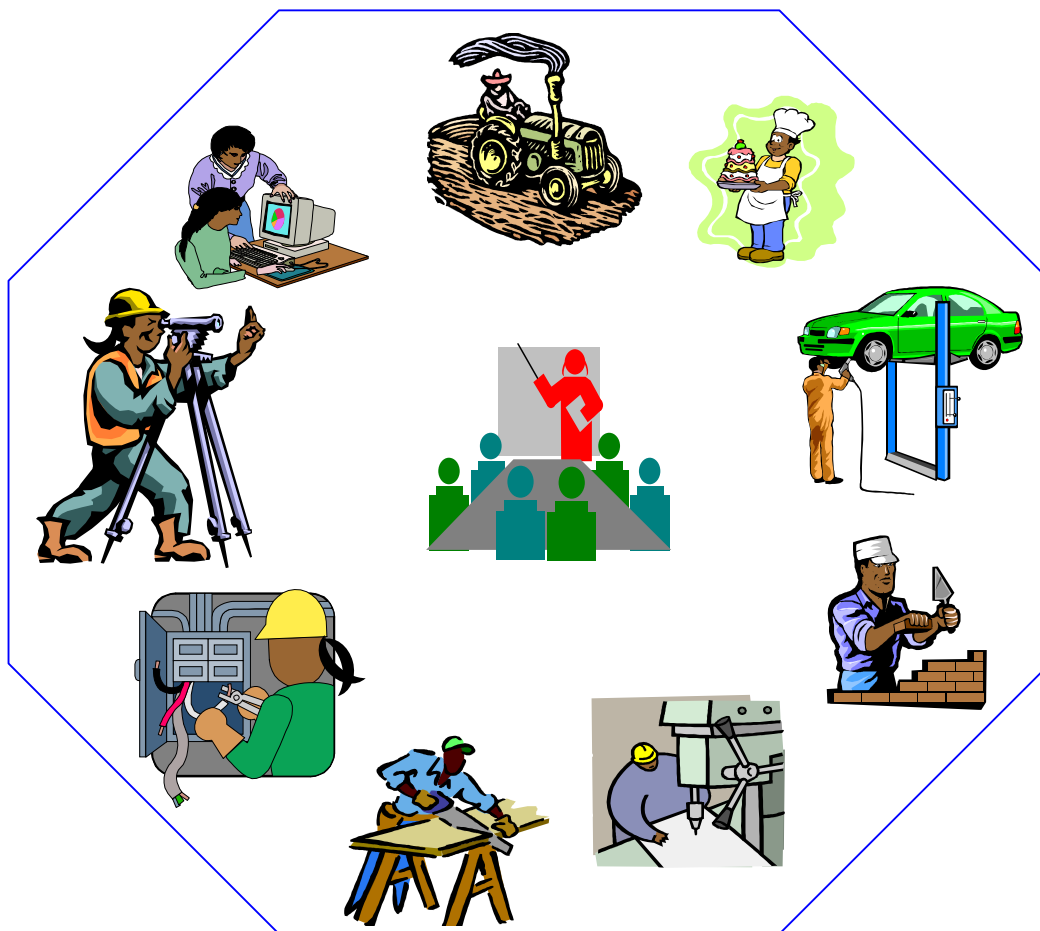




Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD

BUSINESS SERVICE

NTQF Level II



*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: Business Service

Occupational Code: TRD BSR

NTQF Level II

<p>TRD BSR2 01 0714 Deliver a Service to Customers</p>	<p>TRD BSR2 02 0714 Contribute to Workplace Innovation</p>	<p>TRD BSR2 03 0714 Produce Simple Word Processed Documents</p>
<p>TRD BSR2 04 0714 Identify Suitability for Micro Business</p>	<p>TRD BSR2 05 0714 Use Business Technology</p>	<p>TRD BSR2 06 0714 Participate in Environmentally Sustainable Work Practices</p>
<p>TRD BSR2 07 0714 Work Effectively in a Business Environment</p>	<p>TRD BSR2 08 0714 Communicate Electronically</p>	<p>TRD BSR2 09 0714 Create and Use Spread Sheets</p>
<p>TRD BSR2 10 0714 Participate in Workplace Communication</p>	<p>TRD BSR2 11 0714 Work in Team Environment</p>	<p>TRD BSR2 12 0714 Develop Business Practice</p>
<p>TRD BSR2 13 0714 Standardize and Sustain 3S</p>		

Occupational Standard: Business Services Level II	
Unit Title	Deliver a Service to Customers
Unit Code	TRD BSR2 01 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

Elements	Performance Criteria
1. Establish contact with customers	<p>1.1 Customer is acknowledged and greeted in a professional, courteous and concise manner according to organisational requirements.</p> <p>1.2 Personal dress and presentation are maintained in line with organisational requirements.</p> <p>1.3 Interpersonal skills are communicated to facilitate accurate and relevant exchange of information.</p> <p>1.4 Sensitivity to customer specific needs and any cultural, family and individual differences is maintained.</p> <p>1.5 Rapport/relationship is established with customer and a genuine interest is expressed in customer needs/requirements.</p>
2. Identify customer needs	<p>2.1 Appropriate questioning and active listening are used to determine customer needs.</p> <p>2.2 Customer needs are assessed for urgency to identify priorities for service delivery.</p> <p>2.3 Customer is provided with information about available options for meeting customer needs and customer is assisted to identify preferred option/s</p> <p>2.4 Personal limitations are identified in addressing customer needs and assistance is sought from designated persons where required.</p>
3. Deliver service to customers	<p>3.1 Prompt customer service is provided to meet identified needs according to organisational requirements.</p> <p>3.2 Information regarding problems and delays are provided and followed up within appropriate timeframes as necessary.</p> <p>3.3 Customers are communicated in a clear, concise and courteous manner.</p> <p>3.4 Opportunities are identified to enhance the quality of</p>

	service and products and action is taken to improve the service whenever possible.
4. Process customer feedback	<p>4.1 Customer feedback is promptly recognized and handled sensitively according to organisational requirements.</p> <p>4.2 Any feedback and communication between customers and the organisation are accurately recorded according to organisational standards, policies and procedures.</p> <p>4.3 Any unmet customer needs are identified and suitability of other products/services is discussed.</p> <p>4.4 Customers are supported to make contact with other services according to organisational policies and procedures.</p>

Variables	Range
Customers	<p>May include:</p> <ul style="list-style-type: none"> • contacts from other organisations • external customers • internal customers • members of the public • patients • service users
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • following OHS procedures for dealing with customers • legal and organisational policies, guidelines and requirements • quality and continuous improvement processes and standards • quality assurance and/or procedures manual
Interpersonal skills	<p>May include:</p> <ul style="list-style-type: none"> • listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer's message • using appropriate body language
Designated persons	<p>May include:</p> <ul style="list-style-type: none"> • manager, supervisor or team leader • more experienced personnel with specific knowledge or information

	<ul style="list-style-type: none"> • staff from other work areas with particular product or service knowledge
Opportunities	<p>May include:</p> <ul style="list-style-type: none"> • advice about warranties, guarantees or support services • packaging options • pricing options • procedures for delivery of goods or service • provision of product knowledge • systems for recording complaints
Customer feedback	<p>May include:</p> <ul style="list-style-type: none"> • damaged goods or delivery problems • delays • invoicing errors • quality of customer service • quality of service provision

Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstrating all stages of customer service interactions • responding to customer feedback • demonstrating a range of interpersonal skills • knowledge of relevant legislation
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ Occupational Health and Safety (OHS) • organisational policies and procedures relating to customer service and the customer service process
Underpinning Skills	<ul style="list-style-type: none"> • communication skills to convey meaning clearly, concisely and coherently • literacy skills to communicate with customers and to develop required product knowledge • numeracy skills to interpret customer requirements and to meet customer needs • problem solving skills to deal with customer enquiries or complaints • self management skills to: <ul style="list-style-type: none"> ➢ comply with policies and procedures ➢ seek learning and development opportunities
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>

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

Occupational Standard: Business Services Level II	
Unit Title	Contribute to Workplace Innovation
Unit Code	TRD BSR2 02 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to make a pro active and positive contribution to workplace innovation.

Elements	Performance Criteria
1. Identify opportunities to do things better	<p>1.1 Own role is alerted in workplace innovation.</p> <p>1.2 Opportunities for improvement are pro-actively identified in own area of work.</p> <p>1.3 Information which may be relevant to ideas and which might assist in gaining support for ideas are gathered and reviewed.</p>
2. Discuss and develop ideas with others	<p>2.1 People who could provide input into ideas are identified for improvements.</p> <p>2.2 The best way of approaching people is selected to begin sharing ideas.</p> <p>2.3 Feedback on improvement of ideas is sought and options and possible variations are discussed and developed.</p> <p>2.4 Ideas are reviewed and selected for follow-up based on feedback and further review.</p>
3. Address the practicalities of change	<p>3.1 Action is taken to implement routine changes in consultation with others and within scope of own responsibility.</p> <p>3.2 Issues and practical processes are identified and articulated for implementing proposed ideas.</p> <p>3.3 Ideas and practical suggestions are presented to the appropriate people about how improvements could be made.</p>

Variables	Range
Own role	<p>May relate to:</p> <ul style="list-style-type: none"> • current organisational practice in relation to new ideas • knowledge of ways to suggest new ideas • scope of individual discretion and freedom in relation to new ideas • who needs to be involved in the process

Opportunities for improvement	<p>may relate to:</p> <ul style="list-style-type: none"> • changes in the physical work environment • different storage or maintenance procedures • different ways of communicating within the team • introduction of new technology • job role changes • new customer base • new work practices or services • staffing changes • work processes and procedures
Information which may be relevant to ideas	<p>May include:</p> <ul style="list-style-type: none"> • examples of similar approaches in other contexts or organisations • media articles about similar ideas • notes about how the idea could improve efficiency or service levels • pricing information
People who could provide input	<p>May include those who might:</p> <ul style="list-style-type: none"> • challenge and test the ideas • have supervisory or management responsibility • promote the ideas to others • provide technical knowledge • resource the ideas going forward • review any budgetary implications • work in the same area
Best way of approaching people	<p>May be influenced by:</p> <ul style="list-style-type: none"> • degree of formality required • location of people (e.g. may not be on-site) • need for any supporting documentation • time pressures and priorities
Feedback	<p>May include:</p> <ul style="list-style-type: none"> • asking questions • talking to colleagues or supervisors • using brainstorming techniques • using 'what if' scenarios
Options and possible variations	<p>May include:</p> <ul style="list-style-type: none"> • considering resources needed • considering time required • taking on board ideas from other people • thinking through all aspects of the ideas • whole new concepts that come out of discussions
Routine changes	<p>May include:</p> <ul style="list-style-type: none"> • adjustments to work practices with minimal impact on others or within a small team • changes that do not require management approvals • changes that have the support of management and for which authority is given for immediate action to be taken

Issues and practical processes	<p>May include:</p> <ul style="list-style-type: none"> • any approvals required • cost of implementation • internal politics • need for a planned communication approach (internal or external) • personalities and philosophies of others in the workplace • relationship of the idea to organisation priorities
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Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • generation of practical ideas in response to a specific workplace situation • effective and open interaction with others to discuss and develop ideas • knowledge and understanding of the role of individuals in contributing to workplace innovation
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • role and impact of innovation in the workplace at a practical operational level and the 'bigger picture' for innovation in the relevant work or community context • role of individuals in suggesting and making improvements and the importance of pro-active involvement • positive impacts and the challenges of change and innovation • types of changes that can occur as a result of effective individual participation • typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints • ways in which improvements and change can be suggested to maximise likelihood of support
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication skills to liaise with other team members, to discuss a range of ideas and to be open to different opinions • comprehension skills to review and interpret information from a wide range of sources • organisational skills to articulate practical processes and actions for change • problem-solving skills to identify and anticipate problems at a practical operational level and to develop possible solutions
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>

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

Occupational Standard: Business Services Level II	
Unit Title	Produce Simple Word Processed Documents
Unit Code	TRD BSR2 03 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents.

Elements	Performance Criteria
1. Prepare to produce documents	<p>1.1 Safe work practices are used to ensure ergonomic, work organization, energy and resource conservation requirements.</p> <p>1.2 Document purpose, audience and presentation requirements are identified and clarified with relevant personnel as required.</p> <p>1.3 Organizational and task requirements are identified for document layout and design.</p>
2. Produce documents	<p>2.1 Document is formatted using appropriate software functions to adjust page layout to meet information requirements in accordance with organizational style and presentation requirements</p> <p>2.2 System features are used to identify and screen display options and controls are manipulated.</p> <p>2.3 Manuals, user documentation and online help are used to overcome problems with document presentation and production.</p>
3. Finalise documents	<p>3.1 Final document is previewed, checked, adjusted and printed in accordance with organizational and task requirements.</p> <p>3.2 Document is prepared within designated time lines and organizational requirements</p> <p>3.3 Document is named and stored in accordance with organizational requirements and application is exited without information loss/damage.</p>

Variables	Range
Ergonomic requirements	<p>May include:</p> <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position

	<ul style="list-style-type: none"> • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation requirements	<p>May include:</p> <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
Conservation requirements	<p>May include:</p> <ul style="list-style-type: none"> • disposing of non-confidential waste paper in recycling bins • double-sided paper use • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Document	<p>May include:</p> <ul style="list-style-type: none"> • agendas • briefing papers • envelopes • faxes • labels • letters • mail merges • memos • minutes • short reports • simple one-page flyers • standard form letters
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> • company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organisation name, time, date, document title, filename etc. in header/footer • templates
Formatting	<p>May include:</p> <ul style="list-style-type: none"> • alignment on page • columns • company logo/letterhead • enhancements to format - borders, patterns and colours • enhancements to text - colour, size, orientation • headers/footers

	<ul style="list-style-type: none"> • margins • page orientation
Software functions	<p>May include:</p> <ul style="list-style-type: none"> • default settings • document protection • grammar check • headers/footers • indent • line spacing • page numbers • page set up • paragraph formatting • spell check • tabs • text formatting
Screen display options and controls	<p>May include:</p> <ul style="list-style-type: none"> • layout view • maximise/minimise • normal view • page view • print preview • ruler • toolbars • zoom percentage
Checking	<p>May include:</p> <ul style="list-style-type: none"> • accuracy of information • consistency of layout • ensuring instructions with regard to content and format have been followed • grammar • proofreading • spelling, electronically and manually
Printing	<p>May include:</p> <ul style="list-style-type: none"> • basic print settings • multiple copies • odd or even pages • print preview • printer setup • specified pages • whole document
Designated time lines	<p>May include:</p> <ul style="list-style-type: none"> • organisational time line e.g. deadline requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring document/s
Naming and storing documents	<p>May include:</p> <ul style="list-style-type: none"> • appropriate file type

	<ul style="list-style-type: none"> • authorised access • file names according to organisational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/ directory names which identify the operator, author, section, date etc. • filing locations • organisational policy for backing up files • organisational policy for filing hard copies of documents • security • storage in folders/sub-folders • storage on hard/floppy disk drives, CD-ROM, tape back-up
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Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • knowledge of simple word processing functions, standard document layout and design principles • production of a minimum of three simple, word processed documents
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • formatting styles and their effect on formatting, readability and appearance of documents • purpose, use and function of word processing software • organizational requirements for ergonomics, work periods and breaks, and conservation techniques • organizational style guide.
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication skills to clarify document requirements • editing and proofreading skills to check own work for accuracy • keyboarding skills to enter text and numerical data • literacy skills to read and understand organization's procedures, and to use basic models to produce a range of correspondence • problem-solving skills to solve routine problems
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting</p>

Occupational Standard: Business Services Level II	
Unit Title	Identify Suitability for Micro Business
Unit Code	TRD BSR2 04 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to set up a micro business. Specific legal requirements apply to the management of a micro business.

Elements	Performance Criteria
1. Explore potential business ideas	<p>1.1 Products and services that are available are identified from local micro and small businesses.</p> <p>1.2 Products and services that are not available locally are identified.</p> <p>1.3 Opportunities are identified for new micro businesses based on gaps in the provision of goods and services.</p> <p>1.4 A range of sources are identified and utilized to gather information about micro business opportunities identified.</p> <p>1.5 The processes are outlined to be undertaken by the micro business to provide the products/services.</p>
2. Compare personal skills and aspirations with micro business opportunities	<p>2.1 Personal reasons are identified to enter into a micro business in realistic terms of own personal commitments, expectations and capabilities.</p> <p>2.2 Personal capabilities are matched realistically with the identified business opportunities.</p> <p>2.3 Personal commitments, expectations and capabilities are examined to realistically identify impacts on the preferred business opportunity.</p> <p>2.4 Options are examined to address and minimize the negative impacts and strengthen the positive impacts of these issues.</p>
3. Access business learning opportunities, mentoring and advice	<p>3.1 The skills and knowledge required are listed to develop and operate the business opportunity.</p> <p>3.2 Business information and terminology are identified and interpreted.</p> <p>3.3 Gaps in personal skills and knowledge which are needed for the business are identified.</p> <p>3.4 Appropriate learning opportunities are identified to rectify gaps in personal skills and knowledge.</p> <p>3.5 Potential mentors, advisers, networks and sources of assistance are identified for the business.</p>

Variables	Range
Micro and small businesses	<p>May include:</p> <ul style="list-style-type: none"> • community owned and/or run businesses • family owned and/or run businesses • franchise • government owned business • sole trader owned and/or run business • other such forms of small businesses which meet the accepted definition of a small business
Range of sources	<p>May include:</p> <ul style="list-style-type: none"> • Ethiopian Bureau of Statistics • business advisors • business incubators • business people • business/trade associations • friends, family and community • government agencies • internet • local government • market research publications • mentors • teachers
Personal commitments, expectations and capabilities	<p>May include:</p> <ul style="list-style-type: none"> • community commitments and expectations • cultural values, behaviours and expectations • current and preferred lifestyle • customer expectations • family commitments and expectations • other business interests or employment • own financial background, commitments and aspirations • personal motivation and entrepreneurship • personal principles and ethics • time commitments and availability
Business information and terminology	<p>May include:</p> <ul style="list-style-type: none"> • terms frequently used in business such as: <ul style="list-style-type: none"> ➤ balance sheet ➤ cost ➤ liabilities ➤ margin ➤ mark-up ➤ pricing ➤ profit ➤ return ➤ sales • information relating to businesses such as: <ul style="list-style-type: none"> ➤ compliance with legislation, regulations and codes of

	<ul style="list-style-type: none"> ➤ practice ➤ financial management ➤ marketing ➤ information technology (including e-business) ➤ production ➤ quality assurance
Personal skills and knowledge	<p>May include:</p> <ul style="list-style-type: none"> • ability to prioritise obligations and commitments • communication skills both with own community and other communities • cultural knowledge and sensitivities • financial management skills and business knowledge • life skills (including assertiveness) • literacy and numeracy skills • time management • marketing and selling skills • planning skills • positive relationships with family, customers, suppliers, staff and community • self-promotion and self-image • specific industry and local knowledge
Learning opportunities	<p>May include:</p> <ul style="list-style-type: none"> • coaching, mentoring and/or supervision • courses • informal training • personal study • recognition of competence or skills recognition • work experience • workplace training

Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • sound description of the potential micro business opportunity • clear description of own personal and business capabilities • effective matching of personal attributes with micro business opportunities and identification of personal development opportunities • knowledge of learning opportunities and sources of assistance for micro/small business operators
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • characteristics of micro/small business and its environment • learning opportunities and sources of assistance for micro/small business operators • personal skills required for micro business • products and services that are available from local

	micro/small businesses and those that are not available
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • analytical skills to prioritise micro business opportunities and to identify own skills gaps • communication skills to describe ideas, and own personal and life goals • literacy skills to record micro business opportunities, personal expectations, commitments and skills • research skills to investigate micro/small business products and services and the likely demand for products and services
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Business Services Level II	
Unit Title	Use Business Technology
Unit Code	TRD BSR2 05 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business technology. This technology includes the effective use of computer software to organise information and data.

Elements	Performance Criteria
1. Select and use technology	<p>1.1 Appropriate technology and software applications are selected to achieve the requirements of the task.</p> <p>1.2 Workspace, furniture and equipment are adjusted to suit user ergonomic requirements.</p> <p>1.3 Technology is used according to organizational requirements and in a way which promotes a safe work environment.</p>
2. Process and organise data	<p>2.1 Files and records are identified, opened, generated or amended according to task and organizational requirements.</p> <p>2.2 Input devices are operated according to organizational requirements.</p> <p>2.3 Data is stored appropriately and applications are exited without damage or loss of data.</p> <p>2.4 Manuals, training booklets and/or online help or help-desks are used to overcome basic difficulties with applications.</p>
3. Maintain technology	<p>3.1 Used technology consumables are identified and replaced in accordance with manufacturer's instructions and organizational requirements.</p> <p>3.2 Routine maintenance is carried out and/or arranged to ensure equipment is maintained in accordance with manufacturer's instructions and organizational requirements.</p> <p>3.3 Equipment faults are identified accurately and action is taken in accordance with manufacturer's instructions or fault is reported to designated person.</p>

Variable	Range
Technology	<p>May include:</p> <ul style="list-style-type: none"> computer technology, such as laptops and personal computers

	<ul style="list-style-type: none"> • digital cameras • modems • printers • scanners • zip drives • photocopiers • shredders • binders • laminators • cutters
Software applications	<p>May include:</p> <ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, accounting or presentation packages
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> • correctly identifying and opening files • legal and organisation policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
Input devices	<p>May include:</p> <ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner
Storage of data	<p>May include:</p> <ul style="list-style-type: none"> • appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems
Technology consumables	<p>May include:</p> <ul style="list-style-type: none"> • back-up tapes • CD-ROM • floppy disks • print heads • printer ribbons and cartridges • toner cartridges • zip disks
Routine maintenance	<p>May include:</p> <ul style="list-style-type: none"> • in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician

	<ul style="list-style-type: none"> • regular checking of equipment • replacing consumables
Identifying equipment faults	<p>May include:</p> <ul style="list-style-type: none"> • checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ Occupational Health and Safety (OHS) • organisational policies, plans and procedures, especially in regard to file-naming and storage conventions • organisational IT procedures including back-up and virus protection procedures • basic technical terminology in relation to reading help-files and manuals
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions • communication skills to request advice, to receive feedback and to work with a team • problem-solving skills to solve routine technology problems
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration with Oral Questioning

Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting
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Occupational Standard: Business Services Level II	
Unit Title	Participate in Environmentally Sustainable Work Practices
Unit Code	TRD BSR2 06 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and Occupational Health and Safety (OHS) guidelines.

Elements	Performance Criteria
1. Identify current resource use	<p>1.1 Workplace environmental and resource efficiency issues are identified.</p> <p>1.2 Resources used in own work role are identified.</p> <p>1.3 Current usage of resources is documented and measured using appropriate techniques.</p> <p>1.4 Documentation measuring current usage is recorded and filed using technology (such as software systems) where applicable.</p> <p>1.5 Workplace environmental hazards are identified and reported to appropriate personnel.</p>
2. Comply with environmental regulations	<p>2.1 Workplace procedures are followed to ensure compliance.</p> <p>2.2 Breaches or potential breaches are reported to appropriate personnel.</p>
3. Seek opportunities to improve resource efficiency	<p>3.1 Organizational plans are followed to improve environmental practices and resource efficiency.</p> <p>3.2 Part of a team is worked, where relevant to identify possible areas for improvements to work practices in own work area.</p> <p>3.3 Suggestions are made for improvements to workplace practices in own work area.</p>

Variables	Range
Environmental and resource efficiency issues	<p>May include:</p> <ul style="list-style-type: none"> maximising opportunities to improve business environmental performance minimising environmental risks promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system

	<ul style="list-style-type: none"> • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
Appropriate techniques	<p>May include:</p> <ul style="list-style-type: none"> • examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements
Compliance	<p>May include:</p> <ul style="list-style-type: none"> • meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): <ul style="list-style-type: none"> ➢ international ➢ commonwealth ➢ state/territory ➢ local government ➢ industry ➢ organization
Organisational plans	<p>May include:</p> <ul style="list-style-type: none"> • documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
Suggestions	<p>May include:</p> <ul style="list-style-type: none"> • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate • prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities • accurately following organizational information to participate in and support an improved resource efficiency process and reporting as required • developing and/or using tools such as inspection checklists, to collect and measure relevant information on organization
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	<p>resource consumption, within work role</p> <ul style="list-style-type: none"> • identifying organizational improvements by applying efficient resource use to daily activities • knowledge of environmental and resource hazards/risks
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • environmental and resource hazards/risks • environmental or sustainability legislation, regulations and codes of practice applicable to own work role • OHS issues and requirements • organizational structure, and reporting channels and procedures • relevant environmental and resource efficiency systems and procedures • sustainability in the workplace • terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • analytical skills to comply with all relevant legislation associated with job specifications and procedures • communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency • communication and teamwork skills to recognize procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organization • literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use • technology skills to select and use technology appropriate for a task
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting</p>

Occupational Standard: Business Service Level II	
Unit Title	Work Effectively in a Business Environment
Unit Code	TRD BSR2 07 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively within a commercial or business environment. It includes identifying the rights and responsibilities of employees and employers and conducting business in accordance with the organisational goals, values and standards.

Elements	Performance Criteria
1. Work within organisational requirements	<p>1.1 Organization's requirements and responsibilities are identified and read and advice is sought from appropriate persons, where necessary.</p> <p>1.2 A current working knowledge and understanding of employee and employer rights and responsibilities are developed and utilized.</p> <p>1.3 Relevant duty of care, legal responsibilities and organizational goals and objectives are complied.</p> <p>1.4 Roles and responsibilities of colleagues and immediate supervisors are identified.</p> <p>1.5 Standards and values considered to be detrimental to the organization are identified and communicated through appropriate channels.</p> <p>1.6 Behavior that contributes to a safe work environment is identified, recognized and followed.</p>
2. Work in a team	<p>2.1 Courteous and helpful manners are displayed at all times.</p> <p>2.2 Allocated tasks are completed as required.</p> <p>2.3 Assistance is sought when difficulties arise.</p> <p>2.4 Questioning techniques are used to clarify instructions or responsibilities.</p> <p>2.5 A non-discriminatory attitude in all contacts is identified and displayed with staff, management or clients.</p>
3. Develop effective work habits	<p>3.1 Work and personal priorities are identified and a balance between competing priorities is achieved.</p> <p>3.2 Time management strategies are applied to work duties.</p> <p>3.3 Appropriate dress and behavior are observed as required by the workplace, job role or customer contact.</p>

Variable	Range
Organisation's requirements	May include: <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • business and performance plans • ethical standards • goals, objectives, plans, systems and processes • legal and organisation policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards
Appropriate persons	May include: <ul style="list-style-type: none"> • colleagues • external organisations • line management • supervisor • those who have the authority to adjust plans
Employee rights and responsibilities	May include but not limited to: <ul style="list-style-type: none"> • attendance • confidentiality and privacy of enterprise, client and colleague information • knowing the terms and conditions of own employment • obeying lawful orders • protection from discrimination and sexual harassment • punctuality • right to union representation • safety and care with respect to OHS
Employer rights and responsibilities	May include but not limited to: <ul style="list-style-type: none"> • responsibility of providing a safe environment free from discrimination and sexual harassment (refer to relevant state/territory and commonwealth anti-discrimination legislation) • right to dismiss employees if employees are negligent, careless or cause an accident • commit a criminal offence • commit acts of disloyalty such as revealing confidential information
Organisational goals and objectives	May include: <ul style="list-style-type: none"> • organisational values and behaviours • work procedures and quality assurance manuals • and may be stated or implied by the way the organisation conducts its business including: <ul style="list-style-type: none"> • business planning • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service

	<ul style="list-style-type: none"> • organizational values and behaviors • people management • work procedures and/or procedures manuals
Behaviour that contributes to a safe work environment	<p>May include:</p> <ul style="list-style-type: none"> • discussing and negotiating problems and tasks with other team members • identifying and reporting any risks or hazards • listening to the ideas and opinions of others in the team • sharing knowledge and skills • solving problems as a team • using business equipment according to guidelines
Work and personal priorities	<p>May include:</p> <ul style="list-style-type: none"> • work/life balance and other commitments, including: <ul style="list-style-type: none"> ➢ school/homework ➢ home/family/parties/friends ➢ other jobs • culture • disability

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • identifying, locating and articulating the organisation's requirements including goals and values • work that reflects the relationship between own role and organisational requirements • knowledge of workplace procedures for upholding employee and employer rights and responsibilities
Underpinning Knowledge	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ Occupational Health and Safety (OHS) • organisational policies, plans and procedures and how to access them • terms and conditions of employment
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • literacy skills to identify work requirements and to process relevant workplace documentation • communication skills to request advice, to receive feedback and to work with a team • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate for a task.

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

Occupational Standard: Business Service Level II	
Unit Title	Communicate Electronically
Unit Code	TRD BSR2 08 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging.

Elements	Performance Criteria
1. Implement procedures to send and receive electronic mail	<p>1.1 Software is logged in to send and receive email in accordance with organizational requirements.</p> <p>1.2 Outgoing email is checked for accuracy and any required attachments are prepared in accordance with organizational and service provider requirements.</p> <p>1.3 Urgent, confidential, personal, suspicious or potentially dangerous email is identified and appropriate actions are taken.</p> <p>1.4 Returned email is dealt in accordance with organizational policies and procedures.</p>
2. Manage electronic mail	<p>2.1 Security levels and/or filters are set for incoming email in accordance with organizational requirements.</p> <p>2.2 Individual mailboxes are created and maintained in accordance with organizational requirements.</p> <p>2.3 Email and/or attachments is/are stored in accordance with organizational requirements.</p> <p>2.4 Inboxes and archive are emptied or permanently deleted in accordance with organizational requirements.</p> <p>2.5 Electronic mailing lists are prepared and maintained in accordance with organizational requirements.</p>
3. Collaborate online	<p>3.1 Software is identified to be used in collaboration.</p> <p>3.2 Online collaboration is undertaken in accordance with organizational policy, procedures and net etiquette (netiquette).</p> <p>3.3 Posts or communications are responded in accordance with agreed parameters, organizational requirements and netiquette.</p>

Variable	Range
Software	May include:

	<ul style="list-style-type: none"> • mobile or wireless software applications: <ul style="list-style-type: none"> ➤ Personal Digital Assistants (PDA) ➤ mobile phones ➤ text messaging (SMS/TXT) ➤ multimedia messaging (MMS) ➤ Internet Relay Chat (IRC) ➤ personal computer-based software applications: <ul style="list-style-type: none"> ➤ email applications ➤ web-based email services ➤ chat applications ➤ internet discussion groups/boards/chat rooms ➤ intranet discussion groups/boards/chat rooms
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> • carbon copies or blind carbon copies • concise, relevant subject line • electronic signature • form of address • formality/informality of language, tone and structure • including original message in the reply • length of emails (i.e. short and to the point) • net ethics • net etiquette(netiquette) • requesting read receipt • sender's name and address
Checking outgoing email for accuracy	<p>May include:</p> <ul style="list-style-type: none"> • clarity of intended meaning • completeness • content • grammar • punctuation • recipient's address • spelling • structure
Attachments	<p>May include:</p> <ul style="list-style-type: none"> • PDFs • pictures • spreadsheets • word processed documents • any electronic file
Suspicious or potentially dangerous email	<p>May include:</p> <ul style="list-style-type: none"> • attachments • email where sender is unknown, and subject line is enticing and/or personal (e.g. urging the receiver to open immediately) • particular file extensions • spam (unsolicited commercial email or junk email) • unsolicited email containing viruses
Dealing with	<p>May include:</p>

returned email	<ul style="list-style-type: none"> • checking email address • checking size of attachment/s • re-sending • sending message by other means e.g. facsimile, post • telephoning addressee
Storing email	<p>May include:</p> <ul style="list-style-type: none"> • email application software • paper-based filing system • specialised recordkeeping, spreadsheet or database software
Mailing lists	<p>May include:</p> <ul style="list-style-type: none"> • database or spreadsheet records • electronic address books • word processing tables or data files
Online collaboration	<p>May include:</p> <ul style="list-style-type: none"> • chat rooms • email communications • instant messaging • intranet
Net etiquette	<p>May include:</p> <ul style="list-style-type: none"> • accepted (not mandated) rules for being a good Net Citizen (Netizen) • adjust to the style and tone of discussion groups • be forgiving of other's mistakes • do not abuse your power • if you would not do it in real life do not do it in cyberspace • keep flames under control (flaming is making personal attacks on others) • look good online (spelling, grammar, and have something worth saying) • protocols for discussion groups • remember you are dealing with real people not computers • respect copyright • respect other people's privacy • respect other's time and bandwidth • share expert knowledge

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • sending and receiving email for a range of purposes • attaching and removing documents to email • using software applications to collaborate online <p>knowledge of relevant legislation</p>
Underpinning Knowledge	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • different methods of electronic communication • key provisions of relevant legislation from all forms of

	<p>government that may affect aspects of business operations, such as:</p> <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws <ul style="list-style-type: none"> • occupational health and safety
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • communication skills to request advice, to receive feedback and to work with a team • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to draft simple correspondence • problem-solving skills to solve routine technology problems
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Business Service Level II	
Unit Title	Create and Use Spread Sheets
Unit Code	TRD BSR2 09 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly create and use spreadsheets and charts through the use of spreadsheet software.

Elements	Performance Criteria
1. Select and prepare resources	<p>1.1 Workspace, furniture and equipment to suit user ergonomic, work organization and Occupational Health and Safety (OHS) requirements are adjusted.</p> <p>1.2 Energy and resource conservation techniques are used to minimize wastage in accordance with organizational and statutory requirements.</p> <p>1.3 Spreadsheet task requirements are identified and clarified with relevant personnel as required.</p>
2. Create simple spreadsheets	<p>2.1 Data is entered, checked and amended in accordance with organizational and task requirements to maintain consistency of design and layout.</p> <p>2.2 Spreadsheet is formatted using software functions to adjust page and cell layout to meet information requirements, in accordance with organizational style and presentation requirements.</p> <p>2.3 Formulae are used and tested in consultation with appropriate personnel as required to confirm output meets task requirements.</p> <p>2.4 Manuals, user documentation and online help are used to overcome problems with spreadsheet design and production.</p>
3. Produce simple charts	<p>3.1 Chart type and design that enables valid representation of numerical data are selected to meet organizational and task requirements.</p> <p>3.2 Chart is created using appropriate data range in the spreadsheet.</p> <p>3.3 Chart type and layout are modified using formatting features.</p>
4. Finalise spreadsheets	<p>4.1 Spreadsheet and any accompanying charts are previewed, adjusted and printed in accordance with organizational and task requirements</p> <p>4.2 Data input is ensured to meet designated time lines and</p>

	<p>organizational requirements for speed and accuracy.</p> <p>4.3 Spreadsheet is named and stored in accordance with organizational requirements and the application exited without data loss/damage.</p>
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Variable	Range
Ergonomic requirements	<p>May include:</p> <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organisation requirements	<p>May include:</p> <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
Conservation techniques	<p>May include:</p> <ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Spreadsheet task requirements	<p>May include:</p> <ul style="list-style-type: none"> • data entry • output • presentation • storage

Evidence Guide			
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • designing a minimum of two spreadsheets • using cell-based formulae • creating charts using relevant data • knowledge of purpose and range of use of spreadsheet functions 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • formatting of workplace documents • organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques • organisational guidelines on spreadsheet manipulation and processing 		
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	<ul style="list-style-type: none"> • purpose and range of use of spreadsheet functions
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • communication skills to clarify requirements of spreadsheet • editing and proofreading skills to check own work for accuracy • keyboarding skills to enter text and numerical data • literacy skills to read and understand organisation's procedures, and to use basic models to produce a range of spreadsheets • numeracy skills to create and use spreadsheet formulae.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Business Service Level II	
Unit Title	Participate in Workplace Communication
Unit Code	TRD BSR2 10 0714
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Elements	Performance Criteria
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning , active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time 2.2 Own opinions are clearly expressed and those of others are listened to without interruption 2.3 Meeting inputs are consistent with the meeting purpose and established protocols 2.4 Workplace interactions are conducted in a courteous manner 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6 Meetings outcomes are interpreted and implemented
3. Complete relevant work related documents	3.1 Range of forms relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Basic mathematical processes are used for routine calculations 3.4 Errors in recording information on forms/ documents are identified and properly acted upon 3.5 Reporting requirements to supervisor are completed according to organizational guidelines

Variable	Range
Appropriate sources	May include but not limited to: <ul style="list-style-type: none"> • Team members • Suppliers • Trade personnel • Local government • Industry bodies
Medium	May include but not limited to: <ul style="list-style-type: none"> • Memorandum • Circular • Notice • Information discussion • Follow-up or verbal instructions • Face to face communication
Storage	May include but not limited to: <ul style="list-style-type: none"> • Manual filing system • Computer-based filing system
Protocols	May include but not limited to: <ul style="list-style-type: none"> • Observing meeting • Compliance with meeting decisions • Obeying meeting instructions
Workplace interactions	May include but not limited to: <ul style="list-style-type: none"> • Face to face • Telephone • Electronic and two way radio • Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
Forms	May include but not limited to: <ul style="list-style-type: none"> • Personnel forms, telephone message forms, safety reports

Evidence Guide	
Critical Aspects of Competency	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Prepare written communication following standard format of the organization • Access information using communication equipment • Make use of relevant terms as an aid to transfer information effectively

	<ul style="list-style-type: none"> • Convey information effectively adopting the formal or informal communication
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Do basic mathematical processes of addition, subtraction, division and multiplication • relate to people of social range in the workplace • Gather and provide information in response to workplace Requirements
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Business Service Level II	
Unit Title	Work in Team Environment
Unit Code	TRD BSR2 11 0714
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Elements	Performance Criteria
1. Describe team role and scope	<p>1.1 The role and objective of the team are identified from available sources of information</p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources</p>
2. Identify own role and responsibility within team	<p>2.1 Individual role and responsibilities within the team environment are identified</p> <p>2.2 Roles and responsibility of other team members are identified and recognized</p> <p>2.3 Reporting relationships within team and external to team are identified</p>
3. Work as a team member	<p>3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives</p> <p>3.2 Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and workplace context</p> <p>3.3 Protocols are observed in reporting using standard operating procedures</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Work activities in a team environment with enterprise or specific sector • Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
Sources of information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Standard operating and/or other workplace procedures • Job procedures

	<ul style="list-style-type: none"> • Machine/equipment manufacturer’s specifications and instructions • Organizational or external personnel • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide	
Critical aspects of competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Operate in a team to complete workplace activity • Work effectively with others • Convey information in written or oral form • Select and use appropriate workplace language • Follow designated work plan for the job • Report outcomes
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Communication process • Team structure • Team roles • Group planning and decision making
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate appropriately, consistent with the culture of the workplace
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Business Service Level II	
Unit Title	Develop Business Practice
Unit Code	TRD BSR2 12 0714
Unit Descriptor	This unit covers knowledge, skills and attitude required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced, customer handling, developing and maintaining business relationships.

Elements	Performance Criteria
1. Identify business opportunities and business skills	<p>1.1 The concept of paradigm shift and means of divergent thinking are elaborated and strategies to look beyond the boundaries are discussed.</p> <p>1.2 Unusual business opportunities are identified.</p> <p>1.3 Feasibility on business skills and personal attributes is assessed and matched against those perceived as necessary for a particular business opportunity.</p> <p>1.4 New behavior on how problems can be the pivotal source of business opportunity is elaborated and experience taken.</p> <p>1.5 Assistance sought with feasibility study of specialist and relevant parties is discussed, as required.</p> <p>1.6 Impact of emerging or changing technology, including e-commerce, on business operations is evaluated.</p> <p>1.7 Practicability of business opportunity is assessed in line with perceived business risks, returns sought, personal preferences and resources available.</p> <p>1.8 Business plan is revised in accordance with the identified opportunities.</p>
2. Plan for the establishment of business operation	<p>2.1 Organizational structure and operations are determined and documented.</p> <p>2.2 Procedures are developed and documented to guide operations.</p> <p>2.3 Financial backing is secured for business operation.</p> <p>2.4 Business legal and regulatory requirements are identified and compiled.</p> <p>2.5 Human and physical resources required to commence business operation are determined.</p> <p>2.6 Recruitment and procurement strategies are developed.</p>

<p>3. Implement Business Development Plan</p>	<p>3.1 Physical and human resources are obtained to implement business operation.</p> <p>3.2 Operational unit is established to support and coordinate business operation.</p> <p>3.3 Simulations on the development plan are well discussed and understood.</p> <p>3.4 Implementation manual is discussed and understood.</p> <p>3.5 Marketing the business operation is undertaken.</p> <p>3.6 Monitoring process is developed and implemented for managing operation.</p> <p>3.7 Legal documents are carefully maintained and relevant records kept and updated to ensure validity and accessibility.</p> <p>3.8 Contractual procurement rights for goods and services including contracts with relevant people are negotiated and secured as required in accordance with the business plan.</p> <p>3.9 Options for leasing/ownership of business premises are identified and contractual arrangements completed in accordance with the business plan.</p>		
<p>4. Review implementation process and take corrective measures</p>	<p>4.1 Review process is developed and implemented for implementation of business operation.</p> <p>4.2 Improvements in business operation and associated management process are identified.</p> <p>4.3 Identified improvements are implemented and monitored for effectiveness.</p>		
<p>5. Establish contact with customers and clarify needs of customer</p>	<p>5.1 Persuasion strategies are developed and discussed.</p> <p>5.2 Welcoming customer environment is maintained and Customer is greeted warmly according to enterprise policies and procedures.</p> <p>5.3 Information is provided to satisfy customer needs.</p> <p>5.4 Information on customers and service history is gathered for analysis.</p> <p>5.5 Customer data is maintained to ensure database relevance and currency.</p> <p>5.6 Customer needs are accurately assessed against the products/services of the enterprise.</p> <p>5.7 Customer details are documented clearly and accurately in required format.</p> <p>5.8 Negotiations are conducted in a business-like and professional manner.</p>		
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	<p>5.9 Benefits for all parties are maximized in the <i>negotiation through use of established techniques</i> and in the context of establishing long term relationships.</p> <p>5.10 The results of negotiations are communicated to appropriate colleagues and stakeholders within appropriate timeframes.</p> <p>5.11 <i>Opportunities to maintain regular contact</i> with customers are identified and taken-up.</p>
6. Develop and Maintain Business Relationship	<p>6.1 Features and benefits of products/services provided by the enterprise are described/ recommended to meet customer needs.</p> <p>6.2 Alternative sources of information/advice are discussed with the customer.</p> <p>6.3 Information needed is pro-actively sought, reviewed and acted upon to maintain sound business relationships.</p> <p>6.4 Agreements are honored within the scope of individual responsibility.</p> <p>6.5 Adjustments to agreements are made in consultation with the customer and information shared with appropriate colleagues.</p> <p>6.6 Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.</p>

Variable	Range
Unusual Business opportunities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Public holidays • Ceremonies • Natural disaster • Campaigns
Business opportunities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Expected financial viability • Skills of operator • Amount and types of finance available • Returns expected or required by owners • Likely return on investment • finance required • Lifestyle issues
Business skills and personal attributes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Technical and/ or specialist skills • Managerial skills • Entrepreneurial skills • Taking calculated risk skills • Willingness to take calculated risks • Willingness to work under pressure

Specialist and relevant parties	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Chamber of commerce • Financial planners and financial institution representatives, business planning specialists and marketing specialists • Accountants • Lawyers and providers of legal advice • Government agencies • Industry/trade associations • Online gateways • Business brokers/business consultants
Business risks	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Occupational health and safety • Environmental risks • Relevant legislative requirements • Security of investment • Market competition • Security of premises/location • Supply and demand • Resources available
Human and physical resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Software and hardware • Office premises and equipment • Communications equipment • Specialist services through outsourcing, contracting and consultancy • Staff • Vehicles
Operational unit	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • different departments, sections, teams, divisions, etc. staffed with required personnel and equipped to service and support business
Legal documents	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Partnership agreements, constitution documents, statutory books for companies (register of members, register of directors and minute books), certificate of Incorporation, franchise agreements and financial documentation, appropriate software for financial records • Occupational Health Safety (OHS) • Recordkeeping including personnel, financial, taxation, and environmental
Contracts with relevant people	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • business owners, suppliers, employees, agents, land owners, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship
Negotiation techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Identification of goals, limits • Clarification of needs of all parties

	<ul style="list-style-type: none"> • Listening and questioning • Non-verbal communication techniques • Appropriate language and situation • Bargaining • Developing options • Appropriate cultural behavior • Confirming agreements
Opportunities to maintain regular contact	<p>to maintain regular contact with customers may include:</p> <ul style="list-style-type: none"> • Informal social occasions • Ceremonies • Exhibitions • Industry functions • Association membership • Co-operative promotions • Program of regular telephone contact

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates knowledge and skills in:</p> <ul style="list-style-type: none"> • that a business operation has been planned and implemented from initial research of feasibility of the business and completion of the plan, through implementing the plan and commencing operations • the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available • treating customers in a courteous and professional manner • building and maintaining relationships to achieve successful business outcomes
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Paradigm shift • Unusual business opportunities • Feasibility study • Business structure • Federal and regional government legislative requirements affecting business operations, especially in regard to Occupational Health and Safety (OHS), Equal Employment Opportunity (EEO), industrial relations and anti-discrimination • Procurement and recruitment strategy • Operational unit • Monitoring process • Business systems and operations • Relevant marketing, management, sales and financial concepts • Options for financing • Business premises and ownership • Lease

	<ul style="list-style-type: none"> • Methods for researching business opportunities • Methods of identifying relevant specialist services to complement the business • Advertising and promotion • Distribution and logistics • Terms and conditions in contractual agreement • Record keeping duties • Operational factors relating to the business (provision of professional services, products) • Customer need assessment • Source of information • Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> ➢ customer service ➢ dealing with difficult customers ➢ maintenance of customer databases ➢ allocated duties/responsibilities ➢ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections • Basic operational knowledge of industry/workplace codes of practice in relation to customer service • negotiation and communication techniques appropriate to negotiations that may be of significant commercial value 		
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Hunting and exploiting unusual business opportunities • Interpreting legal requirements, company policies and procedures and immediate, day-to-day demands • Conducting feasibility study • Developing new behavior • Using technology • Marketing skills • Business planning skills • Entrepreneurial skills • Time management skills • Customer handling skills • Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • Technical and analytical skills to interpret business documents, reports and financial statements and projections • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Interpreting business information, numeracy skills for data analysis to aid research • Negotiation to conduct business activities 		
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	<ul style="list-style-type: none"> • Research to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Observation skills for identifying appropriate people, resources and to monitor work • Persuasion and networking skills • Welcoming customers • Information seeking skills to collect, organize and understand information related to collating and analyzing customer information to identify needs • Establish diagnostic processes which identify and recommend improvements to customer service
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Business Service Level II	
Unit Title	Standardize and Sustain 3S
Unit Code	TRD BSR2 13 0714
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day- to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	<p>1.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted following working manual.</p> <p>1.3 OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 Safety equipment and tools are identified and checked for safe and effective operation.</p> <p>1.5 Tools and equipment are prepared and used to implement 3S.</p>
2. Standardize 3S.	<p>2.1 Plan is prepared and used to standardize 3S activities.</p> <p>2.2 Tools and techniques to standardize 3S are prepared and implemented based on relevant procedures.</p> <p>2.3 Checklists are followed for standardize activities and reported to relevant personnel.</p> <p>2.4 The workplace is kept to the specified standard.</p> <p>2.5 Problems are avoided by standardizing activities.</p>
3. Sustain 3S.	<p>3.1 Plan is prepared and followed to standardize 3S activities.</p> <p>3.2 Tools and techniques to sustain 3S are discussed, prepared and implemented based on relevant procedures.</p> <p>3.3 Workplace is inspected regularly for compliance to specified standard and sustainability of 3S techniques.</p> <p>3.4 Workplace is cleaned up after completion of job and before commencing next job or end of shift.</p> <p>3.5 Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.</p> <p>3.6 Improvements are recommended to lift the level of compliance in the workplace.</p> <p>3.7 Checklists are followed to sustain activities and reported</p>

	to relevant personnel. 3.8 Problems are avoided by sustaining activities.
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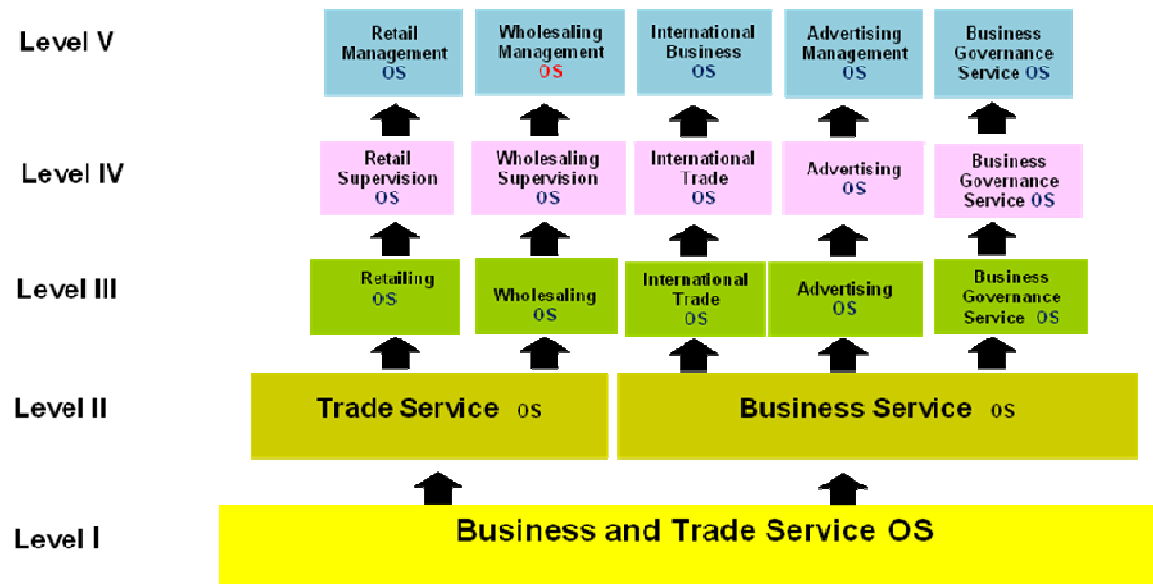
Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • dust masks / goggles • glove • working cloth • first aid • safety shoes
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • paint • hook • sticker • signboard • nails • shelves • chip wood • sponge • broom • pencil • shadow board/ tools board
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 5S Job Cycle Charts • Visual 5S • The Five Minute 5S • Standardization level checklist • 5S checklist • The five Whys and one How approach(5W1H)

	<ul style="list-style-type: none"> • Suspension • Incorporation • Use Elimination
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Assign 3S responsibilities • Integrate 3S duties into regular work duties • Check on 3S maintenance level • OHS measures such as signage, symbols / coding and labeling of workplace and equipment • Creating conditions to sustain your plans • Roles in implementation
Reporting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • verbal responses • data entry into enterprise database • brief written reports using enterprise report formats
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • supervisors, managers and quality managers • administrative, laboratory and production personnel • internal/external contractors, customers and suppliers
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 5S slogans • 5S posters • 5S photo exhibits and storyboards • 5S newsletter • 5S maps • 5S pocket manuals • 5S department/benchmarking tours • 5S months • 5S audit • Awarding system • Big cleaning day • Patrolling system may include: <ul style="list-style-type: none"> ➢ Top management Patrol ➢ 5S Committee members and Promotion office Patrol ➢ Mutual patrol ➢ Self-patrol ➢ Checklist patrol ➢ Camera patrol

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Discuss the relationship between Kaizen elements. • Standardize and sustain 3S activities by applying appropriate tools and techniques.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Elements of Kaizen • Ways to improve Kaizen elements

	<ul style="list-style-type: none"> • Benefits of improving kaizen elements • Relationship between Kaizen elements • The fourth pillar of 5S • Benefits of standardizing and sustaining 3S • Procedures for standardizing and sustaining 3S activities • Tools and techniques to sustain 3S • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report • Method of communication
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • improving Kaizen elements by applying 5S • standardizing and sustaining procedures and techniques to avoid problems • technical drawing • procedures to standardizing 3S activities • analyzing and preparing shop layout of the workplace • standardizing and sustaining checklists • preparing and implementing tools and techniques to sustain 3S • working with others • reading and interpreting documents • observing situations • solving problems by applying 5S • communication skills • preparing labels, slogans, etc. • gathering evidence by using different means • using Kaizen board properly in accordance the procedure • reporting activities and results using report formats
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

TRADE SERVICE



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

COMMENT TEMPLATE

The Federal TVET Agency values your feedback of the document.
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