Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

INTERNATIONAL BUSINESS

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: International Business
Occupational Code: TRD IBS

NTQF Level V

TRD IBS5 01 0714 Report on Finances Related to International Business	**TRD IBS5 02 0714** Analyze Data from International Markets	**TRD IBS5 03 0714** Forecast International Market and Business Needs
TRD IBS5 04 0714 Promote Products and Services to International Markets	**TRD IBS5 05 0714** Profile International Markets	**TRD IBS5 06 0714** Analyze Consumer Behavior for Specific International Markets
TRD IBS5 07 0714 Build International Client Relationships	**TRD IBS5 08 0714** Build International Business Networks	**TRD IBS5 09 0714** Develop a Workplace Learning Environment
TRD IBS5 10 0714 Manage Risk	**TRD IBS5 11 0714** Manage Project Quality	**TRD IBS5 12 0714** Facilitate and Capitalize on Change and Innovation
TRD IBS5 13 0714 Manage Continuous Improvement Process (Kaizen)		

Occupational Standard: International Business Level V	
Unit Title	**Report on Finances Related to International Business**
Unit Code	**TRD IBS5 01 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to report on finances related to international business activity.

Elements	**Performance Criteria**
1. Compile financial information	1.1 Financial information related to international business activity is identified and domestic business activity separated for reporting and compliance purposes.
	1.2 Relevant current **financial data** is collected, converted to currency, used in report and evaluated and coded to ensure consistency, quality and accuracy in accordance with **organizational requirements**.
	1.3 **Conversion and consolidation procedures** are used to compile analysis in accordance with organizational requirements.
	1.4 Asset and liability valuations are made, recorded and disclosed in accordance with organizational requirements.
	1.5 **Discrepancies**, unusual features or queries are identified, resolved and referred to the appropriate authority.
2. Ensure compliance with relevant international finance regulations	2.1 Financial compliance requirements associated with international business activity are identified for relevant **international finance regulations**.
	2.2 Processes are accessed to ensure compliance with financial compliance requirements for relevant international finance regulations, from workplace policies and procedures, and relevant **information sources**.
	2.3 Income and expenditure are recorded to ensure compliance with **statutory requirements**.
	2.4 Liabilities are calculated for tax in accordance with relevant legislation.
	2.5 Relevant receipts, **revenue documentation** and payments are identified correctly.
	2.6 Statements and claims are ensured to take full advantage of available **benefits and allowances** in accordance with statutory requirements.

	2.7	Statutory requirement reports are submitted to appropriate authorities within stated **deadlines**.
3. Provide financial business recommendations	3.1	**Recommendations** are derived logically and **evidence** is supported with report.
	3.2	Recommendations are ensured to propose constructive actions to enhance the effectiveness and efficacy of functions and services related to international business activity.
	3.3	Recommendations are ensured to be concise and direction is facilitated and organization's international operations are controlled.
	3.4	Significant **issues** in statements including comparative financial performances are identified and prioritized for review and decision making.
	3.5	Structure and **format** of reports are cleared and conformed to organizational and statutory requirements.

Variables	Range
Financial data	May include: • budgets, forecasts and variations • cash flow/profit reports • financial/operational statements and reports (e.g. expenditures and receipts, profit and loss statements) • market valuations
Organisational requirements	May include: • financial analysis assessments • financial management manuals • legal and organisational policy/guidelines and requirements • OHS policies, procedures and programs • price and exchange parameters • quality assurances and/or procedures manuals • recording and filing systems • reporting requirements • standard financial analysis techniques
Conversion and consolidation procedures	May include: • moving averages • spreadsheets • standardised variables • trend analysis • unit costs
Discrepancies	May include: • absence of auditable trail

	• expenditure report mismatches • inappropriate authorisations • incorrect payments • incorrect report formats • un-reconciled cash flows and operating statements • variances from budget and phrasings
International finance regulations	May include: • Ethiopian government regulatory (National Bank of Ethiopia and ministry of finance and economic development) • international organisations and bodies(IMF,WB) • regulatory authorities in overseas countries
Information sources	May include: • academics and training providers • Ethiopian trade and other Ethiopian, state/territory government departments and agencies • overseas embassies, consulates, government departments and agencies within Ethiopia and overseas • trade and industry minister publications
Statutory requirements	May include: • delegated authorities • internal control procedures • limits on volumes and types of financial transactions • reporting of duty, excise and other overseas government charges • reporting periods • taxation and payment timings
Revenue documentation	May include: • bills • cash received • countertrade documentation • debit notes • declarations • forfaiting records • invoices • other documentation involving exchange of money or goods in place of money • records of barter • sales proceeds
Benefits and allowances	May include: • depreciation • donations • Goods and Services Tax (GST) credits derived from export deductions • interest payments

	• other allowances made to exporters by the Ethiopian government • other allowances made to international traders by overseas governments
Deadlines	May include: • annual reports • lodgement dates • monthly returns • payment schedules
Recommendations	May include: • cash flow • changes in business activity including markets, goods or services traded • consolidation • expenses and overheads • labour costs including decisions to move production partly or wholly offshore • loss • profit • write-offs
Evidence	May include: • budgetary analysis • documented costs • forecasts and estimates • order and supplier documentation • returns on investments • taxation and statutory returns
Issues	May include: • cost structures • internal controls • losses and returns • profitability • statutory obligations • suppliers and markets
Format	May include: • audits • balance sheets • cash flow statements • electronic forms • financial year reports • operating statements • spreadsheets • statutory forms

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential: • demonstration of the collation and analysis of financial data for the international business operations of an organisation in compliance with Ethiopian, international and overseas financial regulations • financial report on the organisation's international business operations containing recommendations for improvements in both compliance and the efficiency of the organisation's international business operations • knowledge of relevant Ethiopian, international and local legislation and conventions

Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• organisational procedures and requirements relating to compliance issues and financial reporting
	• principles of accounting and financial systems
	• product or service knowledge for the products/services being marketed and traded by the organisation internationally
	• 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 and consumer protection proclamation
	  ➢ World Trade Organization Rules
	  ➢ Bilateral Or Regional Trade Agreements
	  ➢ International Commercial Terms (Incoterms)
	  ➢ Warsaw Convention
	  ➢ Occupational Health and Safety (OHS)
	• sources of information to facilitate compliance with relevant international finance regulations

Underpinning Skills	Demonstrate knowledge of: • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • organisational skills to complete tasks accurately and with attention to detail • financial management skills to report on international finances with integrity and financial probity • literacy skills to write complex financial reports • numeracy skills to produce complex financial reports • research, information-gathering, analytical, evaluation and assessment skills to report on the financial aspects of an international business

	• technology skills to gather, store, use and report on financial information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	Competence may be assessed through: • 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: International Business Level V	
Unit Title	**Analyze Data from International Markets**
Unit Code	**TRD IBS5 02 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse data from international markets.

Elements	Performance Criteria
1. Interpret trends and market developments	1.1 ***Statistical analysis*** of Ethiopian and international market data is used to interpret international market trends and developments.
	1.2 ***Trends and developments*** within Ethiopia and relevant international settings are analyzed for their potential impact on international business activity within target market.
	1.3 ***Aspects of culture*** that may have an impact on international business activity are identified within target market.
	1.4 ***Measures of central tendency/dispersion and correlations*** are used between sets of data for quantitative interpretation of comparative international market data.
	1.5 Qualitative analysis of ***comparative international market information*** is performed as a basis for reviewing business performance in international settings.
2. Interpret competitor market performance	2.1 The international market performance of existing and potential competitors and their products or services is analyzed to identify potential ***opportunities*** or threats.
	2.2 International business performance is compared to competitors to identify market position.
3. Report on market data	3.1 Data is prepared, plotted and interpreted for ***visual presentation***.
	3.2 Visual presentation is assessed for potential problems and corrective action taken if necessary.
	3.3 Report is ensured to meet organizational requirements in terms of content, format and level of detail.
	3.4 Report is submitted within the required timeframe.

Variables	Range

Statistical analysis	May include:
	• measures of central tendency
	• measures of dispersion
	• nature and degree of relationship between variables
	• normal distribution probability curve
	• sampling
	• time series analysis
Trends and developments	May include:
	• changes in technology
	• demographic trends
	• ecological/environmental trends
	• economic trends (local, regional, national, international)
	• government activities e.g. interest rates, deregulation
	• industrial trends
	• political events such as:
	➢ wars
	➢ internal conflicts
	➢ forthcoming elections
	➢ social and cultural factors
Aspects of culture	May include:
	• attitude of overseas countries to Ethiopia and Ethiopians
	• degree of fiscal conservatism or liberalism within culture
	• family structures, and usual purchasers and decision makers in families
	• religion
	• values and beliefs
Measures of central tendency/dispersion and correlations	May include:
	• benchmarking against Ethiopian performance
	• cross-tabulations
	• grouped or ungrouped data
	• inter-firm comparison data
	• international benchmarking
	• mean
	• median
	• mode
	• Z, T and chi square tests
Comparative international market information	May include:
	• benchmarking against Ethiopian performance
	• best practice information
	• inter-firm comparison data
	• international benchmarking
Opportunities	May include:
	• cooperative ventures
	• extending, expanding or otherwise changing an existing

	business
	• franchising
	• joint ventures
	• new products or services for existing markets
	• new products or services for new international settings or within other regions of existing international settings
	• potential for greater penetration of existing markets with existing products or services
	• strategic alliances
Visual presentation	May include:
	• desktop published reports of market data
	• graphical data including pie/bar/column graphs
	• material using a variety of media such as video, audio, CD-ROM, photographs, slides, film

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential:
	• analysis of market data to inform the process of targeting marketing activities and the drawing up of a marketing plan
	• examples where the candidate has analysed and reported on market data, including interpreting trends and market developments and competitor market performance data
	• documentation of results of analysis in a report
	• knowledge of cultural, historical, political, economic and general knowledge of international events that may have an impact on international business activity
Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• cultural, historical, political, economic and general knowledge of international events that may have an impact on international business activity
	• 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:
	➢ Customs regulations
	➢ International Commercial Terms (INCOTERMS)
	➢ trade modernization legislation: Customs Legislation , Import Processing Charges
	➢ Trade Practices and consumer protection proclamation
	➢ Warsaw Convention
	➢ World Trade Organization determinations
	• sources of external and internal information on international markets
	• research, data analysis and statistical analysis techniques

	relevant to market data • variety of statistical techniques for use in analysing market data
Underpinning Skills	Demonstrate skill of: • analytical skills to profile international markets, audiences and segments • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • evaluation and assessment skills to investigate international business opportunities • literacy skills to write reports with complex ideas and concepts • technology skills to use a range of software to collect and analyse international market data
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 exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Business Level V	
Unit Title	**Forecast International Market and Business Needs**
Unit Code	**TRD IBS5 03 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to gather intelligence about the target international market and to use that information in the business.

Elements	Performance Criteria
1. Collect market intelligence	1.1 Market intelligence and participation in activities such as trade fairs, conferences, and/or professional development activities are gathered and documented through networking activities.
	1.2 Further **sources** of market intelligence are identified and accessed.
	1.3 Commercial services are evaluated by providing market intelligence for value-for-money and quality of market intelligence and access as required.
	1.4 Market is collated and analyzed for relevance and applicability to the organization's international business activity and an **evaluation** of marketing performance is undertaken.
2. Review current business performance and capability	2.1 Core activities, customer base, business values and current business direction are confirmed.
	2.2 Current international marketing performance and effectiveness of past international **marketing** or positioning are identified.
	2.3 **Performance data** is reviewed from all **areas of the business** to identify strengths, weaknesses and critical success factors relevant to international business activity.
	2.4 Current **capabilities and resources** are identified and accessed to identify areas for improvement or exploitation within international markets.
	2.5 Under-performing products or services are identified within international markets for re-development or withdrawal.
	2.6 The strength and current competitive position of the business are confirmed within international markets

3. Evaluate the specific market	3.1 **Trends and developments** having an impact on international business activity are identified and analyzed for their potential impact on the business.
	3.2 **Comparative international market information** is gathered and analyzed as a basis for reviewing business performance.
	3.3 The market performance is analyzed internationally of existing and potential competitors and their products or services to identify potential **opportunities** or threats within international business markets.
	3.4 Sources of intelligence are identified and tapped for advance warning of new products, services, technology or new international markets for the business.
	3.5 The **legal**, **ethical and environmental constraints** of the international market are identified and analyzed for their effect on international business activity.
4. Document how business can meet current and emerging needs of the target market	4.1 Poor/under-servicing of existing international market needs are identified, analyzed and documented by the organization and/or its competitors
	4.2 Changes in international markets are identified to link positively to the organization's strengths or capabilities.
	4.3 The advantages and disadvantages of **forecasting techniques** are considered in relation to the required outcome and technique/s is/are selected in accordance with organizational requirements.
	4.4 Emerging international market needs are forecasted and justified in terms of available information.
	4.5 The needs of the business are identified in terms of changes required to improve performance or to address an international market opportunity.

Variables	Range
Sources	May include: • business advisory services • commercial sources of market intelligence provided by specialists and consultants • databases • financial institutions • information from Ethiopian trade and state/territory government agencies, chambers of commerce • internet

	• new networking opportunities • official statistics • peers • professional/trade associations and publications
Evaluation	May include: • comparative analysis • competitive analysis • life cycle models • product portfolio analysis • Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis • value chain analysis
Marketing	May include: • business-to-business marketing • direct marketing • e-business • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Performance data	May include: • accidents • complaints • coverage • faults • penetration • production time and cost • profitability • sales • share • warranties
Areas of the business	May include: • finance • marketing • overseas representatives or branches of the organisation • personnel • production

Capabilities and resources	May include:
	• situational factors such as:
	   ➢ 24-hour operation
	   ➢ age and life of business equipment
	   ➢ capacity of equipment relative to current output
	   ➢ communications

	➤ competence of staff relative to business needs ➤ human and financial resources ➤ industrial relations climate ➤ level of technology ➤ location/position ➤ transport distribution channels - intangibles such as: ➤ brand ➤ 'feel good' factor ➤ image ➤ perceived quality or value ➤ service ➤ social acceptability ➤ style
Trends and developments	May include: - changes in technology - demographic trends - ecological/environmental trends - economic trends (local, regional, national, international) - government activities e.g. interest rates, deregulation - industrial trends - political events (wars, internal conflicts, forthcoming elections) - social and cultural factors
Comparative international market information	May include: - benchmarking against Ethiopian performance - best practice information - inter-firm comparison data - international benchmarking
Opportunities	May include: - consideration of applications and costing for trademarks, patents and standards accreditation - cooperative ventures - extending, expanding or otherwise changing an existing business - franchising - joint ventures - new products or services for existing markets - new products or services for new international settings or within other regions of existing international settings - potential for greater penetration of existing markets with existing products or services - strategic alliances
Legal, ethical and environmental	May include: Ethiopian, international and local context of legal and ethical

constraints	obligations • 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
Forecasting techniques	May include: • bottom-up forecasting • Delphi techniques • model building • projection • scenario planning • surveys of intentions • top-down forecasting

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential: • undertaking of analysis to forecast international market and business needs, including: ➢ collection of market intelligence ➢ review of current business performance and capability ➢ evaluation of specific international markets • written report of how the business can meet current and emerging needs of targeted international markets • knowledge of market analysis tools
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • cultural, historical, political, economic and general knowledge of international events that may have an impact on international business activity • market analysis tools • 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: ➢ occupational health and safety ➢ privacy ➢ Trade Practices and consumer protection proclamation ➢ World Trade Organization determinations • software programs and electronic media available to

	conduct forecasting
	• sources of external and internal information on international markets
	• range of products or services marketed by business in international settings
Underpinning Skills	Demonstrate skills of:
	• analytical skills to evaluate current business performance
	• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
	• evaluation and assessment skills to gather and analyse international market and business requirements when creating market forecasts
	• forecasting skills
	• literacy skills to write reports with complex ideas and concepts
	• market analysis skills
	• technology skills to use a range of software to create forecasts
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 exam
	• Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Business Level V	
Unit Title	**Promote Products and Services to International Markets**
Unit Code	**TRD IBS5 04 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to promote products and/or services of the business within specified international markets.

Elements	**Performance Criteria**	
1. Plan promotional activities	1.1	Marketing plan is accessed for international business activity to inform planning of promotional activities.
	1.2	Relevant ***information sources*** are accessed to support planning of promotional activities.
	1.3	***Promotional activities*** are identified and accessed to ensure compatibility with ***organizational requirements*** and ***cultural appropriateness***.
	1.4	Promotional activities are planned and scheduled according to the marketing needs of the organization
	1.5	Overall promotional objectives are determined in consultation with ***designated individuals and groups*** both in international and domestic settings.
	1.6	Time lines and costs for promotion of activities are ensured to be realistic and consistent with budget resources.
	1.7	Action plans are developed to provide details of products and/or services being promoted.
2. Coordinate promotional activities	2.1	***Personnel and resources*** are identified and prepared to support promotional activities, both in international and domestic settings, to facilitate the achievement of promotional goals.
	2.2	***Roles and responsibilities*** of overseas and domestic personnel are identified, agreed upon and allocated for delivery of promotional activities.
	2.3	Relationships is established and conducted with targeted groups in overseas settings in a manner which enhances the positive image of the organization.
	2.4	Roles and responsibilities of overseas personnel involved in promotional activities are supervised and supported.
	2.5	***International business networks*** are used to assist in the

	implementation of promotional activities.
3. Review and report on promotional activities	3.1 Audience feedback and data are analyzed to determine the impact of the promotional activity on the delivery of products and/or services.
	3.2 The effectiveness of planning processes is assessed to identify possible improvements in future international promotional activities.
	3.3 **Feedback** is collected and provided to personnel and agencies involved in the promotional activity both in international and domestic settings.
	3.4 Costs and time lines are analyzed to evaluate the benefits accruing from the internationally based promotional activities.
	3.5 Conclusions and recommendations from verifiable evidence are prepared and constructive advice is provided on future directions of internationally based promotional activities.

Variables	Range
Information sources	May include: • academics and training providers • Ethiopian trade and other Ethiopian, state/territory government departments and agencies • overseas embassies, consulates, government departments and agencies within Ethiopia and overseas • trade and industry publications
Promotional activities	May include: • advertisements • client functions • demonstration activities • distribution of free samples • employee functions • media announcements • product launches • web pages
Organisational requirements	May include: • access and equity principles and practice • allocation of responsibilities for products and/or services • confidentiality and security requirements • consideration of cultural issues • defined resource parameters • ethical standards

	• filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policy/guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurances and/or procedures manuals • replacement and refund policy and procedures
Cultural appropriateness	May include: • appropriateness of activity related to the culture of countries selected for promotion of products and/or services
Designated individuals and groups	May include: • colleagues • committees • customers • external organisations such as Ethiopian trade, state/territory government departments and agencies, chambers of commerce • line management • supervisor
Personnel and resources	May include: • contractors engaged for specific purposes within promotional activity • management • marketing funds • organisational personnel both in international and domestic settings • promotional products • samples • technology • time • venue
Roles and responsibilities	May include: • codes of conduct • considerations of cultural issues • contractual arrangements with consultants or specialists hired for promotional activity • job description and employment arrangements • marketing plans • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS

	• team structures
International business networks	May include: • formal or informal networks • government sponsored networks through Ethiopian trade or state/territory government agencies, chambers of commerce • individuals, groups, organisations • personal or business networks • professional or trade networks
Feedback	May include: • customer/client response data • employee data • focus groups • market share data • sales orders • word-of-mouth reports

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential: • demonstration of planning, coordinating and reviewing of promotional activities to align with marketing plans and market research undertaken for the international markets selected • report detailing promotional activities undertaken and recommendations to inform and guide future promotional activities in international settings • knowledge of relevant Ethiopian, international and local legislation

Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• available overseas media
	• cultural characteristics of groups within target market
	• international business networks
	• marketing strategies and promotional activities
	• 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:
	  ➢ bilateral or regional trade agreements
	  ➢ Occupational Health and Safety (OHS)
	  ➢ Trade Practices and consumer protection proclamation
	  ➢ World Trade Organization rules

Underpinning Skills	Demonstrate skills of: • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities

	• interpersonal skills to establish rapport and build relationships with clients • organisational and time management skills to sequence tasks and meet time lines • research, data collection, assessment and evaluation skills to determine appropriate promotional activities for international markets • technology skills to record and use information gathered about promotional activities
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 exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Business Level V	
Unit Title	**Profile International Markets**
Unit Code	**TRD IBS5 05 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select and confirm an appropriate international market.

Elements	**Performance Criteria**	
1. Select potential international markets for further investigation	1.1	**Readiness is determined** to market products or services internationally.
	1.2	Potential international markets are listed for further investigation.
	1.3	**Information sources** are identified to inform process for selection of international markets.
	1.4	**Criteria** is determined and documented to determine suitability of international markets for product or service.
	1.5	Information sources are accessed and used to determine suitability of international markets for product or service to be marketed.
	1.6	International markets are selected for profiling.
2. Identify the target market	2.1	**Approaches** are evaluated and chosen to determine and describe the total market within selected countries for a product or service.
	2.2	The target market is defined for a product or service in terms of prospective **users**/**consumers** and the market segment/s and cultural appropriateness of the product or service are selected.
	2.3	Segment descriptors are used to describe the target market.
	2.4	Available marketing strategic options are identified and the **targeting strategy** is selected to best meet the requirements of the marketing plan.
	2.5	The cultural appropriateness of the chosen targeting strategy is checked using available information sources.
3. Profile the target audience	3.1	The total, selected market and the selected market segment/s are described in the form of a consumer profile.
	3.2	The consumer profile is ensured to identify consumer

	characteristics in standard **statistical terms** and/or the descriptive terms used in media selection.
	3.3 **Demographic data** and/or **psychographic descriptions** in the consumer profile are used in accordance with the requirements of the marketing plan.
	3.4 The profile is ensured to meet organizational requirements in terms of language, format, content and level of detail.
4. Develop a positioning strategy	4.1 Available **positioning strategies** are identified and a strategy is chosen to meet **marketing requirements** and the consumer profile including the culture of profiled groups.
	4.2 Cultural appropriateness of chosen positioning strategies is checked by using available information sources.
	4.3 A positioning implementation plan is written in accordance with organizational requirements.

Variables	Range
Determining readiness	May include: • available financial resources of own organisation • economic conditions within potential international markets • existing competitors • international standards for product or service • knowledge of international laws, conventions and culture • links to and networks within international markets • organisation's experience and capability to market internationally • production capacity and ability to expand capacity as required • research capability
Information sources	May include: • advice from: • academics • chambers of commerce • colleagues who are residents or former residents of chosen countries • industry associations • other private agencies specializing in international trade • professional advisors • senior colleagues • technical experts • training providers • government agencies such as Ethiopian trade and

	state/territory government departments • professional libraries • reference material (paper-based and internet) within organisation • trade journals • training providers
Criteria	May include: • capabilities, interests and preferences of own organisation • economic considerations such as: • economic wealth within selected countries • anticipated cost to provide service or product • existing competitors operating within selected country/countries • history of product or service provision within selected country/countries • relevant international regulations and taxes/duties the product or service would attract • trade routes and modes of transport available to destination countries
Approaches	May include: • identifying consumers with relevant needs • identifying current users of the product or service • identifying people with related characteristics
Users/consumers	May include: • businesses • government agencies • households • individuals
Targeting strategy	May include: • concentrated, differentiated and mass strategies • differentiation and segmentation • ease of entry • growth considerations • market share • niche markets • price sensitivity • purchasing power • sales volume
Statistical terms	May include: • categories used by the Ethiopian Bureau of Statistics in collecting and reporting census data
Demographic data	May include: • age • children

	• education • first language • gender • geographic location within country • income • marital status • nationality • occupation
Psychographic descriptions	May include: • activities • interests • lifestyle • opinions • values and attitudes
Positioning strategies	May include: • competitive positioning • conspicuous positioning • image perceptions • market follower positions • market leader positions • me-too positioning • prestige and exclusive positioning • repositioning • service positioning • value positioning
Marketing requirements	May include: • business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential: • completed profiles where candidate has documented potential international markets based on established criteria, targeting strategy, profile of international markets, positioning strategies, and checks for cultural appropriateness of products • targeting strategy and positioning strategies which account for cultural differences

	• knowledge of cultural aspects relevant to international markets profiled

Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	 • cultural aspects relevant to international markets profiled
	 • market profiling techniques and related software programs
	 • organisational requirements for presentation of completed profile
	 • 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:
	    ➢ occupational health and safety
	    ➢ Privacy rules
	    ➢ Trade Practices and consumer protection proclamation
	    ➢ World Trade Organization determinations
	 • sources of external and internal information on international markets

Underpinning Skills	Demonstrate skills of: • analytical skills to profile international markets, audiences and segments • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • evaluation and assessment skills to investigate international business opportunities • literacy skills to write reports with complex ideas and concepts • research and information-gathering skills to obtain information about prospective international markets, audiences and segments • technology skills to use a range of software to conduct market profiling activities
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 exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Business Level V	
Unit Title	**Analyze Consumer Behavior for Specific International Markets**
Unit Code	**TRD IBS5 06 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse consumer behaviour for specific international markets.

Elements	Performance Criteria
1. Confirm the target market	1.1 The market or market segment is identified for a product or service in accordance with the marketing plan.
	1.2 **Aspects of culture** that may have an impact on international marketing of products or services are identified within target market.
	1.3 Consumer attributes for the market or market segment are identified from the market profile.
	1.4 Features of the products or services are identified in accordance with the marketing plan.
2. Assess current level of consumer interest	2.1 Consumer need for the products or services is investigated through analysis of trends and past performance of products and services both within Ethiopia and within relevant international settings.
	2.2 Past **marketing** including plans, strategies and campaigns or positioning of products or services are reviewed in relation to the effectiveness of its focus of appeal both within Ethiopia and within relevant international settings.
	2.3 **Individual**, **social and cultural influences** are assessed on consumer behavior and their impact is estimated for products or services.
	2.4 **Lifestyle influences** on consumer behavior are assessed and their impact is estimated for products or services.
	2.5 **Organizational behavior** in relation to products or services is assessed in accordance with the marketing plan.
3. Recommend marketing strategies	3.1 Marketing strategies are ensured to address innate and acquired needs of consumers and appealed to the motives that influence decision making.
	3.2 A rationale is presented for the focus of appeal and outline

| | how influences on consumer behavior and cultural considerations will be used to target effective marketing strategies. |
| | 3.3 The focus of appeal is ensured to meet the **legal and ethical obligations** and the budgetary requirements of the marketing plan are checked for **cultural appropriateness**. |

Variables	Range
Aspects of culture	May include: • attitude of overseas countries to Ethiopia and Ethiopians • degree of fiscal conservatism or liberalism within culture • family structures, and usual purchasers and decision makers in families • religion • values and beliefs
Marketing	May include: • business-to-business marketing • direct marketing • e-business • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Individual influences	May include: • attitudes • beliefs • learning • past experience • perception • personality • self-image • values
Social and cultural influences	May include: • culture • family background • family decision maker/s • social class • socioeconomic factors
Lifestyle influences	May include: • aspirations • interests • leisure activities

Organisational behaviour	May include: • contract buying • group decision making • modified re-purchase • new purchases • re-purchase
Legal and ethical obligations	May include: • Ethiopian, international and local context of legal and ethical obligations • codes of practice • cultural expectations and influences • ethical principles • legislation • policies and guidelines • regulations • social responsibilities such as protection of children and environmental issues • societal expectations
Cultural appropriateness	May include: • appropriateness of service or product in relation to the culture of countries selected for marketing

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential: • completed marketing strategies where candidate has documented process to confirm target market, assessed current level of consumer interest and used this analysis process to document recommended marketing strategies that are culturally appropriate to the selected international markets • knowledge of cultural aspects relevant to international markets profiled

Underpinning Knowledge and Attitudes	Demonstrate knowledge to:
	• cultural aspects relevant to international markets profiled
	• market analysis techniques
	• organisational requirements for presentation of completed profile
	• 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:
	  ➢ occupational health and safety
	  ➢ privacy rules
	  ➢ Trade Practices and consumer protection proclamation
	  ➢ World Trade Organization determinations

	• software tools to analyse consumer behaviour • sources of external and internal information on international markets
Underpinning Skills	Demonstrate skills of: • analytical skills to profile international markets, audiences and segments • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • evaluation and assessment skills to analyse consumer behaviour • literacy skills to write reports with complex ideas and concepts • research and information-gathering skills to obtain information about prospective international markets, audiences and segments • technology skills to use a wide range of 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 exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Business Level V	
Unit Title	**Build International Client Relationships**
Unit Code	**TRD IBS5 07 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to build effective international client relationships.

Elements	Performance Criteria
1. Build interpersonal communication strategies	1.1 Database of international clients is established with relevant **fields**.
	1.2 Preferred **mode of communication** is established and noted for communicating with international clients.
	1.3 The influence of **geographic separation** is taken into account in establishing preferred mode of communication with international clients.
	1.4 A **diary** of communications is used with international clients to provide reminder to facilitate regular contact with international clients.
	1.5 A record keeping strategy is established for communications with international clients.
2. Analyse and identify culturally appropriate communication strategies with clients	2.1 **Sources of information** relating to **culturally appropriate styles of communication** are identified for specific cultural groups among international clients.
	2.2 Available information sources, culturally appropriate styles of communication are analyzed and noted for specific cultural groups among international clients.
3. Apply culturally appropriate communication strategies with clients	3.1 Preferred client communication styles and modes of communication are used in communications with international clients.
	3.2 Culturally appropriate verbal and non-verbal communication processes are used to establish rapport with international clients.
	3.3 Active listening is used to establish rapport with international clients.
	3.4 Opportunities are investigated and acted upon to offer positive feedback to clients.
	3.5 Open questions are used to promote two-way

	communication.
	3.6 Potential **barriers** are identified and acted upon to effective communication with international clients including those that are influenced by culture.
	3.7 Communication processes are initiated to identify client needs, preferences and expectations.
4. Maintain and improve relationships with international clients	4.1 Strategies are developed to establish processes for obtaining ongoing feedback from international clients to monitor satisfaction levels using **appropriate techniques**.
	4.2 Strategies developed are used to elicit feedback to provide information in a form that can be used to improve relationships with international clients.
	4.3 Feedback obtained is used to develop and implement strategies and maintain relationships with international clients are improved.
	4.4 The effectiveness of communication is reviewed with international clients on a regular basis.

Variables	Range
Fields	May include: • contact details (addresses, phone, fax, email, mobile) • cycle for contact • names of individuals and their companies • notes on preferred communication style • preferred mode of communication • records of communications • title/job role
Mode of communication	May include: • email • fax • letter • phone • visit
Geographic separation	May include: • differences in time zones • lack of opportunities for face-to-face contact
Diary	May include: • electronic • linked to database of international clients • paper-based
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
Culturally appropriate styles of communication	May include: • differences in assertiveness across cultures and individuals • distance between communicating parties • eye contact • forms of address used for names • voice tone
Barriers	May include: • cultural differences • educational differences • non-verbal communication • not listening actively • organisational • physical, personal, and age differences • stereotypes • voice modulation and articulation • word choice
Appropriate techniques	May include: • email • letter • survey instruments • telephone

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential: • building, maintenance and improvement of relationships with international clients over time • processes used to analyse, identify and apply culturally appropriate communication strategies with international clients • knowledge of characteristics of specific cultural groups
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • characteristics of specific cultural groups • 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 and consumer protection proclamation • principles of communication theory, especially cross-cultural communication

	• range of products or services marketed by business in international settings • range of software programs to be used in financial reporting activities • sources of information about relevant cultural groups
Underpinning Skills	Demonstrate skills of: • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • interpersonal skills to establish rapport, build relationships with others and demonstrate empathy in a cross-cultural context • technology skills to use a range of software to record details about international client relationships formed
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 exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Business Level V	
Unit Title	**Build International Business Networks**
Unit Code	**TRD IBS5 08 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 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 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** are identified for specific cultural groups within current and prospective network membership.
	2.2 Sources of information relating to social and cultural awareness are analyzed and noted for specific cultural groups within current and prospective network membership using available information sources.
	2.3 Communication styles and social mores appropriate in relating to individuals and groups within the network are used to specific cultural groups.
	2.4 **The quality of communication and relationships is reviewed** with network members on a regular basis to determine effectiveness of communication styles and interactions.

3. Review own participation in international business networks	3.1 Costs of own participation in international business networks are estimated and documented.
	3.2 The value of outcomes derived from participation in international business networks is **quantified** and documented.
	3.3 The value of outcomes derived from participation in international business networks is analyzed 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.

Variables	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	Evidence of the following is essential:
	• 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 And consumer protection proclamation • 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 of: • 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 exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Business Level V	
Unit Title	**Develop a Workplace Learning Environment**
Unit Code	**TRD IBS5 09 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance.

Elements	Performance Criteria
1. Create learning opportunities	1.1 Potential formal and informal **learning opportunities** are identified.
	1.2 **Learning needs** of individuals are identified in relation to the needs of the team and/or enterprise, and available learning opportunities.
	1.3 **Learning plans** are developed and implemented as an integral part of individual and team performance plans.
	1.4 Strategies are developed to ensure learning plans reflect the **diversity of needs**.
	1.5 Organizational procedures are ensured to maximize individual and team access, and participation, learning opportunities.
	1.6 Effective liaison is ensured to occur with **training and development specialists** and contributed to learning opportunities which enhance individual; team and organizational performance.
2. Facilitate and promote learning	2.1 Strategies are developed to ensure workplace learning, opportunities used and team members encouraged to share their skills and knowledge to **encourage a learning culture** within the team.
	2.2 Organizational procedures are implemented to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes.
	2.3 Policies and procedures are implemented to encourage team members to assess their own competencies, and their own learning and development needs are identified.
	2.4 The benefits of learning is shared with others in the team

		2.5	Workplace achievement, appropriate recognition, feedback and rewards are recognized timely.
3. Monitor and improve learning effectiveness	3.1	Strategies are used to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any Occupational Health and Safety (OHS) issues.	
	3.2	Feedback from individuals and teams is used to identify and improvements are introduced in future learning arrangements.	
	3.3	Adjustments negotiated with training and development specialists are made for improvements to the efficiency and effectiveness of learning.	
	3.4	Processes are used to ensure records and reports of competency are documented and maintained within the organization's systems and procedures to inform future planning.	

Variables	Range
Learning opportunities	May include: • structured learning activities conducted outside and within the workplace such as: • accredited training through an independent organization such as a state/territory OHS authority • action learning • short courses • training through a Registered Training Organization (RTO) leading to a nationally recognized Ethiopian Qualifications Framework (AQF) qualification or Statement of Attainment • workshops • workplace learning activities, that may also contribute to a recognised credential, such as: • coaching • exchange/rotation • induction • mentoring • shadowing
Learning needs	May include: • developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles

	• gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks
Learning plans	May include: • codes of conduct • key performance indicators • negotiated agreement with individual/s • OHS requirements • performance standards • team competencies • team roles and responsibilities • work outputs and processes
Diversity of needs	May include: • learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
Training and development specialists	May include: • internal • external
Encourage a learning culture	May refer to: • encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential: • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • management of relationships to achieve a learning environment • principles and techniques involved in the management and organisation of: • adult learning • coaching and mentoring • consultation and communication • improvement strategies • leadership • learning environment and learning culture

	• monitoring and reviewing workplace learning • problem identification and resolution • record keeping and management methods • structured learning • work-based learning
Underpinning Skills	Demonstrate skills of: • communication skills to: • deal with people openly and fairly • encourage colleagues to share their knowledge and skills • gain the trust and confidence of colleagues • use consultation skills effectively • literacy skills to access and use workplace information • planning and organisational skills to facilitate, promote and monitor learning by: • developing learning plans • establishing a workplace which is conducive to learning • evaluating the effectiveness of learning • identifying learning needs • negotiating learning arrangements with training and development specialists • selecting and using work activities to create learning opportunities • using coaching and mentoring to support learning
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 exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Business Level V	
Unit Title	**Manage Risk**
Unit Code	**TRD IBS5 10 0714**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage risks in a range of contexts across the organisation or for a specific business unit or area.

Elements	Performance Criteria
1. Establish risk context	1.1 Organisational processes, procedures and requirements are reviewed for undertaking **risk** management.
	1.2 **Scope** is determined for risk management process.
	1.3 Internal and external stakeholders and their issues are identified.
	1.4 Political, economic, social, legal, and technological and policy context are reviewed.
	1.5 Strengths and weaknesses of existing arrangements are reviewed.
	1.6 Critical success factors, goals or objectives are documented for area included in scope.
	1.7 Support is obtained for risk management activities.
	1.8 **Relevant parties** are communicated about the risk management process and participation is invited.
2. Identify risks	2.1 Relevant parties are invited to assist in the identification of risks.
	2.2 Risks that may apply to scope are **researched**.
	2.3 **Tools and techniques** are used to generate a list of risks that apply to the scope in consultation with relevant parties.
3. Analyse risks	3.1 **Likelihood** of risks occurring is assessed.
	3.2 **Impact or consequence** is assessed if risks occur.
	3.3 Risks is **evaluated** and prioritised for treatment.
4. Select and implement treatments	4.1 Most appropriate **options** are determined and selected for treating risks.
	4.2 An **action plan** is developed for implementing risk treatment.

	4.3 Risk management processes are communicated to relevant parties.
	4.4 All documentations are ensured to be order and appropriately stored.
	4.5 Action plan is implemented and monitored.
	4.6 Risk management process is evaluated.

Variables	Range
Risk	May include those relating to: • commercial relationships • economic circumstances and scenarios • human behaviour • individual activities • legislation • management activities and controls • natural events • political circumstances • technology
Scope	May apply to: • given project • specific business unit or area • specific functional such as: • financial management • OHS • governance • external environment • internal environment • whole organisation
Relevant parties	May include: • all staff • internal and external stakeholders • senior management • specific teams or business units • technical experts
Researching	May include: • data or statistical information • information from other business areas • lessons learned from other projects or activities • market research • previous experience • public consultation • review of literature and other information sources

Tools and techniques	May include:
	• brainstorms
	• checklists
	• fishbone diagrams
	• flowcharts
	• scenario analysis
Likelihood	May refer to:
	• probability of a given risk occurring, such as:
	• very likely
	• likely
	• possible
	• unlikely
	• rare
Impact or consequence	May refer to:
	• significance of outcomes if the risk occurs, such as:
	• disastrous
	• severe
	• moderate impact
	• minimal impact
Evaluating	May include:
	• considering the likelihood of the risk occurring
	• considering the impact of the risk
	• determining which risks are most significant and are therefore priorities for treatment
Options	May include:
	• avoiding the risk
	• changing the consequences
	• changing the likelihood
	• retaining the risk
	• sharing the risk with a third party
Action plan	May include:
	• what actions are required
	• who is taking responsibility
	• time lines
	• monitoring processes

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential:
	• risk management plan which includes a detailed stakeholder analysis, explanation of the risk context, critical success factors, identified and analysed risks, and treatments for prioritised risks
	• details of monitoring arrangements for risk management

	plan and an evaluation of the risk management plan's efficacy in treating risks • knowledge of relevant legislation, codes of practice and national standards
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • ISO 31000:2009 Risk Management - Principles and Guidelines • legislation, codes of practice and national standards, for example: • duty of care • company law • contract law • environmental law • freedom of information • industrial relations law • privacy and confidentiality • legislation relevant to organization's operations • legislation relevant to operation as a business entity • organisational policies and procedures, including: • risk management strategy • policies and procedures for risk management • overall operations of organisation • reasonable adjustment in the workplace for people with a disability • types of available insurance and insurance providers
Underpinning Skills	Demonstrate knowledge of: • communication and literacy skills to consult and negotiate, to prepare communications about risk management, and to encourage stakeholder involvement • organisational and management skills to plan and implement risk management processes • problem solving and innovation skills to find practical ways to manage identified risks
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	Competence may be assessed through: • 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: International Business Level V	
Unit Title	**Manage Project Quality**
Unit Code	**TRD IBS5 11 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 processes and procedures.
	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: International Business Level V	
Unit Title	**Facilitate and Capitalize on Change and Innovation**
Unit Code	**TRD IBS5 12 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 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: International Business Level V	
Unit Title	**Manage Continuous Improvement Process (Kaizen)**
Unit Code	**TRD IBS5 13 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:

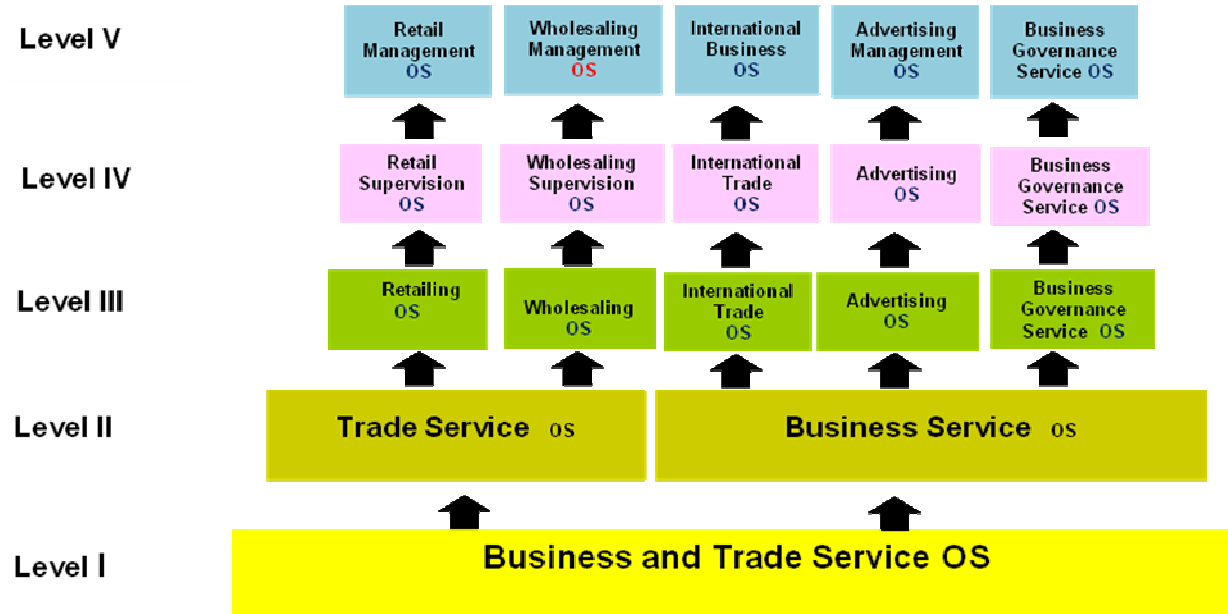|	

	• Operation 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 - 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: ➤ 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

Level V	Retail Management OS	Wholesaling Management OS	International Business OS	Advertising Management OS	Business Governance Service OS
	⬆	⬆	⬆	⬆	⬆
Level IV	Retail Supervision OS	Wholesaling Supervision OS	International Trade OS	Advertising OS	Business Governance Service OS
	⬆	⬆	⬆	⬆	⬆
Level III	Retailing OS	Wholesaling OS	International Trade OS	Advertising OS	Business Governance Service OS
	⬆	⬆	⬆	⬆	⬆
Level II	Trade Service OS		Business Service OS		
	⬆		⬆		
Level I	Business and Trade Service OS				

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

COMMENT TEMPLATE

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- **Phone# +251911207386/+251911641248/+251923787992 and**
- **E-mail: bizunehdebebe@yahoo.com/   Abebaw_maemer@yahoo.com /won_get@yahoo.com**.