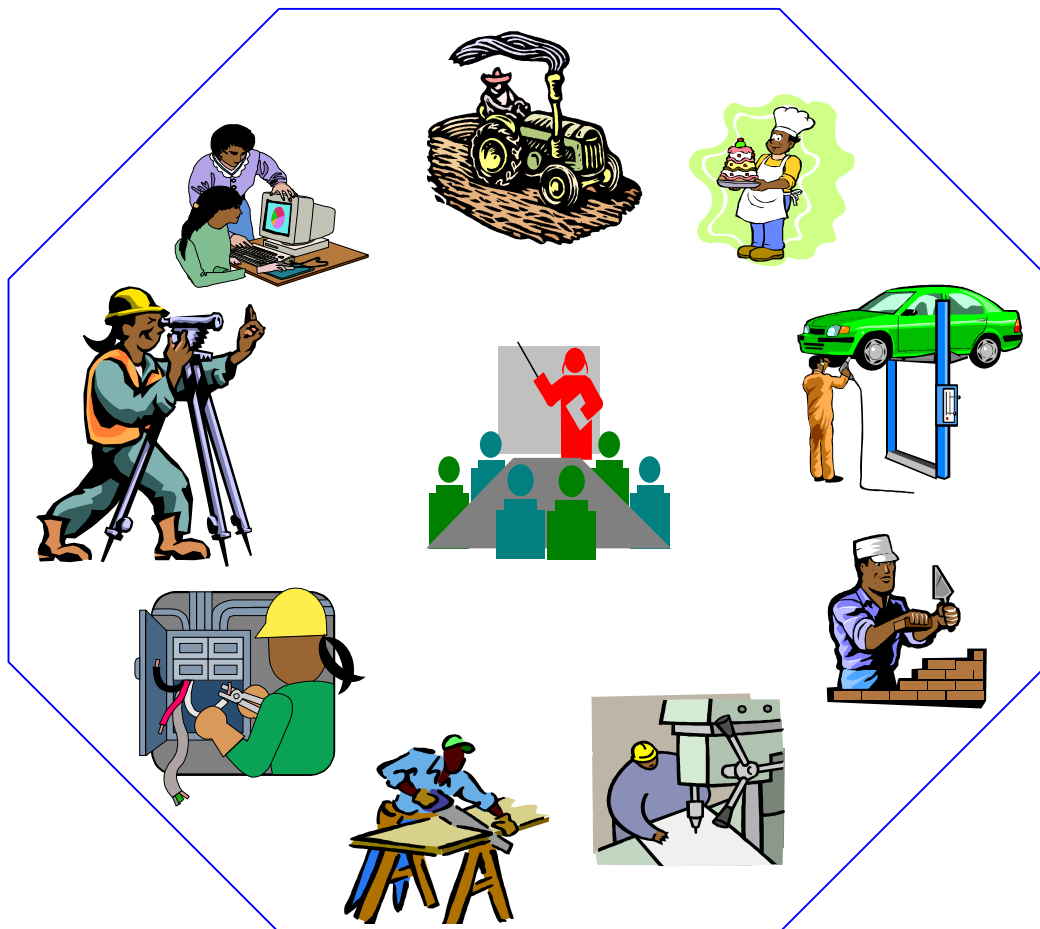




Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD

ADVERTISING

NTQF Level III and IV



Ministry of Education
July 2014

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) are - a 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 Ethiopian Occupational Standard comprised of Units of Competence.

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

- Occupational title, NTQF level
- Unit code
- Unit title
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

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

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

- 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 of Competence (competence standard)
- occupational map providing the Technical and Vocational Education and Training (TVET) providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

UNIT OF COMPETENCE CHART

Occupational Standard: Advertising

Occupational Code: TRD ADV

NTQF Level III

[TRD ADV3 01 0714](#)

Maintain Business Resources

[TRD ADV3 02 0714](#)

Purchase Goods and Services

[TRD ADV3 03 0714](#)

Conduct Online Transactions

[TRD ADV3 04 0714](#)

Design and Produce Business Documents

[TRD ADV3 05 0714](#)

Recommend and Advertise Products and Services

[TRD ADV3 06 0714](#)

Process Customer Complaints

[TRD ADV3 07 0714](#)

Process Financial Transactions and Extract Interim Reports

[TRD ADV3 08 0714](#)

Create and Use Databases

[TRD ADV3 09 0714](#)

Create Electronic Presentations

[TRD ADV3 10 0714](#)

Comply with Organisational Requirements for Protection and Use of Intellectual Property

[TRD ADV3 11 0714](#)

Monitor Implementation of Work Plan/Activities

[TRD ADV3 12 0714](#)

Apply Quality Control

[TRD ADV3 13 0714](#)

Lead Workplace Communication

[TRD ADV3 14 0714](#)

Lead Small Teams

[TRD ADV3 15 0714](#)

Improve Business Practice

[TRD ADV3 16 0714](#)

Prevent and Eliminate MUDA

NTQF Level IV**TRD ADV4 01 0714**

Conduct Pre-campaign Testing

TRD ADV4 02 0714

Monitor Advertising Production

TRD ADV4 03 0714

Schedule Advertisements

TRD ADV4 04 0714

Profile the Market

TRD ADV4 05 0714

Analyse Consumer Behaviour for Specific Markets

TRD ADV4 06 0714

Perform Media Calculations

TRD ADV4 07 0714

Buy and Monitor Media

TRD ADV4 08 0714

Review Advertising Media Options

TRD ADV4 09 0714

Coordinate Implementation of Customer Service Strategies

TRD ADV4 10 0714

Coordinate Business Resources

TRD ADV4 11 0714

Maintain Business Technology

TRD ADV4 12 0714

Conduct E-marketing Communications

TRD ADV4 13 0714

Promote Products and Services

TRD ADV4 14 0714

Identify Risk and Apply Risk Management Process

TRD ADV4 15 0714

Develop and Apply Knowledge of Public Relations Industry

TRD ADV4 16 0714

Develop Product Knowledge

TRD ADV4 17 0714

Build Client Relationships and Business Networks

TRD ADV4 18 0714

Plan and Organize Work

TRD ADV4 19 0714

Migrate to New Technology

TRD ADV4 20 0714

Establish Quality Standards

TRD ADV4 21 0714

Develop Individuals and Team

TRD ADV4 22 0714

Utilize Specialized Communication Skills

TRD ADV4 23 0714

Manage Micro, Small and Medium Enterprises (MSMEs)

TRD ADV4 24 0714

Apply Problem Solving Techniques and Tools

Occupational Standard: Advertising Level III	
Unit Title	Maintain Business Resources
Unit Code	TRD ADV3 01 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks.

Elements	Performance Criteria
1. Advise on resource requirements	<p>1.1 Estimates of future and present business resource needs are calculated in accordance with organizational requirements.</p> <p>1.2 Advice is ensured to be clear, concise and relevant to achievement of organizational requirements.</p> <p>1.3 Information is provided on the most economical and effective choice of equipment, materials and suppliers.</p> <p>1.4 Resource shortages and possible impact on operations are identified.</p>
2. Monitor resource usage and maintenance	<p>2.1 Resource handling including occupational health and safety requirements is ensured in accordance with established organizational requirements.</p> <p>2.2 Business technology is used for monitoring and the effective use of resources is identified.</p> <p>2.3 Effective decision making on the appropriate allocation of resources is used and facilitated in consultation with individuals and teams.</p> <p>2.4 Relevant policies regarding resource use are identified and adhered in the performance of operational tasks.</p> <p>2.5 Resource usage is routinely monitored and compared with estimated requirements in budget plans.</p>
3. Acquire resources	<p>3.1 Acquisition and storage of resources are ensured in accordance with organizational requirements that are cost effective and consistent with organizational timelines.</p> <p>3.2 Resources are acquired within available time lines to meet identified requirements.</p> <p>3.3 Resource acquisition processes are reviewed to identify improvements in future business resource acquisitions</p>

Variable	Range
Business resources	May include: <ul style="list-style-type: none"> equipment

	<ul style="list-style-type: none"> • facilities • human resources • raw materials • software • stock and supplies
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturer's and operational specifications • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • security and confidentiality requirements
Occupational health and safety requirements	<p>May include:</p> <ul style="list-style-type: none"> • decision making delegations • equipment use • first aid kit • medical attention • reporting requirements • site access
Business technology	<p>May include:</p> <ul style="list-style-type: none"> • computer applications • computers • modems • personal schedules • photocopiers
Policies regarding resource use	<p>May include:</p> <ul style="list-style-type: none"> • budgeting limits • ordering procedures • purchasing authorities • recruitment and personnel • time management • transport/travel policies
Resource acquisition processes	<p>May include:</p> <ul style="list-style-type: none"> • contracted supplier ordering • internal approvals • non-tendered processes • periodic forecasts • tender processes
Business resources	<p>May include:</p> <ul style="list-style-type: none"> • equipment

	<ul style="list-style-type: none"> • facilities • human resources • raw materials • software • stock and supplies
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Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: <ul style="list-style-type: none"> • collecting and recording data on resource use • observing resource use over defined and operational timeframes • carrying out routine maintenance • Knowledge of organisational resource acquisition policies, plans and procedures.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ Occupational Health and Safety (OHS) • organisational resource acquisition policies, plans and procedures • functions of a range of business equipment • organisational procedures for record keeping/filing systems, security and safe recording practices
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> • literacy skills to read and understand organisation's policies and procedures; to write simple instructions for a particular routine task • evaluation skills to diagnose faults and to monitor resource usage • problem-solving skills to determine appropriate fault repair actions • numeracy skills to calculate resource expenditure • Technology skills to select and use technology appropriate to a task.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level III	
Unit Title	Purchase Goods and Services
Unit Code	TRD ADV3 02 0714
Unit Descriptor	This unit specifies the outcomes required to determine purchasing requirements, and make and receive purchases.

Elements	Performance Criteria
1. Understand purchasing and own requirements	1.1 Organization's purchasing strategies are read, understood and clarified, as required. 1.2 Own role and limits of authority are determined in consultation with relevant personnel .
2. Make purchases	2.1 Purchase specifications are received from relevant personnel and clarified as required. 2.2 Purchasing methods which are most appropriate to particular purchases are selected within limits of own role. 2.3 Approvals are obtained for purchases as required. 2.4 Quotations are obtained from suppliers as required. 2.5 Suppliers and place orders are selected and purchases made.
3. Receive purchases	3.1 Goods are received or arrangements made to receive services. 3.2 Relevant personnel are advised of receipt of purchase. 3.3 Goods received are checked for compliance with specifications. 3.4 Action is taken to resolve non-compliance with specifications. 3.5 Registration of new assets is facilitated. 3.6 Purchase records are filed and stored.

Variable	Range
Purchasing strategies	May Include: <ul style="list-style-type: none"> • criteria for making purchasing decisions • legal requirements and policies and procedures that underpin strategies and that are relevant to role • policies, procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organisation, partners, alliance members and local and distant suppliers
Limits	May Include:

	<ul style="list-style-type: none"> • approval processes for purchases • expenditure approval limits
Relevant personnel	<p>May Include:</p> <ul style="list-style-type: none"> • managers • leaders • coordinators • supervisors • other persons authorised to commit the organisation to purchases • internal users of purchased goods and services • owner • Board members • specialist personnel involved in purchasing, asset maintenance and finance
Purchasing methods	<p>May Include:</p> <ul style="list-style-type: none"> • credit card purchases • direct purchases from retail outlets • online purchases • petty cash • purchases using standing agreements or accounts with suppliers • written and/or verbal quotations • written and/or verbal supply agreements
Purchase records	<p>May Include:</p> <ul style="list-style-type: none"> • corporate credit card transaction documentation • invoices, statements and payment requests • petty cash vouchers • purchase requests and orders • receipt advices for goods and services • records of supplier performance

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • obtaining quotes from prospective suppliers for a low risk, low expenditure good to be purchased • selection of appropriate purchasing methods for a low risk, low expenditure purchase • Receipt, checking and documentation of a low risk, low expenditure purchase.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • codes of ethics and conduct • identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> ➤ consumer protection legislation ➤ contract law

	<ul style="list-style-type: none"> ➤ import of goods and services, where relevant ➤ sale of goods legislation ➤ Trade Practices Act • organisation policy and procedures relating to: <ul style="list-style-type: none"> ➤ purchasing strategies ➤ record-keeping systems related to purchasing and assets ➤ standard contracting arrangements • product knowledge about the goods and services being supplied • purchasing and procurement principles for: <ul style="list-style-type: none"> ➤ accountability ➤ probity and transparency ➤ risk management • Value for money.
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • communication skills to liaise with suppliers and end users of purchases • literacy skills to document purchases and write reports on purchasing activities • information management and research skills to analyse and assess purchasing options and offers • technology skills to use of software to keep records of purchases made • Data collection skills to keep records related to purchasing.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level III	
Unit Title	Conduct Online Transactions
Unit Code	TRD ADV3 03 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake a range of online transactions, including banking, buying and selling products and services.

Elements	Performance Criteria
1. Identify and investigate online service provider	<p>1.1 Online research is undertaken to identify suppliers required products/services.</p> <p>1.2 Service provider confidentiality, security and privacy facilities are assessed in accordance with individual and organizational requirements.</p> <p>1.3 Potential products/services are assessed for authenticity.</p>
2. Perform online transactions	<p>2.1 Organizational requirements are confirmed for products/services to be obtained.</p> <p>2.2 Authentication information is ensured and secured in accordance with organizational requirements.</p> <p>2.3 Appropriate online functions are used to obtain required products/services.</p> <p>2.4 Any difficulties are reported in accessing or using online facilities to the service provider.</p> <p>2.5 Transaction is completed and products/services are received in accordance with terms of online transaction.</p>
3. Maintain records of online transactions	<p>3.1 Records of transactions are maintained in accordance with organizational policy, procedures and level of authority.</p> <p>3.2 Organizational records are compared with online records and irregularities dealt with according to organizational policy and procedures.</p>
4. Review online transactions	<p>4.1 Obtained products/services rendered are reviewed to determine quality, timeliness and level of customer service in relation to advertised profile.</p> <p>4.2 Recommendations are made regarding continued or future use of online service provider, as supported by transaction history.</p>

Variable	Range
Suppliers	May include: <ul style="list-style-type: none"> • banks or other financial institutions • e-auction

	<ul style="list-style-type: none"> • e-brokerage service • e-mail • e-procurement service • e-shop • third party marketplace
Products/services	<p>May include:</p> <ul style="list-style-type: none"> • financial services • goods • insurance • loans • shares
Confidentiality, security and privacy	<p>May include:</p> <ul style="list-style-type: none"> • access to independent reviews of financial services such as: <ul style="list-style-type: none"> ➢ Ethiopia Competition and Consumer Commission (ACCC) ➢ Financial Planning Association of Ethiopia (FPA) • authentication services • disclaimers • firewall protection • jurisdiction • level of encryption • limit of liability • Personal Identification Number (PIN) • physical site security of web server • receipting • terms and conditions of website use • use of 'cookies' - small files automatically downloaded from a web server to the computer of someone browsing a website - information stored in cookies can be accessed any time computer returns to the site • user name and password • warranties

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • identification and selection of appropriate services to meet defined needs • use of appropriate security considerations • knowledge of policies and procedures relating to the use of the internet and online purchasing
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws

	<ul style="list-style-type: none"> ➤ Occupational Health and Safety • policies and procedures relating to use of the internet and online purchasing • service provider requirements • Legal and ethical requirements relating to a range of online transactions.
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Communication skills to negotiate with online service provider/s. • literacy skills to read and analyse information for its relevance and sufficiency, and to follow policies and procedures • numeracy skills to work with and evaluate monetary figures • Technology skills to operate computer and software appropriate to transaction being performed.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level III	
Unit Title	Design and Produce Business Documents
Unit Code	TRD ADV3 04 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications

Elements	Performance Criteria
1. Select and prepare resources	<p>1.1 Appropriate technology and software applications are selected and used to produce required business documents.</p> <p>1.2 Layout and style of publication are selected according to information and organizational requirements.</p> <p>1.3 Document design is ensured to be 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 clarified according to task and organizational requirements.</p> <p>2.2 Document is designed to ensure efficient entry of information and maximize 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 Input devices are operated within designated requirements.</p>
3. Produce document	<p>3.1 Document production is completed within designated time lines according to organizational requirements.</p> <p>3.2 Document produced is checked to meet task requirements for style and layout.</p> <p>3.3 Document is stored appropriately and document saved 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 are made to meet requirements.</p>

	<p>4.3 Document is named and stored in accordance with organizational requirements and the application exited without data/loss damage.</p> <p>4.4 Document is printed and presented according to requirements.</p>
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Variable	Range
Technology	May include: <ul style="list-style-type: none"> • Computers • photocopiers • printers • scanners
Software	May include: <ul style="list-style-type: none"> • accounting packages • database packages • presentation packages • spreadsheet packages • word processing packages
Business documents	May include: <ul style="list-style-type: none"> • accounts statements • client databases • newsletters • project reviews • proposals • reports • web pages
Organisational requirements	May include: <ul style="list-style-type: none"> • budgets • correctly identifying and opening files • legal and organisational policies, guidelines and requirements • locating data • log-on procedures • manufacturers' guidelines • occupational health and safety policies, procedures and programs • quality assurance and/or procedures manuals • saving and closing files • security • storing data
Functions	May include: <ul style="list-style-type: none"> • alternating headers and footers • editing • merging documents • spell checking • table formatting

	<ul style="list-style-type: none"> • using columns • using styles
Input devices	<p>May include:</p> <ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner
Naming	<p>May include:</p> <ul style="list-style-type: none"> • appropriate file type • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • File/directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security
Storing	<p>May include:</p> <ul style="list-style-type: none"> • storage in directories and sub-directories • storage on CD-ROMs, disk drives or back-up systems • storing/filing hard copies of computer generated documents • storing/filing hard copies of incoming and outgoing facsimiles • storing/filing incoming and outgoing correspondence

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document • using appropriate data storage options • Knowledge of the functions and features of contemporary computer applications.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • appropriate technology for production requirements • functions and features of contemporary computer applications • organisational policies, plans and procedures • Organisational requirements for document design e.g. style guide.
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • complete a range of formatting and layout tasks • 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

	<p>and conformity to organisational requirements</p> <ul style="list-style-type: none"> • to access and retrieve data • to determine document design and production processes
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level III	
Unit Title	Recommend and Advertise Products and Services
Unit Code	TRD ADV3 05 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide advice and information within an organisation about the development and distribution of its products and services.

Elements	Performance Criteria
1. Develop and maintain knowledge of products and services	<p>1.1 Knowledge and understanding of industry products and services are actively and regularly researched using authoritative sources.</p> <p>1.2 Available product and service documentations are used to identify and understand characteristics of products and services, and to make comparisons with other products and services.</p> <p>1.3 Information on products and services are accurately documented and maintained in a format consistent with organizational requirements.</p> <p>1.4 Acquired knowledge is applied to improve quality within personal work areas.</p>
2. Recommend and advertise products and services	<p>2.1 Recommendations and advertisement on products and services are ensured to be in line with organizational requirements.</p> <p>2.2 Recommendations that emphasize product and service issues relevant to client needs are provided.</p> <p>2.3 Evidences in support of recommendations and advertises are ensured to be verifiable and presented in a suitable format.</p> <p>2.4 Recommendations and advertisement are structured to identify clear benefits to clients and the organization.</p>
3. Advise on promotional activities	<p>3.1 Advice provided is made clear, supported by verifiable evidence and compatible with organizational requirements.</p> <p>3.2 Promotional documentation and materials are ensured to be appropriate to presentation of the organization's products and services.</p> <p>3.3 Costs of promotional activities are ensured to conform to budget resources.</p> <p>3.4 Impact of promotional activities is estimated from verifiable customer feedback sources.</p>

	3.5 The benefits of promotional activities are evaluated and incorporated in plans for future promotional activities.
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Variable	Range
Industry products and services	May include: <ul style="list-style-type: none"> • competitor products and services • complementary products and services • emerging products and services • historical products and services • organisation's products • specified range of products and services within an organisation's offerings
Authoritative sources	May include: <ul style="list-style-type: none"> • authorised suppliers • industry associations • industry conferences • recognised industry media sources
Product and service documentation	May include: <ul style="list-style-type: none"> • colleagues' knowledge • consumer reports • industry reports • marketing data • operational guidelines • sales figures
Information	May include: <ul style="list-style-type: none"> • competitive features of products or services • cost and production data • distribution processes • innovations • problems with products or services • product trends • sales records (monthly forecasts, targets achieved) • sales trends
Organisational requirements	May include: <ul style="list-style-type: none"> • access and equity principles and practice • confidentiality and security requirements • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards

	<ul style="list-style-type: none"> • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Product and service issues	<p>May include:</p> <ul style="list-style-type: none"> • customer delivery • faults • market share data • organisational product knowledge • production down-time • sales figures
Promotional activities	<p>May include:</p> <ul style="list-style-type: none"> • advertisements • client functions • employee functions • media announcements • product launches • web pages
Verifiable customer feedback sources	<p>May include:</p> <ul style="list-style-type: none"> • audit documentation and reports • complaints • customer satisfaction questionnaires • lapsed clients • quality assurance data • returned goods • service calls

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • assessing and reporting on customer satisfaction • identifying commercial characteristics of products and services • Knowledge of product and service standards and best practice models. • preparing and structuring advice on products and services • Researching market availability of products and services.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ Occupational Health and Safety (OHS) • organisation's products and services • organisational policies and procedures for customer service

	<p>including handling customer complaints</p> <ul style="list-style-type: none"> • product and service standards and best practice models • principles and techniques of public relations and product promotion • mechanisms to obtain and analyse customer feedback
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • 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 texts to ensure clarity of meaning, and accuracy of grammar and punctuation • technology skills to select and use technology appropriate to a task • communication skills to monitor and advise on customer service strategies • problem-solving skills to deal with customer enquiries or complaints • Analytical skills to identify trends and positions of products and services.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Advertising Level III	
Unit Title	Process Customer Complaints
Unit Code	TRD ADV3 06 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to handle formal and informal negative feedback and complaints from customers. Operators may exercise discretion and judgement using appropriate knowledge of products, customer service systems and organisational policies to provide technical advice and support to a team.

Elements	Performance Criteria		
1. Respond to complaints	<p>1.1 Customer complaints are processed using effective communication according to organisational procedures established under organisational policies, legislation or codes of practice.</p> <p>1.2 Reports relating to customer complaints are obtained, documented and reviewed.</p> <p>1.3 Decisions about customer complaints are made by taking into account applicable legislation, organisational policies and codes.</p> <p>1.4 Resolution of the complaint is negotiated and an agreement is 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 are identified to require referral to other personnel or external bodies.</p> <p>2.2 Referrals 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 organisation.</p> <p>3.2 Appropriate options are analysed, 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 Matters are ensured for which a solution cannot be negotiated are referred to appropriate personnel.</p>		
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Variable	Range
Customers	May include: <ul style="list-style-type: none"> • customers with routine or specific requests • internal or external customers • people from a range of social, cultural or ethnic backgrounds • people who may be unwell, drug affected or emotionally distressed • people with varying physical and mental abilities • Regular and new customers.
Effective communication	May include: <ul style="list-style-type: none"> • giving customers full attention • maintaining eye contact (for face-to-face interactions), except where eye contact may be culturally inappropriate • speaking clearly and concisely • using appropriate language and tone of voice • using clear written information/communication • Using appropriate non-verbal communication (body language) personal presentation (for face-to-face interactions).
Reports relating to customer complaints	May include: <ul style="list-style-type: none"> • completing forms and written reports • using audio-visual tapes • Using computer based systems.
Complaints	May include: <ul style="list-style-type: none"> • different types of severity, formality and sources • scenarios where external bodies such as police are required • straightforward customer dissatisfaction • Level of documentation required.
Referrals	May include: <ul style="list-style-type: none"> • external bodies: • Ombudsman • Independent Commission Against Corruption (ICAC) • police • Relevant superiors in the organisational hierarchy.

Evidence Guide	
Critical aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • applying judgement in the application of industry and/or organisational procedures • working with customer complaints

	<ul style="list-style-type: none"> • Knowledge of organisational procedures and standards for processing complaints.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • 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"> • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • Occupational Health and Safety (OHS) • importance of good communication skills and the individual's role in processing customer complaints • Organisational procedures and standards for processing complaints and recommending appropriate action.
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • analytical skills to identify trends and positions of products a communication skills to: <ul style="list-style-type: none"> ➢ interpret customer complaints ➢ monitor and advise on customer service strategies and resolutions • communication skills to: <ul style="list-style-type: none"> ➢ people with diverse abilities ➢ relate to people from culturally diverse backgrounds • literacy skills to: <ul style="list-style-type: none"> ➢ edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation ➢ prepare general information and papers according to tar ➢ read and understand a variety of texts • problem solving skills to: <ul style="list-style-type: none"> ➢ apply organizational procedures to a range of situations ➢ deal with customer enquiries or complaints ➢ exercise judgment in this application • self management skills to: <ul style="list-style-type: none"> ➢ comply with policies and procedures ➢ consistently evaluate and monitor own performance ➢ Seek learning opportunities.
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>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Advertising Level III	
Unit Title	Process Financial Transactions and Extract Interim Reports
Unit Code	TRD ADV3 07 0714
Unit Descriptor	This unit describes the functions involved in preparation and processing of routine financial documents, preparing journal entries, posting journals to ledgers, preparing, banking and reconciling financial receipts, and extracting a trial balance and interim reports.

Elements	Performance Criteria
1. Check and verify supporting documentation	<p>1.1 Information from documents is identified, checked and recorded</p> <p>1.2 Supporting documentation is examined to establish accuracy and completeness and to ensure authorization by appropriate personnel</p>
2. Prepare and process banking and petty cash documents	<p>2.1 Deposits and withdrawals are accurately entered and balanced according to organizational procedures</p> <p>2.2 Cheque and card vouchers are checked for validity before processing</p> <p>2.3 Journal entries and journals are prepared accurately and completely and posted to ledgers and banking documentation is reconciled with organization's financial records</p> <p>2.4 Petty cash claims and vouchers are checked, processed and recorded and the petty cash book is balanced according to organizational procedures</p>
3. Prepare and process invoices for payment to creditors and for debtors	<p>3.1 Invoices are prepared in accordance with organizational procedures</p> <p>3.2 Invoices are checked against source documents for accuracy and any errors corrected</p> <p>3.3 All invoices and related documents are filed for auditing purposes</p>

Variable	Range
Information	<p>May include:</p> <ul style="list-style-type: none"> • account numbers • addresses • amounts of money, figures • card numbers • cheque numbers • dates

	<ul style="list-style-type: none"> Names.
Documents	<p>May include:</p> <ul style="list-style-type: none"> application forms claim forms petty cash vouchers invoices purchase orders receipts credit notes statements deposit books delivery dockets Remittance advice.
Supporting documentation	<p>May include:</p> <ul style="list-style-type: none"> suspense reports Reconciliations.
Validity	<p>May include:</p> <ul style="list-style-type: none"> signature dates Amounts.
Journals	<p>May include:</p> <ul style="list-style-type: none"> general cash receipts cash payments sales purchases Returns and allowances.
Accurately and completely	<p>May include:</p> <ul style="list-style-type: none"> meaningful notation effective date specified correct allocation Balanced transaction.

Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> accurately enter and balance deposits and withdrawals process and balance petty cash transactions check and verify supporting documentation apply relevant security measures for preparing and banking receipts batch monetary items and prepare deposit facilities use knowledge of organisational policies and procedures and legislative requirements to accurately enter data into accounting systems and process journal entries prepare and authorise journals and check journal processing reports

	<ul style="list-style-type: none"> • extract and check/correct a trial balance • File documentation to meet all organisational and regulatory requirements.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • accounting conventions, processes and procedures • banking procedures and guidelines • industry codes of practice • legislative and regulatory requirements relevant to the work • organisational policy and procedures • relevant Acts and regulations • security procedures for handling cheques, vouchers and cash
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • communication skills to: <ul style="list-style-type: none"> ➢ determine and confirm work requirements, using questioning as required ➢ share information, listen and understand ➢ read and interpret documentation from a variety of sources ➢ use language and concepts appropriate to cultural differences • numeracy skills to make financial calculations • information technology skills for accessing and using spreadsheets • literacy skills for data analysis and interpretation • evaluative and general analytical skills • organisational skills, including the ability to plan and sequence
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>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Advertising Level III	
Unit Title	Create and Use Databases
Unit Code	TRD ADV3 08 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to create simple two table relational databases with reports and queries, for the storage and retrieval of information.

Elements	Performance Criteria
1. Create a simple database	<p>1.1 A simple database is designed with at least two tables using a database application, basic design principles, software functions and simple formulae.</p> <p>1.2 A table is developed with fields and attributed according to database usage, as well as data considerations and user requirements.</p> <p>1.3 A primary key is created for each table.</p> <p>1.4 Table layout and field attributes are modified as required.</p> <p>1.5 A relationship between the two tables is created.</p> <p>1.6 Data entered is checked and amended in accordance with organizational and task requirements.</p>
2. Create reports and queries	<p>2.1 Information output, database tables to be used and report layout are determined to meet task requirements.</p> <p>2.2 Data groupings are determined, searched and sorted criteria to meet task requirements.</p> <p>2.3 Reports and queries are run to check that results and formulae provide the required data.</p> <p>2.4 Reports are modified to include or exclude additional requirements.</p>
3. Use database	<p>3.1 Data input is ensured to meet designated time lines and organizational requirements for speed and accuracy.</p> <p>3.2 Manuals, user documentation and online help are used to overcome problems with database design and production.</p> <p>3.3 Database reports or forms are previewed, adjusted and printed in accordance with organizational and task requirements.</p> <p>3.4 Databases are named and stored in accordance with organizational requirements and application is exited without data loss or damage.</p> <p>3.5 Reports are prepared and distributed to appropriate person in a suitable format.</p>

Variable	Range
Database applications	May include: <ul style="list-style-type: none"> • commercial database applications • organisational specific database applications
Basic design principles	May include: <ul style="list-style-type: none"> • naming conventions • data layout • formatting • database use • required output • reporting and presentation requirements
Software functions	May include: <ul style="list-style-type: none"> • adding, deleting, moving, re-labelling fields • altering field widths • calculating, using formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • repeating (if available) • table, form and report wizards
Simple formulae	May include: <ul style="list-style-type: none"> • average • count • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Data	May include: <ul style="list-style-type: none"> • numbers • text
Checking and amending data	May include: <ul style="list-style-type: none"> • accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • outcome of sorting or filtering • proofreading • spelling, electronically and manually

Report layout	<p>May include:</p> <ul style="list-style-type: none"> • alignment on page • columns • enhancements to format - borders, patterns and colours • enhancements to text • formatting provided through use of a wizard or other automated process • headers/footers • logical ordering of data • tables
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Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • creating simple databases and queries • manipulating data using queries • Formatting data into a final version.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ occupational health and safety ➢ Organisational requirements relating to data entry, storage and presentation.
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • numeracy skills to create simple queries and to use simple formulas • planning and organising skills to develop effective databases • Problem-solving skills to address inconsistencies in data and is able to query structures.
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>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Advertising Level III	
Unit Title	Create Electronic Presentations
Unit Code	TRD ADV3 09 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce electronic presentations for speakers, for self access and for online access.

Elements	Performance Criteria
1. Prepare to create presentation	<p>1.1 Personal work environment is organized in accordance with ergonomic requirements.</p> <p>1.2 Purpose, audience and mode of presentation are determined in consultation with content author or presenter.</p> <p>1.3 Presentation requirements are identified in terms of supporting documents, transparencies and equipment.</p> <p>1.4 Work organization strategies and energy and resource conservation techniques are applied to plan work activities.</p>
2. Create presentation	<p>2.1 Slides, notes and handout masters are designed to incorporate organizational and task requirements in relation to image and preferred style, avoiding distractions.</p> <p>2.2 Software functions are used for consistency of design and layout to meet identified presentation requirements.</p> <p>2.3 Presentation features are balanced for visual impact and emphasis.</p> <p>2.4 Advanced software features are used to streamline and customize the presentation for different audiences.</p> <p>2.5 Presentations are prepared within designated time lines.</p>
3. Finalise presentation	<p>3.1 Manuals, user documentation and online help are used to overcome problems with design and production.</p> <p>3.2 Presentation is checked for spelling, consistency in presentation features and style in accordance with task requirements.</p> <p>3.3 Presentation materials are printed in accordance with presenter or audience requirements.</p> <p>3.4 Presentation is stored in accordance with organizational requirements and the application exited without information loss or damage.</p>

Variable	Range
Ergonomic requirements	May include: <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Mode of presentation	May include: <ul style="list-style-type: none"> • available for browsing by individuals • display on one computer, control from another • online, internet, intranet • conference presentation • self-running presentation • speaker
Presentation requirements	May include: <ul style="list-style-type: none"> • 35 mm slides • annotation pen • computer equipment and peripherals for on-screen presentation • data show • digital pointer • handouts • internet access • laptop computer • network access • outlines • overhead projector • overhead transparencies • paper printouts of presentation or slide show • slide projector • speaker notes • video projector/s • world wide web documents
Work organisation strategies	May include: <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques	May include: <ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper

	<ul style="list-style-type: none"> • re-using paper for rough drafts (observing confidentiality requirements) • using power-save options for equipment
Organisational and task requirements	<p>May include:</p> <ul style="list-style-type: none"> • company colour scheme • company logo • corporate image • music • organisation name, time, date, occasion etc. in header/footer • organisational video clip
Distractions	<p>May include:</p> <ul style="list-style-type: none"> • heavy colour • insufficient colour separation (background to text) • irrelevant animation • multiple transitions • overly busy background • overuse of sound • too many words or pictures per slide • too small fonts

Evidence Guide	
Critical aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • creating at least two electronic presentations • effect of design features on readability and appearance of electronic presentations • keyboarding skills to enter text and numerical data
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • occupational health and safety • effect of design features on readability and appearance of electronic presentations
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • communication skills to clarify requirements of documents • keyboarding skills to enter text and numerical data • literacy skills to read and understand organisational procedures to support text structure, and to proofread and edit documents <p>Problem-solving skills to use processes flexibly and interchangeably</p>
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	Competency may be assessed through: <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Advertising Level III	
Unit Title	Comply with Organisational Requirements for Protection and Use of Intellectual Property
Unit Code	TRD ADV3 10 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to assist with the protection and lawful use of an organisation's intellectual property and to avoid intellectual property infringement. It focuses on supporting the maintenance of an organisation's policies and procedures for the protection of intellectual property and avoidance of intellectual property infringement.

Elements	Performance Criteria
1. Identify organisational expectations	<p>1.1 The various types of existing and potential intellectual property are identified within the organization.</p> <p>1.2 The organization's intellectual property policies, procedures and information are identified and accessed.</p> <p>1.3 Own role is identified in protecting the organization's intellectual property using intellectual property and avoiding intellectual property infringement.</p> <p>1.4 Information and advice are provided to relevant internal and external stakeholders about how the organization's intellectual property policies and procedures operate within limits of job role.</p>
2. Support policies and procedures	<p>2.1 The development and/or implementation of policies and procedures are assisted with for the protection and use of the organization's intellectual property according to the type of protection required.</p> <p>2.2 The development and/or implementation of policies and procedures are assisted with to prevent infringement of others' intellectual property.</p> <p>2.3 The maintenance of intellectual property policies and procedures is assisted.</p> <p>2.4 The identification of potential problems and opportunities is contributed for improvement in the operation of the intellectual property policies and procedures and recommendations are made to appropriate personnel for action.</p>
3. Contribute to recommendations about non-compliance	<p>3.1 The identification of any potential non-compliance or intellectual property infringement issues is contributed either internally or externally.</p> <p>3.2 Recommendations about actions are contributed to</p>

issues	appropriate personnel to overcome non-compliance issues. 3.3 Appropriate personnel are alerted to areas of potential intellectual property infringement or risk.
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Variable	Range
Intellectual property	May include: <ul style="list-style-type: none"> • The output of the mind or intellect rather than tangible objects. It includes: <ul style="list-style-type: none"> ➤ copyright ➤ trade marks ➤ patents ➤ designs ➤ plant breeder's rights ➤ circuit layout rights ➤ confidential information/trade secrets
Policies, procedures and information	May include: <ul style="list-style-type: none"> • intellectual property policy • licensing agreements • procedures for ensuring copyright protection • procedures for registering intellectual property rights • register of intellectual property assets
Own role	May include: <ul style="list-style-type: none"> • checking that other areas of the organisation are compliant • communicating policy and procedure changes to others • ensuring fees are paid • entering data as it arises • updating schedules and documents as requested e.g. register of intellectual property • keeping up to date with intellectual property issues through subscriptions to intellectual property services, e.g. IP Australia News Alert
Infringement	May include: <ul style="list-style-type: none"> • deliberate or inadvertent misuse or non-compliance with legislation, regulation, policy, codes of conduct etc. in relation to intellectual property
Internal and external stakeholders	May include: <ul style="list-style-type: none"> • internal stakeholders: <ul style="list-style-type: none"> • other people within the organization who may be affected by intellectual property, e.g. designers, writers, trainers, marketing staff, researchers whose efforts may produce intellectual property • all employees, who need to be aware of the importance of, and procedures for, intellectual property protection and avoidance of intellectual property infringement • external stakeholders: <ul style="list-style-type: none"> • contractors

	<ul style="list-style-type: none"> • service providers
Protection and use	<p>May include:</p> <ul style="list-style-type: none"> • copyright for original works under the Copyright Act 1968 • patents for inventions and innovations under the Patents Act 1990 • protection from misleading packaging, advertising, misuse of power in the marketplace etc. under the Trade Practices Act 1974 • registration of business names under Business Names legislation • registration of trademarks under the Trade Marks Act 1995 • registration of new or original designs under the Designs Act 2003 • registration of domain names • licences, agreements or other instruments for the protection or use of intellectual property
Potential problems	<p>May include:</p> <ul style="list-style-type: none"> • changes to legislation or regulations • aspects of intellectual property not covered by existing procedures • fees not paid by own or external organisation • out of date communication about intellectual property within organisation • expiry of protection period • inappropriate or illegal use of someone else's intellectual property
Appropriate personnel	<p>May include:</p> <ul style="list-style-type: none"> • Employee who is: <ul style="list-style-type: none"> ➤ suitable ➤ fitting ➤ apt ➤ proper ➤ apposite ➤ right ➤ correct

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • identification of the different types of intellectual property within the organisation • identification, use and/or maintenance of an organisation's intellectual property policies and procedures • identification of potential non-compliance issues in an organisation
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • basic knowledge of types of intellectual property and the key characteristics of each

	<ul style="list-style-type: none"> • relevant organisational policies and procedures in relation to intellectual property • the range of intellectual property residing with the organisation • basic knowledge of relevant legislative requirements as they apply to the job role
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • communication skills to provide information to relevant personnel about intellectual property • problem solving skills to identify intellectual property compliance issues literacy skills to read and interpret procedures and other relevant documentation
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>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview /Written Test /Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Advertising Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	TRD ADV3 11 0714
Unit Descriptor	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.

Elements	Performance Criteria
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 support overall enterprise goals and quality assurance initiatives.</p> <p>1.3 Quality problems and issues are promptly identified and adjustments are 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 is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 Workplace records 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 are assessed and actioned in consultation with relevant colleagues.</p> <p>4.4 Where problem is raised by a team member, they are</p>

	encouraged to participate in solving the problem. 4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.
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Variables	Range
Problems	May include but not limited to: <ul style="list-style-type: none"> • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	May include but is not limited to: <ul style="list-style-type: none"> • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> • monitor and improve workplace operations • plan and organize workflow • maintain workplace records
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level III	
Unit Title	Apply Quality Control
Unit Code	TRD ADV3 12 0714
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

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

Variable	Range
Quality check	May include but not limited to:

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

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Check completed work continuously against organization standard • Identify and isolate faulty or poor service • Check service delivered against organization standards • Identify and apply corrective actions on the causes of identified faults or error • Record basic information regarding quality performance • Investigate causes of deviations of services against standard • Recommend suitable preventive actions
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpret work instructions, specifications and standards appropriate to the required work or service • carry out relevant performance evaluation • maintain accurate work records • meet work specifications and requirements • communicate effectively within defined workplace procedures
Resource Implications	<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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Advertising Level III	
Unit Title	Lead Workplace Communication
Unit Code	TRD ADV3 13 0714
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Elements	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate communication method 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 are 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

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

	<ul style="list-style-type: none"> • Written • Using Internet • Cell phone
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Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Deal with a range of communication/information at one time • Make constructive contributions in workplace issues • Seek workplace issues effectively • Respond to workplace issues promptly • Present information clearly and effectively written form • Use appropriate sources of information • Ask appropriate questions • Provide accurate information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level III	
Unit Title	Lead Small Teams
Unit Code	TRD ADV3 14 0714
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.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 Learning and development needs are systematically identified and implemented in line with organizational requirements</p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement</p> <p>1.4 Feedback on performance 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 Learning delivery methods are 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> <p>3.4 Records and reports of Competence are maintained within organizational requirement</p>

4. Develop team commitment and cooperation	<p>4.1 Open communication processes to obtain and share information is used by team</p> <p>4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities</p> <p>4.3 Mutual concern and camaraderie are developed in the team</p>
5. Facilitate accomplishment of organizational goals	<p>5.1 Team members actively participated in team activities and communication processes</p> <p>5.2 Teams members developed individual and joint responsibility for their actions</p> <p>5.3 Collaborative efforts are sustained to attain organizational goals</p>

Variable	Range
Learning and development needs	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Coaching, mentoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance appraisals • Workplace skills assessment • Recognition of prior learning
Organizational requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Formal/informal performance appraisals • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery methods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • On the job coaching or mentoring • Problem solving • Presentation/demonstration

	<ul style="list-style-type: none"> • Formal course participation • Work experience and Involvement in professional networks • Conference/seminar attendance and induction
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • identify and implement learning opportunities for others • give and receive feedback constructively • facilitate participation of individuals in the work of the team • negotiate learning plans to improve the effectiveness of learning • prepare learning plans to match skill needs • access and designate learning opportunities
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • coaching and mentoring principles • understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • understanding how to facilitate team development and improvement • understanding methods and techniques for eliciting and interpreting feedback • understanding methods for identifying and prioritizing personal development opportunities and options • knowledge of career paths and competence standards in the industry
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management • receive feedback and report, maintain effective relationships and conflict management • organize required resources and equipment to meet learning needs • provide support to colleagues • organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • facilitation skills to conduct small group training sessions • relate to people from a range of social, cultural, physical and mental backgrounds
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Advertising Level III	
Unit Title	Improve Business Practice
Unit Code	TRD ADV3 15 0714
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	<p>1.1 Sources data is identified; data required 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 SWOT analysis of the data is undertaken.</p> <p>1.4 Competitive advantage 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 Key indicators 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 Organizational structures 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 objectives 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 Market position is developed/ reviewed.</p> <p>4.6 Practice brand is developed.</p> <p>4.7 Benefits of products or services are identified.</p> <p>4.8 Promotion tools 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 ranked 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 relevant stakeholders.</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	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Primary data sources • Secondary sources
Data required	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Organization capability • Appropriate business structure • Level of client service which can be provided • Internal policies, procedures and practices • Staff levels, capabilities and structure • Market and market definition • Market changes/market segmentation • Market consolidation/fragmentation • Revenue • Level of commercial activity • Expected revenue levels, short and long term • Revenue growth rate • Break even data • Pricing policy • Revenue assumptions • Business environment • Economic conditions • Social factors • Demographic factors • Technological impacts • Political/legislative/regulative impacts

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

	<ul style="list-style-type: none"> • Features/benefits • Product differentiation from competitive products • New/changed products • Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • Pricing objectives (profit, market penetration, etc.) • Cost components • Market position • Distribution strategies • Marketing channels • Promotion • Target audience • Communication 		
Practice brand	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Practice image • Practice logo/letterhead/signage • Phone answering protocol • Facility decor • Slogans • Templates for communication/invoicing • Style guide • Writing style • AIDA (Attention, Interest, Desire, Action) 		
Benefits	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Features as perceived by the client • Benefits as perceived by the client 		
Promotion tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Networking and referrals • Seminars • Sales promotion • Advertising • Personal selling • Press releases • Publicity and sponsorship • Brochures • Newsletters (print and/or electronic) • Websites • Direct mail • Telemarketing/cold calling 		
Ranking	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Importance • Urgency • Technology • Resource availability 		
Relevant stockholders	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Micro and Small Enterprises development • Non-Government Organizations (NGOs) 		
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	<ul style="list-style-type: none"> • Finance institutions • Capital goods leasing enterprise
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Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge of: <ul style="list-style-type: none"> • Identifying the key indicators of business performance • Identifying the key market data for the business • A wide range of available information sources • Acquiring information not readily available within a business • Analyzing data and determine areas of improvement • Negotiating required improvements to ensure implementation • Evaluating systems against practice requirements • Forming recommendations and/or make recommendations • Assessing the accuracy and relevance of information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • Data gathering and analysis • Value chain analysis • SWOT analysis • Competitive advantage • Cost benefit analysis • Target market • Marketing principles • Organizational structure • Marketing mix • Promotion mix • Market position • Branding Profitability Demonstrates knowledge of: <ul style="list-style-type: none"> • Data gathering and analysis • Value chain analysis • SWOT analysis • Competitive advantage • Cost benefit analysis • Target market • Marketing principles • Organizational structure • Marketing mix • Promotion mix • Market position • Branding • Profitability
Underpinning Skills	Demonstrates skill in: <ul style="list-style-type: none"> • Benchmarking skills • Communication skills • Computers skills to manipulate data and present information

	<ul style="list-style-type: none"> • Negotiation skills • Preparing action plan • Conducting market research • Identifying target market • Identifying suitable marketing mix • Preparing promotional tools • Problem solving • Planning skills • Monitoring and evaluation • Ability to acquire and interpret relevant data • Use of market intelligence • Development and implementation strategies of promotion and growth plans • Ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • Applying methods of selecting relevant key benchmarking indicators • Communication skills • Working and consulting with others when developing plans for the business • Negotiation skills • Using computers to manipulate, present and distribute information
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	TRD ADV3 16 0714
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 elements are continuously improved and institutionalized.

Elements	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 OHS requirements, 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 Safety equipment and tools 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 Tools and techniques are used to draw and analyze current situation of the work place.</p> <p>2.4 Wastes/MUDA are identified and measured based on relevant procedures.</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 the ten basic principles for improvement 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 visual and auditory control methods.</p> <p>4.4 Waste-free workplace is created using 5W and 1H 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>

Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 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 fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • 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.
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • dust masks / goggles • glove • working cloth • first aid

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

5W and 1H	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Who • What • Where • When • Why • How
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • discuss why wastes occur in the workplace • discuss causes and effects of wastes/MUDA in the workplace • analyze the current situation of the workplace by using appropriate tools and techniques • identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques • use 5W and 1H sheet to prevent
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Targets of customers and manufacturer/service provider • Traditional and kaizen thinking of price setting • Kaizen thinking in relation to targets of manufacturer/service provider and customer • value • The three categories of operations • the 3“MU” • waste/MUDA • wastes occur in the workplace • The 7 types of MUDA • The Benefits of identifying and eliminating waste • Causes and effects of 7 MUDA • Procedures to identify MUDA • Necessary attitude and the ten basic principles for improvement • Procedures to eliminate MUDA • Prevention of wastes • Methods of waste prevention • Definition and purpose of standardization • Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement • Methods of visual and auditory control • TPM concept and its pillars. • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report • Method of communication

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • draw & analyze current situation of the work place • use measurement apparatus (stop watch, tape, etc.) • calculate volume and area • use and follow checklists to identify, measure and eliminate wastes/MUDA • identify and measure wastes/MUDA in accordance with OHS and procedures • use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure • apply 5W and 1H sheet • update and use standard procedures for completion of required operation • work with others • read and interpret documents • observe situations • solve problems • communicate • gather evidence by using different means • report activities and results using report formats
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

NTQF Level IV

Occupational Standard: Advertising Level IV	
Unit Title	Conduct Pre-campaign Testing
Unit Code	TRD ADV4 01 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to pilot an advertising campaign and to make adjustments that will maximise the effectiveness of the campaign.

Elements	Performance Criteria
1. Plan for pre campaign testing	1.1 Valid and reliable measurement tools are applied for testing aspects of the advertisement. 1.2 Expected outcomes and targets are documented. 1.3 The test group and timing of the pilot advertisement are selected in accordance with the advertising brief. 1.4 Media placement is negotiated in accordance with budgetary and scheduling requirements.
2. Pilot the advertisement	2.1 The advertisement is tested in accordance with the time and financial requirements of the advertising brief and budgetary requirements. 2.2 Data collection is conducted in accordance with the requirements of the evaluation tool/s and the advertising brief.
3. Utilise pre campaign test results	3.1 Test results are analyzed for their impact on the advertising campaign 3.2 Changes are made to the advertisement or media schedule in response to pre-test information which meet the requirements of the advertiser 3.3 Options are provided for changes to advertisements and presented to the advertiser if required. 3.4 Advertisements are amended where necessary so that they meet legal and ethical requirements.

Variable	Range
Aspects of the advertisement	May include: <ul style="list-style-type: none"> • appeal • average cost per response • convenience of reply documents for consumer, such as: <ul style="list-style-type: none"> ➤ paper stock ➤ size of form ➤ spacing of blank lines • credibility

	<ul style="list-style-type: none"> • cultural acceptability • impact • interest-arousing • interpretation • memo ability • message clarity • most profitable size or length of advertisement • product/brand identification • production techniques
Legal and ethical requirements	<p>May include:</p> <ul style="list-style-type: none"> • codes of practice such as those issued by: <ul style="list-style-type: none"> ➤ Ethiopian Communications and Media Authority ➤ Ethiopian Consumer and protection agency • cultural expectations and influences • ethical principles • legislation • policies and guidelines • regulations • social responsibilities such as protection of children, environmental issues • societal expectations

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • demonstration of planning to test an advertising campaign • pilot testing of an advertisement • Modifications made to an advertising campaign based on information gained during the testing process for at least one advertisement.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • principles of advertising as it relates to the marketing mix • organisational advertising objectives and contents of the advertising, creative and media briefs • legal and ethical requirements for the advertising industry • type of media available for advertisements • identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ consumer protection laws ➤ copyright legislation • ethical principles • fair trading laws <ul style="list-style-type: none"> ➤ privacy laws ➤ Trades Practices Act ➤ Techniques for evaluating advertising effectiveness.

Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication skills to question, clarify and report on pre-campaign testing activities and results • literacy skills to interpret campaign evaluation requirements, and legal and ethical requirements • numeracy skills to analyse numerical and other data, and to draw conclusions • research skills to evaluate responses collected in testing • teamwork skills to collect test data in conjunction with colleagues • Technology skills to use a wide range of software and equipment to conduct pre-campaign testing.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Monitor Advertising Production
Unit Code	TRD ADV4 02 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to monitor and report on pre production, production and post production work for advertisements.

Elements	Performance Criteria
1. Oversee pre production work	<p>1.1 Printing, print production, electronic production specifications, schedule, budget, supplier/s and resource requirements are confirmed for pre-production activities.</p> <p>1.2 Pre-production activities are monitored against scheduling and budgetary requirements and overruns are likely reported for action and approval in accordance with organizational policies and procedures</p> <p>1.3 The effect of a delay in pre-production is estimated and recommendations are made to re-schedule activities that meet the pre-production schedule in accordance with organizational policies and procedures.</p>
2. Oversee production processes	<p>2.1 Specifications, production schedule, budget; supplier/s and resource requirements are confirmed.</p> <p>2.2 Progress is monitored against production schedule and variations are likely identified in accordance with organizational policies and procedures.</p> <p>2.3 Approvals are gained from relevant persons for schedule variations to production budget allocations in accordance with organizational policies and procedures if required.</p>
3. Monitor post production processes	<p>3.1 Specifications, schedule, budget, supplier/s and resource requirements are confirmed for post-production activities.</p> <p>3.2 Post-production activities are monitored against scheduling and budgetary requirements and variations are likely reported for action and approval in accordance with organizational policies and procedures.</p>
4. Produce monitoring reports	<p>4.1 Monitoring reports which contain details of progress are produced for pre-production, production and post-production activities.</p> <p>4.2 Monitoring reports which meet organizational requirements in terms of language, format, content, and level of detail are produced.</p> <p>4.3 Monitoring reports are provided within the required timeframe.</p>

Variable	Range
Printing	May include: <ul style="list-style-type: none"> • art reproduction, including: <ul style="list-style-type: none"> ➤ halftones ➤ line art ➤ photography ➤ screens • binding/finishing • colour reproduction, including: <ul style="list-style-type: none"> ➤ colour register/s ➤ colour separation ➤ digital colour reproduction ➤ PMS code ➤ process colour ➤ spot colour • composition • typesetting
Print production	May include: <ul style="list-style-type: none"> • computer software programs • desktop publishing • flexography • inkjet printing • letterpress • offset lithography • pre-print production processes • rotogravure • silk screen
Electronic production	May include: <ul style="list-style-type: none"> • film • live recording • sound recording • video • website involving sound, graphics, animation
Pre-production activities	May include: <ul style="list-style-type: none"> • artwork • graphics • imposition • music • receipt and review of advertising copy • receipt of visual elements and layout • rehearsals • scripts • set construction • storyboards
Production schedule	May include: <ul style="list-style-type: none"> • film or video shooting

	<ul style="list-style-type: none"> • pre-production, production and post-production work • print • sound recording • website development
Post-production activities	<p>May include:</p> <ul style="list-style-type: none"> • assembling scenes • dialogue synchronisation • editing • sound mixing • special effects

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • confirmation of specifications for production activities • monitoring of the pre-, during and post-production activities for creation for at least one advertisement • producing reports on pre-production, production and post-production monitoring activities for at least one advertisement <p>Formulation of recommendations to re-schedule activities in the event of production delays.</p>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • legal and ethical requirements for the advertising industry • principles of advertising as it relates to the marketing mix • identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ consumer protection laws ➢ copyright legislation • ethical principles • fair trading laws • privacy laws <ul style="list-style-type: none"> ➢ Trades Practices Act ➢ codes of practice such as those issued by bodies such as the Ethiopian Communications and Media Authority, Ethiopian consumer protection Agency and tread law • role/s of production personnel <p>Techniques and production processes for radio, television and cinema, print and websites.</p>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication skills to question, clarify and report while conducting monitoring activities • literacy skills to read schedules and to write reports • numeracy skills to read budgets and compare actual versus budgeted expenditure • teamwork skills to work with colleagues to achieve production

	<p>objectives</p> <ul style="list-style-type: none"> • Technology skills to use a wide range of software and equipment to monitor the production of advertisements.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Schedule Advertisements
Unit Code	TRD ADV4 03 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and cost media schedules, to book advertising time/space and to lodge advertisements.

Elements	Performance Criteria
1. Confirm advertising and media requirements	<p>1.1 The availability of the completed advertisement is confirmed.</p> <p>1.2 The chosen media and media vehicle/s are identified and confirmed from the media plan.</p> <p>1.3 The timing is confirmed for public release of the advertisement.</p> <p>1.4 The budget allocation is confirmed per medium and advertising period.</p>
2. Prepare and cost the media schedule	<p>2.1 The duration and timing of the media schedule that meet the requirements of the media plan are confirmed.</p> <p>2.2 The distribution of messages that meets the requirements of the media plan is ensured over the duration of the schedule.</p> <p>2.3 The media schedule the number; size/length and placement/timing of advertisements are identified in accordance with the media plan.</p> <p>2.4 Costs are negotiated with media vehicles and any variations from the budget in costs per medium per advertising period are reported and approvals are gained to proceed.</p> <p>2.5 Approvals for changes are negotiated and gained from supervisors/account managers to the schedule required by unforeseen problems with media vehicle/s in accordance with organizational policies and procedures.</p> <p>2.6 Overall media schedule is charged to meet budgetary requirements.</p>
3. Book advertising time/space and lodge advertisements	<p>3.1 Booking procedures are followed in accordance with organizational policy and practice using appropriate technology.</p> <p>3.2 Advertisements are lodged to meet the deadline requirements of the media vehicle/s in accordance with organizational procedures.</p> <p>3.3 Changes or improvements to organizational scheduling procedures are suggested to supervisors or managers.</p>

Variable	Range
Media	May include: <ul style="list-style-type: none"> • aerial advertising • billboards • cable and satellite television • cinema • direct mail • direct response • exhibitions and trade fairs • point-of-sale • radio • sales literature • sales promotion • short message service (SMS) • sponsorship • television • the press • video • video games • videotext
Media vehicle/s	May include: <ul style="list-style-type: none"> • aerial advertising • cable and satellite television • cinema • direct marketing • direct response • digital video discs • exhibitions and trade fairs • free-to-air television • internet • magazines • newspapers • outdoor advertising • podcasting • point-of-sale marketing • promotional marketing • radio • sales literature • sales promotions • video • videotext
Timing	May include: <ul style="list-style-type: none"> • continuous advertising throughout the year • mindset at point of impact • pre-launch advertising

	<ul style="list-style-type: none"> • pre-sale advertising • seasonal advertising
Distribution	<p>May include:</p> <ul style="list-style-type: none"> • evenly spreading advertisements over the allocated time schedule • advertising in waves, with heavy advertising followed by light or no advertising

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • identification and confirmation of media and media vehicles to be used in accordance with the media plan for at least one advertisement • Organising the timing and distribution of advertisements and negotiating the costs with media sellers for at least one advertisement.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • industry products/services such as media types and media vehicles • legal and ethical requirements for the advertising industry • principles of advertising as it relates to the marketing mix • Organisational policies and procedures for scheduling advertisements.
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication skills to question, clarify and gain approvals and to book advertising space • literacy skills to identify information from a media plan and to prepare a media schedule • negotiation skills to obtain desired advertising time or space • numeracy skills to budget, cost and schedule advertisements • Organisational and time management skills to meet deadlines.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Advertising Level IV	
Unit Title	Profile the Market
Unit Code	TRD ADV4 04 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies.

Elements	Performance Criteria
1. Segment the market	<p>1.1 Criteria are identified for use in segmenting the market in accordance with the marketing plan.</p> <p>1.2 Sources of information for segmenting and profiling markets are identified and accessed in accordance with the marketing plan.</p> <p>1.3 The market is segmented in accordance with identified criteria.</p> <p>1.4 Market segments are reviewed for their usefulness in terms of factors such as their size, potential, distinctive needs, easy identification of members or distinctive media use patterns.</p> <p>1.5 Market segments are selected to meet marketing objectives and new segmentation criteria chosen and applied, if required.</p>
2. Identify the target market	<p>2.1 Approaches are evaluated to determine and describe the total market for a product or service.</p> <p>2.2 The target market is defined in terms of the consumers to be included as prospective users of a product or service, and the selected market segments.</p> <p>2.3 Segment descriptors are used to describe the target market.</p> <p>2.4 Available strategic marketing options that best meet the requirements of the marketing plan are identified and targeting strategies selected.</p>
3. Profile the target audience	<p>3.1 The total market and selected market segments are described in the form of a consumer profile.</p> <p>3.2 Consumer characteristics are identified in standard statistical terms and/or the descriptive terms used in media selection in the consumer profile.</p> <p>3.3 Demographic and/or psychographic descriptions are used in the consumer profile in accordance with the</p>

	<p>requirements of the marketing plan.</p> <p>3.4 Consumer attitudes are described to products or services being offered.</p> <p>3.5 Profile is ensured to meet organizational requirements in terms of language, format, content and level of detail.</p>
4. Develop a positioning strategy	<p>4.1 Available positioning strategies are identified and a strategy is chosen to meet marketing requirements and consumer profile.</p> <p>4.2 A positioning implementation plan containing several options is written in accordance with organizational requirements.</p> <p>4.3 Plan is submitted to supervisor within specified time lines and appropriate adjustments are made based on feedback.</p>

Variable	Range
Criteria	<p>May include:</p> <ul style="list-style-type: none"> • attitude • average order value in units and dollars • desired benefits • business characteristics • consumer needs • demographics • geography • lifestyle • lifetime value in units, dollars and number of transactions • product or service usage • psychographics • recency and frequency of response to direct marketing activities • social and cultural factors
Sources of information for segmenting and profiling markets	<p>May include:</p> <ul style="list-style-type: none"> • advertising sales representatives • existing research data • industry sources • media representatives • original a priori research (where the market segments are assumed at the beginning and research is used to confirm them) • original response based research • owners or brokers of mail, email and phone lists • sales representatives • website operators
Size	<p>May include:</p> <ul style="list-style-type: none"> • segments which are large enough to justify the expense of creating distinctive offers and creative executions • small segments which are viable if telephone and email are

	used as communication media rather than other types of media
Potential	<p>May include:</p> <ul style="list-style-type: none"> • high response of market segment members to test campaigns • high response to previous campaigns by members of market segments
Distinctive needs	<p>May include:</p> <ul style="list-style-type: none"> • specific price points • specific products or services • specific response vehicles such as: <ul style="list-style-type: none"> ➢ store visiting only ➢ website only response • specific timing of communications such as: <ul style="list-style-type: none"> ➢ day of week ➢ seasonality ➢ time of day
Easy identification of members	<p>May include:</p> <ul style="list-style-type: none"> • flags such as: <ul style="list-style-type: none"> ➢ postcode ➢ date of last purchase • geographical location of segment members, such as: <ul style="list-style-type: none"> ➢ city ➢ regional centre ➢ rural region • spending habits such as: <ul style="list-style-type: none"> ➢ one-off purchasers ➢ subscribers
Distinctive media use patterns	<p>May include:</p> <ul style="list-style-type: none"> • age • email use • ethnic language television, newspapers and radio • gender • internet use • mobile phone use • special interests
Market segments	<p>May include:</p> <ul style="list-style-type: none"> • expected frequency of purchase • expected lifetime as customers • expected volume of purchase • how efficiently segment members can be reached with targeted communications • one or more segments
Approaches	<p>May include:</p> <ul style="list-style-type: none"> • describing total market in dollar or unit terms as gross sales of all other products or services similar to those offered by the organisation • describing total market in prospect terms as those most

	<p>similar to current customers</p> <ul style="list-style-type: none"> • identifying consumers with relevant needs • identifying current users of a product or service • identifying people with related characteristics
Prospective users	<p>May include:</p> <ul style="list-style-type: none"> • market segment users most similar to current customers
Segment descriptors	<p>may include:</p> <ul style="list-style-type: none"> • demographic descriptions • geographic descriptions • historic descriptions such as: <ul style="list-style-type: none"> ➢ volume of purchase ➢ frequency of purchase • psychographic descriptions
Strategic marketing options	<p>May include:</p> <ul style="list-style-type: none"> • advertising strategies such as: <ul style="list-style-type: none"> ➢ most cost effective creative executions ➢ most cost effective media or media vehicle for each segment ➢ most cost-effective media or media vehicle • distribution strategies such as: <ul style="list-style-type: none"> ➢ one-step ➢ multi-step • innovative strategies
Targeting strategies	<p>May include:</p> <ul style="list-style-type: none"> • anniversary of first purchase • concentrated, differentiated and mass strategies • de-duping prospect lists against customer lists • differentiation and segmentation • ease of entry • frequency of purchase • gender • geography of home or workplace • growth considerations • innovation • market share • media usage • niche markets • price sensitivity • purchasing power • recency of purchase • sales volume
Standard statistical terms	<p>May include:</p> <ul style="list-style-type: none"> • categories used by the Ethiopian Bureau of Statistics in collecting and reporting census data • media selection terms such as: <ul style="list-style-type: none"> ➢ behaviouristics ➢ demographics

	<ul style="list-style-type: none"> ➤ geo-demographic analysis of census data available from proprietary research suppliers ➤ geographic selections and segmentations
Demographic	<p>May include:</p> <ul style="list-style-type: none"> • age • date and place of birth • disability • education • first language • gender • household income • indigenous Ethiopia • languages spoken at home • marital status • nationality • number and age of children • occupation
Psychographic descriptions	<p>May include:</p> <ul style="list-style-type: none"> • activities • attitudes • interests • lifestyle • opinions • political views • values
Positioning strategies	<p>May include:</p> <ul style="list-style-type: none"> • competitive positioning • conspicuous positioning • convenience of use • convenience to buy • image perceptions • market follower positions • market leader positions • Me-Too positioning • prestige and exclusive positioning • pricing • quality • repositioning • service positioning • uniqueness • value positioning

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • Developing a market positioning strategy that documents market segmentation, consumer profiling, targeting and

	strategies relevant to a product or service being offered to the marketplace.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Marketing Professional Conduct • data collection and analysis techniques • industry knowledge including: <ul style="list-style-type: none"> ➢ components of the marketing mix ➢ elements of marketing planning • marketing communications concepts and processes • organisational structures, roles, responsibilities, business and marketing plans • product and service standards and best practice models • relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination • Statistical terms used by the Ethiopian Bureau of Statistics.
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • creativity and innovation skills to select targeting and positioning strategies that meet organisation's requirements • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operation • literacy skills to prepare reports and to interpret internal and external marketing information • Research skills to identify and analyse market segments and target markets.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Analyse Consumer Behaviour for Specific Markets
Unit Code	TRD ADV4 05 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse consumer behaviour to target marketing to specific markets and specific needs.

Elements	Performance Criteria
1. Confirm product or service market	<p>1.1 Information on the market or market segment is gathered for a product or service in accordance with the marketing plan.</p> <p>1.2 Consumer attributes are identified for the market or market segment from the market profile or existing customer data.</p> <p>1.3 Features of the product or service are identified and tested in accordance with the marketing plan.</p>
2. Assess the reasons for existing levels of consumer interest	<p>2.1 Consumer need for the product or service is investigated through analysis of trends and past performance.</p> <p>2.2 Past marketing or positioning of a product or service is reviewed in relation to the effectiveness of its focus of appeal.</p> <p>2.3 The impact of individual, social and lifestyle influences on consumer behavior for a product or service is assessed, tested and estimated.</p> <p>2.4 Consumer responses are analyzed to previous marketing communications.</p> <p>2.5 Organizational behavior capability is assessed to respond quickly to consumer demand for products or services in accordance with the marketing plan.</p>
3. Recommend a focus of appeal for marketing strategies for a product or service	<p>3.1 Marketing strategies that address innate and acquired needs of consumers are ensured and appealed to the motives that influence decision making.</p> <p>3.2 A rationale is presented for the focus of appeal that outlines how influences on consumer behavior will be used to target effective marketing strategies.</p> <p>3.3 The focuses of appeal that meets legal and ethical obligations and the budgetary requirements of the marketing plan are ensured.</p>

Variable	Range
Information on the	May include:

market or market segment	<ul style="list-style-type: none"> • customer segments such as: <ul style="list-style-type: none"> ➤ active customers ➤ inactive customers ➤ former customers • demographics • existing product usage • lifestyle • non-customer segments such as: <ul style="list-style-type: none"> ➤ core prospects ➤ non-core prospects • social and cultural factors • values or attitude factors
Marketing	<p>May include:</p> <ul style="list-style-type: none"> • business-to-consumer marketing • business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Individual influences	<p>May include:</p> <ul style="list-style-type: none"> • attitudes • beliefs • learning • past experience • perception • personality • self-image
Social influences	<p>May include:</p> <ul style="list-style-type: none"> • culture • family background • family decision-maker/s • social class • socioeconomic factors
Lifestyle influences	<p>May include:</p> <ul style="list-style-type: none"> • aspirations • interests • leisure activities
Consumer responses	<p>May include:</p> <ul style="list-style-type: none"> • average order value • preferred frequency of contact • preferred medium of contact • preferred medium of response • preferred order size • preferred price point for typical purchase • preferred range of options within a single offer

Organisational behaviour	<p>May include:</p> <ul style="list-style-type: none"> • contract buying • group decision making • modified re-purchase • new purchases • re-purchase
Legal and ethical obligations	<p>May include:</p> <ul style="list-style-type: none"> • codes of practice • cultural expectations and influences • ethical principles • relevant legislation • policies and guidelines • regulations • social responsibilities such as: <ul style="list-style-type: none"> ➤ protection of children ➤ environmental issues ➤ societal expectations

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • documenting and presenting an analysis of consumer behaviour including recommendations on what marketing strategies should be developed to influence consumers to be more inclined to purchase a product or service • Knowledge of relevant legislation
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation and the principles of equal opportunity, equity, and diversity ➤ ethical principles ➤ Free TV Ethiopia Commercial Television Industry Code of Practice ➤ privacy laws • industry and product or service knowledge • marketing communication concepts and processes <ul style="list-style-type: none"> ➤ organisational structure, procedures and marketing objectives
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to prepare reports with complex marketing concepts • Research skills to investigate overall market trends, past product/service performance and consumer behaviour characteristics.

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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Perform Media Calculations
Unit Code	TRD ADV4 06 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to calculate media costing, to perform media ratings using mathematical techniques and to present resultant findings.

Elements	Performance Criteria
1. Evaluate advertising media budget	1.1 Media terminology is researched and defined. 1.2 Media costs are categorized. 1.3 Costing is calculated for selected media. 1.4 Agency service fees are investigated and calculated.
2. Calculate electronic media rating points	2.1 Reach and effective reach are determined for each advertising media . 2.2 Identified qualitative and quantitative attributes of media are determined and presented.
3. Apply mathematical functions to advertising media tasks and problems	3.1 Percentage shares and variations are calculated. 3.2 Index numbers are applied to a media situation. 3.3 Calculations are performed on simple index numbers. 3.4 International currency conversions are calculated. 3.5 The mean, average and weighted average of selected media data are calculated.
4. Present media calculations	4.1 Electronic spreadsheets are used to perform media calculations 4.2 Data is clearly presented on selected media.

Variable	Range
Agency service fees	May include: <ul style="list-style-type: none"> • flat fee • head hours • percentage fee • performance incentives
Advertising media	May include: <ul style="list-style-type: none"> • electronic mass • new media • print mass • point-of-sale

	<ul style="list-style-type: none"> • transit
Qualitative attributes	<p>May include:</p> <ul style="list-style-type: none"> • editorial environment • media involvement • message receptiveness • proximity to purchase
Quantitative attributes	<p>May include:</p> <ul style="list-style-type: none"> • cost efficiency • production costs
Media rating measurements	<p>May include:</p> <ul style="list-style-type: none"> • reach • unduplicated reach • frequency • effective frequency • target audience coverage per media • target audience rating points (TARPS) • gross rating points (GRPs)

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • calculation and presentation of media costing and electronic media ratings using mathematical techniques for media selected to advertise at least one product or service • Knowledge of media calculation principles and practices
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • sources of media and comparative data • media calculation principles and practices including; <ul style="list-style-type: none"> ➢ Average Quarter Hour (AQH) ➢ Cost per TARP ➢ Cost per Thousand (CPM) ➢ Cumulated Audience Reach (CUMES) ➢ effective frequency ➢ effective reach ➢ frequency ➢ Gross Rating Points (GRPs) ➢ number of responses ➢ reach ➢ Target Audience Rating Points (TARPS) • principles of software packages used when performing media calculations • identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ consumer protection laws ➢ copyright legislation

	<ul style="list-style-type: none"> • ethical principles • fair trading laws <ul style="list-style-type: none"> ➤ privacy laws ➤ Trades Practices Act.
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • literacy skills to interpret and evaluate requirements, and to document reports • numeracy skills to analyse numerical and other data and to perform media calculations • problem solving skills to manage contingencies • Technology skills to perform calculations and to create complex spreadsheets.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Buy and Monitor Media
Unit Code	TRD ADV4 07 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to confirm the requirements specified in a media plan, to conduct negotiations when buying media and to compare actual media performance against media plan objectives.

Elements	Performance Criteria
1. Plan the purchasing of media	1.1 The requirements of the advertising brief are confirmed. 1.2 The causal relationship between marketing communications and media objectives is established. 1.3 How the creative strategy and execution will impact on the proposed media strategy is determined. 1.4 How consumer insights relate to media consumption is identified. 1.5 Scheduling alternatives are compared and contrasted.
2. Buy media	2.1 Media market conditions are investigated and evaluated. 2.2 Negotiations between suppliers are conducted for advertisement/commercial placements/spots. 2.3 Performance guarantees are obtained from media suppliers. 2.4 Placement value is leveraged. 2.5 Proposed media plan is reviewed against advertising objectives, schedules and budgets.
3. Evaluate media performance	3.1 Pre- and post-media performance/ratings is/are investigated and any necessary changes are made to the media plan as required. 3.2 Media costing data is evaluated to determine effectiveness in relation to return on investment. 3.3 Actual media performance is compared against media plan objectives. 3.4 Direct and indirect response rates are compared. 3.5 Problems/opportunities in the planning and buying process are determined from differences between planned and actual accomplishments. 3.6 Existing or investigate alternative, media strategies are modified based on media performance data.

Variable	Range
Marketing communications	May include: <ul style="list-style-type: none"> • direct marketing • media • personal selling • promotional marketing • public relations
Media objectives	May include: <ul style="list-style-type: none"> • high frequency • high reach • product launch
Media market conditions	May include: <ul style="list-style-type: none"> • clutter • competition • editorial environment • political environment • technological advances
Media costing data	May include: <ul style="list-style-type: none"> • cost per Target Audience Rating Points (TARPS) • Cost Per Thousand (CPM) • day parts • opportunity to see • responses • run of station • zones

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: <ul style="list-style-type: none"> • Planning, purchasing and evaluating the performance of media used in communicating marketing objectives in at least one advertising campaign.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • economic, social and industry trends • industry products/services • organisational structure/s and roles and responsibilities • identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ consumer protection laws ➢ copyright legislation • ethical principles • fair trading laws • privacy laws

	<ul style="list-style-type: none"> • Trades Practices Act.
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • literacy skills sufficient to read and interpret advertising briefs and to write reports with complex concepts and ideas • negotiation skills to obtain advertisement/commercial placements/spots • organisational and time management skills to sequence tasks and to meet timelines • research and evaluation skills to determine the effectiveness of media performance
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Review Advertising Media Options
Unit Code	TRD ADV4 08 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake research that supports work with a range of advertising media.

Elements	Performance Criteria
1. Research advertising media options	<p>1.1 Advertising media options are clarified for review and scope of the review is recorded.</p> <p>1.2 Local, state or territory, national and international networks are identified for advertising professionals.</p> <p>1.3 Other sources of information about advertising media options are identified.</p> <p>1.4 Research strategy suitable to the topic is selected.</p> <p>1.5 Relevant personnel are consulted.</p> <p>1.6 Research is undertaken into a range of advertising media options for a particular product or service.</p> <p>1.7 Strengths and weaknesses of each option are critically analyzed.</p>
2. Review policy and procedures frameworks	<p>2.1 Policies and procedures relevant to the advertising media options being researched are located and reviewed.</p> <p>2.2 Legislation, regulations, standards and ethical requirements are reviewed to apply to the advertising media options.</p>
3. Report on research outcomes	<p>3.1 Key findings of the review are collated, analyzed and recorded as they relate to advertising.</p> <p>3.2 A report on research outcomes is compiled.</p> <p>3.3 Recommendations are developed for advertising media options suitable for a particular product or service.</p> <p>3.4 Report is presented in agreed format to relevant personnel.</p>

Variable	Range
Advertising media options	<p>May include:</p> <ul style="list-style-type: none"> • aerial advertising • billboards and posters • cable and satellite television • cinema • digital video discs

	<ul style="list-style-type: none"> • direct mail • direct response • email marketing • free to air television • internet • magazines • new media, including multimedia and hypermedia • newspapers • outdoor • personal selling • podcasting • point of sale • radio • sponsorship • telemarketing • transit media • video • video games • Videotext
Research strategy	<p>May include:</p> <ul style="list-style-type: none"> • interviews • literature searches of print and online resources • statistical analyses • surveys • Websites.
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> • experienced marketing and advertising practitioners • industry experts and spokespersons • managers and team leaders • Training and development staff.
Legislation, regulations, standards and ethical requirements	<p>May include:</p> <ul style="list-style-type: none"> • legislation, including: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ consumer protection laws ➤ copyright legislation ➤ Trade Practices Act • codes of practice such as those issued by: <ul style="list-style-type: none"> ➤ Ethiopian Communications and Media Authority ➤ Ethiopian Consumer protection Agency ➤ Ethiopian Radio and TV • cultural expectations and influences • ethical principles • social responsibilities, such as protection of children and environmentally sustainable practices • Societal expectations.

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: <ul style="list-style-type: none"> • research report that reviews a range of advertising media options and which includes: • research methodology and sources of information used • description of chosen advertising media options • strengths and weaknesses of each option • Recommendations for use of selected advertising media options for a particular product or service.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • legal and ethical requirements for working with advertising media • range of advertising media options • range of research strategies and their suitability for different purposes • sources of information and networks on advertising media
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> • initiative and enterprise skills to select and use a range of research strategies • judgement and decision-making skills to review ethical and policy frameworks and recommend suitable advertising media options • learning skills to select and use an appropriate research strategy • literacy skills to research an issue and produce a clear and legible report that documents key issues
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Coordinate Implementation of Customer Service Strategies
Unit Code	TRD ADV4 09 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to advise on, carry out and evaluate customer service strategies, including the design of improvement strategies based on feedback. Operators may have responsibility to provide guidance or to delegate aspects of these tasks to others.

Elements	Performance Criteria
1. Advise on customer service needs	<p>1.1 Customer needs are clarified and accurately assessed using appropriate communication techniques.</p> <p>1.2 Problems matching service delivery to customers are diagnosed and options developed for improved service within organisational requirements.</p> <p>1.3 Relevant and constructive advice is provided to promote the improvement of customer service delivery.</p> <p>1.4 Business technology and/or online services are used to structure and present information on customer service needs.</p>
2. Support implementation of customer service strategies	<p>2.1 Customer service strategies and opportunities are promoted to designated individuals and groups.</p> <p>2.2 Available budget resources are identified and allocated to fulfil customer service objectives.</p> <p>2.3 Procedures are promptly acted to resolve customer difficulties and complaints within organisational requirements.</p> <p>2.4 Decisions are ensured to implement strategies that are taken in consultation with designated individuals and groups.</p>
3. Evaluate and report on customer service	<p>3.1 Client satisfaction with service delivery is reviewed using verifiable data in accordance with organisational requirements.</p> <p>3.2 Changes necessary to maintain service standards are identified and reported to designated individuals and groups.</p> <p>3.3 Conclusions and recommendations are prepared from verifiable evidence and constructive advice is provided on future directions of client service strategies.</p> <p>3.4 Systems, records and reporting procedures are maintained to compare changes in customer satisfaction</p>

Variable	Range
Customer needs	May include: <ul style="list-style-type: none"> • accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • Specific information.
Communication techniques	May include: <ul style="list-style-type: none"> • analysing customer satisfaction surveys • analysing quality assurance data • conducting interviews • consultation methods, techniques and protocols • making recommendations • obtaining management decisions • questioning • seeking feedback to confirm understanding • Summarising and paraphrasing.
Customers	May include: <ul style="list-style-type: none"> • corporate customers • individual members of the organisation • individual members of the public • internal or external • Other agencies.
Organisational requirements	May include: <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • Who is responsible for products or services?
Business	May include:

technology	<ul style="list-style-type: none"> • answering machine • binder • computer • fax machine • photocopier • printer • shredder • Telephone.
Online services	<p>May include:</p> <ul style="list-style-type: none"> • access to product database by customers online • access to purchase, delivery and account records • contact centre • online ordering • online payments • online registration • quick/reasonable response • Two-way communication online.
Designated individuals and groups	<p>May include:</p> <ul style="list-style-type: none"> • colleagues • committee • customers • external organisation • line management • Supervisor.
Procedures	<p>May include:</p> <ul style="list-style-type: none"> • external agencies (e.g. Ombudsman) • item replacement • referrals to supervisor • refund of monies • review of products or services • Using conflict management techniques.

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • identifying needs and priorities of the organisation in delivering services to customers • responding to and reporting on customer feedback • designing strategies to improve delivery of products and services • Knowledge of the principles of customer service.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles

	<ul style="list-style-type: none"> ➤ codes of practice ➤ environmental issues ➤ Occupational Health and Safety (OHS) • principles of customer service • organisational business structure, products and services • Product and service standards and best practice models.
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication skills to <ul style="list-style-type: none"> ➤ communicate effectively with personnel and clients at all levels ➤ articulate customer service strategies • interpersonal skills to: <ul style="list-style-type: none"> ➤ build relationships with customers ➤ establish rapport • literacy skills to: <ul style="list-style-type: none"> ➤ prepare general information and papers ➤ read a variety of texts ➤ write formal and informal letters according to target audience • planning skills to develop implementation schedules • problem solving skills to diagnose organisational problems relating to customer services • self management skills to: <ul style="list-style-type: none"> ➤ comply with policies and procedures ➤ consistently evaluate and monitor own performance • seek learning opportunities
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Coordinate Business Resources
Unit Code	TRD ADV4 10 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use.

Elements	Performance Criteria
1. Determine resource requirements	<p>1.1 Resource requirements are determined in accordance with business and operational plans, and organizational requirements.</p> <p>1.2 Opportunities are provided to individuals and workgroups to contribute to the identification of resource requirements.</p> <p>1.3 Resource expenditure is ensured to be realistic and efficient use of available budget resources is made.</p> <p>1.4 Recommendations on resource requirements are presented in the required format, style and structure using relevant business equipment and technology.</p>
2. Acquire and allocate resources	<p>2.1 Physical resources and services are acquired in accordance with organizational requirements.</p> <p>2.2 Resources are checked to ensure quality and quantity in line with service agreements.</p> <p>2.3 Resources are promptly allocated to enable achievement of workgroup objectives.</p> <p>2.4 Allocation of resources is made participatory and conducted using appropriate interpersonal skills.</p>
3. Monitor and report on resource usage	<p>3.1 Effectiveness of resource planning is measured and assessed against actual costs, shortfalls and surpluses identified.</p> <p>3.2 Methods of monitoring resource use are developed and implemented to enable timely and accurate reporting against business and operational plans.</p> <p>3.3 Improvements in resource planning are identified through consultation and feedback, and implemented in accordance with organizational requirements.</p> <p>3.4 Records concerning equipment and resource purchases are maintained in accordance with organizational requirements</p>

Variable	Range
Resource requirements	May include: <ul style="list-style-type: none"> • human resources • location/premises • OHS resources • plant/machinery • raw materials • refurbishment • staff amenities • stock and supplies • storage space • technological equipment/software • training materials
Organisational requirements	May include: <ul style="list-style-type: none"> • access and equity principles and practices • business and performance plans • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • management and accountability channels • manufacturers' and operational specifications • OHS policies, procedures and programs • environmental sustainability business practices and standards • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • reporting requirements • security and confidentiality requirements
Business equipment and technology	May include: <ul style="list-style-type: none"> • answering machine • binder • computer • fax machine • photocopier • printer • shredder • telephone
Appropriate interpersonal skills	May include: <ul style="list-style-type: none"> • clarity of language • consultation methods, techniques and protocols • seeking feedback from group members to confirm understanding • summarising and paraphrasing • using appropriate body language
Feedback	May include:

	<ul style="list-style-type: none"> • customer/client response data • employee data • equipment meter readings • financial forecasts • sales orders • suppliers' invoices
Records	<p>May include:</p> <ul style="list-style-type: none"> • computerised or manual • financial statements • invoices • maintenance schedules • order forms • petty cash forms • purchase orders • stock list and inventory control

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • monitoring resource usage to determine resource needs • maintaining records of resource requirements • calculating costs and expenditures in relation to use and maintenance of business resources • Knowledge of relevant legislation.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • common equipment faults • functions of a range of business equipment • 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"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ environmental issues ➤ Occupational Health and Safety (OHS) • organisational policies, plans and procedures <p>record management processes and techniques related to maintenance schedules</p>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication skills to request advice, to receive feedback and to work with a team • literacy skills to draft complex reports and to display logical information on resource usage • numeracy skills to interpret, compare and calculate resource usage costs • Planning skills to schedule and track resource use and availability.

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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Maintain Business Technology
Unit Code	TRD ADV4 11 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes maintaining existing technology and planning for future technology requirements.

Elements	Performance Criteria
1. Maintain performance of hardware and software	<p>1.1 System effectiveness is monitored and evaluated to meet organisational and system requirements.</p> <p>1.2 Operating system, drive and disk structure, reports and files are used to identify performance problems.</p> <p>1.3 Disk drives and peripherals are maintained according to manufacturers' and organisational requirements.</p> <p>1.4 Consumables are replaced in accordance with manufacturers' and organisational requirements.</p>
2. Provide basic system administration	<p>2.1 System back-up procedure is carried out at regular intervals according to organisational and system requirements.</p> <p>2.2 Software applications are installed and operated in accordance with developers' and organisational requirements.</p> <p>2.3 Security access procedures are maintained and updated in line with organisational requirements.</p> <p>2.4 Licence for use of software is used, checked and recorded in accordance with organisational requirements.</p> <p>2.5 Virus programs are regularly maintained and updated in accordance with organisational requirements.</p>
3. Identify future technology requirements	<p>3.1 Knowledge of current and new technology is maintained by regularly accessing sources of information.</p> <p>3.2 Improved technology systems are identified and developed using feedback from clients and colleagues.</p> <p>3.3 Existing technology is assessed against newly available technology to determine future needs and priorities.</p> <p>3.4 New technologies are identified and selected to achieve and maintain continuous organisational development.</p> <p>3.5 Management and budget approval are obtained for new selected technologies.</p>

Variable	Range		
Organisational and system requirements	May include: <ul style="list-style-type: none"> • back-up procedures • Code of Conduct • ethical standards • legal and organisational policy/guidelines and requirements • maintenance of customised software • OHS policies, procedures and programs • quality assurance and/or procedures manuals • register of licenses • restore procedures • security and confidentiality procedures • software licence documentation • storage of information technology documentation • storage retrieval and type of product licenses • Updating of virus protection systems. 		
Disk drive and peripherals	May include: <ul style="list-style-type: none"> • backing up files before major maintenance • checking hard drive for errors • cleaning dust from internal and external surfaces • creating more free space on the hard disk • defragmenting the hard disk • deleting unwanted files • reviewing programs • Using up-to-date anti-virus programs. 		
Consumables	May include: <ul style="list-style-type: none"> • disks • magnetic tape and cassettes • print heads • print media • Printer ribbons and cartridges. 		
Software	May include: <ul style="list-style-type: none"> • accounting applications • commercial software applications • database applications • internet/intranet/extranet related programs • organisation specific software • presentation applications • spreadsheet applications • Word processing applications. 		
Technology	May include: <ul style="list-style-type: none"> • client services • computers • data transfer devices • modems • peripherals, including: <ul style="list-style-type: none"> ➤ printers, scanners, tape cartridges 		
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	<ul style="list-style-type: none"> ➤ speakers, multimedia kits ➤ personal computer, modems ➤ input equipment such as mouse, touch pad, keyboard, pens ➤ mobile phones, palmtops and personal digital assistants (PDAs), laptops and desktop computers ➤ Bluetooth devices, universal serial bus (USB), Fire wire (IEEE 1394) • photocopiers • printers • scanners • Software.
Sources of information	<p>May include:</p> <ul style="list-style-type: none"> • computer hardware manufacturers • computer magazines and journals • computer software designers • industry associations • internal/external clients • internet • retail outlets • seminars, workshops and training sessions • Trade fairs.
Improved technology systems	<p>May include:</p> <ul style="list-style-type: none"> • access protocols • cable data transmissions • delivery and installation systems • hardware upgrades • implementing a new system • maintenance options • multimedia • networking options • new hardware • new software • resource usage monitoring • software upgrades • Environmentally sustainable design practices.

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • installing software and hardware • organising and accessing software, materials and consumables • maintaining technology security and maintenance systems • Knowledge of costs and benefits of technology maintenance strategies.

Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • costs and benefits of technology maintenance strategies • general features and capabilities of current industry accepted hardware and software products • principles of environmental sustainable practice in implementing business technology • importance of back-up and security procedures; maintenance and diagnostic procedures; licensing, installation and purchasing procedures • 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"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ environmental issues • Occupational Health and Safety (OHS).
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • communication skills to explain the operation and troubleshooting of technology in the work environment • literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; to display logical organisation of written information • problem solving skills to address routine and no routine faults with hardware and software • research and analytical skills to analyse and identify organisation's future technology requirements
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Advertising Level IV	
Unit Title	Conduct E-marketing Communications
Unit Code	TRD ADV4 12 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare electronic advertisements for use in Internet, email or facsimile marketing communications, and to evaluate their effectiveness in achieving marketing objectives.

Elements	Performance Criteria
1. Prepare electronic advertisements	<p>1.1 Media is chosen for electronic advertisements in accordance with the organization's marketing (or e-marketing) strategy.</p> <p>1.2 Multiple marketing channels are selected to optimize marketing effort.</p> <p>1.3 Copy and design elements that communicate the desired image, features and benefits of the products or services are ensured and the characteristics of the chosen media are suited.</p> <p>1.4 Each element of the advertisement is positioned and sized to achieve balance and focus.</p> <p>1.5 Typeface selections are ensured to suit the product, the chosen media and the central message of the advertisement and that the layout achieves balance in its elements including white space and margins.</p> <p>1.6 Any added sound, animation or graphics are ensured to enhance the content of advertisements and do not distract from the message.</p> <p>1.7 Advertisements are ensured to meet to requirements of the marketing strategy and legal and ethical requirements.</p>
2. Use business website as e marketing tool	<p>2.1 Website marketing objectives are identified in the organization's marketing (or e-marketing) strategy and plan.</p> <p>2.2 The website design is ensured to meet objectives and the required image of the business and the features and benefits of its products or services are conveyed.</p> <p>2.3 The website content, site map, navigation buttons, frames and multiple pages are ensured in accordance with the marketing strategy and plan.</p> <p>2.4 The website is ensured to incorporate data recording, contacts and feedback mechanisms to allow evaluation of the website as a marketing tool.</p>

3. Use electronic marketing	<p>3.1 The required media vehicles and website hotlinks are identified for electronic advertisements and contracts for website development are negotiated where necessary to meet the requirements of the marketing strategy, budget and legal and ethical requirements.</p> <p>3.2 Marketing channels are promoted to identify target market segments.</p> <p>3.3 Electronic advertisements are placed and disseminated in accordance with the marketing strategy, media contracts and legal and ethical requirements.</p>
4. Monitor and evaluate results of e marketing	<p>4.1 The transmission of the electronic advertisements or other e-marketing products is monitored and any errors or omissions are rectified.</p> <p>4.2 Measures of effectiveness for e-marketing advertisements are developed and effectiveness is monitored.</p> <p>4.3 The effectiveness of e-marketing advertisements is evaluated against measures of effectiveness and outcomes are recorded in accordance with organizational requirements.</p> <p>4.4 Outcomes of evaluation activities and other feedback are used from marketing channels to plan for improvements to electronic marketing strategies and products.</p>

Variable	Range
Media	<p>May Include:</p> <ul style="list-style-type: none"> • bulletins • chat rooms • email • facsimiles • websites
Electronic advertisements	<p>May Include:</p> <ul style="list-style-type: none"> • auto responders • banner exchanges • bulk email • e-zine (electronic magazine distributed or accessed via a file server) and webzine (web-site distributed electronic magazine) advertising • e-zine and webzine publishing as a marketing tool • EPDRF sites • free or paid classifieds • news groups • search engine submission • web rings
Legal and ethical	May Include:

requirements	<ul style="list-style-type: none"> • codes of practice • confidentiality • cultural expectations and influences • ethical principles • legislation • policies and guidelines • privacy • regulations • social responsibilities e.g. protection of children, environmental considerations • societal expectations
Measures of effectiveness	<p>May Include:</p> <ul style="list-style-type: none"> • attitude measurements • awareness measurements • customer satisfaction ratings • inquiry measurements • media vehicle audience measurements • opinion measurements • readership measurements • recall measurements • sales measurements

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • developing at least one electronic advertisement for a product or service using electronic media to convey marketing communications consistent with an organisational marketing strategy and objectives • Monitoring and evaluating the results of electronic advertisements and marketing.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • overview knowledge of key provisions of relevant legislation from all levels of government, codes of practice and national standards that affect business operations such as: <ul style="list-style-type: none"> ➤ confidentiality requirements ➤ copyright laws ➤ defamation laws ➤ Ethiopian Radio and Television Stations codes ➤ OECD International Guidelines for Consumer Protection in the Context of Electronic Commerce ➤ anti-discrimination legislation and principles of equal opportunity, equity, and diversity • industry products and services knowledge • intellectual property requirements • organisational structure, roles and responsibilities • principles of marketing and advertising • software applications used in conducting electronic

	advertising and marketing
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • creativity and innovation skills for graphic and multimedia design to create advertisements • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to interpret marketing, advertising and creative requirements and create e-advertisements • technology skills to use a range of computer equipment and software used in conducting electronic marketing, accessing the Internet and using multimedia applications
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Promote Products and Services
Unit Code	TRD ADV4 13 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

Elements	Performance Criteria
1. Plan promotional activities	<p>1.1 Promotional activities are identified and assessed to ensure compatibility with organizational requirements.</p> <p>1.2 Promotional activities are planned and scheduled according to the marketing needs of the organization.</p> <p>1.3 Overall promotional objectives are determined in consultation with designated individuals and groups.</p> <p>1.4 Time lines and costs are ensured for promotion of activities that are realistic and consistent with budget resources.</p> <p>1.5 Action plans are developed to provide details of products and services being promoted.</p>
2. Coordinate promotional activities	<p>2.1 Personnel and resources are ensured to support promotional activities that are identified and prepared to facilitate the achievement of promotional goals.</p> <p>2.2 Roles and responsibilities are identified and agreed for delivery of promotional services and allocated to relevant personnel</p> <p>2.3 Relationships with targeted groups are established and conducted in a manner which enhances the positive image of the organization.</p> <p>2.4 Networks are used to assist in the implementation of promotional activities.</p>
3. Review and report on promotional activities	<p>3.1 Audience feedback and data are analyzed to determine the impact of the promotional activity on the delivery of products and services.</p> <p>3.2 Effectiveness of planning processes is assessed to identify possible improvements in future activities.</p> <p>3.3 Feedback is collected and provided to personnel and agencies involved in promotional activity.</p> <p>3.4 Costs and time lines are analyzed to evaluate the benefits accruing from the promotional activities.</p> <p>3.5 Conclusions and recommendations are prepared from verifiable evidence and constructive advice is provided on future directions of promotional activities.</p>

Variable	Range
Promotional activities	May include: <ul style="list-style-type: none"> • advertisements • client functions • employee functions • media announcements • product launches • web pages
Organisational requirements	May include: <ul style="list-style-type: none"> • access and equity principles and practices • confidentiality and security requirements • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Designated individuals and groups	May include: <ul style="list-style-type: none"> • colleagues • committees • customers • external organisations • line management • supervisor
Personnel and resources	May include: <ul style="list-style-type: none"> • management • marketing funds • organisational personnel • promotional products • samples • technology • time • venue
Roles and responsibilities	May include: <ul style="list-style-type: none"> • Code of Conduct • job description and employment arrangements • marketing plans

	<ul style="list-style-type: none"> • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
Networks	<p>May include:</p> <ul style="list-style-type: none"> • company • customer • internal • media and promotional • professional • social
Feedback	<p>May include:</p> <ul style="list-style-type: none"> • customer/client response • employee data • sales orders • market share data • focus groups

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • designing and delivering promotional presentations • evaluating promotional impacts • presenting and advocating promotional strategies within the organisation • assessing and reporting on customer satisfaction
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ environmental issues ➤ Occupational Health and Safety (OHS) • planning processes for organising promotional activities • organisational marketing plan and associated budget
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • literacy skills to read a variety of texts; to prepare general information and papers; and to write formal and informal letters according to target audience • technology skills to select and use technology appropriate to a task • problem-solving skills to manage contingencies in promotional activities • Numeracy skills to analyse data and to compare time lines and promotional costs against budgets.

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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Identify Risk and Apply Risk Management Process
Unit Code	TRD ADV4 14 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of operation.

Elements	Performance Criteria
1. Identify risks	1.1 The context is identified for risk management. 1.2 Risks are identified using tools by ensuring all reasonable steps have been taken to identify all risks. 1.3 Identified risks are documented in accordance with relevant policies, procedures and legislation.
2. Analyse and evaluate risks	2.1 Risks are analyzed and documented in consultation with relevant stakeholders . 2.2 Risk categorization is undertaken and level of risk determined. 2.3 Analysis processes and outcomes are documented.
3. Treat risks	3.1 Appropriate control measures are determined for risks and assessed for strengths and weaknesses. 3.2 Control measures for all risks are identified. 3.3 Risks relevant to whole of organization or having an impact beyond own work responsibilities and area of operation are referred to others as per established policies and procedures. 3.4 Control measures are chosen and implemented for own area of operation and/or responsibilities. 3.5 Treatment plans are prepared and implemented.
4. Monitor and review effectiveness of risk treatment/s	4.1 Implemented treatment/s is/are regularly reviewed against measures of success. 4.2 Review results are used to improve the treatment of risks. 4.3 Assistance is provided to audit risk in own area of operation. 4.4 Management of risk is managed and reviewed in own area of operation.

Variable	Range
Context	May include:

	<ul style="list-style-type: none"> • any related projects or organisations • any resources, including physical assets, which are vital to operations • key operational elements and service of the organisation • organisation or project, how it is organised and its capabilities • own role and responsibilities in relation to overall project or organisation design
Risks	<p>May include:</p> <ul style="list-style-type: none"> • commercial and legal relationships • economic circumstances and scenarios • human behaviour • individual activities • management activities and controls • natural events • political circumstances • positive risk • technology - technological issues
Tools	<p>May include:</p> <ul style="list-style-type: none"> • documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence • standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures • tools to prioritise risks, including where relevant, numerical scoring systems for risks
Stakeholders	<p>May include:</p> <ul style="list-style-type: none"> • contractors • employees • financial managers • insurance agents • managers • public • service providers • suppliers • unions • volunteers
Risk categorisation	<p>May include:</p> <ul style="list-style-type: none"> • likelihood of risks <ul style="list-style-type: none"> ➤ almost certain ➤ likely ➤ possible ➤ unlikely ➤ rare • consequences of risks <ul style="list-style-type: none"> ➤ insignificant ➤ minor ➤ moderate

	<ul style="list-style-type: none"> ➤ major ➤ catastrophic ➤ current control measures
Level of risk	<p>May include:</p> <ul style="list-style-type: none"> • low, treated with routine procedures • moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented • high, requiring action, as it has potential to be damaging to the organisation or project • extreme, requiring immediate action, as it has potential to be devastating to the organisation or project
Control measures	<p>May include:</p> <ul style="list-style-type: none"> • hierarchy of controls: <ul style="list-style-type: none"> ➤ reduction in likelihood of risks ➤ reduction of consequences of risks ➤ retention of risks ➤ risk aversion ➤ transfer of responsibility of risks

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • identification, analysis and evaluation of risks • demonstrated understanding of personal role in relation to wider organisational or project context • Demonstrated understanding of risk management processes and procedures.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Ethiopian and international standards for risk management • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ environmental issues ➤ occupational health and safety • organisational policies and procedures relating to risk management processes and strategies • auditing requirements relating to risk management
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • literacy skills sufficient to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information • research and data collection skills to monitor and evaluate risks • Problem-solving skills to appropriately address identified

	risks.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Develop and Apply Knowledge of Public Relations Industry
Unit Code	TRD ADV4 15 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to research, analyse and apply knowledge of the various components of the public relations industry, including legal and ethical constraints and strategic communications management planning.

Elements	Performance Criteria
1. Apply knowledge of the public relations industry	1.1 Information on the structure and operation of the public relations industry is sought. 1.2 Sources of information are identified and the public relations industry accessed. 1.3 Information on public relations industry sectors, associations, networks and societal role are obtained. 1.4 Information on key stakeholders are identified and accessed. 1.5 Industry information related to typical work roles is applied appropriately in everyday activities.
2. Identify industry employment obligations and opportunities	2.1 Information on employment obligations and opportunities are obtained in relation to the public relations industry. 2.2 Information on employment opportunities and obligations is applied in everyday activities related to typical work roles.
3. Conduct strategic communications management planning	3.1 Purpose and processes are established for setting objectives in the workplace. 3.2 Appropriate planning and measurement tools are identified and applied to workplace objectives. 3.3 Critical success factors are developed for the communications.
4. Update industry knowledge	4.1 Formal and informal research is conducted to update general knowledge of the industry continuously. 4.2 Current issues of concern are monitored to the industry. 4.3 Updated knowledge is shared with client and colleagues. 4.4 Updated knowledge is incorporated into everyday activities related to typical work roles.

Variable	Range
Structure and	May include:

operation	<ul style="list-style-type: none"> • public relations practitioners in the following sectors: <ul style="list-style-type: none"> ➤ corporate ➤ government ➤ not-for-profit • public relations consultancies
Public relations industry sectors, associations, networks and societal role	<p>May include:</p> <ul style="list-style-type: none"> • business associations • client networks • distribution channels • industry markets • industry relationships • local or regional characteristics • major industry bodies and associations • role and significance of an industry or sector
Key stakeholders	<p>May include:</p> <ul style="list-style-type: none"> • community groups • contractors • general public • government departments • industry associations • investors • management • media • organisations • politicians • public service • staff • unions
Setting objectives	<p>May include:</p> <ul style="list-style-type: none"> • developing 'SMART' objectives • using key performance indicators
Planning and measurement tools	<p>May include:</p> <ul style="list-style-type: none"> • action plans • flow charts • four-step PR planning process • Gantt charts • key performance indicators • PERT • reviews of action plans • risk management plans • SMART objectives

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • reporting on the public relations industry structure and its role in society and in a particular organisation
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	<ul style="list-style-type: none"> • developing a stakeholder analysis relevant to a particular organisation • Reporting on the current issues affecting the public relations industry.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • current issues and trends which affect the public relations industry • overview knowledge of key provisions of relevant legislation from all levels of government, codes of practice and national standards that affect business operations such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation and the principles of equal opportunity, equity, and diversity ➢ copyright ➢ defamation and libel ➢ ethical principles ➢ Ethiopian Direct Marketing Association Limited (ADMA) Direct Marketing Code of Practice ➢ FACTS (Federation of Ethiopian Commercial Television Stations) codes ➢ privacy laws ➢ TradePracticesAct1974 (Cth) • industry structures and networks • organisational and client operating environments, structures and business and marketing plans • Principles and practices of marketing communications and media strategies.
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication skills such as questioning, active listening, clarifying and asking open questions • culturally appropriate communication and interpersonal skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to read and interpret business and market data and write reports in a range of styles and for a range of audiences • numeracy skills to analyse quantitative data • research and evaluation skills to gather and record information about clients, organisations, target audiences, and the media • technology skills to use a range of office equipment and information systems
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of	Competence may be assessed in the work place or in a

Assessment	simulated work place setting.
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Occupational Standard: Advertising Level IV	
Unit Title	Develop Product Knowledge
Unit Code	TRD ADV4 16 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop product knowledge in preparation for the sales process.

Elements	Performance Criteria
1. Acquire knowledge of products in a specified area	1.1 Information sources about products are identified in a specified area and evaluated for reliability and validity. 1.2 Product purpose/s and use/s are identified. 1.3 Key features of the product/s are identified. 1.4 Product strengths and weaknesses are identified. 1.5 Guarantees and warranties are articulated and service support details identified.
2. Convert product knowledge into benefits	2.1 Features of the product are identified to have potential buyer appeal. 2.2 Features of the product are presented to have buyer appeal as benefits to the buyer. 2.3 Product benefits are presented within the context of organizational requirements and legislation.
3. Evaluate competitors' products	3.1 A range of information sources are used to identify competitors' products. 3.2 Features, benefits, strengths and weaknesses of competitors' products are compared with own products. 3.3 Relative standing of the organization's product is established with the competitors' product/s and differences are communicated to the buyer.

Variable	Range
Information sources	May include: <ul style="list-style-type: none"> • associations • catalogues • claims of competitive sales people • competitor websites • competitor sales literature • external sales data sources such as warehouse withdrawals • internal sales data records • other company personnel • sales conventions

	<ul style="list-style-type: none"> • trade association magazines • trade shows
Products	<p>May include:</p> <ul style="list-style-type: none"> • goods • ideas • services

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • comparison of the key features and benefits of product/s with competitor offerings • demonstration of product knowledge offered by an organisation • presentation of key features and benefits of own product/s.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • features, benefits, strengths and weaknesses of own organisation's and competitors' products • industry competitors, trends and developments • organisational structure/s, roles and responsibilities, policies, procedures, product labelling and descriptions • potential buyer markets • processes used when buying and selling products and services • identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> ➤ anti-discrimination ➤ consumer protection ➤ contract law legislation • ethical principles <ul style="list-style-type: none"> ➤ privacy laws ➤ Trade Practices Act.
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • information management skills to summarise information verbally and non-verbally • Literacy and numeracy skills to interpret sales data and to summarise information obtained from a variety of verbal and non-verbal sources.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Advertising Level IV	
Unit Title	Build Client Relationships and Business Networks
Unit Code	TRD ADV4 17 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes.

Elements	Performance Criteria
1. Initiate interpersonal communication with clients	<p>1.1 Preferred client communication styles and methods are identified and used.</p> <p>1.2 Rapport is established with clients using verbal and non-verbal communication processes.</p> <p>1.3 Opportunities are investigated and acted upon to offer positive feedback to clients.</p> <p>1.4 Open questions are used to promote two-way communication.</p> <p>1.5 Potential barriers to effective communication are identified and acted upon with clients.</p> <p>1.6 Communication processes are initiated to relate to client needs, preferences and expectations.</p>
2. Establish client relationship management strategies	<p>2.1 Client loyalty objectives are developed by focusing on the development of long term business partnerships.</p> <p>2.2 Client profile information is assessed to determine approach.</p> <p>2.3 Client loyalty strategies are developed to attract and retain clients in accordance with the business strategy.</p> <p>2.4 Client care and service standards are identified and applied.</p>
3. Maintain and improve ongoing relationships with clients	<p>3.1 Strategies are developed to obtain ongoing feedback from clients to monitor satisfaction levels.</p> <p>3.2 Strategies are developed to elicit feedback which provides information in a form that can be used to improve relationships with clients.</p> <p>3.3 Feedback is obtained to develop and implement strategies which maintain and improve relationships with clients.</p>
4. Build and maintain networks	<p>4.1 Time is allocated to establish and maintain business contacts.</p> <p>4.2 Business associations and/or professional development activities are made participatory to establish and maintain a network of support for the business and to enhance</p>

	<p>personal knowledge of the market.</p> <p>4.3 Communication channels are established to exchange information and ideas</p> <p>4.4 Information is provided, sought and verified to the network.</p>
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Variable	Range
Preferred client communication styles and methods	<p>May include:</p> <ul style="list-style-type: none"> • email • face-to-face • mail • phone
Verbal communication	<p>May include:</p> <ul style="list-style-type: none"> • articulation • clarity of speech • feedback • language • listening skills • open questions • questioning skills • voice modulation • voice projection
Non-verbal communication	<p>May include:</p> <ul style="list-style-type: none"> • active listening • body language • body orientation • clothing • colour • distance • facial expression • grooming • gestures • music • posture • sound • touching • voice
Barriers to effective communication	<p>May include:</p> <ul style="list-style-type: none"> • acting on false assumptions and stereotypes • cultural differences not being addressed • educational differences not being addressed • failure to prominently display contact details in all communications provided to the client • inappropriate word choice • ineffective non-verbal communication • lack of 'contact us' forms or pages on websites

	<ul style="list-style-type: none"> • lack of distribution of reply paid cards or envelopes in mail outs • lack of voice modulation and articulation • limited opening hours of call centres or office • not listening actively • organisational factors • physical, personal, gender and age differences not being addressed
Client loyalty strategies	<p>May include:</p> <ul style="list-style-type: none"> • access to dedicated staff • added value offers • anniversary offers • client clubs • client reward schemes • credit or discount facilities • dedicated or private facilities • discounts • formal letter of thanks • frequent purchaser programs • handwritten note thanking the client • offering promotional items • phone call thanking client for the business • regular re-contact with best clients • thank you gifts and promotions
Client care and client service standards	<p>May include:</p> <ul style="list-style-type: none"> • accuracy of billing • accuracy of product/service descriptions, specifications in marketing communications • complaint resolution times • incidences of stock outs and back orders • on-hold times • order delivery standards such as: <ul style="list-style-type: none"> ➤ whether right product or service was delivered ➤ delivered to right person or address ➤ delivered on time ➤ politeness, helpfulness and grooming of delivery staff ➤ delivery vehicles parked properly ➤ cleanliness of delivery vehicles ➤ shipment tracking services ➤ telephone answering times and responses
Strategies	<p>May include:</p> <ul style="list-style-type: none"> • comments and queries' or 'bouquets and brickbats' on all order forms • complaints handling procedures • email • letter • soliciting complaints

	<ul style="list-style-type: none"> • surveys of current clients • surveys of lapsed clients to determine reason/s for ceasing to buy • telephone interviews • training staff to ask open questions about product or service levels
Business associations	<p>May include:</p> <ul style="list-style-type: none"> • chambers of commerce • industry associations • institutes • professional bodies • societies
Professional development activities	<p>May include:</p> <ul style="list-style-type: none"> • demonstrations • exhibitions • fairs • industry information seminars • industry training • pre-launch activities • technical information briefings • trade shows
Networks	<p>May include:</p> <ul style="list-style-type: none"> • business • formal • groups • individuals • informal • organisations • personal
Information and ideas	<p>May include:</p> <ul style="list-style-type: none"> • changes in the environment • changing customer requirements • information on competitors' activities • personal, professional or business support

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • establishing and maintaining relationships with a range of clients related to the candidate's business • Participating in and providing, an active contribution to a business related network.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation

	<ul style="list-style-type: none"> ➤ consumer laws including appropriate state/territory legislation ➤ ethical principles ➤ marketing code of practice ➤ privacy laws ➤ Trade Practices Act • marketing communications concepts and processes • principles and techniques for effective communication and networking <p>Sources of business related networks.</p>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • Interpersonal skills to establish rapport, and to build and maintain relationships with clients.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Advertising Level IV	
Unit Title	Plan and Organize Work
Unit Code	TRD ADV4 18 0714
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

Elements	Performance Criteria
1. Set objectives	<p>1.1 Objectives are planned consistent with and linked to work activities in accordance with organizational aims.</p> <p>1.2 Objectives are stated as measurable targets with clear time frames.</p> <p>1.3 Support and commitment of team members are reflected in the objectives.</p> <p>1.4 Realistic and attainable objectives are identified.</p>
2. Plan and schedule work activities	<p>2.1 Tasks/work activities to be completed are identified and prioritized as directed.</p> <p>2.2 Tasks/work activities are broken down into steps in accordance with set time frames and achievable components.</p> <p>2.3 Task/work activities are assigned to appropriate team or individuals in accordance with agreed functions.</p> <p>2.4 Resources are allocated as per requirements of the activity.</p> <p>2.5 Schedule of work activities is coordinated with personnel concerned.</p>
3. Implement work plans	<p>3.1 Work methods and practices are identified in consultation with personnel concerned.</p> <p>3.2 Work plans are implemented in accordance with set time frames, resources and standards.</p>
4. Monitor work activities	<p>4.1 Work activities are monitored and compared with set objectives.</p> <p>4.2 Work performance is monitored.</p> <p>4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards.</p> <p>4.4 Reporting requirements are complied with in accordance with recommended format.</p> <p>4.5 Timeliness of report is observed.</p>
	<p>4.6 Files are established and maintained in accordance with standard operating procedures.</p>

5. Review and evaluate work plans and activities	<p>5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information.</p> <p>5.2 Review is done based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback.</p> <p>5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities.</p> <p>5.4 Performance appraisal is conducted in accordance with organization rules and regulations.</p> <p>5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.6 Recommendations are prepared and presented to appropriate personnel/authorities.</p> <p>5.7 Feedback mechanisms are implemented in line with organization policies.</p>
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Variable	Range		
Objectives	May include but not limited to: <ul style="list-style-type: none"> • Specific • General 		
Resources	May include but not limited to: <ul style="list-style-type: none"> • Personnel • Equipment and technology • Services • Supplies and materials • Sources for accessing specialist advice • Budget 		
Schedule of work activities	May include but not limited to: <ul style="list-style-type: none"> • Daily • Work-based • Contractual • Regular 		
Work methods and practices	May include but not limited to: <ul style="list-style-type: none"> • Legislated regulations and codes of practice • Industry regulations and codes of practice • Occupational health and safety practices 		
Work plans	May include but not limited to: <ul style="list-style-type: none"> • Daily work plans • Project plans • Program plans • Resource plans • Skills development plans • Management strategies and objectives 		
Standards	May include but not limited to: <ul style="list-style-type: none"> • Performance targets 		
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	<ul style="list-style-type: none"> • Performance management and evaluation systems • Occupational standards • Employment contracts • Client contracts • Discipline procedures • Workplace assessment guidelines • Internal quality assurance • Internal and external accountability and auditing requirements • Training Regulation Standards • Safety Standards
Appropriate personnel/ authorities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Appropriate personnel include: <ul style="list-style-type: none"> ➢ Management ➢ Line Staff
Feedback mechanisms	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Verbal feedback • Informal feedback • Formal feedback • Questionnaire • Survey • Group discussion

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • set objectives • plan and schedule work activities • implement work plans • monitor work activities • review and evaluate work plans and activities
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities • organizations policies, strategic plans, guidelines related to the role of the work unit • team work and consultation strategies
Underpinning Skills	<p>Demonstrates skill to:</p> <ul style="list-style-type: none"> • plan • lead • organize • coordinate • communicate • inter-and intra-person/motivation skills • present
Resource Implications	<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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Migrate to New Technology
Unit Code	TRD ADV4 19 0714
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

Elements	Performance Criteria
1. Apply existing knowledge and techniques to technology and transfer	1.1 Situations are identified where existing knowledge can be used as the basis for developing new skills. 1.2 New or upgraded technology skills are acquired and used to enhance learning. 1.3 New or upgraded equipment are identified, classified and used where appropriate, for the benefit of the organization.
2. Apply functions of technology to assist in solving organizational problems	2.1 Testing of new or upgraded equipment is conducted according to the specification manual. 2.2 Features of new or upgraded equipment are applied within the organization 2.3 Features and functions of new or upgraded equipment are used for solving organizational problems 2.4 Sources of information relating to new or upgraded equipment are accessed and used
3. Evaluate new or upgraded technology performance	3.1 New or upgraded equipment is evaluated for performance, usability and against OHS standards. 3.2 Environmental considerations are determined from new or upgraded equipment. 3.3 Feedback is sought from users where appropriate.

Variables	Range
Environmental Considerations	May include but is not limited to: <ul style="list-style-type: none"> recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body

Feedback	May include but is not limited to: <ul style="list-style-type: none"> • surveys, • questionnaires, • interviews and meetings.
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Evidence Guide	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols) • Knowledge of vendor product directions • Ability to locate appropriate sources of information regarding metal manufacturing and new technologies • Current industry products/services, procedures and techniques with knowledge of general features • Information gathering techniques
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> • Research skills for identifying broad features of new technologies • Ability to assist in the decision making process • Literacy skills in regard to interpretation of technical manuals • Ability to solve known problems in a variety of situations and locations • Evaluate and apply new technology to assist in solving organizational problems • General analytical skills in relation to known problems
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Establish Quality Standards
Unit Code	TRD ADV4 20 0714
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

Elements	Performance Criteria
1. Establish quality specifications for product	1.1 Market specifications are sourced and legislated requirements identified. 1.2 Quality specifications are developed and agreed upon 1.3 Quality specifications are documented and introduced to organization staff / personnel in accordance with the organization policy 1.4 Quality specifications are updated when necessary
2. Identify hazards and critical control points	2.1. Critical control points impacting on quality are identified. 2.2. Degree of risk for each hazard is determined. 2.3. Necessary documentation is accomplished in accordance with organization quality procedures
3. Assist in planning of quality assurance procedures	3.1 Procedures for each identified control point are developed to ensure optimum quality. 3.2 Hazards and risks are minimized through application of appropriate controls. 3.3 Processes are developed to monitor the effectiveness of quality assurance procedures.
4. Implement quality assurance procedures	4.1 Responsibilities for carrying out procedures are allocated to staff and contractors. 4.2 Instructions are prepared in accordance with the enterprise's quality assurance program. 4.3 Staff and contractors are given induction training on the quality assurance policy. 4.4 Staff and contractors are given in-service training relevant to their allocated safety procedures .
5. Monitor quality of work outcome	5.1 Quality requirements are identified 5.2 Inputs are inspected to confirm capability to meet quality requirements
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	<p>5.3 Work is conducted to produce required outcomes</p> <p>5.4 Work processes are monitored to confirm quality of output and/or service</p> <p>5.5 Processes are adjusted to maintain outputs within specification.</p>
6. Participate in maintaining and improving quality at work	<p>6.1 Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements</p> <p>6.2 Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements</p> <p>6.3 Corrective action is taken within level of responsibility, to maintain quality standards</p> <p>6.4 Quality issues are raised with designated personnel</p>
7. Report problems that affect quality	<p>7.1 Potential or existing quality problems are recognized.</p> <p>7.2 Instances of variation in quality are identified from specifications or work instructions.</p> <p>7.3 Variation and potential problems are reported to supervisor/manager according to enterprise guidelines.</p>

Variable	Range
Sourced	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • End-users • Customers or stakeholders
Legislated requirements	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Verification of product quality as part of consumer legislation or specific legislation related to product content or composition.
Safety procedures.	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Use of tools and equipment for fabrication/production/manufacturing works • Workplace environment and handling of material safety, • Following occupational health and safety procedures designated for the task • Respect the policies, regulations, legislations, rule and procedures for manufacturing/production/fabrication works

Evidence Guide	
Critical Aspect of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Monitor quality of work • Establish quality specifications for product • Participate in maintaining and improving quality at work • Identify hazards and critical control points in the production of quality product • Assist in planning of quality assurance procedures • Report problems that affect quality • Implement quality assurance procedures
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • work and product quality specifications • quality policies and procedures • improving quality at work • hazards and critical points of operation • obtaining and using information • applying federal and regional legislation within day-to-day work activities • accessing and using management systems to keep and maintain accurate records • requirements for correct preparation and operation • technical writing
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • monitor quality of work • establish quality specifications for product • participate in maintaining and improving quality at work • identify hazards and critical control points in the production of quality product • assist in planning of quality assurance procedures • report problems that affect quality • implement quality assurance procedures
Resource Implications	<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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Advertising Level IV	
Unit Title	Develop Individuals and Team
Unit Code	TRD ADV4 21 0714
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 Learning and development needs are systematically identified and implemented in line with organizational requirements</p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement</p> <p>1.4 Feedback on performance 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 Learning delivery methods 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> <p>3.4 Records and reports of competence are maintained within organizational requirement</p>

4. Develop team commitment and cooperation	<p>4.1 Open communication processes to obtain and share information is used by team</p> <p>4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities</p> <p>4.3 Mutual concern and camaraderie are developed in the team</p>
5. Facilitate accomplishment of organizational goals	<p>5.1 Team members are actively participated in team activities and communication processes</p> <p>5.2 Individual and joint responsibility is developed by teams members for their actions</p> <p>5.3 Collaborative efforts are sustained to attain organizational goals</p>

Variable	Range
Learning and development needs	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Coaching, monitoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance evaluation • Workplace skills assessment • Recognition of prior learning
Organizational requirements	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Formal/informal performance evaluation • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery methods	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • On the job coaching or monitoring • Problem solving • Presentation/demonstration • Formal course participation

	<ul style="list-style-type: none"> • Work experience and involvement in professional networks • Conference and seminar attendance
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Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • identify and implement learning opportunities for others • give and receive feedback constructively • facilitate participation of individuals in the work of the team • negotiate plans to improve the effectiveness of learning • prepare learning plans to match skill needs • access and designate learning opportunities 		
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • coaching and monitoring principles • understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • understanding how to facilitate team development and improvement • understanding methods and techniques to obtain and interpreting feedback • understanding methods for identifying and prioritizing personal development opportunities and options • knowledge of career paths and competence standards in the industry 		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • read and understand a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management • communicate including receiving feedback and reporting, maintaining effective relationships and conflict management • plan and organize required resources and equipment to meet learning needs • coach and mentor skills to provide support to colleagues • report to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • facilitate and conduct small group training sessions • relate to people from a range of social, cultural, physical and mental backgrounds 		
Resource Implications	<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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning 		
Context of	<p>Competence may be assessed in the work place or in a</p>		
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Assessment	simulated work place setting.
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Occupational Standard: Advertising Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	TRD ADV4 22 0714
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

Elements	Performance Criteria
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives
3. Represent the organization	3.1 When participating in internal or external fora, presentation is relevant, appropriately researched and presented in a manner to promote the organization 3.2 Presentation is made clear and sequential and delivered within a predetermined time 3.3 Appropriate media is utilized to enhance presentation 3.4 Differences in views are respected 3.5 Written communication is made consistent with organizational standards 3.6 Inquiries are responded in a manner consistent with organizational standard

4. Facilitate group discussion	<p>4.1 Mechanisms which enhance effective group interaction are defined and implemented</p> <p>4.2 Strategies which encourage all group members to participate are used routinely</p> <p>4.3 Objectives and agenda are routinely set and followed for meetings and discussions</p> <p>4.4 Relevant information are provided to group to facilitate outcomes</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>4.6 Specific communication needs of individuals are identified and addressed</p>
5. Conduct interview	<p>5.1 A range of appropriate communication strategies are employed in interview situations</p> <p>5.2 Different types of interview is conducted in accordance with the organizational procedures</p> <p>5.3 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>5.4 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated</p>

Variable	Range
Strategies	May include but is not limited to: <ul style="list-style-type: none"> • Recognizing own limitations • Utilizing techniques and aids • Providing written drafts • Verbal and non verbal communication
Effective group interaction	May include but is not limited to: <ul style="list-style-type: none"> • Identifying and evaluating what is occurring within an interaction in a non-judgmental way • Using active listening • Making decision about appropriate words, behavior • Putting together response which is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring impact with relevance to communication
Interview situations	May include but is not limited to: <ul style="list-style-type: none"> • Establish rapport • obtain facts and information • Facilitate resolution of issues • Develop action plans • Diffuse potentially difficult situation
Types of Interview	May include but is not limited to: <ul style="list-style-type: none"> • Related to staff issues

	<ul style="list-style-type: none"> • Routine • Confidential • Evidential • Non-disclosure • Disclosure
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Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Demonstrate effective communication skills with clients and work colleagues accessing service • Adopt relevant communication techniques and strategies to meet client particular needs and difficulties
Underpinning Knowledge and Values	Demonstrates knowledge of: <ul style="list-style-type: none"> • communication process • dynamics of groups and different styles of group leadership • communication skills relevant to client groups
Underpinning Skills	Demonstrates skills of: <ul style="list-style-type: none"> • full range of communication techniques including: <ul style="list-style-type: none"> ➤ active listening ➤ feedback ➤ interpretation ➤ role boundaries setting ➤ negotiation ➤ establishing empathy ➤ communication strategies • communicate to fulfill job roles as specified by the organization
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Advertising Level IV	
Unit Title	Manage Micro, Small and Medium Enterprises (MSMEs)
Unit Code	TRD ADV4 23 0714
Unit Descriptor	This unit covers knowledge, skills and attitude required in running Micro, Small and Medium enterprises. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

Elements	Performance Criteria
1. Develop and communicate Strategic work plan	<p>1.1 The importance of planning is sensitized before acting and about the importance of plans to reduce risks and to inhibit impulsive actions and discussed.</p> <p>1.2 The basics of planning and beginning with goal setting are communicated.</p> <p>1.3 The achievement of measurable and realistic short-term business objective is addressed.</p> <p>1.4 How to develop realistic activities plans and schedule is discussed.</p> <p>1.5 Major components of work plan are introduced and understood.</p> <p>1.6 The importance of constant reviewing their plans is understood by monitoring the results.</p>
2. Identify daily work requirements and Develop effective work habits	<p>2.1 Basic concept about effect working culture is discussed and understood.</p> <p>2.2 Different approaches to work culture are developed and understood.</p> <p>2.3 Work requirements are identified for a given time period by taking into consideration of resources and constraints.</p> <p>2.4 Work activities are prioritized based on business needs, requirements and deadlines.</p> <p>2.5 If appropriate, work is allocated to relevant staff or contractors to optimize efficiency.</p> <p>2.6 Work and personal priorities are identified and a balance is achieved between competing priorities using appropriate time management strategies.</p> <p>2.7 Input is sought from internal and external sources and used to develop and refine new ideas and approaches.</p> <p>2.8 Business or inquiries is/are responded to promptly and effectively.</p>

	2.9 Information is presented in a format appropriate to the industry and audience.
3. Manage Marketing of MSMEs	<p>3.1 Information on market and business needs is analyzed and market opportunities identified.</p> <p>3.2 Marketing mix and components are evaluated.</p> <p>3.3 Marketing mix for specific target market is determined.</p> <p>3.4 Marketing mix is monitored and continual adjusted against marketing performance.</p>
4. Manage Human Resources	<p>4.1 Human resource rules, regulations law and procedures are identified and determined.</p> <p>4.2 The existing human resource is audited, and gaps are identified.</p> <p>4.3 Recruitment and selection are conducted based on the organizational requirements.</p> <p>4.4 Selected candidates are oriented and placed for the appropriate position.</p> <p>4.5 Appraisal of employees' performance is conducted.</p> <p>4.6 Appraisal result is used for training and development, promotion, compensation, disciplinary measures and other purposes as required.</p> <p>4.7 Employee relations are maintained.</p>
5. Manage production and Operation	<p>5.1 Production /operation plan is developed and implemented.</p> <p>5.2 Required inputs are purchased and adequate inventories maintained.</p> <p>5.3 Production /operation process is checked and controlled.</p> <p>5.4 Quality control is applied and maintained.</p>
6. Maintain financial records and use for decision making	<p>6.1 The objective and benefits of financial records are discussed and understood.</p> <p>6.2 Asset, liabilities and capital are identified and recorded.</p> <p>6.3 Balance sheet and different journals are discussed.</p> <p>6.4 Business transactions are discussed, analyzed, classified and recorded.</p> <p>6.5 Daily financial records are maintained correctly in accordance with legal and accounting requirements.</p> <p>6.6 Invoices and payments are prepared and distributed in timely manner and in accordance with legal requirements.</p> <p>6.7 Outstanding accounts are collected or followed-up.</p> <p>6.8 Revenue, expense and costs are identified and discussed.</p>

	<p>6.9 Different ledgers and subsidiary ledgers are discussed and maintained.</p> <p>6.10 Profit and loss report is prepared.</p> <p>6.11 Financial interpretation is conducted with assistant from the appropriate person.</p> <p>6.12 Financial manual is prepared.</p>
7. Monitor, Manage and Evaluate work performance	<p>7.1 People, resources and/or equipment are coordinated to provide optimum results.</p> <p>7.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to business goals or timelines.</p> <p>7.3 Problem solving techniques are applied to work situations to overcome difficulties and achieve positive outcomes.</p> <p>7.4 Opportunities for improvements are monitored according to business demands.</p> <p>7.5 Work schedules are adjusted to incorporate necessary modifications to existing work and routines or changing needs and requirements.</p> <p>7.6 Proposed changes are clearly communicated and recorded to aid in future planning and evaluation.</p> <p>7.7 Relevant codes of practice are used to guide an ethical approach to workplace practices and decisions.</p>

Variable	Range
Major components of work plan	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Objective • Responsibilities • Resources (human, materials, finance, time, etc) • Activities
Resources	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Human resource • Money • Time • Machines • Equipment • Space
Time management strategies	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Prioritizing and anticipating • Short term and long term planning and scheduling • Creating a positive and organized work environment • Clear timelines and goal setting that is regularly reviewed and adjusted as necessary

	<ul style="list-style-type: none"> • Breaking large tasks into smaller tasks • Getting additional support if identified and necessary
Internal and external sources	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Staff and colleagues • Management, supervisors, advisors or head office • Relevant professionals such as lawyers, accountants, management consultants • Professional associations
Human resource rules , regulations law and procedures	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Recruitment and selection • Orientation and placement • Training and development • Performance appraisal and reward system • Disciplinary procedures • Movement and separation • Industrial relation
Employee relations	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Relationship within employees • Relationship among employees and management and labor union • Relationship between labor union and government
Business goals	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Sales targets • Budgetary targets • Team and individual goals • Production targets • Reporting deadlines
Problem solving techniques	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> • Brainstorming • Fish bone • Focus group discussion • Problem tree

Evidence Guide

Critical Aspects of Competence	<p>A person must be able to demonstrate:</p> <ul style="list-style-type: none"> • Ability to identify daily work requirements and allocate work appropriately • Ability to interpret financial documents in accordance with legal requirements • The ability to prepare strategic plan • The ability to develop effective work habit • The ability to manage marketing of MSEs • The ability to manage human resources of MSEs • the ability to manage production/operation of MSEs • The ability to maintain financial records of MSEs • The ability to manage, monitor and evaluate work performance of MSMEs
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Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Strategic plan • Working culture • Time management strategy • Marketing Mix • Relevant marketing, operation/production, human resource and financial management • Human resource functions • Production/operation functions • Monitoring and evaluation • Problem solving techniques • Federal and Local Government legislative requirements affecting business operations, especially in regard to Occupational Health and Safety (OHS), equal employment opportunity, industrial relations and anti-discrimination • Relevant industry code of practice • Planning techniques to establish realistic timelines and priorities • Identification of relevant performance measures • Quality assurance principles and methods 		
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Technical or specialist skills relevant to the business operation • Interpret legal requirements, company policies and procedures and immediate, day-to-day demands • Strategic planning skills • Human relation skills • Communicate using questioning, clarifying, reporting, and giving and receiving constructive feedback • Numeracy skills for performance information, setting targets and interpreting financial documents and reports • Technical skills to interpret business document, reports and financial statements and projections • Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Solve problem and develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Evaluate using assessment work and outcomes • Observe for identifying appropriate people, resources and to monitor work 		
Resource Implications	<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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning 		
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>		
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Occupational Standard: Advertising Level IV	
Unit Title	Apply Problem Solving Techniques and Tools
Unit Code	TRD ADV4 24 0714
Unit Descriptor	This unit of competency covers the knowledge, skills and attitude required to apply scientific problem solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis.

Elements	Performance criteria
1. Identify and select theme/problem.	<p>1.1 Safety requirements are followed in accordance with safety plans and procedures.</p> <p>1.2 All possible problems related to the process /Kaizen elements are listed using statistical tools and techniques.</p> <p>1.3 All possible problems related to kaizen elements are identified and listed on Visual Management Board/Kaizen Board.</p> <p>1.4 Problems are classified based on obviousness of cause and action.</p> <p>1.5 Critical factors like the number of customers affected, Potentials for bottlenecks, and number of complaints etc... is selected.</p> <p>1.6 Problems related to priorities of Kaizen Elements are given due emphasis and selected.</p>
2. Grasp current status and set goal.	<p>2.1 The extent of the problem is defined.</p> <p>2.2 Appropriate and achievable goal is set.</p>
3. Establish activity plan.	<p>3.1 The problem is confirmed.</p> <p>3.2 High priority problem is selected.</p> <p>3.3 The extent of the problem is defined.</p> <p>3.4 Activity plan is established as per 5W1H.</p>
4. Analyze causes of a problem.	<p>4.1 All possible causes of a problem are listed.</p> <p>4.2 Cause relationships are analyzed using 4M1E.</p> <p>4.3 Causes of the problems are identified.</p> <p>4.4 Root causes are selected.</p> <p>4.5 The root cause which is most directly related to the problem is selected.</p> <p>4.6 All possible ways are listed using creative idea generation to eliminate the most critical root cause.</p>

	<p>4.7 The suggested solutions are carefully tested and evaluated for potential complications.</p> <p>4.8 Detailed summaries of the action plan are prepared to implement the suggested solution.</p>
5. Examine countermeasures and their implementation.	<p>5.1 Action plan is implemented by medium KPT members.</p> <p>5.2 Implementation is monitored according to the agreed procedure and activities are checked with preset plan.</p>
6. Assess effectiveness of the solution.	<p>6.1 Tangible and intangible results are identified.</p> <p>6.2 The results are verified over time.</p> <p>6.3 Tangible results are compared with targets using various types of diagram.</p>
7. Standardize and sustain operation.	<p>7.1 If the goal is achieved, the new procedures are standardized and made part of daily activities.</p> <p>7.2 All employees are trained on the new Standard Operating Procedures (SOPs).</p> <p>7.3 SOP is verified and followed by all employees.</p> <p>7.4 The next problem is selected to be tackled by the team.</p>

Variables	Range
Safety requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • OHS requirements include legislation, material safety, managements system, hazardous substances and dangerous goods code and local safe operating procedures • Work is carried out in accordance with legislative obligations, environmental legislations, relevant health regulation, manual handling procedure and organization insurance requirements
Statistical tools and techniques	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • 7 QC tools may include: <ul style="list-style-type: none"> ➢ Stratification ➢ Pareto Diagram ➢ Cause and Effect Diagram ➢ Check Sheet ➢ Control Chart/Graph ➢ Histogram ➢ Scatter Diagram • QC techniques may include: <ul style="list-style-type: none"> ➢ Brain storming ➢ Why analysis ➢ What if analysis ➢ 5W1H
Kaizen Elements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Quality

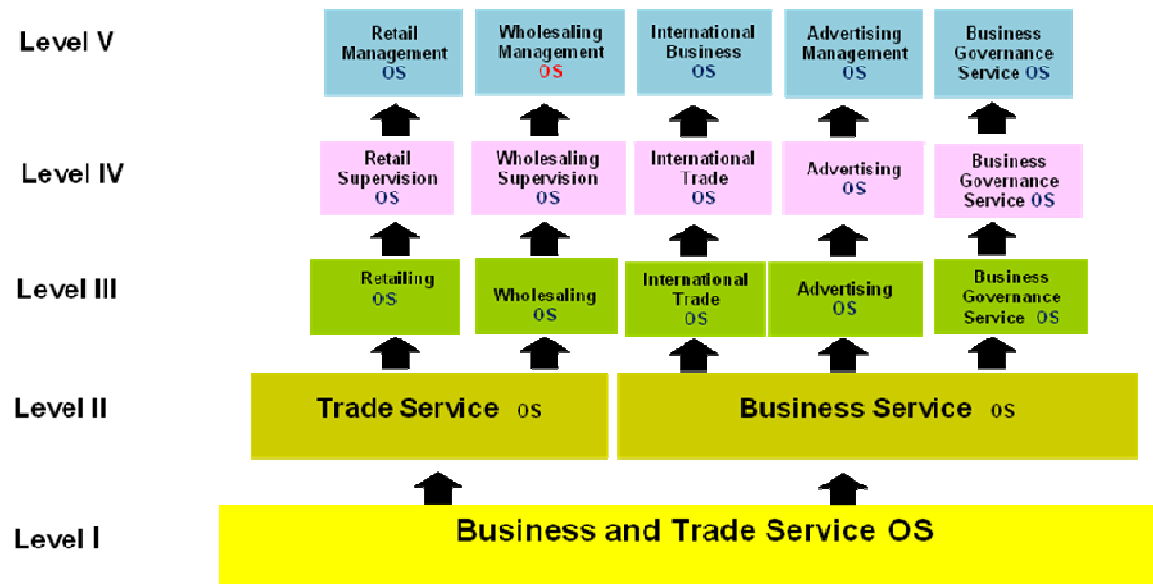
	<ul style="list-style-type: none"> • Cost • Productivity • Delivery • Safety • Moral • Environment • Gender equality
5W1H	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Who: person in charge • Why: objective • What: item to be implemented • Where: location • When: time frame • How: method
4M1E	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Man • Machine • Method • Material and • Environment
Creative idea generation	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Brainstorming • Exploring and examining ideas in varied ways • Elaborating and extrapolating • Conceptualizing
Medium KPT	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • 5S • 4M (machine, method, material and man) • 4P (Policy, procedures, People and Plant) • PDCA cycle • Basics of IE tools and techniques
Tangible and intangible results	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Tangible result may include: <ul style="list-style-type: none"> ➤ Quantifiable data • Intangible result may include: <ul style="list-style-type: none"> ➤ Qualitative data
Various types of diagram	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • Line graph • Bar graph • Pie-chart • Scatter diagram • Affinity diagram
Standard Operating Procedures (SOPs)	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • The customer demand • The most efficient work routine (steps) • The cycle times required to complete work elements • All process quality checks required to minimize

	defects/errors <ul style="list-style-type: none"> • The exact amount of work in process required
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Evidence Guide	
Critical Aspects of Assessment	Demonstrates skills and knowledge competencies to: <ul style="list-style-type: none"> • Apply all relevant procedures and regulatory requirements to ensure quality and productivity of an organization. • Detect non-conforming products/services in the work area • Apply effective problem solving approaches/strategies. • Implement and monitor improved practices and procedures • Apply statistical quality control tools and techniques.
Underpinning Knowledge and Attitude	Demonstrates knowledge of: <ul style="list-style-type: none"> • QC story/PDCA cycle/ • QC story/ Problem solving steps • QCC techniques • 7 QC tools • Basic IE tools and techniques. • SOP • Quality requirements associated with the individual's job function and/or work area • Workplace procedures associated with the candidate's regular technical duties • Relevant health, safety and environment requirements • organizational structure of the enterprise • Lines of communication • Methods of making/recommending improvements. • Reporting procedures
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • Apply problem solving techniques and tools • Apply statistical analysis tools • Apply Visual Management Board/Kaizen Board. • Detect non-conforming products or services in the work area • Document and report information about quality, productivity and other kaizen elements. • Contribute effectively within a team to recognize and recommend improvements in quality, productivity and other kaizen elements. • Implement and monitor improved practices and procedures. • Organize and prioritize activities and items. • Read and interpret documents describing procedures • Record activities and results against templates and other prescribed formats.
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

TRADE SERVICE



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We wish to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development of this occupational standard.

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This occupational standard was developed July 2014 at CEE (Centre of Excellence for Engineering), Addis Ababa.

COMMENT TEMPLATE

The Federal TVET Agency values your feedback of the document.
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