> <li>• Cell production line</li> <li>• TPM (Total Productive Maintenance)</li> </ul>
Relevant procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Make waste visible</li> <li>• Be conscious of the waste</li> <li>• Be accountable for the waste and Measure the waste.</li> </ul>
The ten basic principles for improvement	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Throw out all of your fixed ideas about how to do things.</li> <li>• Think of how the new method will work- not how it won.</li> <li>• Don't accept excuses. Totally deny the status quo.</li> <li>• Don't seek perfection. A 50 percent implementation rate is fine as long as it's done on the spot.</li> <li>• Correct mistakes the moment they are found.</li> <li>• Don't spend a lot of money on improvements.</li> <li>• Problems give you a chance to use your brain.</li> <li>• Ask "why?" At least five times until you find the ultimate cause.</li> <li>• Ten people's ideas are better than one person's.</li> <li>• Improvement knows no limits.</li> </ul>
Visual and auditory control methods	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Red Tagging</li> <li>• Sign boards</li> <li>• Outlining</li> <li>• Andons</li> <li>• Kanban, etc.</li> </ul>
5W and 1H	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Who</li> </ul>

	<ul style="list-style-type: none"> <li>• What</li> <li>• Where</li> <li>• When</li> <li>• Why and How</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> <li>• Discuss why wastes occur in the workplace</li> <li>• Discuss causes and effects of wastes/MUDA in the workplace</li> <li>• Analyze the current situation of the workplace by using appropriate tools and techniques</li> <li>• Identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques</li> <li>• Use 5W and 1H sheet to prevent</li> </ul>
Underpinning Knowledge and Attitude	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Targets of customers and manufacturer/service provider</li> <li>• Traditional and kaizen thinking of price setting</li> <li>• Kaizen thinking in relation to targets of manufacturer/service provider and customer</li> <li>• value</li> <li>• The three categories of operations</li> <li>• the 3“MU”</li> <li>• waste/MUDA</li> <li>• wastes occur in the workplace</li> <li>• The 7 types of MUDA</li> <li>• The Benefits of identifying and eliminating waste</li> <li>• Causes and effects of 7 MUDA</li> <li>• Procedures to identify MUDA</li> <li>• Necessary attitude and the ten basic principles for improvement</li> <li>• Procedures to eliminate MUDA</li> <li>• Prevention of wastes</li> <li>• Methods of waste prevention</li> <li>• Definition and purpose of standardization</li> <li>• Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement</li> <li>• Methods of visual and auditory control</li> <li>• TPM concept and its pillars.</li> <li>• Relevant OHS and environment requirements</li> <li>• Plan and report</li> <li>• Method of communication</li> </ul>
Underpinning Skills	Demonstrates skills to:

	<ul style="list-style-type: none"> <li>• Draw &amp; analyze current situation of the work place</li> <li>• Use measurement apparatus (stop watch, tape, etc.)</li> <li>• Calculate volume and area</li> <li>• Use and follow checklists to identify, measure and eliminate wastes/MUDA</li> <li>• Identify and measure wastes/MUDA in accordance with OHS and procedures</li> <li>• Use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure</li> <li>• Apply 5W and 1H sheet</li> <li>• Update and use standard procedures for completion of required operation</li> <li>• Work with others</li> <li>• Read and interpret documents</li> <li>• Observe situations</li> <li>• Solve problems</li> <li>• Communicate</li> <li>• Gather evidence by using different means</li> <li>• Report activities and results using report formats</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

**Sector: Agriculture**

**Sub Sector: Agricultural Cooperative**

