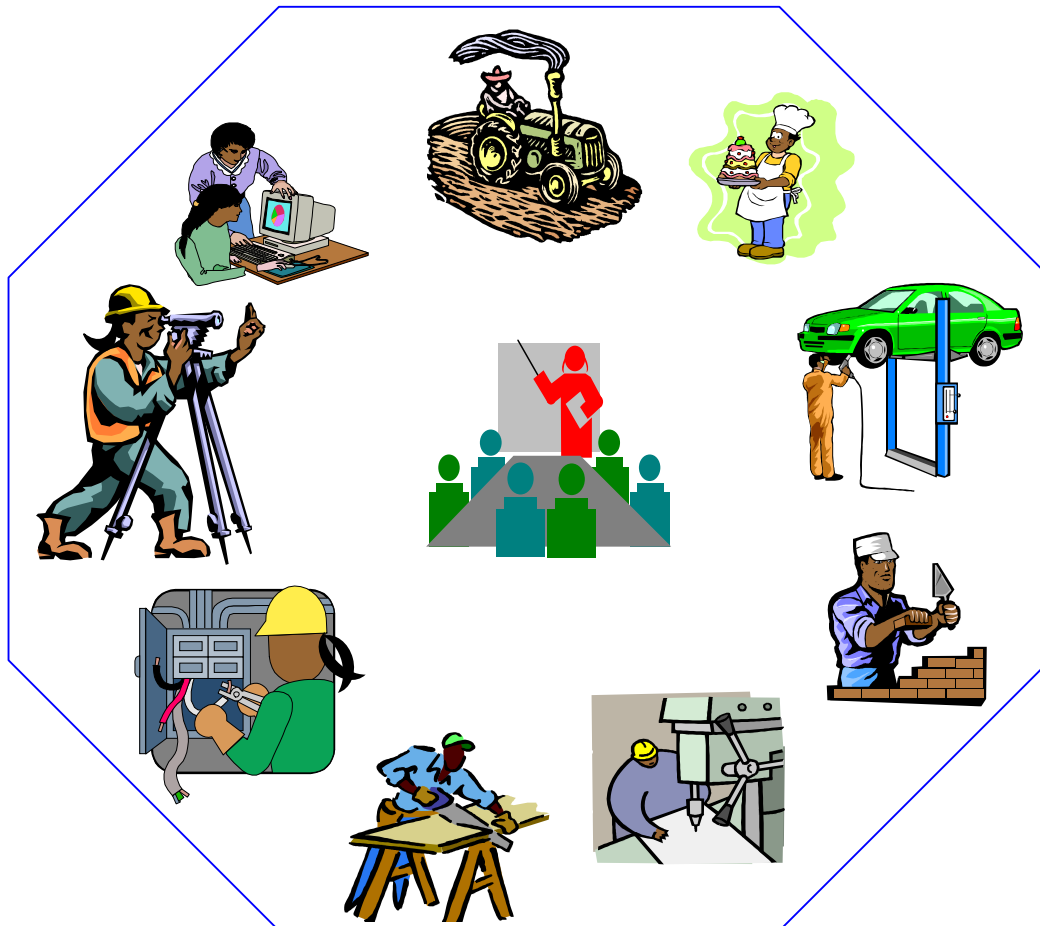**Federal Democratic Republic of Ethiopia**

OCCUPATIONAL STANDARD

ADVERTISING MANAGEMENT

NTQF Level V

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 Management
Occupational Code: **TRD ADM**

NTQF Level V

TRD ADM5 01 0714 Coordinate Advertising Research	**TRD ADM5 02 0714** Develop a Media Plan	**TRD ADM5 03 0714** Create Mass Print Media Advertisements
TRD ADM5 04 0714 Create Mass Electronic Media Advertisements	**TRD ADM5 05 0714** Design and Develop an Integrated Marketing Communication Plan	**TRD ADM5 06 0714** Manage Advertising Production
TRD ADM5 07 0714 Manage Quality Customer Service	**TRD ADM5 08 0714** Research Global Design Trends	**TRD ADM5 09 0714** Identify and Evaluate Marketing Opportunities
TRD ADM5 10 0714 Manage Fundraising and Sponsorship Activities	**TRD ADM5 11 0714** Build International Business Networks	**TRD ADM5 12 0714** Manage Design Realization
TRD ADM5 13 0714 Manage Personal Work Priorities and Professional Development	**TRD ADM5 14 0714** Manage Project Quality	**TRD ADM5 15 0714** Facilitate and Capitalize on Change and Innovation
TRD ADM5 16 0714 Manage Continuous Improvement Process (Kaizen)		

Occupational Standard: Advertising Management Level V	
Unit Title	**Coordinate Advertising Research**
Unit Code	**TRD ADM5 01 0714**
Unit Descriptor	This unit covers the performance outcomes, skills and knowledge required to conduct primary and secondary advertising research to test advertising themes and ideas.

Elements	Performance Criteria
1. Assess advertising research requirements	1.1 **Information** about the consumer, the product and the market environment are analyzed to identify and justify the need for further research.
	1.2 Creative concepts are assessed to determine and justify the need for **concept testing**.
	1.3 Media options and scheduling are assessed to determine and substantiate the need for media research.
	1.4 **Legal**, **ethical and cultural considerations** for advertising research are identified and assessed to determine their impact on research methods.
2. Select research method/s	2.1 Research budget and timeframe are confirmed in selecting appropriate research method/s.
	2.2 The capacity of **primary** and **secondary research** methods is assessed to provide the required information.
	2.3 Pre-test advertising method/s is/are selected to provide the required information on time and within budget.
	2.4 A research brief is prepared to specify research objectives and method/s, budget, time, schedule and reporting requirements.
3. Utilise advertising research findings	3.1 Research results are analyzed using **appropriate techniques** to identify **findings** and their impact on **advertising strategies**, budgets and time lines.
	3.2 Advertising strategies, budgets and time lines are adjusted to reflect research findings
	3.3 Advertising strategies are revised to meet **legal and ethical requirements**, and the requirements of the advertiser

Variable	Range
Information	May include: • buyer behaviour • competitive advantage • competitive factors

	• demographics • distribution channels • economic, social and cultural factors • existing customers and their product usage • pricing • problems and opportunities facing the product • product and brand image • product brand • product characteristics • product packaging • results of past advertising for the product • target market • values or attitude factors
Concept testing	May include: • a short product description • drawing • dummy advertisement

Legal, ethical and cultural considerations	May include:
	• codes of practice such as those issued by:
	  ➢ Ethiopian Communications and Media Authority
	  ➢ Ethiopian Consumer protection Agency
	  ➢ Ethiopian Radio and TV
	• confidentiality
	• cultural sensitivity
	• privacy

Primary research	May include: • attitude surveys • experiments or market testing on a segment of the market • group interviews • indirect research such as depth or focus group interviews, projective questioning, association tests • interviews (face-to-face and telephone) • observation • panel research • questionnaires • quota sampling • retail audits to determine brand share • sampling • specialised research e.g. 'mystery shoppers' • surveys

Secondary research	May include:
	• data that has already been collected by external sources such as:
	  ➢ published government statistics
	  ➢ polls published by advertising and media companies
	  ➢ chamber of commerce data
	  ➢ university databases

	➢ data held by research organizations
	• data that has been collected by internal company sources such as:
	➢ sales or distribution figures
	➢ financial information
	➢ cost analyses
Appropriate techniques	May include: • application of statistical methods • critical analysis • mathematical calculations
Findings	May include: • facts • interrelationships • issues • patterns • trends
Advertising strategies	May include: • communication objectives • creative and media strategies • identification of advertising purpose and objectives • target audience strategies
Legal and ethical requirements	May include: • codes of practice • 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	Demonstrates skills and knowledge competencies to: • demonstration of assessment and selection of appropriate techniques to identify advertising research requirements for at least one product or service • Preparation of a research brief specifying objectives, methods, budget, time, schedule, reporting and human resource requirements for at least one advertising campaign.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • legal and ethical requirements affecting market research • organisational policy and procedures for conducting market research • 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:
	➢ anti-discrimination legislation
	➢ consumer protection laws
	➢ copyright legislation
	• ethical principles
	• fair trading laws
	➢ privacy laws
	➢ Trades Practices Act
	• requirements for time, cost, scope as determined in the advertising brief
	• range of available market research and data analysis techniques
	• statistical and research methods and techniques
Underpinning Skills	Demonstrate skills of:
	• analytical skills to interpret data and to evaluate how the data may be used
	• literacy skills to interpret legal and ethical requirements, and to prepare research briefs and reports
	• numeracy skills to collate and analyse data
	• research and data collection skills to collect market research
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:
	• 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 Management Level V	
Unit Title	**Develop a Media Plan**
Unit Code	**TRD ADM5 02 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret an advertising brief to develop a media plan within a given budget.

Elements	Performance Criteria
1. Define media requirements	1.1 The **target audience characteristics** are identified from the advertising brief and a detailed **consumer profile** which uses the same terms as those used to describe media audiences is prepared.
	1.2 **Product market factors** are analyzed to determine the reach and frequency requirements of advertising media selected.
	1.3 The **creative requirements** of the advertising message are analyzed and the media implications are determined.
	1.4 Media **merchandising requirements** are identified from the advertising brief.
	1.5 The media budget is confirmed and **legal and voluntary constraints** are identified.
2. Select media vehicles	2.1 The relative merits of identified media vehicle alternatives are weighted up by taking past media performance into account.
	2.2 New or alternative **media vehicles** are evaluated and tested with other advertisers and proven against vehicles.
	2.3 Media vehicles are selected to target the required audience, **media requirements** are met and merchandising requirements fulfilled within budget.
	2.4 Media vehicles that meet the creative, reach and frequency requirements of the advertising message are selected to be achieved within the budget.
	2.5 Selected media vehicles are ensured to meet legal and ethical requirements.
3. Determine the media schedule	3.1 The duration and **timing** of the media schedule are ensured to meet the requirements of the advertising brief.
	3.2 The **distribution** of messages is determined over the duration of the schedule to meet the requirements of the advertising brief.
	3.3 A **media schedule** is created to the satisfaction of the

	advertiser.
	3.4 Alternative media schedules are developed for the advertiser within the budget.
	3.5 Testing schedule is determined for the media plan and continually modified in accordance with results obtained.
4. Produce a media plan	4.1 A media plan is created to define the media requirements of the advertising brief and evidence provided to support each requirement.
	4.2 The recommended media and vehicle/s and the **rationale** are specified for their selection in the media plan.
	4.3 The media plan is ensured to contain a **budget allocation** per medium per advertising period.
	4.4 The anticipated impact of the advertising is identified and **measured to assess its effectiveness** in the media plan.

Variable	Range
Target audience characteristics	May include: • analysis of current customers • attitudes • cultural factors • demographics • duplication or presence on customer and outside lists • existing product usage • geographic • lifestyle • psychographics • social factors • values

Consumer profile	May include:
	• behaviouristic information such as:
	  ➢ benefits sought by buyer
	  ➢ loyalty status
	  ➢ readiness stage
	  ➢ user status
	• combinations of geographic, demographic and psychographic information often including data on media consumption and retail outlet usage overlaid
	• demographic information such as:
	  ➢ age
	  ➢ education
	  ➢ gender
	  ➢ income
	  ➢ marital status
	  ➢ number of children
	  ➢ nationality

	> occupation
	• statistical descriptions
	• geographic information such as:
	> Census Collector District (CCD)
	> census information
	> home address
	> nation of residence
	> postcode
	> state or territory of residence
	> work address
	• psychographic information such as:
	> activities
	> attitudes
	> interests
	> lifestyle
	> opinions
	> values

Product market factors	May include:
	• whether a product or service:
	  > is convenient
	  > is differentiated or undifferentiated
	  > is established
	  > is frequently or infrequently purchased
	  > is highly competitive
	  > is new
	  > has a high or low level of audience involvement
	• whether the message characteristics are:
	  > ongoing
	  > simple
	  > unique

Creative requirements	May include: • action • cluttered or uncluttered medium • colour • electronic or physical form • fast production time • intrusive medium • local, national or international medium • longer and more profitable space requirements • longer and more profitable time requirements • paper stock • pictures or illustrations • prestigious medium • printing requirements • production technique costs • response forms • sound • words only

Merchandising requirements	May include:
	• association with a particular media vehicle to give the perception of safety and value
	• identification with a particular local community
	• number of required responses
Legal and voluntary constraints	May include:
	• codes of practice such as those issued by:
	➢ Ethiopian Communications and Media Authority
	➢ Ethiopian Consumer protection Agency
	➢ Ethiopian Radio and TV
	• cultural expectations and influences
	• ethical principles
	• legislation, including occupational health and safety legislation
	• policies and guidelines
	• regulations
	• social responsibilities such as protection of children, environmental issues
	• societal expectations
Media vehicles	May include:
	• aerial advertising
	• billboards
	• cable and satellite television
	• cinema
	• direct mail
	• direct response
	• exhibitions and trade fairs
	• internet
	• point-of-sale
	• radio
	• sales literature
	• sales promotion
	• sponsorship
	• television
	• the press
	• video
	• video games
	• videotext
Media requirements	May include:
	• number of target audience reached
	• required number of responses, including:
	➢ current customer base versus expected attrition and growth target
	➢ conversion factor for multi step offers/campaigns
	• required cost per response
Timing	May include:
	• continuous advertising throughout the year

	• pre-launch advertising • pre-sale advertising • seasonal advertising
Distribution	May include: • advertisements evenly spread over the time schedule • advertisements in waves, with heavy advertising followed by light or no advertising • generation of a budgeted number of responses at no more than the budgeted cost per response
Media schedule	May include: • number of advertisements • placement of advertisements • size/length of advertisements
Rationale	May include: • dissimilarity to any proven media and/or media vehicle, but worth a controlled test based on similarity between media/vehicle audience and organisational customer base • proven ability to reach target audience in the past • proven ability to generate profitable responses in the past • similarity to proven media vehicle/s • similarity between media vehicle/s, audience and organisational target audience or customer base
Budget allocation	May include: • allocation of online budget based on maximum cost for pay per click • allocation per medium based on number of times media and/or media vehicle can be used within the period while maintaining the budgeted average cost per response • budgeted number of responses required for the period • maximum daily budget
Measures to assess its effectiveness	May include: • attitude measurements • awareness measurements • cost per response • gross profit per contact • inquiry measurements • market tests • media audience measurements • number of responses • opinion measurements • physiological measurements • readership measurements • recall measurements • sales measurements • split cable tests • split-run tests • tests of different creative executions

	• tests of different direct marketing offers
	• tests of different media vehicles
	• theatre tests

Evidence Guide	

Critical Aspects of Competence	Demonstrates skills and knowledge competencies to:
	• production of a media plan for an advertising campaign for at least one product or service which:
	  ➢ defines the media requirements of the advertising brief
	  ➢ specifies rationales for media vehicles chosen
	  ➢ Contains budgetary allocation for each advertising medium measures to assess effectiveness of media vehicles selected.

Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• data analysis and matching techniques
	• legal and ethical requirements relating to the advertising industry
	• organisational products and services offered
	• organisational budget and resource constraints
	• principles and characteristics of advertising media, types of media and advertising strategies
	• 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:
	  ➢ anti-discrimination legislation
	  ➢ consumer protection legislation
	  ➢ copyright legislation
	• ethical principles
	• fair trading laws
	  ➢ privacy laws
	  ➢ Trades Practices Act
	  ➢ terms for describing media audiences

Underpinning Skills	Demonstrate skills to: • communication skills to consult on the media schedule • evaluation skills to compare and weigh advantages of one medium over another, and to match characteristics with media requirements • literacy skills to interpret the characteristics of different media and to match them to the requirements of the advertising brief
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: • 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.

Occupational Standard: Advertising Management Level V	
Unit Title	**Create Mass Print Media Advertisements**
Unit Code	**TRD ADM5 03 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to create mass print media advertisements that communicate the key features of a product, service or idea to the consumer.

Elements	Performance Criteria
1. Interpret a creative brief	1.1 The **central idea** or creative concept, technique/s are confirmed for expressing the idea/concept and **mass print media** to be used.
	1.2 The **advertising content** and **supporting information** are identified and checked for accuracy and completeness.
	1.3 The time, schedule and budget requirements are confirmed for creating the advertisement/s.
	1.4 **Legal and ethical constraints** are identified.
2. Create a mass print media advertisement	2.1 The **elements of a print advertisement** are determined and produced to communicate the required image, features and benefits of the product or service.
	2.2 Each element of the print advertisement is sized and positioned to achieve balance and focus for the advertisement
	2.3 The typeface selections are ensured to suit the product and the central idea of the advertisement, and the layout balances white space and margins.
	2.4 The layout of the advertisement is ensured to unify the elements, attracts the reader to the focal point and guides the reading sequence.
	2.5 The advertisement is ensured to meet the requirements of the advertising brief and legal and ethical requirements.

Variable	Range
Central idea	May include: • analogy and association • case histories • celebrities • continuing characters • demonstrations • exaggerated situations

	• fantasy • photographic tricks or special effects • product uses • recipes • slice-of-life situations • testimonials
Mass print media	May include: • magazines • newspapers • outdoor advertising
Advertising content	May include: • brand or image factors • competitive advantages • features of the product/service • product/service colour • product/service price • where the product/service may be obtained
Supporting information	May include: • evidence to support the claimed benefit • purchasing information • reassurances for existing users • requirement to specify the target audience

Legal and ethical constraints	May include:
	• codes of practice such as those issued by:
	   ➤ Ethiopian Communications and Media Authority
	   ➤ Ethiopian Consumer protection Agency
	   ➤ Ethiopian Radio and TV
	• cultural expectations and influences
	• ethical principles
	• legislation, including occupational health and safety legislation
	• policies and guidelines
	• regulations
	• social responsibilities such as protection of children, environmental issues
	• societal expectations

Elements of a print advertisement	May include: • borders • boxes • captions • colour • copy • coupons • headlines • logos • mandatory product or service information • shading • signatures

	• slogans
	• visuals

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: • the production of at least three mass print advertisements in accordance with an advertising and creative brief including: • a newspaper advertisement • a magazine advertisement • an outdoor advertisement

Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• industry, services, products and organisation
	• legal and ethical requirements relating to the advertising industry
	• principles and purposes of advertising
	• principles of consumer behaviour and influences on buyer behaviour
	• principles of creative elements in print advertisements
	• range of available advertising approaches for different markets
	• 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:
	  ➢ anti-discrimination legislation
	  ➢ consumer protection legislation
	  ➢ copyright law
	  ➢ ethical principles
	  ➢ fair trading laws
	  ➢ Trades Practices Act
	• requirements for advertising timelines, budget, central idea, resources as specified in the advertising brief

Underpinning Skills	Demonstrate skills of: • creativity and innovation skills to write engaging scripts, and to use visual and design techniques to communicate advertising messages efficiently and effectively • literacy skills to interpret requirements and to write for a variety of audiences and purposes
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: • 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 Management Level V	
Unit Title	**Create Mass Electronic Media Advertisements**
Unit Code	**TRD ADM5 04 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to communicate the key features of a product, service or idea to a consumer using mass electronic media.

Elements	**Performance Criteria**
1. Interpret a creative brief	1.1 The **central idea** or creative concept, technique/s are confirmed for expressing the idea/concept and **mass electronic media** to be used.
	1.2 The **advertising content** and **supporting information** are identified and checked for accuracy and completeness.
	1.3 The time, schedule and budget requirements are confirmed for creating the advertisement/s.
	1.4 **Legal and ethical constraints** are identified.
2. Create a radio advertisement	2.1 The length, pace and format are determined for the radio advertisement in accordance with the creative brief and the allocated budget.
	2.2 The content of the opening, middle and close of the radio advertisement are determined to create impact, introduce the central idea, provide support for key product benefits and information is provided to facilitate consumer action.
	2.3 Scripts are prepared to meet the **requirements of the producer and performer/s** and the allotted time.
	2.4 The radio advertisement is ensured to meet the advertising brief, legal and ethical requirements.
3. Create a television or cinema advertisement	3.1 The length, pace and format are determined for the advertisement in accordance with the creative brief and the allocated budget.
	3.2 Scripts and storyboards are prepared to record the visual plan and **creative elements** identified to meet the requirements of the creative brief.
	3.3 The advertisement attracts attention and sustains interest are ensured through coordination of action and motion visual effects, with audio to support the visual image/s.
	3.4 The advertisement is ensured to meet the brief, legal and ethical requirements.
4. Create an internet, web or	4.1 Copy and design elements are determined and produced to communicate the required image, features and benefits of

podcast advertisement	the product or service.
	4.2 Each element of the advertisement is sized and positioned to achieve balance and focus for the advertisement.
	4.3 Typeface selections are ensured to suit the product and the central idea of the advertisement and the layout balances white space and margins.
	4.4 Site map, navigation buttons, frames and multiple pages are designed for ease of use.
	4.5 Sound, animation and graphics are ensured not to distract from the content of the advertisement.
	4.6 The advertisement is ensued to meet the requirements of the advertising brief and legal and ethical requirements.

Variable	Range
Central idea	May include: • analogy and association • case histories • celebrities • continuing characters • demonstrations • exaggerated situations • fantasy • photographic tricks or special effects • product uses • recipes • slice-of-life situations • testimonials
Mass electronic media	May include: • cinema • internet • podcasting • radio • television
Advertising content	May include: • brand or image factors • competitive advantages • features of the product/service • where the product/service may be obtained • product/service price • product/service colour
Supporting information	May include: • evidence to support the claimed benefit • purchasing information • reassurances for existing users

	• requirement to specify the target audience
Legal and ethical constraints	May include: • codes of practice such as those issued by: ➢ Ethiopian Communications and Media Authority ➢ Ethiopian Consumer protection Agency ➢ Ethiopian Radio and TV • cultural expectations and influences • ethical principles • legislation, including occupational health and safety legislation • policies and guidelines • regulations • social responsibilities such as protection of children, environmental issues • societal expectations
Requirements of the producer and performer⁄s	May include: • audio direction • coordination of music and sound effects with spoken words • cues • descriptions • detailed message content • instructions • manner of delivery • words to be spoken
Creative elements	May include: • action progression • action scenes • audio details • camera shots • composition of film and video shots • film and video details • graphics effects • interaction of audio and video • key frames • lighting effects • location • music • props • set • sound effects • talent • voices

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: • the production of at least three mass electronic advertisements in accordance with an advertising and creative

	brief, including:
	➢ a radio advertisement
	➢ a television or cinema advertisement
	➢ a web or podcast advertisement
Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• industry, services, products and organisation
	• legal and ethical requirements relating to the advertising industry
	• principles and purposes of advertising
	• principles of consumer behaviour and influences on buyer behaviour
	• principles of creative elements in electronic advertisements
	• range of available advertising approaches for different markets
	• 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:
	➢ anti-discrimination legislation
	➢ consumer protection legislation
	➢ copyright legislation
	➢ ethical principles
	➢ Trades Practices Act
	• requirements for advertising timelines, budget, central idea, resources as specified in the advertising brief
Underpinning Skills	Demonstrate skills of:
	• creativity and innovation skills to write engaging scripts, and to use visual and design techniques to communicate advertising messages efficiently and effectively
	• research, data collection and evaluation skills to compare and weigh advantages of one medium over another, and to match characteristics with media requirements
	• Literacy skills to interpret the characteristics of different media and to match them to the requirements of the advertising brief technology skills to use a range of office equipment and software
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:
	• 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 Management Level V	
Unit Title	**Design and Develop an Integrated Marketing Communication Plan**
Unit Code	**TRD ADM5 05 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and evaluate the range of marketing communication options and media, to design an integrated marketing communication plan, and to develop a marketing communication brief and creative brief that reflect client needs and preferences.

Elements	Performance Criteria
1. Determine marketing communication requirements	1.1 **Marketing communication purpose** and objectives are confirmed with the client.
	1.2 Comprehensive **client and product information** are obtained.
	1.3 Outcomes of previous marketing communication are reviewed with the client.
	1.4 Budget allocation is confirmed with the client.
2. Develop a marketing communication brief	2.1 A brief is developed by ensuring it contains a client profile, purpose statement and objectives that reflect client needs.
	2.2 **Marketing communication objectives** are stated in measurable terms and specific guidelines are provided on what is to be accomplished by the marketing communication.
	2.3 Key characteristics, competitive factors and the market situation are defined by facing the product or service.
	2.4 A summary of **information on the target audience**, and **legal and ethical constraints** are included.
3. Design the integrated marketing communication strategy	3.1 **Marketing communication options** appropriate for the marketing communication brief are selected.
	3.2 The advantages and disadvantages of each marketing communications variable and **media vehicles** are critically analyzed for the product or service.
	3.3 **Media characteristics** are determined to match the requirements of the brief.
	3.4 Media consumption habits are analyzed for primary and supplementary marketing media among target audiences.
	3.5 Media styles are evaluated as they relate to brand character of the product or service being marketed.

	3.6	The **advantages** and **disadvantages** of selecting multiple media in a media plan are compared.
	3.7	**Criteria** is developed and applied for selecting multiple media combinations.
4. Select and recommend media for the marketing strategy	4.1	Media vehicles are selected to match the requirements of the marketing brief for the product or service.
	4.2	Primary and secondary marketing medias are recommended to meet target audience preferences.
	4.3	Recommended media is ensured to meet the brief, client's requirements, and legal and ethical constraints.
5. Develop a creative brief	5.1	**Creative content** is identified for the chosen media using consumer language in the brief.
	5.2	**Pitch or appeal** is identified for the product or service in the brief to meets client requirements.
	5.3	**Supporting information** required is identified for consumer understanding of the product or service in the brief.
	5.4	Budget for creative work is ensured to bet consistent with the overall marketing budget and is contained in the brief.
	5.5	A deadline is incorporated for creative work to be consistent with the overall media schedule in the brief.

Variable	Range
Marketing communication purpose	May include: • communicating a message to a particular audience • differentiating features or benefits • promoting image • providing information • recruiting staff • retaining customers • Stimulating demand for a product or service.
Client and product information	May include: • company and its business policies and practices • company's promotional ethos • competition • distribution channels • existing customers and target market • packaging design • past advertising for the product • price, if any • problems and opportunities facing the product • Product name and characteristics.
Marketing communication	May include: • improve sales performance and/or profit

objectives	• launch or re-launch a product or service • maintain or improve market share • maintain or increase awareness of a product or service • Test a product or service.
Information on the target audience	May include: • attitudes • cultural factors • demographics • existing product usage • lifestyle • social factors • Values.

Legal and ethical constraints	May include:
	• codes of practice such as those issued by:
	  ➢ Ethiopian Communications and Media Authority
	  ➢ Ethiopian Consumer protection Agency
	  ➢ Ethiopian Radio and TV
	• cultural expectations and influences
	• ethical principles
	• legislation, for example:
	  ➢ anti-discrimination legislation
	  ➢ consumer protection legislation
	  ➢ copyright legislation
	  ➢ ethical principles
	  ➢ fair trading laws
	  ➢ Trade Practices Act
	• policies and guidelines
	• regulations
	• social responsibilities, such as protection of children and environmentally sustainable practices
	• Societal expectations.

Marketing communication options	May include: • advertising • customer service • direct marketing • events and sponsorships • packaging • personal selling • publicity and public relations • Sales promotion.
Media vehicles	May include: • aerial advertising • billboards and posters • cable and satellite television • cinema • direct mail • direct response

	• email marketing
	• exhibitions and trade fairs
	• internet
	• magazines
	• new media, including multimedia and hypermedia, such as:
	➢ streaming video and audio
	➢ 3-D virtual reality environments and effects
	➢ highly interactive user interfaces
	➢ mobile presentation
	➢ use of high-bandwidth
	➢ CD and DVD media
	➢ telephone and digital data integration
	➢ online communities
	➢ micro devices
	➢ live internet broadcasting
	➢ person-to-person visual communication
	➢ one-to-many visual communication
	• newspapers
	• outdoor
	• personal selling
	• podcasting
	• point of sale
	• radio
	• sales literature
	• sales promotion
	• sponsorship
	• television
	• telemarketing
	• transit media, such as bus sides and taxi backs
	• Video, video games and videotext.
Media characteristics	May include: • level of audience involvement • level of audience receptiveness • motion effects • proximity to purchase • sound effects • visual effects • whether the target audience responds actively • Whether the target audience responds passively.
Advantages	May include: • increasing the frequency of the advertising message • Increasing the reach of the advertising message.
Disadvantages	May include: • duplication of impact • duplication of resources • Increasing the cost of marketing.
Criteria	May include:

	• whether frequency will be increased • whether reach will be increased • cost • Avoidance of 'zipping and zapping'.
Creative content	May include: • brand or image factors • colour • Features of the product or service.

Pitch or appeal	May include:
	• key benefits promised to the audience by the advertiser, which may be:
	   ➢ emotional
	   ➢ need-arousing
	   ➢ need-satisfying
	   ➢ negative
	   ➢ positive
	   ➢ Rational

Supporting information	may include: • evidence to support the claimed benefit • purchasing information • reassurance for existing users • Requirement to specify the target audience.

Evidence Guide	

Critical Aspects of Competence	Demonstrates skills and knowledge competencies to:
	• production of an integrated strategic marketing communication plan for presentation to a client which includes:
	   ➢ purpose statement
	   ➢ definition of the target audience
	   ➢ analysis of the product or service
	   ➢ legal and ethical constraints
	   ➢ marketing communication functions and media vehicles chosen, with rationale for each
	   ➢ creative brief for the media options
	   ➢ schedule for the creative work
	• Budgetary allocation for each media vehicle.

Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • economic, social and industry trends relevant to the choice of appropriate media options • industry products or services in order to recommend appropriate media options • overview knowledge to identify key provisions of relevant legislation, codes of practice and national standards that affect business operations as they relate to marketing, such as:

	- anti-discrimination legislation - consumer protection laws - copyright legislation - ethical principles - fair trading laws - privacy laws - Trade Practices Act - principles of consumer behaviour and influences on buyer behaviour - range of marketing communication options for different markets - range of media vehicles for marketing communication options
Underpinning Skills	Demonstrate skills of: - communication skills to question, clarify and report when creating marketing and creative briefs - learning skills to evaluate and learn from previous marketing communication to contribute to the marketing communication plan - literacy skills to: - read and interpret marketing briefs - write reports with complex concepts and ideas - numeracy skills to develop budgets - organisational and time-management skills to sequence tasks and meet timelines - research and data-collection skills to evaluate the suitability of media to the product or service, and brand and marketing objectives - technology skills to use a wide range of office equipment and software to create a marketing brief
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: - 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 Management Level V	
Unit Title	**Manage Advertising Production**
Unit Code	**TRD ADM5 06 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, direct, monitor and evaluates the production of electronic and print advertising.

Elements	Performance Criteria
1. Plan the production process for advertisements	1.1 The timing and budgetary requirements are confirmed for creative and production work.
	1.2 The creative brief is assessed and **factors that influence the production process** are identified*.*
	1.3 **Production processes** are investigated and determined to suit the advertising brief, creative work and the advertising medium.
	1.4 The **specifications** are determined to suit both the advertisement and production process.
	1.5 **Pre-production work** is scheduled to meet production and post-production requirements.
	1.6 A **production schedule** is planned to meet the requirements of the advertising brief and **media** plan.
2. Evaluate and select suppliers	2.1 Suppliers are identified for each element in the production process.
	2.2 Suppliers are assessed in terms of their expertise and capacity to meet production, budget and schedule requirements.
	2.3 Choice of suppliers is made based on merit and valued for money and their capacity to meet legal and ethical requirements.
	2.4 Agreement on the production, schedule and process requirements is briefed and gained from suppliers.
3. Direct the advertising production process	3.1 The management of all aspects of the production process is integrated to meet the requirements of the advertising brief and schedule.
	3.2 Creative specialists are involved in the production process to solve creative problems and advised on creative changes to ensure the resulting advertisement is consistent with the objectives and positioning for the product or service.

	3.3 The outputs from the production process are ensured to meet the requirements of the production schedule, creative brief and media plan, and **legal and ethical requirements** are met.
4. Evaluate advertising production	4.1 The quality and cost-effectiveness of the production processes are evaluated and reported against the requirements of the creative brief.
	4.2 Evaluation processes are valid and quality is measured against the standards established in the creative brief.
	4.3 The final advertisement is evaluated in relation to the requirements of the creative brief.

Variable	Range
Factors that influence the production process	May include: • budget • central idea • creative concept • image factors • timeframe

Production processes	May include:
	• print production processes such as:
	  ➢ computer software programs
	  ➢ desktop publishing
	  ➢ flexography
	  ➢ inkjet printing
	  ➢ letterpress
	  ➢ offset lithography
	  ➢ pre-print production processes
	  ➢ rotogravure
	  ➢ silk screen
	• electronic production processes such as:
	  ➢ film
	  ➢ live recording
	  ➢ podcasting
	  ➢ sound recording
	  ➢ streaming
	  ➢ video
	  ➢ websites

Specifications	May include: • art reproduction • aspect ratio • colour register/s • colour reproduction: • colour separation • composition • computerised colour reproduction

	• film • halftones • line art • photography • process colour • screens • spot colour • typesetting • video
Pre-production work	May include: • receipt and review of advertising copy • receipt of visual elements and layout • rehearsals • scripts • set construction • storyboards
Production schedule	May include: • film or video shooting • pre-production work • production work • post-production work • sound recording
Media	May include: • cinema • internet • out of home • radio • television

Legal and ethical requirements	May include:
	• codes of practice such as those issued by:
	   ➢ Ethiopian Communications and Media Authority
	   ➢ Ethiopian Consumer protection Agency
	   ➢ Ethiopian Radio and TV
	• 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	Demonstrates skills and knowledge to: • planning, directing, monitoring and evaluating the production of at least two advertisements, including:

	• one electronic advertisement • One print advertisement
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • organisational budget, product and/or services • contents of the advertising and creative briefs, and media plans • printing, television, film and video production process • legal and ethical requirements of the advertising industry • 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: ➢ anti-discrimination legislation ➢ consumer protection laws ➢ copyright legislation ➢ ethical principles ➢ fair trading laws ➢ privacy laws ➢ Trades Practices Act • How to use software and operate equipment used in advertising production processes.
Underpinning Skills	Demonstrate skills of: • communication skills to question, clarify and report when managing advertising production • literacy skills to interpret production requirements and supplier profiles • numeracy skills to develop budgets and schedules • organisational and time management skills to prepare a production plan • project management skills to direct and monitor suppliers • Technology skills to operate office and production equipment used in development 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	Competence may be assessed through: • 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 Management Level V	
Unit Title	**Manage Quality Customer Service**
Unit Code	**TRD ADM5 07 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation. Operators may have staff involved in delivering customer service and are responsible for the quality of their work. In many instances the work will occur within the organisation's policies and procedures framework. At this level, the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies, will be required.

Elements	Performance Criteria
1. Plan to meet internal and external customer requirements	1.1 The needs of **customers** are investigated, identified, assessed and included in planning processes. 1.2 Plans are ensured to achieve the **quality**, time and cost specifications agreed with customers.
2. Ensure delivery of quality products and services	2.1 **Products and services** are delivered to customer specifications within organisation's business plan. 2.2 Team performance is monitored to consistently meet the organisation's quality and delivery standards. 2.3 Colleagues are assisted to overcome difficulty in meeting customer service standards.
3. Monitor, adjust and review customer service	3.1 **Strategies** are developed and used to monitor progress in achieving product and/or service targets and standards. 3.2 Strategies are developed and used to obtain customer feedback to improve the provision of products and services. 3.3 **Resources** are developed, procured and used effectively to provide quality products and services to customers. 3.4 Decisions are made to overcome problems and adapt customer services, products and service delivery in consultation with appropriate individuals and groups. 3.5 Records, reports and recommendations are managed within the organisation's systems and processes.

Variable	Range
Customers	May include: • Board members

	• clients, purchasers of services • co-workers, peers and fellow frontline managers • members of the general public who make contact with the organisation, such as prospective purchasers of services • potential funding bodies • supervisors • Suppliers of goods and services and contractors providing goods and services
Quality	May include: • Characteristics of a product, system, service or process that meet the requirements of customers and interested parties
Products and services	May include: • either products or services • goods • ideas • infrastructure • Private or public sets of benefits
Strategies	May include: • databases and other controls to record and compare data over time • electronic feedback mechanisms using intranet, internet and email • feedback forms and other devices to enable communication from customers • long-term or short-term plans for monitoring achievement and evaluating effectiveness • policies and procedures • questionnaires, survey and interviews • Training and development activities
Resources	May include: • buildings/facilities • equipment • finance • information • people • power/energy • technology • Time

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: • plans, policies or procedures for delivering quality customer service • demonstrated techniques in solving complex customer complaints and system problems that lead to poor customer service

	• Knowledge of techniques for solving complaints

Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	 • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
	   ➢ anti-discrimination legislation
	   ➢ Ethiopian consumer law
	   ➢ ethical principles
	   ➢ codes of practice
	   ➢ privacy laws
	   ➢ financial legislation
	   ➢ Occupational Health and Safety (OHS)
	 • organisational policy and procedures for customer service including handling customer complaints
	 • service standards and best practice models
	 • public relations and product promotion
	 • techniques for dealing with customers, including customers with specific needs
	 • techniques for solving complaints including the principles and techniques involved in the management and organisation of:
	   ➢ customer behavior
	   ➢ customer needs research
	   ➢ customer relations
	   ➢ ongoing product and/or service quality
	   ➢ problem identification and resolution
	   ➢ quality customer service delivery
	   ➢ record keeping and management methods
	   ➢ strategies for monitoring, managing and introducing ways to improve customer service relationships
	 • strategies to obtain customer feedback

Underpinning Skills	Demonstrate skills of:
	 • analytical skills to identify trends and positions of products and services
	 • communication skills to:
	   ➢ coach and mentor staff and colleagues
	   ➢ monitor and advise on customer service strategies
	 • literacy skills to:
	   ➢ edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation
	   ➢ prepare general information and papers according to target audience
	   ➢ read and understand a variety of texts
	 • problem solving skills to:
	 • deal with customer enquiries or complaints
	 • deal with complex and non-routine difficulties
	 • technology skills to select and use technology appropriate to a task
	 • self management skills to:

	➢ 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: • 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 Management Level V	
Unit Title	**Research Global Design Trends**
Unit Code	**TRD ADM5 08 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to research and critically evaluates global design trends.

Elements	Performance Criteria
1. Research design trends	1.1 **Formal and informal research strategies** are analyzed and selected to source **information on global design trends**.
	1.2 **New and alternative sources** are identified and explored.
	1.3 The credibility of information gathered is evaluated and research scope is ensured to be sufficiently broad.
2. Analyse design trends to inform own practice	2.1 Information is used to challenge and own perspectives and ways of thinking are extended.
	2.2 The implications and consequences of design trends on own work are examined and assessed.
	2.3 **Critical analysis** is used to identify creative or commercial opportunities presented by emerging trends and technologies.
	2.4 Systems are developed to identify and respond to future opportunities.
3. Develop and articulate positions and ideas	3.1 **Substantiated positions and ideas** are developed in relation to global design trends.
	3.2 Informed discussion, debate and critical analysis are generated with peers and colleagues.
	3.3 Debate and feedback are used as a way of challenging and refining own positions.
4. Extend own design skills	4.1 Opportunities presented by research are pro-actively identified and used to extend own design skills.
	4.2 Approaches are re-evaluated and refined to work in the context of current and emerging trends.
	4.3 Practice, discussion and ongoing evaluation are used to continuously improve skills.

Variable	Range
Formal and informal research	May include: • formal study

	• participating actively in relevant industry associations • participating in, and contributing to, discussion through conferences, meetings, seminars, courses and journals • participating in professional development and other learning opportunities • reading current literature, including specialist journals and industry magazines • web research
Information on global design trends	May include: • best practice examples • emerging and future technology • history • philosophy • role of design in the broader social, economic and political environment • sustainability

New and alternative sources	May include:
	• inspirations from nature
	• work from other areas of community or business activity for example:
	  ➢ artists
	  ➢ authors
	  ➢ business people
	  ➢ entertainers
	  ➢ film makers
	  ➢ historians
	  ➢ philosophers
	  ➢ photographers
	  ➢ scientists

Critical analysis	May include: • analysing and evaluating actions and policies • clarifying issues, values and standards • comparing analogous situations • comparing and contrasting ideals with practice • comparing and evaluating beliefs, interpretations and theories • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • reading and listening critically
Substantiated positions and ideas	May include: • grounded in appropriate research • result of rational and logical thought

	• subjected to the analysis of others • supported by relevant information

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: • conducting research on a complex range of design issues, trends and ideas • analysing, critiquing and synthesising complex sources to develop own positions and ideas • design research • Knowledge of copyright/moral/intellectual property issues associated with research and with design more broadly.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • broad global design trends that apply to all design disciplines • business implications/consequences of adopting trends and emergent technologies • copyright/moral/intellectual property issues associated with research and with design more broadly • design industry networks and professional development opportunities - local, national and international • research methodologies and options • sources of information on global design, design trends and broader references that may inform emerging and innovative design practice • Specific current and emerging design technologies and trends (at a global level) in at least one area of design.
Underpinning Skills	Demonstrate skills of: • communication skills to articulate and debate conceptual or technical ideas • critical thinking skills to distil and synthesise information from varied sources and to develop own positions and ideas on a complex range of issues • literacy skills to research complex, varied and unfamiliar information sources • Planning and organisational skills to undertake the research process.
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: • 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 Management Level V	
Unit Title	**Identify and Evaluate Marketing Opportunities**
Unit Code	**TRD ADM5 09 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify, evaluate and take advantage of marketing opportunities by analysing market data, distinguishing the characteristics of possible markets and assessing the viability of changes to operations.

Elements	Performance Criteria
1. Identify marketing opportunities	1.1 **Information on market and business needs** is analyzed to identify **marketing** opportunities.
	1.2 Potential **new markets** are researched and opportunities assessed to enter, shape or influence the market in terms of likely **contribution to the business**.
	1.3 Entrepreneurial, innovative approaches and creative ideas are explored for their potential business application and potential marketing opportunities developed.
2. Investigate marketing opportunities	2.1 Opportunities are identified and analyzed in terms of their likely fit with organizational goals and capabilities.
	2.2 Each opportunity is **evaluated** to determine its impact on current business and customer base.
	2.3 An assessment of **external factors**, costs, benefits, risks and opportunities is used to determine the financial viability of each marketing opportunity.
	2.4 Probable return on investment and potential competitors is determined.
	2.5 Marketing opportunities are described and ranked in terms of their viability and likely contribution to the business.
3. Evaluate required changes to current operations	3.1 Changes needed to current operations are identified and documented to take advantage of viable marketing opportunities.
	3.2 Organizational changes are ensured to service an increased or different customer base include provision for continued quality of service to existing customers.
	3.3 **Resource requirements** are estimated for changed operations.
	3.4 Viability of making changes is determined to current operations and communicated to **key stakeholders**.
	3.5 Newly identified marketing opportunities and required changes are documented.

Variable	Range
Information on market and business needs	May include: • comparative market information • competitors' performance • customer requirements • legal and ethical requirements • market share • market trends and developments • new and emerging markets • profitability • sales figures
Marketing	May include: • business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
New markets	May include: • e-commerce • export markets • segments of the market not currently penetrated
Contribution to the business	May include: • effect on sales volume • growth • market share • profitability

Evaluation	May include:
	• investigation of:
	  ➢ knockout factors
	  ➢ present value analysis
	  ➢ return on investment
	  ➢ scored criteria
	  ➢ weighted criteria

External factors	May include: • codes of practice • policies and guidelines • regulations • relevant legislation
Resource requirements	may include: May include: • additional staff • distribution costs • equipment • production costs

	• promotional costs • research and development • re-tooling • staff training
Key stakeholders	May include: • Board of directors • finance staff • human resources staff • managers • marketing personnel • owners • production staff • supervisors

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: • identifying and evaluating marketing opportunities to determine whether they will meet organisational objectives • Documenting how current business operations will need to be modified and what resources will be required to take advantage of newly identified and evaluated opportunities.

Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• 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:
	  ➢ anti-discrimination legislation and the principles of equal opportunity, equity and diversity
	  ➢ ethical principles
	  ➢ Ethiopian Radio and TV Industry Code of Practice; and the Ethiopian E-commerce Best Practice Model
	  ➢ privacy laws
	  ➢ Trade Practices Act
	• organisational marketing plan, structure, products and services
	• principles of marketing and the marketing mix
	• statistical methods and techniques to evaluate marketing opportunities, including forecasting techniques

Underpinning Skills	Demonstrate skills of: • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to identify and interpret market information, to write in a range of styles for different audiences and to document outcomes and requirements • numeracy skills to calculate and evaluate financial information on new marketing options • research and evaluation skills to gain information on and

	interpret market trends to identify marketing 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: • 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 Management Level V	
Unit Title	**Manage Fundraising and Sponsorship Activities**
Unit Code	**TRD ADM5 10 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct and manage fundraising and sponsorship activities for a not-for-profit organisation, and to align fundraising and sponsorship activities with organisational requirements.

Elements	**Performance Criteria**	
1. Identify factors influencing fundraising or sponsorship	1.1	Relevant environmental issues are identified in relation to fundraising and sponsorship.
	1.2	Available sources of **funding or sponsorship** are identified by including criteria for and any conditions or constraints on funding.
	1.3	Research is conducted to identify the most appropriate target public for fundraising or sponsorship activities in accordance with organizational profile and requirements.
	1.4	**Legal and ethical requirements** are identified and considered in relation to fundraising or sponsorship.
	1.5	Recommendations are made for fundraising or sponsorship campaigns or activities based on research findings.
2. Prepare a funding submission	2.1	Organization's current operations and readiness are evaluated to apply for funding.
	2.2	A funding submission is developed to meet the funding source's guidelines and criteria.
	2.3	The submission is complied with all legal and ethical requirements.
	2.4	The submission of funding is written to meet the needs of the grantor and submitting organization.
3. Develop a fundraising or sponsorship campaign	3.1	The aims, objectives, outcomes and evaluation measures are confirmed for a **fundraising or sponsorship campaign** with senior management.
	3.2	A feasibility study is conducted to ensure all aspects of the fundraising or sponsorship campaign.
	3.3	Budgets are examined and agreed upon with senior management.
	3.4	A campaign plan is prepared and has agreed for fundraising or sponsorship activities to meet organizational, ethical and legal requirements.

4. Implement a fundraising or sponsorship campaign	4.1 A fundraising or sponsorship campaign is conducted in accordance with plan.
	4.2 Progress of campaign is monitored and necessary alterations are made as required.
	4.3 Any changes are agreed upon by **relevant stakeholders**.
	4.4 Changes are ensured to meet legal and ethical requirements.
5. Evaluate campaign	5.1 Campaign outcomes are evaluated against outcomes documented in campaign plan.
	5.2 Feedback on performance of fundraising or sponsorship campaign is obtained from stakeholders.
	5.3 Mechanisms are developed to incorporate feedback into any future fundraising campaigns.

Variable	Range
Funding or sponsorship	May include: • corporate sponsorships and partnerships • government grants • non-government grants • private trust and foundations
Legal and ethical requirements	May include: • community standards • cultural expectations and influences • ethical principles • industry codes of conduct • legislation • regulations • society's expectations
Fundraising or sponsorship campaign	May include: • alumni • annual campaigns • bequests • capital campaigns • cause related marketing • direct mail campaigns • door knocks • gaming • major gift giving • memberships • merchandising and income earned ventures • planned giving • special events • street appeals
Relevant	May include:

stakeholders	• community groups
	• contractors
	• general public
	• government departments
	• industry associations
	• investors
	• management
	• media
	• organisations
	• politicians
	• public service
	• staff
	• sponsorship organisation representatives
	• unions

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: • Developing and successful executing and evaluating a fundraising or sponsorship campaign.

Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• computer software applications
	• 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:
	  ➢ anti-discrimination legislation and principles of equal opportunity, equity and diversity
	  ➢ copyright
	  ➢ defamation and libel
	  ➢ ethical principles such as those outlined in the Public Relations Institute of Ethiopia Code of Ethics and the Ethiopian Journalists Association Code of Ethics
	  ➢ privacy laws
	  ➢ sweepstakes regulations
	  ➢ Trade Practices Act 1974 (Cth)
	• organisational culture, policies, procedures and operating environment
	• principles and practices of fundraising, donor motivation and fundraising alternatives
	• principles and practices in relation to the media industry

Underpinning Skills	Demonstrate skills of: • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • interpersonal skills to work with a variety of stakeholder such as employees, team members, senior management, volunteers and other external stakeholders and manage conflict effectively • literacy skills to write and make presentations for funding or

	sponsorship submissions
	• organisational, time-management, problem-solving and project management skills to simultaneously manage multiple project activities
	• research and data collection skills to evaluate donor and sponsorship environment
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: • 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 Management Level V	
Unit Title	**Build International Business Networks**
Unit Code	**TRD ADM5 11 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to build international business networks.

Elements	Performance Criteria
1. Develop and maintain appropriate international business networks	1.1 Time is allocated to build and maintain international business **networks**
	1.2 **Opportunities** are identified to build international business networks.
	1.3 Participation in international and Ethiopian **business associations**, trade fairs, conferences, and **professional development activities** is used to establish and maintain a network of support for the business and personal knowledge of international markets are enhanced.
	1.4 Opportunities are identified and maximized to make face-to-face contact with overseas business associates and international business network members.
	1.5 Communication channels are established to exchange **information and ideas** with international business network members.
	1.6 Input is provided to the network and feedback is sought and verified.
2. Reflect social and cultural awareness in developing and maintaining international business networks	2.1 **Sources of information** relating to **social and cultural awareness** for specific cultural groups are identified within current and prospective network membership.
	2.2 Sources of information relating to social and cultural awareness for specific cultural groups are analyzed and noted within current and prospective network membership using available information sources.
	2.3 Communication styles and social mores appropriate to relate to individuals and groups within the network are used to specific cultural groups.
	2.4 The quality of communication and relationships with network members is **reviewed** on a regular basis to determine effectiveness of communication styles and interactions.
3. Review own participation in international business	3.1 Costs of own participation in international business networks are estimated and documented.
	3.2 The value of outcomes derived from participation is

networks	**quantified** and documented in international business networks.
	3.3 The value of outcomes derived is analyzed from participation in international business networks in comparison to costs of participation.
	3.4 Decisions are made and implemented to increase, maintain or decrease participation in networking activity as a result of review process.

Variable	Range
Networks	May include: • formal or informal • government sponsored networks through Ethiopian trade or state/territory government agencies • individuals, groups, organisations • personal or business • professional or trade networks
Opportunities	May include: • Ethiopian trade and state/territory government agency workshops, functions and events • company sponsored travel overseas • conferences • industry or business association functions and events • key events such as (overseas and Ethiopian) national celebrations • product launches • professional development activities • receptions by overseas government bodies in Ethiopia and overseas (e.g. overseas trade delegations, embassies, consulates, trade attaches) • trade fairs
Business associations	May include: • government sponsored groups • industry bodies • professional associations
Professional development activities	May include: • Ethiopian trade and state/territory government agency workshops, functions and events • demonstrations • industry information seminars/conferences • industry training (formal or informal) • pre-launch activities • technical information briefings • trade shows/fairs
Information and ideas	May include: • changes in the environment

	• changing customer requirements
	• information on competitors' activities
	• opportunities for new international business activity
	• personal, professional or business support
	• trends and movements having an impact on international business activity
Sources of information	May include:
	• academic publications and personnel
	• advice provided by Ethiopian trade and state/territory government agencies, chambers of commerce
	• staff within own organisation from same cultural group as international clients
	• trade and business publications
Social and cultural awareness	May include:
	• aspects of culture and society unique to other countries that differ from Ethiopian culture and society
Reviewing the quality of communication and relationships	May include:
	• analysing the business outcomes from relationships cultivated with network members
	• analysing the responses of network members
	• gauging confidence gained and given by network members
Quantifying	May include:
	• analysing future gains not yet realised
	• making estimations and approximations
	• making projections based on trends

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to:
	• building, maintenance and review of international business network/s to facilitate improved cross-cultural and social communication
	• Knowledge of interpersonal skills required to establish rapport and to build networks internationally.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• characteristics of specific cultural groups
	• existing international business networks
	• 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:
	➢ Trade Practices Act
	➢ principles of communication theory, especially cross-cultural communication
	➢ sources of information about relevant cultural groups
	➢ Sources of information related to cultural groups and support for international business activity.

Underpinning Skills	Demonstrate skills to:
	• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
	• interpersonal skills to demonstrate empathy and cultural sensitivity
	• interpersonal skills to establish rapport and to build networks internationally
	• research, analysis, evaluation and assessment skills to identify relevant business networks
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:
	• 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 Management Level V	
Unit Title	**Manage Design Realization**
Unit Code	**TRD ADM5 12 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the process of taking a design from concept to final realisation or production.

Elements	Performance Criteria
1. Plan realisation of the design	1.1 **Relevant information on the design** is collected, analyzed and maintained.
	1.2 **Standards of work and monitoring requirements** are discussed and agreed on with **appropriate stakeholders**.
	1.3 Clear plan and schedule, including key roles and responsibilities linked to time lines and budget are developed for design realization.
2. Implement and monitor realisation of the design	2.1 **Resources** are organized and/or allocated to achieve the realization of design within required standards, timeframes and budget.
	2.2 Others involved in design realization are liaised with to ensure obligations and quality standards are met within time, budget and technical resources.
	2.3 Accurate, relevant and complete **documentation** are maintained in accordance with agreed standards.
	2.4 Process including through the process of challenging and interrogating own design work is monitored to ensure integrity of design that is maintained at all times.
	2.5 **Difficulties or problems** are promptly identified to arise in relation to realization of the design and action is taken to rectify the situation.
3. Liaise and negotiate with stakeholders	3.1 Appropriate **communication channels** are established and maintained with relevant stakeholders.
	3.2 Information is pro-actively sought and provided to facilitate effective design realization.
	3.3 Terms and conditions are agreed or negotiated and appropriate changes are adhered to in light of changed circumstances.
	3.4 Revisions are negotiated and agreed on with relevant parties in a professional manner, to enhance quality of outcome.
4. Complete design process	4.1 Design outcomes are finalized in accordance with terms and conditions.

	4.2 Feedback on finished design and final adjustments is sought from key stakeholders and agreed.
	4.3 Completed design is evaluated in relation to own work and overall process to inform future practice.

Variable	Range
Relevant information on the design	May include: • artwork • brief • checklists • financial data • models • production data • prototypes • specifications • technical data • visual diagrams • working drawings
Standards of work and monitoring requirements	May include: • budget targets • creative issues • legal issues • reporting requirements • technical quality • timeframes
Appropriate stakeholders	May include: • client • community • others on whom the design will impact, for example technical or production personnel • others working on the design realisation process • supervisor/manager
Resources	May include: • financial • human • physical
Documentation	May include: • digital records and presentations • financial reports • models • photographs • progress reports • prototypes • records of work • working drawings

Difficulties or problems	May include: • budgetary overruns • conceptual issues • legal issues • scheduling problems • technical quality
Communication channels	May include: • electronic updates • inspections • project meetings • telephone discussions

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: • planning and implementation of design realisation so that finished product or service meets the requirements of design brief • effective communication and negotiation skills in relation to working with others for design realisation • Knowledge of the design process in the specific industry context/design discipline.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • copyright, moral rights, intellectual property issues and legislation that impact on design work in the relevant industry context at a managerial level • occupational health and safety requirements relevant to the particular work context/design discipline • production/realisation processes as they apply to designs in a particular industry context or design discipline including materials, tools, equipment and processes • Quality assurance for design concept realisation applicable to the specific industry context/design discipline.
Underpinning Skills	Demonstrate skills of: • communication and negotiation skills to lead and participate in effective client/principal, stakeholder and project team liaison during design realisation • creative thinking skills to generate new or adapted ideas in response to realisation challenges • literacy skills to research and evaluate a wide range of source materials on design and to complete relevant design documentation • numeracy skills to manage budgets • planning and organisational skills to coordinate and lead potentially complex processes involving a range of interrelated factors and challenges • Problem-solving and decision making skills to develop and

	implement solutions to unpredictable 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: • 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 Management Level V	
Unit Title	**Manage Personal Work Priorities and Professional Development**
Unit Code	**TRD ADM5 13 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.

Elements	Performance Criteria
1. Establish personal work goals	1.1 A positive role model is served in the workplace through personal work planning and organization.
	1.2 Personal work goals, plans and activities are ensured to reflect the organization's plans, and ***own responsibilities and accountabilities***.
	1.3 Personal performance is measured and maintained in varying work conditions, work contexts and contingencies.
2. Set and meet own work priorities	2.1 Initiative is taken to prioritize and facilitate competing demands to achieve personal, team and organizational goals and objectives.
	2.2 ***Technology*** is used efficiently and effectively to manage work priorities and commitments.
	2.3 Appropriate work-life balance is maintained and stress effectively managed and health attended.
3. Develop and maintain professional competence	3.1 Personal knowledge and skills are assessed against ***competency standards*** to determine development needs, priorities and plans.
	3.2 Feedback is sought from employees, ***clients and colleagues*** and used to identify and develop ways to improve competence.
	3.3 ***Development opportunities*** suitable to personal learning style/s are identified, evaluated, selected and used to develop competence.
	3.4 Participation in networks is undertaken to enhance personal knowledge, skills and work relationships.
	3.5 New skills are identified and developed to achieve and maintain a competitive edge.

Variable	Range
Own responsibilities and accountabilities	May include: • expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
Technology	May include: • computerised systems and software, databases, project management and word processing • electronic diary • Personal Digital Assistant (PDA)
Competency standards	May include: • enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
Clients and colleagues	May include: • colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Development opportunities	May include: • action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge competencies to: • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan

Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• principles and techniques involved in the management and organisation of:
	  ➢ performance measurement
	  ➢ personal behavior, self-awareness and personality traits

	identification
	➢ personal development plan
	➢ personal goal setting
	➢ time management
	• management development opportunities and options for self
	• organisation's policies, plans and procedures
	• types of learning style/s and how they relate to the individual
	• Types of work methods and practices that can improve personal performance
Underpinning Skills	Demonstrate skills of:
	• communication skills to receive, analyse and report on feedback
	• literacy skills to interpret written and verbal information about workplace requirements
	• Organisational skills to set and achieve priorities
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:
	• 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 Management Level V	
Unit Title	**Manage Project Quality**
Unit Code	**TRD ADM5 14 0714**
Unit Descriptor	This unit specifies the outcomes required to manage quality within projects. It covers determining quality requirements, implementing quality assurance processes, and using review and evaluation to make quality improvements in current and future projects.

Elements	Performance Criteria
1. Determine quality requirements	1.1 **Quality objectives**, standards and levels are determined, with input from stakeholders and guidance of a higher project authority, to establish the basis for quality outcomes and a **quality management plan**
	1.2 Established **quality management methods, techniques and tools** are selected and used to determine preferred mix of quality, capability, cost and time
	1.3 Quality criteria are identified, agreed with a higher project authority and communicated to stakeholders to ensure clarity of understanding and achievement of quality and overall project objectives
	1.4 Agreed quality requirements are included in the project plan and implemented as basis for performance measurement
2. Implement quality assurance	2.1 Results of project activities and product performance are measured and documented throughout the project life cycle to determine compliance with agreed quality standards
	2.2 Causes of unsatisfactory results are identified, in consultation with the client, and appropriate actions are recommended to a higher project authority to enable continuous improvement in quality outcomes
	2.3 Inspections of quality processes and **quality control** results are conducted to determine compliance of quality standards to overall quality objectives
	2.4 A quality management system is maintained to enable effective recording and communication of quality issues and outcomes to a higher project authority and stakeholders
3. Implement project quality improvements	3.1 Processes are reviewed and agreed changes implemented continually throughout the project life cycle to ensure continuous improvement to quality
	3.2 Project outcomes are reviewed against performance criteria to determine the effectiveness of quality management

	3.3	Lessons learned and recommended *improvements* are identified, documented and passed on to a higher project authority for application in future projects

Variable	Range
Quality objectives	May include but not limited to: • requirements from the client and other stakeholders • requirements from a higher project authority • negotiated trade-offs between cost, schedule and performance • those quality aspects which may impact on customer satisfaction
Quality management plan	May include but not limited to: • established processes • authorizations and responsibilities for quality control • quality assurance • continuous improvement
Quality management methods, techniques and tools	May include but not limited to: • brainstorming • benchmarking • charting processes • ranking candidates • defining control • undertaking benefit/cost analysis • processes that limit and/or indicate variation • control charts • flowcharts • histograms • pareto charts • scatter gram • run charts
Quality control	May include but not limited to: • monitoring conformance with specifications • recommending ways to eliminate causes of unsatisfactory • performance of products or processes • monitoring of regular inspections by internal or external agents
Improvements	May include but not limited to: • formal practices, such as total quality management or continuous improvement • improvement by less formal processes which enhance both the product quality and processes of the project, for example client surveys to determine client satisfaction with project team performance

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • lists of quality objectives, standards, levels and measurement criteria • records of inspections, recommended rectification actions and quality outcomes • management of quality management system and quality management plans • application of quality control, quality assurance and continuous improvement processes • records of quality reviews • lists of lessons learned and recommended improvements Processes that could be used as evidence include: • how quality requirements and outcomes were determined for projects • how quality tools were selected for use in projects • how team members were managed throughout projects with respect to quality within the project • how quality was managed throughout projects • how problems and issues with respect to quality and arising during projects were identified and addressed • how projects were reviewed with respect to quality management • how improvements to quality management of projects have been acted upon

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• the principles of project quality management and their application
	• acceptance of responsibilities for project quality management
	• use of quality management systems and standards
	• the place of quality management in the context of the project life cycle
	• appropriate project quality management methodologies; and their capabilities, limitations, applicability and contribution to project outcomes
	• attributes:
	   ➢ analytical
	   ➢ attention to detail
	   ➢ able to maintain an overview
	   ➢ communicative
	   ➢ positive leadership

Underpinning Skills	Demonstrate skills of: • ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities • project management • quality management

	• planning and organizing • communication and negotiation • problem-solving • leadership and personnel management • monitoring and review skills
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: • 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 Management Level V	
Unit Title	**Facilitate and Capitalize on Change and Innovation**
Unit Code	**TRD ADM5 15 0714**
Unit Descriptor	This unit specifies the outcomes required to plan and manage the introduction and facilitation of change; particular emphasis is on the development of creative and flexible approaches, and on managing emerging opportunities and challenges.

Elements	Performance Criteria
1. Participate in planning the introduction and facilitation of change	1.1 Concept, nature importance and objective of change are understood.
	1.2 Steps tools and approaches of changes are planned and made in consultation with **appropriate stakeholders**.
	1.3 The relationship among innovation, quality, change and cost is understood.
	1.4 Environments that facilitate the expedition of change are understood.
	1.5 **Change resistance reducing techniques** are identified and implemented.
2. Manage growth and transition of business	2.1 **Needs for growth** are identified.
	2.2 **Growth strategies** are identified.
	2.3 Selected growth strategies are implemented.
3 Develop creative and flexible approaches and solutions	3.1 Concepts, types and nature of problem are understood.
	3.2 Variety of problem solving techniques and approaches are identified and analyzed to manage workplace issues.
	3.3 **Risks** are identified and assessed, and action initiated to manage these to achieve a recognized benefit or advantage to the organization.
	3.4 Workplace is managed in a way which promotes the development of innovative approaches and outcomes.
	3.5 Creative and responsive approaches to resource management are used to improve productivity and services, and/or reduce costs.
4 Manage emerging challenges and opportunities	4.1 Future challenges and opportunities are identified in reference to global business situation
	4.2 The role of technology and its value additions are explained.
	4.3 Technology and innovation based system is introduced and implemented
	4.4 Individuals and teams are supported to respond effectively

	and efficiently to changes in the organization's goals, plans and priorities.
	4.5 Coaching and mentoring are made to assist individuals and teams to develop competencies to handle change efficiently and effectively.
	4.6 Opportunities are identified and taken as appropriate to make adjustments and respond to the changing needs of customers and the organization.
	4.7 **Information needs** of individuals and teams are anticipated and facilitated as part of change implementation and management.
	4.8 Recommendations are identified, evaluated and negotiated for improving the methods to manage change with appropriate individuals and groups.

Variables	Range
Appropriate stakeholders	May include but not limited to: • Organization directors and other relevant managers • Teams and individual employees who are both directly and indirectly involved in the proposed change • Union/employee representatives or groups • OHS committees • Other people with specialist responsibilities • External stakeholders where appropriate - such as clients, suppliers, industry associations, regulatory and licensing agencies
Change resistance reducing techniques	May include but not limited to: • Education and communication • Participation and involvement • Facilitation and support • Negotiation and agreement • Manipulation and cooptation • Explicit and implicit coercion
Needs for growth	May include but not limited to: • Survival • Economies of scale • Expansion of market • Owners mandate • Technology • Government policy • Self sufficiency
Growth Strategies	May include but not limited to: • Franchising • Outsourcing • Sub-contracting • Merging

Risks	May include but not limited to:
	• Financial and non-financial risks
Information needs	May include but not limited to:
	• New and emerging workplace issues
	• Implications for current work roles and practices including training and development
	• Changes relative to workplace legislation, such as OHS, workplace data such as productivity, inputs/outputs and future projections
	• Planning documents
	• Reports
	• Market trend data
	• Scenario plans
	• Customer/competitor data

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to:
	• Participate in planning the introduction and facilitation of change
	• Manage growth and transition of business
	• Develop creative and flexible approaches and solutions
	• Manage emerging challenges and opportunities
Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
	• Growth strategies
	• The principles and techniques involved in:
	➢ Change and innovation management
	➢ Development of strategies and procedures to implement and facilitate change and innovation
	• Use of risk management strategies:
	➢ Identifying hazards,
	➢ Assessing risks and implementing risk control measures
	➢ Problem identification and resolution
	➢ Leadership and mentoring techniques
	➢ Management of quality customer service delivery
	➢ Consultation and communication techniques
	➢ Record keeping and management methods
	➢ The sources of change and how they impact
	➢ Factors which lead/cause resistance to change
	➢ Approaches to managing workplace issues
Underpinning Skills	Demonstrate skills on:
	• Communication skills
	• Planning skills
	• Managing risk
	• Team work
Resources	Access is required to real or appropriately simulated situations,

Implication	including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: • 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 Management Level V	
Unit Title	**Manage Continuous Improvement Process (Kaizen)**
Unit Code	**TRD ADM5 16 0714**
Unit Descriptor	This unit describes the performance, outcomes, knowledge, attitude and skills required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted, rewarded and managed.

Elements	Performance criteria
1. Diagnose the current status.	1.1 **Parameters** used for study current situation are obtained.
	1.2 Internal and external environment is analyzed.
	1.3 Problems related to targeted environment is recognized and identified.
	1.4 Problems regarding to current situation are analyzed.
	1.5 Alternatives are generated.
	1.6 Best alternatives are selected.
2. Design an effective continuous improvement process (kaizen).	2.1 The values, mission and goals of kaizen management system are clarified.
	2.2 The **kaizen management template** and a visual management logo full of purpose and meaning are developed.
	2.3 A clear action strategy (master and detailed plans) is defined.
	2.4 The most effective and proven **kaizen tools** are chosen and applied.
	2.5 A practical way is identified to involve all employees in **Gemba activities** (top, middle and bottom).
3. Develop change capability.	3. 1. Kaizen Promotion Team Structure is developed.
	3. 2. The Kaizen Training Plan is defined and started.
	3. 3. Supervisors' kaizen capability and habits are developed.
	3. 4. Key people are developed in terms of **Individual leadership capability**.
4. Implement improved processes.	4.1 **Sustainability/continuous improvement** are promoted as an essential part of doing business.
	4.2 Impacts of change and consequences are addressed for people, and transition plans implemented.
	4.3 Objectives, time frames, measures and communication plans are ensured in place to manage implementation.
	4.4 Contingency plans are implemented in the event of non-performance.

	4.5 Failure is followed-up by prompt investigation and analysis of causes.
	4.6 Emerging challenges and opportunities are managed effectively.
	4.7 Continuous improvement systems and processes are evaluated regularly.
	4.8 Improvements are communicated to all relevant groups and individuals.
	4.9 Opportunities are explored for further development of value stream improvement processes.
5. Establish direction and control.	5.1 A **system audit tool** is defined and implemented.
	5.2 The kaizen management system is deployed across all company levels and functions.
	5.3 Results are checked and corrections made.
	5.4 **Standard operating procedures** are developed and maintained.
	5.5 The recruit, training and evaluation systems are improved and **HR practices** compensated.

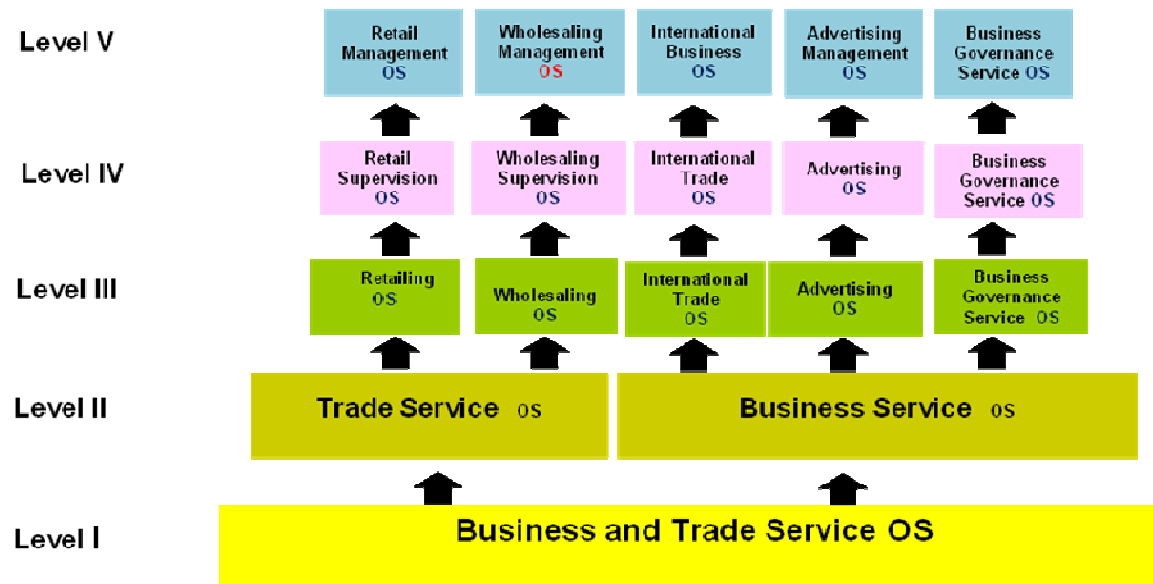| Variable	Range
Parameters	May include but not limited to: • Working condition • Resources may include: ➢ Human ➢ Material ➢ Machine • Kaizen elements
Kaizen management template	May include but not limited to: • Visual management board for: ➢ displaying characteristic figures, data and graphics ➢ depicting and controlling processes ➢ identifying and marking sources of risks, setting and standards ➢ displaying company's values and goals of kaizen
Kaizen tools	May include but not limited to: • 5S (a visual workplace management) • 7 QC tools(Cause and Effect Diagram, Check Sheet , Pareto Diagram , Histogram, Scatter Diagram, Control Chart and Flow Chart) • Brainstorming • Basic Industrial Engineering (IE) tools such as time study, motion study, line balancing, work sampling • JIT(JUST IN TIME principles) • MUDA identification and elimination tools

	• Kanban • Poka-yoke • Takt- time
Gemba activities	May include but not limited to: • Value-adding activities to satisfy the customer • Employee autonomous operations (participating in team to identify nonconformity, propose solutions and implement them autonomously)
Individual leadership capability	May include but not limited to: • Personal and interpersonal skills • Courage • Honour and integrity • Energy and drive • Strategic skills • Operating skills • Organizational positioning skills

Sustainability/continuous improvement	May include but not limited to:
	• Improvements made by following PDCA (Plan, Do, Check and Act) cycle for:
	   ➢ Improvements in one's own work
	   ➢ Saving in energy, material and other resources
	   ➢ Improvements in the working environment
	   ➢ Improvements in machines and processes
	   ➢ Improvements in jigs and tools
	   ➢ Improvement in office work
	   ➢ Improvements in product quality
	   ➢ Ideas for new products
	   ➢ Customers services and customer relations

System audit tool	May include but not limited to: • 5S audit • Patrol system • Kaizen board • 5M check lists • Key Performance Indicators (KPIs)

Standard operating procedure	May include but not limited to:
	• Administrative standards for:
	   ➢ Managing the business
	   ➢ Administration
	   ➢ Personnel Guidelines
	   ➢ Job Descriptions
	   ➢ Guidelines for preparing cost information
	• Operation standards for:
	   ➢ Describing the way a job is done.
	   ➢ Help realising Quality, cost, delivery.
	   ➢ Addressing the need to satisfy customers.
	   ➢ Using the process that's the best.
	   ➢ Producing work in the most cost effective manner.
	   ➢ Assuring total quality for the customer.

HR practices	May include but not limited to:
	• Resources may include:
	➢ Recruit and retain high quality people with innovative skills and a good track, record in innovation
	• HR development is used for:
	➢ strategic capability and provide encouragement and facilities for enhancing innovating skills and enhancing the intellectual capital of the organization
	• Reward will:
	➢ Provide financial incentives and rewards and recognition for successful innovation

Evidence Guide	
Critical Aspects of Assessment	Demonstrates skills and knowledge competencies to:
	• Establish policy and cross-functional goals for kaizen
	• Deploy and implement goals as directed through policy deployment and cross-functional management.
	• Realize goals through deployment and audits.
	• Build systems, procedures, and structures conducive to kaizen.
	• Use kaizen in functional capabilities.
	• Introduce Kaizen as a corporate strategy
	• Provide support and direction between allocating resources
	• Establish, maintain and upgrade standards.
	• Make employees conscious through training programs.
	• Assist employees develop skills and tools for problem solving.
Underpinning Knowledge and Attitude	Demonstrates knowledge of:
	• Quality management and continuous improvement theories
	• creativity/innovation theories/concepts
	• competitive systems and practices tools, including:
	➢ 5S
	➢ JUST IN Time (JIT)
	➢ mistake proofing
	➢ process mapping
	➢ establishing customer pull
	➢ setting of KPIs/metrics
	➢ SOP
	➢ Kaizen elements/targets.
	➢ identification and elimination of waste/MUDA
	➢ continuous improvement processes including implementation, monitoring and evaluation strategies for a whole organization and its value stream
	➢ Difference between breakthrough improvement and continuous improvement
	➢ organizational goals, processes and structure
	➢ approval processes within organization
	➢ methods of determining the impact of a change

	$\qquad$ ➤ customer perception of value ➤ Define, Measure, Analyze, Improve and Control (DMAIC) to sustain process
Underpinning Skills	Demonstrates Skills to: • Use leadership skills to foster a commitment to quality and openness to improvement. • Analyze training needs and implementing training programs • Prepare and maintain quality and audit documentation • Undertake self-directed problem solving and decision-making on issues of a broad and/or highly specialized nature and in highly varied and/or highly specialized contexts • Communicate at all levels in the organization and to audiences of different levels of literacy and numeracy • Analyze current state/situation of the organization. • Analyze individually and collectively the implementation of competitive systems and practices tools in the organization and determining strategies for improved implementation • Solve highly varied and highly specialized problems related to competitive systems and practices implementation and continuous improvement to root cause • Negotiate with stakeholders, where required, to obtain information required for implementation and refinement of continuous improvements, including management, unions, employees and members of the community. • Review relevant metrics, including all those measures which might be used to determine the performance of the improvement system, including: $\qquad$ ➤ Key Performance Indicators (KPIs) for existing processes ➤ Quality statistics ➤ Delivery timing and quantity statistics ➤ Process/equipment reliability ('uptime')
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: • 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

Acknowledgement

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.

We would like also to express our appreciation to the Staff and Experts from Ministry of Trade, and Ministry of Education (MOE)-Federal TVET Agency who made the development of this occupational standard possible.

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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