



Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD  
INTERNATIONAL TRADE  
NTQF Level III and IV



*Ministry of Education  
July 2014*

## Introduction

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

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

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

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

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

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

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

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

## UNIT OF COMPETENCE CHART

Occupational Standard: International Trade

Occupational Code: **TRD INT**

### *NTQF Level III*

**TRD INT3 01 0714**

Apply Knowledge of International Trade Environment

**TRD INT3 02 0714**

Organize the Importing and Exporting of Goods

**TRD INT3 03 0714**

Assist in the International Transfer of Services

**TRD INT3 04 0714**

Prepare Business Documents

**TRD INT3 05 0714**

Apply Knowledge of International Finance and Insurance

**TRD INT3 06 0714**

Deliver and Monitor a Service to Customers

**TRD INT3 07 0714**

Work Effectively with Diversity

**TRD INT3 08 0714**

Conduct Online Transactions

**TRD INT3 09 0714**

Design and Produce Business Documents

**TRD INT3 10 0714**

Monitor Implementation of Work Plan/Activities

**TRD INT3 11 0714**

Apply Quality Control

**TRD INT3 12 0714**

Lead Workplace Communication

**TRD INT3 13 0714**

Lead Small Teams

**TRD INT3 14 0714**

Improve Business Practice

**TRD INT3 15 0714**

Prevent and Eliminate MUDA

#### **NTQF Level IV**

**TRD INT4 01 0714**

Research  
International Business  
Opportunities

**TRD INT4 02 0714**

Apply Knowledge of  
Import and Export  
International  
Conventions, Laws  
and Finance

**TRD INT4 03 0714**

Prepare Business  
Advice on Export Free  
on Board Value

**TRD INT4 04 0714**

Research  
International Markets

**TRD INT4 05 0714**

Plan for International  
Trade

**TRD INT4 06 0714**

Market Goods and  
Services  
Internationally

**TRD INT4 07 0714**

Implement  
International Client  
Relationship  
Strategies

**TRD INT4 08 0714**

Report on Financial  
Activity

**TRD INT4 09 0714**

Coordinate Business  
Resources

**TRD INT4 10 0714**

Design and Develop  
Complex Text  
Documents

**TRD INT4 11 0714**

Plan and Organize  
Work

**TRD INT4 12 0714**

Migrate to New  
Technology

**TRD INT4 13 0714**

Establish Quality  
Standards

**TRD INT4 14 0714**

Develop Individuals  
and Team

**TRD INT4 15 0714**

Utilize Specialized  
Communication Skills

**TRD INT4 16 0714**

Manage Micro, Small  
and Medium  
Enterprises (MSMEs)

**TRD INT4 17 0714**

Apply Problem Solving  
Techniques and Tools

# NTQF Level III

Occupational Standard: International Trade Level III	
Unit Title	Apply Knowledge of International Trade Environment
Unit Code	<a href="#">TRD INT3 01 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to complete work in an international trade context based on a demonstrated knowledge of the international trade environment.

Elements	Performance Criteria
1. Identify international and Ethiopian regulatory bodies and their roles and responsibilities	<p>1.1 Personal knowledge of relevant international and Ethiopian <b>regulatory bodies</b>, their roles and responsibilities and the required skills in applying this knowledge are assessed to determine currency and adequacy.</p> <p>1.2 Knowledge and skills gaps are identified.</p> <p>1.3 <b>Assistance</b> is sought as required to identify relevant bodies, their roles and responsibilities and their impact on own work.</p> <p>1.4 <b>Learning</b> is undertaken to ensure currency and adequacy of knowledge and skills concerning regulatory bodies, their roles and responsibilities and their impact on own work.</p>
2. Identify significant trade routes and modes of transport	<p>2.1 Personal knowledge of significant trade routes and modes of transport and the required skills in applying this knowledge are assessed to determine currency and adequacy.</p> <p>2.2 Knowledge and skills gaps are identified.</p> <p>2.3 Assistance is sought as required to identify significant trade routes and modes of transport, and their impact on own work</p> <p>2.4 Learning is undertaken to ensure currency and adequacy of knowledge and skills concerning significant trade routes and modes of transport, and their impact on own work.</p>
3. Investigate available sources of information about international trade	<p>3.1 Specific needs for information are determined.</p> <p>3.2 Organization's <b>resources</b> are accessed to meet information requirements.</p> <p>3.3 Information is used to address specific work needs and to identify further information requirements.</p>

	3.4 External information resources are accessed to meet further information requirements.
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<b>Variables</b>	<b>Range</b>
Regulatory bodies	<p>May include:</p> <ul style="list-style-type: none"> <li>• Ethiopian Customs Service</li> <li>• Ethiopian Federal Police</li> <li>• Ethiopian Quarantine Inspection Service (AQIS)</li> <li>• Ethiopian Taxation Office</li> <li>• relevant Ethiopian government departments or agencies with particular interest in specific trade areas</li> <li>• other comparable national and international regulatory bodies (e.g. International Monetary Fund, World Trade Organization, World Bank, International Chamber of Commerce)</li> <li>• national bank of Ethiopia</li> </ul>
Assistance	<p>May include:</p> <ul style="list-style-type: none"> <li>• advice from more experienced colleagues, technical experts, internet, intranet, induction kits, internal training materials and programs</li> <li>• consulting technical experts in the industry, professional associations, training providers, government bodies and agencies</li> <li>• using reference material within the organisation from training providers and government bodies and agencies, professional libraries, trade journals</li> </ul>
Learning	<p>May include:</p> <ul style="list-style-type: none"> <li>• coaching and mentoring</li> <li>• formal courses of any length</li> <li>• informal learning through reading, attending conferences, reading trade journals, discussions with colleagues, short course attendance, web browsing, industry seminars</li> </ul>
Resources	<p>May include:</p> <ul style="list-style-type: none"> <li>• external resources</li> <li>• government agencies and publications, copies of legislation and explanatory notes</li> <li>• industry/professional associations</li> <li>• internal resources</li> <li>• internet and organisation's intranet</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• determining information needs as assigned by senior members of the organisation</li> <li>• using a variety of internal and external sources to gather information</li> <li>• examples of completed tasks that apply knowledge of international and Ethiopian regulatory bodies, their roles and responsibilities and significant trade routes and modes of transport</li> <li>• carrying out self assessment to address gaps in knowledge or skills</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• significant trade routes and modes of transport</li> <li>• relevant international and Ethiopian regulatory bodies, their roles and responsibilities</li> <li>• historical and contemporary context of trade, particularly as this affects Ethiopian trade</li> <li>• internal and external information sources related to regulatory bodies, trade routes and transport modes</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• analysis skills to evaluate skill and knowledge gaps</li> <li>• problem-solving skills to identify appropriate sources of information</li> <li>• literacy skills to read a variety of texts and work plans</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting</p>



Occupational Standard: International Trade Level III	
Unit Title	Organize the Importing and Exporting of Goods
Unit Code	<a href="#">TRD INT3 02 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide general assistance to senior staff in organising the importing and exporting of goods.

Elements	Performance Criteria
1. Follow organisational systems and processes for organising the importation and exportation of goods	<p>1.1 Goods to be imported or exported are detailed according to <b>characteristics</b>.</p> <p>1.2 <b>Regulations and permits</b> relating to international movement of specific goods are identified and accessed with assistance of manager, supervisor or more senior personnel.</p> <p>1.3 Required <b>processes</b> are researched and documented to import or export specific goods as assigned by and under direction of manager, supervisor or more senior personnel.</p> <p>1.4 Assistance is sought as required to research import or export requirements.</p>
2. Contribute to cost calculations	<p>2.1 Components of <b>costs</b> of importing or exporting specific goods are discussed and recorded with supervisor or manager.</p> <p>2.2 A <b>determination of components of costs</b> is made.</p> <p>2.3 Assistance in assigned tasks related to calculate costs is sought as required for international movement of goods.</p> <p>2.4 Costs for international movement of goods are documented in accordance with workplace procedures.</p> <p>2.5 Cost calculation and completeness are checked for accuracy prior to forwarding to supervisor or manager.</p> <p>2.6 Any revisions are finalized and rechecked to calculations by self and supervisor or manager.</p>
3. Assist in completing required documentation	<p>3.1 Required documentation is completed and collated for international movement of goods.</p> <p>3.2 Assistance is sought as required in completing and checking documentation.</p> <p>3.3 Required documents are checked and forwarded for</p>

	<p>further checking by supervisor or manager.</p> <p>3.4 Documents are finalized and submitted or lodged with <b>relevant parties</b>.</p> <p>3.5 Copies of required documents are identified and filed in accordance with workplace procedures.</p>
4. Communicate with carriers	<p>4.1 Customs licensed places and transportation <b>services</b> are identified to be used in the international movement of goods with assistance of supervisor, manager or more senior personnel.</p> <p>4.2 <b>Communication</b> facilitates arrangements are ensured to move goods within required time lines.</p> <p>4.3 <b>Problems</b> are identified and actions taken as required to facilitate resolution.</p> <p>4.4 Arrangements are followed through for transportation of goods including arrangements with overseas representatives of carriers to finalization, including arrival of goods at intended destination and settlement effected to complete the contract.</p> <p>4.5 Assistance is sought as required in communicating with carriers.</p>

Variables	Range
Characteristics	<p>May include:</p> <ul style="list-style-type: none"> <li>• country of origin or destination</li> <li>• dangerous goods</li> <li>• description of goods</li> <li>• prohibited or restricted goods</li> <li>• temperature controlled cargo</li> <li>• volume to be imported or exported</li> </ul>
Regulations and permits	<p>May include:</p> <ul style="list-style-type: none"> <li>• those issued by the Ethiopian Government: <ul style="list-style-type: none"> <li>➤ Department of Agriculture, Fisheries and Forestry</li> <li>➤ Department of Defense</li> <li>➤ Department of the Environment and Heritage</li> <li>➤ Department of Foreign Affairs and Trade</li> <li>➤ Department of Health and Ageing</li> <li>➤ Department of Industry, Tourism and Resources</li> <li>➤ Office of Film and Literature Classification</li> </ul> </li> <li>• those issued by the: <ul style="list-style-type: none"> <li>➤ Ethiopian Customs Service</li> <li>➤ Ethiopian Federal Police</li> <li>➤ Ethiopian Quarantine and Inspection Service (AQIS)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ other comparable national and international regulatory bodies</li> </ul>
Processes	<p>May include:</p> <ul style="list-style-type: none"> <li>• advice from more experienced colleagues, technical experts, internet, intranet, induction kits, internal training materials and programs</li> <li>• AQIS requirements such as fumigation, quarantine or other</li> <li>• completion of customs declarations</li> <li>• completion of required financial transactions</li> <li>• consulting technical experts in the industry, professional associations, training providers, government bodies and agencies</li> <li>• inspection processes</li> <li>• obtaining necessary permits</li> <li>• transport and warehousing arrangements in country of origin and destination within Ethiopia</li> <li>• using reference material within the organisation from training providers and government bodies and agencies, professional libraries, trade journals</li> </ul>
Costs	<p>May include:</p> <ul style="list-style-type: none"> <li>• administrative charges for handling of commodities</li> <li>• brokerage fees</li> <li>• charges levied in country of origin</li> <li>• government charges such as duty, tariff, permits, goods and services tax (GST)</li> <li>• insurances</li> <li>• interest on borrowed capital</li> <li>• other fees and charges (local and overseas)</li> <li>• packing, port charges, transport and storage charges (local and overseas)</li> </ul>
Determination of components of costs	<p>May include:</p> <ul style="list-style-type: none"> <li>• advice from supervisor or manager, more experienced colleagues, customs brokers, training staff, technical experts</li> <li>• previous history of international movement of goods involving same or comparable countries</li> <li>• quotation or reference to existing tender or contract</li> <li>• reference material within the organisation, training providers, professional libraries, trade journals or accessing internet or organisation's intranet</li> <li>• tables of fees and charges</li> </ul>
Relevant parties	<p>May include:</p> <ul style="list-style-type: none"> <li>• Ethiopian and international regulatory bodies</li> <li>• client (seller and buyer)</li> <li>• financial institutions</li> </ul>

	<ul style="list-style-type: none"> <li>• non-regulatory government agencies</li> <li>• other personnel within the organisation</li> </ul>
Services	<p>May include:</p> <ul style="list-style-type: none"> <li>• air freight</li> <li>• ocean freight</li> <li>• rail transport</li> <li>• road transport</li> <li>• warehousing and storage en route</li> </ul>
Communication	<p>May include:</p> <ul style="list-style-type: none"> <li>• Electronic Data Interchange (EDI)</li> <li>• email</li> <li>• fax</li> <li>• interactive services used to communicate with the Ethiopian Customs Service Integrated Cargo System (ICS)</li> <li>• letter</li> <li>• radio</li> <li>• telephone</li> </ul>
Problems	<p>May include:</p> <ul style="list-style-type: none"> <li>• delays in transit at transfer from one mode of transport to another or at international borders</li> <li>• insurance claims as a result of damage to goods during transit</li> <li>• other problems arising due to weather, industrial action, political unrest</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• providing assistance in the process of both importing and exporting goods</li> <li>• contributing to cost calculations</li> <li>• providing assistance in completing documentation and communicating with carriers</li> <li>• knowledge of legislation, codes of practice and national standards relevant to the work role</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➢ Customs Act</li> <li>➢ Dangerous Goods Act</li> <li>➢ International Commercial Terms (INCOTERMS)</li> <li>➢ trade modernization legislation: Customs Legislation Amendment and Repeal Act, Import Processing Charges</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Act, Customs Depot Licensing Charges Amendment Act</li> <li>➤ Trade Practices Act</li> <li>➤ Warsaw Convention</li> <li>➤ World Trade Organization determinations</li> <li>• significant trade routes and modes of transport</li> <li>• international and Ethiopian regulatory bodies and their roles and responsibilities</li> <li>• organisational policies and procedures relating to business operations in an international trade context</li> <li>• penalties for incorrect customs declarations</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• literacy skills to read and create documentations relation to the import and export of goods</li> <li>• numeracy skills to perform cost calculations</li> <li>• communication skills to resolve disputes or problems with carriers</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Trade Level III	
Unit Title	Assist in the International Transfer of Services
Unit Code	<a href="#">TRD INT3 03 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide general assistance to senior staff in the operational aspects of transferring services internationally.

Elements	Performance Criteria
1. Clarify services to be transferred internationally	<p>1.1 Services to be transferred internationally are determined and supervisor or manager is clarified.</p> <p>1.2 Own role in transfer of services internationally is determined from job description, instructions provided and discussed with supervisor or manager.</p>
2. Contribute to implementing processes for transfer of 2services	<p>2.1 Preferred and required processes are clarified and documented for transfer of services with supervisor or manager.</p> <p>2.2 Required <b>permit application forms</b> are obtained for transfer of services internationally.</p> <p>2.3 Permit application forms are completed with assistance as required.</p> <p>2.4 Any <b>other documents</b> required for transfer arrangements are completed with assistance as required and as assigned.</p> <p>2.5 Documents are checked for accuracy and completeness.</p>
3. Contribute to cost calculations	<p>3.1 Components of <b>costs</b> for international transfer of services are discussed and recorded with supervisor or manager.</p> <p>3.2 A <b>determination of components of costs</b> is made.</p> <p>3.3 Assistance in assigned tasks related to calculating costs is sought as required for international transfer of services.</p> <p>3.4 Costs are documented for international transfer of services in accordance with workplace procedures.</p> <p>3.5 Cost calculation is checked for accuracy and completeness prior to forwarding to supervisor or manager.</p> <p>3.6 Any revisions are finalized and rechecked to calculations made by self and supervisor or manager.</p>

4. Assist in completing required documentation	<p>4.1 Required documentations are completed and collated by self and others in the workplace.</p> <p>4.2 Assistance required for international transfer of services is sought as required in completing and checking documentation.</p> <p>4.3 Required documents are checked by self and forwarded for checking by supervisor or manager.</p> <p>4.4 Documents are finalized, submitted to or lodged with <b>relevant parties</b>.</p> <p>4.5 Copies of documents required for filing are identified and filed according to workplace procedures.</p>
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Variables	Range
Permit application forms	<p>May include:</p> <ul style="list-style-type: none"> <li>• payment of charges levied by the Ethiopian government and international governments</li> <li>• permits from regulatory bodies (Ethiopian and international)</li> </ul>
Other documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• marketing information</li> <li>• materials to support transfer of services such as training materials, technical data and information, enrolment forms</li> <li>• quotation proformas</li> <li>• standard contract forms</li> <li>• standard licensing agreements form</li> </ul>
Costs	<p>May include:</p> <ul style="list-style-type: none"> <li>• labour costs including consultancy</li> <li>• licensing fees</li> <li>• marketing costs</li> <li>• materials costs</li> <li>• profit margin</li> <li>• project management costs</li> <li>• setting up costs</li> </ul>
Determination of components of costs	<p>May include:</p> <ul style="list-style-type: none"> <li>• advice from supervisor or manager, more experienced colleagues, customs brokers, training staff, technical experts</li> <li>• previous history of international service transfer involving same or comparable countries</li> <li>• quotation or reference to existing tender or contract</li> <li>• reference material within the organisation, training providers, professional libraries, trade journals, internet or organisation's intranet</li> </ul>

	<ul style="list-style-type: none"> <li>• tables of fees and charges</li> </ul>
Relevant parties	<p>May include:</p> <ul style="list-style-type: none"> <li>• Ethiopian and international regulatory bodies</li> <li>• client (seller and buyer)</li> <li>• non-regulatory government agencies</li> <li>• other personnel within organisation</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• providing assistance to arrange for the international transfer of services</li> <li>• contributing to cost calculations</li> <li>• assisting in the completion of documentation</li> <li>• knowledge of legislation, codes of practice and national standards relevant to the work role</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge to:</p> <ul style="list-style-type: none"> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➢ Customs Act</li> <li>➢ Dangerous Goods Act</li> <li>➢ International Commercial Terms (INCOTERMS)</li> <li>➢ trade modernization legislation: Customs Legislation Amendment and Repeal Act, Import Processing Charges Act, Customs Depot Licensing Charges Amendment Act</li> <li>➢ Trade Practices Act</li> <li>➢ trade modernization legislation: Customs Legislation Amendment and Repeal Act, Import Processing Charges Act, Customs Depot Licensing Charges Amendment Act</li> <li>➢ Warsaw Convention</li> <li>➢ World Trade Organization determinations</li> </ul> </li> <li>• company history of arranging transfer of services internationally</li> <li>• international and Ethiopian regulatory bodies, their roles and responsibilities</li> <li>• enterprise policies and procedures relating to business operations in an international context</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• communication skills to clarify requirements with supervisor or manager</li> </ul>



	<ul style="list-style-type: none"> <li>• planning and organising skills to meet deadlines</li> <li>• literacy skills to read and create documentation and to obtain permits</li> <li>• numeracy skills to undertake cost calculations</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Trade Level III	
Unit Title	Prepare Business Documents
Unit Code	<a href="#">TRD INT3 04 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to contribute to the preparation of business documents required for the trade of goods internationally.

Elements	Performance Criteria
1. Identify goods to be transported internationally	<p>1.1 <b>Requirements</b> for transport of goods internationally are discussed with supervisor or manager.</p> <p>1.2 Contributions and suggestions are made to assist in developing recommended options for arranging international transport of goods based on previous experience.</p> <p>1.3 Recommendations for international transport of goods made are recorded for further investigation.</p>
2. Determine method of transport	<p>2.1 Options and requirements are investigated for <b>method of transport</b>.</p> <p>2.2 <b>Suitability and availability</b> of recommended transport options are determined and documented.</p> <p>2.3 Details of documented options for method of transport for goods are forwarded to supervisor or manager for selection and approval.</p> <p>2.4 <b>Assistance</b> is sought as required to determine method of transportation.</p>
3. Determine packaging and stowage requirements	<p>3.1 Options and requirements are investigated for packaging and stowage.</p> <p>3.2 Suitability and availability of recommended packaging and stowage are determined and documented.</p> <p>3.3 Details of documented options for packaging and stowage of goods are forwarded to supervisor or manager for selection and approval.</p> <p>3.4 Assistance is sought as required to determine packaging and stowage of goods.</p>
4. Contribute to cost calculations	<p>4.1 Components of <b>costs</b> for international transportation of goods are discussed and recorded with supervisor or manager.</p>

	<p>4.2 A <b>determination of components of costs</b> is made.</p> <p>4.3 Assistance is sought as required in assigned tasks related to calculate costs for international transportation of goods.</p> <p>4.4 Costs for international transportation of goods are documented in accordance with workplace procedures.</p> <p>4.5 Cost calculation is checked for accuracy and completeness prior to forwarding to supervisor or manager.</p> <p>4.6 Any revisions to calculations are finalized and rechecked by self and supervisor or manager.</p>
5. Complete required documentation	<p>5.1 Required documentation is completed and collated by self and others in the workplace.</p> <p>5.2 Assistance is sought as required in completing and checking documentation required for international transportation of goods.</p> <p>5.3 Required documents are checked by self and forwarded for checking by supervisor or manager.</p> <p>5.4 Documents to be submitted or lodged are finalized and submitted with <b>relevant parties</b>.</p> <p>5.5 Copies of documents required for filing are identified and filed in accordance with workplace procedures.</p>

Variables	Range
Requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• designated time lines</li> <li>• destination/origin of goods</li> <li>• handling instructions for cargo (especially for dangerous goods or temperature controlled goods)</li> <li>• mode of transport</li> <li>• nature of goods</li> <li>• other documents specific to goods, country of origin/destination</li> <li>• packaging and stowage, transportation and warehousing instructions</li> <li>• permits from regulatory bodies (Ethiopian and international)</li> <li>• quarantine requirements</li> <li>• separation of dangerous goods in transit</li> </ul>

Method of transport	<p>May include:</p> <ul style="list-style-type: none"> <li>• air freight</li> <li>• rail transport</li> <li>• road transport</li> <li>• shipping</li> <li>• other transport modes</li> <li>• warehousing and stowage en route and at point of destination while awaiting transportation within country of destination</li> </ul>
Suitability and availability	<p>May include:</p> <ul style="list-style-type: none"> <li>• compliance with regulations (e.g. prohibition on air freight of certain classes of dangerous goods)</li> <li>• cost</li> <li>• country of origin/destination and connecting trade routes</li> <li>• specialised transportation requirements (e.g. temperature controlled goods)</li> <li>• travel time</li> <li>• whether option being investigated is available at time and is appropriate for goods to be transported</li> </ul>
Assistance	<p>May include:</p> <ul style="list-style-type: none"> <li>• advice from more experienced colleagues, technical experts, internet, intranet, induction kits, internal training materials and programs</li> <li>• consulting technical experts in the industry, professional associations, training providers, government bodies and agencies</li> <li>• using reference material within the organisation, from training providers and government bodies and agencies, professional libraries, trade journals</li> </ul>
Costs	<p>May include:</p> <ul style="list-style-type: none"> <li>• costs for permits</li> <li>• duty, tariffs</li> <li>• fees and charges levied by regulatory authorities</li> <li>• insurances</li> <li>• interest on borrowed capital</li> <li>• labour costs</li> <li>• profit margin</li> <li>• taxes as applicable</li> <li>• transport and storage costs</li> </ul>
Determination of components of costs	<p>May include:</p> <ul style="list-style-type: none"> <li>• calculation based on standard rates or rates per item/container/tonnage</li> <li>• internet or organisation's intranet</li> <li>• previous history of goods transported internationally to/from same destination/origin</li> </ul>

	<ul style="list-style-type: none"> <li>• quotation or reference to existing tender or contract</li> <li>• tables of fees and charges</li> </ul>
Relevant parties	<p>May include:</p> <ul style="list-style-type: none"> <li>• Ethiopian and international regulatory bodies</li> <li>• client (seller and buyer)</li> <li>• customs brokers and other external parties assisting in movement of goods</li> <li>• non-regulatory government agencies</li> <li>• other personnel within organisation</li> <li>• transport and warehousing companies</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• providing assistance to arrange for the international transportation of goods</li> <li>• assisting in determining method and costs of transportation, including packaging and stowage requirements</li> <li>• accurate and timely completion of required documentation for submission or lodgement with relevant parties</li> <li>• knowledge of legislation, codes of practice and national standards relevant to the work role</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge for:</p> <ul style="list-style-type: none"> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➢ Customs Act</li> <li>➢ Dangerous Goods Act</li> <li>➢ International Commercial Terms (INCOTERMS)</li> <li>➢ trade modernization legislation: Customs Legislation Amendment and Repeal Act, Import Processing Charges Act, Customs Depot Licensing Charges Amendment Act</li> <li>➢ Trade Practices Act</li> <li>➢ Warsaw Convention</li> <li>➢ World Trade Organization determinations</li> </ul> </li> <li>• significant trade routes and modes of transport relevant to the work role in assisting with operational aspects of international transportation of goods</li> <li>• international and Ethiopian regulatory bodies, their roles and responsibilities relevant to the work role in assisting with operational aspects of international transportation of goods</li> <li>• enterprise policies and procedures relating to business</li> </ul>

	<p>operations in an international trade context</p> <ul style="list-style-type: none"> <li>• penalties for incorrect customs declarations</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• analysis skills to evaluate skill and knowledge gaps</li> <li>• planning and organising skills to prepare appropriate documentation within designated time lines</li> <li>• literacy skills to read and produce a variety of documents</li> <li>• numeracy skills to calculate costs</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting</p>

Occupational Standard: International Trade Level III	
Unit Title	Apply Knowledge of International Finance and Insurance
Unit Code	<a href="#">TRD INT3 05 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply knowledge of international finance and insurance to complete work requirements.

Elements	Performance Criteria
1. Maintain currency of knowledge of finance and insurance	<p>1.1 Personal knowledge and skills in the area of finance and insurance are assessed against needs and <b>available standards</b> to determine currency and adequacy of own knowledge and skills.</p> <p>1.2 The various insurance types available and their application are identified for international trade.</p> <p>1.3 Knowledge and skills gaps are identified.</p> <p>1.4 <b>Development</b> is undertaken to ensure currency and adequacy of knowledge and skills in applying finance and insurance to own work.</p>
2. Identify information requirements and access available information	<p>2.1 Specific needs for information are determined.</p> <p>2.2 <b>Enterprise resources</b> are accessed to obtain available information.</p> <p>2.3 Information is checked and assessed from available resources against specific needs.</p> <p>2.4 Further <b>information is accessed</b> if required.</p>
3. Interpret and analyse available information	<p>3.1 Available information is collected and collated for analysis.</p> <p>3.2 Available information is interpreted, analyzed and processed to obtain required information.</p> <p>3.3 Assistance of enterprise personnel and relevant third parties is sought if required to interpret, analyze and synthesize required information.</p> <p>3.4 Outputs of analysis process are checked against required information and specific needs.</p> <p>3.5 Further research and analysis are undertaken to meet specific needs if required.</p>
4. Apply knowledge to specific	<p>4.1 Outcomes of research and analysis are used to facilitate international trading operations in compliance with relevant</p>

international trading operations	<p>legislation (Ethiopian and international), trade conventions and agreements and international financing arrangements.</p> <p>4.2 <b>Documentation</b> is completed according to enterprise standards, instructions are supplied with document or form and directions obtained from <b>originator</b> of form or document.</p> <p>4.3 Documentation is checked for <b>accuracy and correctness</b> by self and manager or supervisor as required.</p>
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Variables	Range
Available standards	<p>May include:</p> <ul style="list-style-type: none"> <li>• competency standards</li> <li>• enterprise standards</li> <li>• industry standards</li> <li>• specific training courses related to international trade</li> </ul>
Development	<p>May include:</p> <ul style="list-style-type: none"> <li>• formal training courses</li> <li>• industry-based seminars</li> <li>• information sessions hosted by government departments, industry associations</li> <li>• mentoring/coaching arrangements</li> <li>• reading programs</li> </ul>
Enterprise resources	<p>May include:</p> <ul style="list-style-type: none"> <li>• enterprise knowledge management system</li> <li>• enterprise library or filing system</li> <li>• government publications (Ethiopian and international)</li> <li>• other personnel in the enterprise</li> </ul>
Accessing information	<p>May include:</p> <ul style="list-style-type: none"> <li>• external resources, internet, government agencies</li> <li>• external libraries</li> <li>• information 'hotlines' and 'help desks'</li> <li>• International Chamber of Commerce</li> <li>• specialist external consultants</li> </ul>
Documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>• financial calculations related to taxation, fees, quotations</li> <li>• forms such as insurance claims or applications for policies, banking forms, internal requirements</li> <li>• letters, memos, reports, other internal documents</li> <li>• permit applications with regulatory authorities</li> </ul>



Originator of documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>external sources including bank or financial institution, insurance broker or agency, regulatory authority</li> <li>internal sources within organisation</li> </ul>
Accuracy and correctness	<p>May include:</p> <ul style="list-style-type: none"> <li>accuracy of calculations</li> <li>correct spelling, grammar and syntax</li> <li>required format</li> <li>veracity of information supplied</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>accessing, analysing and applying information related to finance and insurance to international trading operations</li> <li>completing documentation related to finance and insurance of international trading operations</li> <li>knowledge of financial risk and financing options for mitigating risk</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstration knowledge for:</p> <ul style="list-style-type: none"> <li>identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➤ contract law</li> <li>➤ Customs Act</li> <li>➤ International Commercial Terms (INCOTERMS)</li> <li>➤ trade modernization legislation: Customs Legislation Amendment and Repeal Act, Import Processing Charges Act, Customs Depot Licensing Charges Amendment Act</li> <li>➤ Trade Practices Act</li> <li>➤ Warsaw Convention</li> <li>➤ World Trade Organization determinations</li> </ul> </li> <li>enterprise policies and procedures relating to international trading operations</li> <li>financial risk and financing options for mitigating risk</li> <li>regulatory authorities, their roles in international trade, and penalties for incorrect documentation and declarations</li> <li>current political events related to countries with which organisation is trading</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> </ul>

	<ul style="list-style-type: none"> <li>• literacy skills to access and interpret documentation</li> <li>• numeracy skills to ensure accuracy of calculations for fees and charges, currency conversions and payments required</li> <li>• analysis skills to evaluate knowledge and skills gaps</li> <li>• problem-solving skills to identify information requirements</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Trade Level III	
Unit Title	Deliver and Monitor a Service to Customers
Unit Code	<a href="#">TRD INT3 06 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers. Operators may exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over either a short or long term interaction.

Elements	Performance Criteria
1. Identify customer needs	<p>1.1 <b>Appropriate interpersonal skills</b> are used to accurately identify and <b>customer needs and expectations</b> clarified.</p> <p>1.2 Customer needs are assessed for urgency to determine priorities for service delivery according to <b>organisational requirements</b>.</p> <p>1.3 <b>Effective communication</b> is used to inform customers about available choices for meeting their needs and assist in the selection of preferred options.</p> <p>1.4 Limitations are identified in addressing customer needs and appropriate assistance is sought from <b>designated individuals</b>.</p>
2. Deliver a service to customers	<p>2.1 Prompt service is provided to customers to meet identified needs in accordance with organisational requirements.</p> <p>2.2 Appropriate rapport is established and maintained with customers to ensure completion of quality service delivery.</p> <p>2.3 <b>Customer complaints</b> are sensitively and courteously handled in accordance with organisational requirements.</p> <p>2.4 Assistance is provided or responded to customers with <b>specific needs</b> according to organisational requirements.</p> <p>2.5 Available <b>opportunities</b> are identified and used to promote and enhance services and products to customers.</p>
3. Monitor and report on service delivery	<p>3.1 Customer satisfaction is regularly reviewed with service delivery using <b>verifiable evidence</b> according to organisational requirements.</p> <p>3.2 Opportunities are identified to enhance the quality of service and products, and pursued within organisational</p>

	<p>requirements.</p> <p>3.3 Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements.</p> <p>3.4 Customer feedback and use are regularly sought to improve the provision of products and services.</p> <p>3.5 Reports are ensured to be clear, detailed and contain recommendations focused on critical aspects of service delivery.</p>
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<b>Variables</b>	<b>Range</b>
Appropriate interpersonal skills	<p>May include:</p> <ul style="list-style-type: none"> <li>• listening actively to what the customer is communicating</li> <li>• providing an opportunity for the customer to confirm their request</li> <li>• questioning to clarify and confirm customer needs</li> <li>• seeking feedback from the customer to confirm understanding of needs</li> <li>• summarising and paraphrasing to check understanding of customer message</li> <li>• using appropriate body language</li> </ul>
Customers	<p>May include:</p> <ul style="list-style-type: none"> <li>• corporate customers</li> <li>• individual members of the organisation</li> <li>• individual members of the public</li> <li>• internal or external</li> <li>• other agencies</li> </ul>
Customer needs and expectations	<p>May include:</p> <ul style="list-style-type: none"> <li>• accuracy of information</li> <li>• advice or general information</li> <li>• complaints</li> <li>• fairness/politeness</li> <li>• further information</li> <li>• making an appointment</li> <li>• prices/value</li> <li>• purchasing organisation's products and services</li> <li>• returning organisation's products and services</li> <li>• specific information</li> </ul>
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• defined resource parameters</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and</li> </ul>

	<p>requirements</p> <ul style="list-style-type: none"> <li>• OHS policies, procedures and programs</li> <li>• payment and delivery options</li> <li>• pricing and discount policies</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> <li>• replacement and refund policy and procedures</li> <li>• who is responsible for products or services</li> </ul>
Effective communication	<p>May include:</p> <ul style="list-style-type: none"> <li>• giving customers full attention</li> <li>• maintaining eye contact, except where eye contact may be culturally inappropriate</li> <li>• speaking clearly and concisely</li> <li>• using active listening techniques</li> <li>• using appropriate language and tone of voice</li> <li>• using clear written information/communication</li> <li>• using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)</li> <li>• using open and/or closed questions</li> </ul>
Designated individuals	<p>May include:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• customers</li> <li>• line management</li> <li>• supervisor</li> </ul>
Customer complaints	<p>May include:</p> <ul style="list-style-type: none"> <li>• administrative errors such as incorrect invoices or prices</li> <li>• customer satisfaction with service quality</li> <li>• damaged goods or goods not delivered</li> <li>• delivery errors</li> <li>• product not delivered on time</li> <li>• service errors</li> <li>• warehouse or store room errors such as incorrect product delivered</li> </ul>
Specific needs	<p>May include:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• beliefs/values</li> <li>• culture</li> <li>• disability</li> <li>• gender</li> <li>• language</li> <li>• religious/spiritual observances</li> </ul>
Opportunities	<p>May include:</p> <ul style="list-style-type: none"> <li>• extending time lines</li> </ul>

	<ul style="list-style-type: none"> <li>• packaging procedures</li> <li>• procedures for delivery of goods</li> <li>• returns policy</li> <li>• system for recording complaints</li> <li>• updating customer service charter</li> </ul>
Verifiable evidence	<p>May include:</p> <ul style="list-style-type: none"> <li>• customer satisfaction questionnaires</li> <li>• audit documentation and reports</li> <li>• quality assurance data</li> <li>• returned goods</li> <li>• lapsed customers</li> <li>• service calls</li> <li>• complaints</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• identifying needs and priorities of customers</li> <li>• distinguishing between different levels of customer satisfaction</li> <li>• treating customers with courtesy and respect</li> <li>• responding to and reporting on, customer feedback</li> <li>• knowledge of organisational policy and procedures for customer service</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge for:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➢ anti-discrimination legislation</li> <li>➢ ethical principles</li> <li>➢ codes of practice</li> <li>➢ privacy laws</li> <li>➢ financial legislation</li> <li>➢ Occupational Health and Safety (OHS)</li> </ul> </li> <li>• organisational policy and procedures for customer service including handling customer complaints</li> <li>• service standards and best practice models</li> <li>• public relations and product promotion</li> <li>• techniques for dealing with customers, including customers with specific needs</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• analytical skills to identify trends and positions of products and services</li> <li>• communication skills to monitor and advise on customer</li> </ul>

	<p>service strategies</p> <ul style="list-style-type: none"> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➤ edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation</li> <li>➤ prepare general information and papers according to target audience</li> <li>➤ read and understand a variety of texts</li> </ul> </li> <li>• problem solving skills to deal with customer enquiries or complaints</li> <li>• technology skills to select and use technology appropriate to a task</li> <li>• self management skills to: <ul style="list-style-type: none"> <li>➤ comply with policies and procedures</li> <li>➤ consistently evaluate and monitor own performance</li> <li>➤ seek learning opportunities</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Trade Level III	
<b>Unit Title</b>	<b>Work Effectively with Diversity</b>
<b>Unit Code</b>	<a href="#"><u>TRD INT3 07 0714</u></a>
<b>Unit Descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to recognise and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work.

<b>Elements</b>	<b>Performance Criteria</b>
1. Recognise individual differences and respond appropriately	1.1 <b>Individual differences</b> in <b>colleagues</b> , clients and customers are recognized and respected. 1.2 Differences are sensitively responded. 1.3 Behaviour is ensured to be consistent with <b>legislative requirements</b> and <b>enterprise guidelines</b> . 1.4 Diversity is accommodated using appropriate verbal and non-verbal communication.
2. Work effectively with individual differences	2.1 Knowledge, skills and experience of others are recognized and documented in relation to team objectives. 2.2 Colleagues are ensured to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes. 2.3 Relations with customers and clients are ensured to demonstrate diversity valued by the business.

<b>Variables</b>	<b>Range</b>
Individual differences	May include: <ul style="list-style-type: none"> <li>• ability</li> <li>• age</li> <li>• belief systems/values</li> <li>• culture</li> <li>• expertise/experience/working styles</li> <li>• gender</li> <li>• interests</li> <li>• interpersonal style</li> <li>• language</li> <li>• mental ability</li> <li>• past experiences</li> </ul>



	<ul style="list-style-type: none"> <li>• physical characteristics</li> <li>• politics</li> <li>• race</li> <li>• religion</li> <li>• sexual orientation</li> <li>• thinking and learning styles</li> </ul>
Colleagues	<p>May include:</p> <ul style="list-style-type: none"> <li>• internal customers</li> <li>• junior staff</li> <li>• managers and supervisors</li> <li>• peers</li> <li>• stakeholders</li> </ul>
Legislative requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• disability discrimination legislation</li> <li>• human rights and equal opportunity legislation</li> <li>• racial and sex discrimination legislation</li> </ul>
Enterprise guidelines	<p>May include:</p> <ul style="list-style-type: none"> <li>• codes of conduct or ethics</li> <li>• diversity policies</li> <li>• human resources policies and procedures</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• adjusting language and behaviour as required by interactions with diversity</li> <li>• awareness of diversity issues</li> <li>• knowledge of relevant legislation</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➢ anti-discrimination legislation</li> <li>➢ ethical principles</li> <li>➢ codes of practice</li> <li>➢ privacy laws</li> <li>➢ occupational health and safety</li> </ul> </li> <li>• major groups in the community and work environment, as defined by cultural, religious and other traditions and practices</li> <li>• reasonable adjustments that facilitate participation by people with a disability</li> <li>• value of diversity to the economy and society in terms of workforce development, Ethiopia's place in the global economy, innovation and social justice</li> </ul>

Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• problem solving and initiative skills to recognise and address own responses to difference</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Trade Level III	
Unit Title	Conduct Online Transactions
Unit Code	<a href="#">TRD INT3 08 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake a range of online transactions, including banking, buying and selling products and services.

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

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

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• identification and selection of appropriate services to meet defined needs</li> <li>• use of appropriate security considerations</li> <li>• knowledge of policies and procedures relating to the use of the internet and online purchasing</li> </ul>
Underpinning	Demonstrate knowledge of:

Knowledge and Attitudes	<ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➤ anti-discrimination legislation</li> <li>➤ ethical principles</li> <li>➤ codes of practice</li> <li>➤ privacy laws</li> <li>➤ occupational health and safety</li> </ul> </li> <li>• policies and procedures relating to use of the internet and online purchasing</li> <li>• service provider requirements</li> <li>• legal and ethical requirements relating to a range of online transactions</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• communication skills to negotiate with online service provider/s</li> <li>• literacy skills to read and analyse information for its relevance and sufficiency, and to follow policies and procedures</li> <li>• numeracy skills to work with and evaluate monetary figures</li> <li>• technology skills to operate computer and software appropriate to transaction being performed</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting</p>

Occupational Standard: International Trade Level III	
Unit Title	Design and Produce Business Documents
Unit Code	<a href="#">TRD INT3 09 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

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

4. Finalise document	<p>4.1 Document is proofread for readability, accuracy and consistency in language, style and layout prior to final output.</p> <p>4.2 Any modifications to document are made to meet requirements.</p> <p>4.3 Document is <b>named</b> and <b>stored</b> in accordance with organizational requirements and the application is exited without data/loss damage.</p> <p>4.4 Document is printed and presented according to requirements.</p>
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Variables	Range
Technology	May include: <ul style="list-style-type: none"> <li>• computers</li> <li>• photocopiers</li> <li>• printers</li> <li>• scanners</li> </ul>
Software	May include: <ul style="list-style-type: none"> <li>• accounting packages</li> <li>• database packages</li> <li>• presentation packages</li> <li>• spreadsheet packages</li> <li>• word processing packages</li> </ul>
Business documents	May include: <ul style="list-style-type: none"> <li>• accounts statements</li> <li>• client databases</li> <li>• newsletters</li> <li>• project reviews</li> <li>• proposals</li> <li>• reports</li> <li>• web pages</li> </ul>
Organisational requirements	May include: <ul style="list-style-type: none"> <li>• budgets</li> <li>• correctly identifying and opening files</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• locating data</li> <li>• log-on procedures</li> <li>• manufacturers' guidelines</li> <li>• occupational health and safety policies, procedures and programs</li> <li>• quality assurance and/or procedures manuals</li> </ul>

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

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document</li> </ul>



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

Occupational Standard: International Trade Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	<a href="#">TRD INT3 10 0714</a>
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

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

	<p>4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.</p> <p>4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p> <p>4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p>
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Variables	Range
Problems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• difficult customer service situations</li> <li>• equipment breakdown/technical failure</li> <li>• delays and time difficulties</li> <li>• competence</li> </ul>
Workplace records	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• staff records and regular performance reports</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• ability to effectively monitor and respond to a range of common operational and service issues in the workplace</li> <li>• understanding of the role of staff involved in workplace monitoring</li> <li>• knowledge of quality assurance, principles of workflow planning, delegation and problem solving</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• roles and responsibilities in monitoring work operations</li> <li>• overview of leadership and management responsibilities</li> <li>• principles of work planning and principles of delegation</li> <li>• typical work organization methods appropriate to the sector</li> <li>• quality assurance principles and time management</li> <li>• problem solving and decision making processes</li> <li>• industrial and/or legislative issues which affect short term work organization as appropriate to industry sector</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• monitor and improve workplace operations</li> <li>• plan and organize workflow</li> <li>• maintain workplace records</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of	<p>Competence may be assessed through:</p>

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

Occupational Standard: International Trade Level III	
Unit Title	Apply Quality Control
Unit Code	<a href="#">TRD INT3 11 0714</a>
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

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

5. Complete documentation	5.1 Information on quality and other indicators of service performance is recorded. 5.2 All service processes and outcomes are recorded.
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Variable	Range
Quality check	May include but not limited to: <ul style="list-style-type: none"> <li>• Check against design / specifications</li> <li>• Visual inspection and Physical inspection</li> </ul>
Quality standards	May include but not limited to: <ul style="list-style-type: none"> <li>• Materials</li> <li>• Components</li> <li>• Process</li> <li>• Procedures</li> </ul>
Quality parameters	May include but not limited to: <ul style="list-style-type: none"> <li>• Standard Design / Specifications</li> <li>• Material Specification</li> </ul>

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> <li>• Check completed work continuously against organization standard</li> <li>• Identify and isolate faulty or poor service</li> <li>• Check service delivered against organization standards</li> <li>• Identify and apply corrective actions on the causes of identified faults or error</li> <li>• Record basic information regarding quality performance</li> <li>• Investigate causes of deviations of services against standard</li> <li>• Recommend suitable preventive actions</li> </ul>
Underpinning Knowledge	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Relevant quality standards, policies and procedures</li> <li>• Characteristics of services</li> <li>• Safety environment aspects of service processes</li> <li>• Evaluation techniques and quality checking procedures</li> <li>• Workplace procedures and reporting procedures</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• interpret work instructions, specifications and standards appropriate to the required work or service</li> <li>• carry out relevant performance evaluation</li> <li>• maintain accurate work records</li> <li>• meet work specifications and requirements</li> <li>• communicate effectively within defined workplace procedures</li> </ul>

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

Occupational Standard: International Trade Level III	
Unit Title	Lead Workplace Communication
Unit Code	<a href="#">TRD INT3 12 0714</a>
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

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

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



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

Occupational Standard: International Trade Level III	
Unit Title	Lead Small Teams
Unit Code	<a href="#">TRD INT3 13 0714</a>
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the work group.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b></p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement</p> <p>1.4 <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning process</p>
2. Foster individual and organizational growth	<p>2.1 Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of Competence standards</p> <p>2.2 <b>Learning delivery methods</b> are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4 Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of Competence are maintained within</p>

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

Variable	Range		
Learning and development needs	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Coaching, mentoring and/or supervision</li> <li>• Formal/informal learning program</li> <li>• Internal/external training provision</li> <li>• Work experience/exchange/opportunities</li> <li>• Personal study</li> <li>• Career planning/development</li> <li>• Performance appraisals</li> <li>• Workplace skills assessment</li> <li>• Recognition of prior learning</li> </ul>		
Organizational requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Quality assurance and/or procedures manuals</li> <li>• Goals, objectives, plans, systems and processes</li> <li>• Legal and organizational policy/guidelines and requirements</li> <li>• Safety policies, procedures and programs</li> <li>• Confidentiality and security requirements</li> <li>• Business and performance plans</li> <li>• Ethical standards</li> <li>• Quality and continuous improvement processes and standards</li> </ul>		
Feedback on performance	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Formal/informal performance appraisals</li> <li>• Obtaining feedback from supervisors and colleagues</li> <li>• Obtaining feedback from clients</li> <li>• Personal and reflective behavior strategies</li> <li>• Routine and organizational methods for monitoring service delivery</li> </ul>		
Learning	May include but not limited to:		
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delivery methods	<ul style="list-style-type: none"> <li>• On the job coaching or mentoring</li> <li>• Problem solving</li> <li>• Presentation/demonstration</li> <li>• Formal course participation</li> <li>• Work experience and Involvement in professional networks</li> <li>• Conference/seminar attendance and induction</li> </ul>
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<b>Evidence Guide</b>	
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Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• identify and implement learning opportunities for others</li> <li>• give and receive feedback constructively</li> <li>• facilitate participation of individuals in the work of the team</li> <li>• negotiate learning plans to improve the effectiveness of learning</li> <li>• prepare learning plans to match skill needs</li> <li>• access and designate learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• coaching and mentoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques for eliciting and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>• receive feedback and report, maintain effective relationships and conflict management</li> <li>• organize required resources and equipment to meet learning needs</li> <li>• provide support to colleagues</li> <li>• organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• facilitation skills to conduct small group training sessions</li> <li>• relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>

Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Trade Level III	
Unit Title	Improve Business Practice
Unit Code	<a href="#">TRD INT3 14 0714</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in promoting, improving and growing business operations.

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

	<p>4.3 Market research is conducted and result is obtained.</p> <p>4.4 Target markets are identified/ refined.</p> <p>4.5 <b>Market position</b> is developed/ reviewed.</p> <p>4.6 <b>Practice brand</b> is developed.</p> <p>4.7 <b>Benefits</b> of products or services are identified.</p> <p>4.8 <b>Promotion tools</b> are selected and developed.</p>
5. Develop business growth plans	<p>5.1 Plans are developed to increase profitability</p> <p>5.2 Proposed plans are <b>ranked</b> according to agreed criteria.</p> <p>5.3 An action plan is developed and agreed to implement the top ranked plans.</p> <p>5.4 Business work practices are reviewed to ensure they support growth plans.</p>
6. Implement and monitor plans	<p>6.1 Implementation plan is developed in consultation with all <b>relevant stakeholders</b>.</p> <p>6.2 Success indicators of the plan are agreed.</p> <p>6.3 Implementation is monitored against agreed indicators.</p> <p>6.4 Implementation is adjusted as required.</p>

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

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



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

<b>Evidence Guide</b>			
Critical Aspects of Competence	<p>Demonstrates skills and knowledge of:</p> <ul style="list-style-type: none"> <li>• Identifying the key indicators of business performance</li> <li>• Identifying the key market data for the business</li> <li>• A wide range of available information sources</li> <li>• Acquiring information not readily available within a business</li> <li>• Analyzing data and determine areas of improvement</li> <li>• Negotiating required improvements to ensure implementation</li> <li>• Evaluating systems against practice requirements</li> <li>• Forming recommendations and/or make recommendations</li> <li>• Assessing the accuracy and relevance of information</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Data gathering and analysis</li> <li>• Value chain analysis</li> <li>• SWOT analysis</li> <li>• Competitive advantage</li> <li>• Cost benefit analysis</li> <li>• Target market</li> <li>• Marketing principles</li> <li>• Organizational structure</li> <li>• Marketing mix</li> <li>• Promotion mix</li> <li>• Market position</li> <li>• Branding</li> </ul> <p>Profitability Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Data gathering and analysis</li> <li>• Value chain analysis</li> <li>• SWOT analysis</li> <li>• Competitive advantage</li> <li>• Cost benefit analysis</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Target market</li> <li>• Marketing principles</li> <li>• Organizational structure</li> <li>• Marketing mix</li> <li>• Promotion mix</li> <li>• Market position</li> <li>• Branding</li> <li>• Profitability</li> </ul>		
Underpinning Skills	<p>Demonstrates skill in:</p> <ul style="list-style-type: none"> <li>• Benchmarking skills</li> <li>• Communication skills</li> <li>• Computers skills to manipulate data and present information</li> <li>• Negotiation skills</li> <li>• Preparing action plan</li> <li>• Conducting market research</li> <li>• Identifying target market</li> <li>• Identifying suitable marketing mix</li> <li>• Preparing promotional tools</li> <li>• Problem solving</li> <li>• Planning skills</li> <li>• Monitoring and evaluation</li> <li>• Ability to acquire and interpret relevant data</li> <li>• Use of market intelligence</li> <li>• Development and implementation strategies of promotion and growth plans</li> <li>• Ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data</li> <li>• Applying methods of selecting relevant key benchmarking indicators</li> <li>• Communication skills</li> <li>• Working and consulting with others when developing plans for the business</li> <li>• Negotiation skills</li> <li>• Using computers to manipulate, present and distribute information</li> </ul>		
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.		
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>		
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.		
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Occupational Standard: International Trade Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	<a href="#">TRD INT3 15 0714</a>
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her their workplace. It covers responsibility for the day-to-day operation of the work and ensures Kaizen elements are continuously improved and institutionalized.

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

	reported to relevant bodies.
4. Prevent occurrence of wastes/MUDA.	<p>4.1 Plan of MUDA prevention is prepared and implemented.</p> <p>4.2 Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.</p> <p>4.3 Occurrences of wastes/MUDA are prevented by using <b>visual and auditory control methods</b>.</p> <p>4.4 Waste-free workplace is created using <b>5W and 1H</b> sheet.</p> <p>4.5 The completion of required operation is done in accordance with standard procedures and practices.</p> <p>4.6 The updating of standard procedures and practices is facilitated.</p> <p>4.7 The capability of the work team that aligns with the requirements of the procedure is ensured.</p>

Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances.</li> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.</li> </ul>
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• dust masks / goggles</li> <li>• glove</li> <li>• working cloth</li> <li>• first aid</li> <li>• safety shoes</li> </ul>
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Plant Layout</li> </ul>

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

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

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



# NTQF Level IV

Occupational Standard: International Trade Level IV	
Unit Title	Research International Business Opportunities
Unit Code	<a href="#">TRD INT4 01 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to ascertain the international business opportunities available and the feasibility of a particular opportunity.

Elements	Performance Criteria
1. Identify international business opportunities	<p>1.1 <b>Business opportunities</b> are identified and investigated.</p> <p>1.2 A feasibility study is undertaken to determine likely <b>business viability</b>.</p> <p>1.3 <b>Specialist services</b> and sources of advice are identified where required.</p>
2. Identify business skills	<p>2.1 Financial and business skills available are identified and taken into account in the identified country or countries when researching business opportunities.</p> <p>2.2 Technical competencies required are accessed to take up identified business opportunities in the specific country or countries.</p> <p>2.3 Personal skills/attributes are assessed and matched against those perceived as necessary for a particular business opportunity</p> <p>2.4 <b>Business risks</b> are identified, assessed and documented according to resources available.</p>

Variables	Range
Business opportunities	<p>May include:</p> <ul style="list-style-type: none"> <li>• amount and types of finance available</li> <li>• consideration of applications and costing for trademarks, patents and standards accreditation</li> <li>• expected financial viability</li> <li>• finance required</li> <li>• likely return on investment</li> <li>• returns expected or required by owners</li> <li>• skills of operator</li> <li>• understanding of legal, cultural and other factors unique to the country of business</li> </ul>

Business viability	<p>May include:</p> <ul style="list-style-type: none"> <li>• cost of modifying products and services to meet market requirements</li> <li>• location and/or premises available</li> <li>• market competition</li> <li>• opportunities available</li> <li>• resources available</li> <li>• risk related to a particular business opportunity, especially in regard to Occupational Health and Safety (OHS) and environmental considerations</li> <li>• skills available</li> <li>• timing/cyclical considerations</li> </ul>
Specialist services	<p>May include:</p> <ul style="list-style-type: none"> <li>• accountants</li> <li>• state/territory departments and agencies, chambers of commerce</li> <li>• business brokers/business consultants</li> <li>• industry/trade minister</li> <li>• lawyers and providers of legal advice</li> <li>• online gateway</li> </ul>
Business risks	<p>May include:</p> <ul style="list-style-type: none"> <li>• credit/payment risk of exporter not being paid or importer facing additional and unexpected costs associated with one or more of the following risks: <ul style="list-style-type: none"> <li>➤ bank risk - financial standing of institutions involved in transaction/s</li> <li>➤ commercial risk - buyer insolvency</li> <li>➤ country risk - war/civil unrest/political decisions/economy</li> <li>➤ exchange rate - exchange rate fluctuations</li> <li>➤ finance risk - sufficiency of funding</li> <li>➤ performance risk - exporter/importer ability to deliver</li> <li>➤ transfer risk - exchange control/trade control</li> <li>➤ transport risk - loss of or damage to goods</li> </ul> </li> <li>• other relevant risks such as: <ul style="list-style-type: none"> <li>➤ legal risks associated with tax legislation, overlapping jurisdictions, regulations relevant to trading with international firms</li> <li>➤ market competition</li> <li>➤ OHS and environmental considerations</li> <li>➤ resources available</li> <li>➤ supply and demand</li> </ul> </li> </ul>

## Evidence Guide

Critical Aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> <li>• research that has led to decisions about taking up international business opportunities</li> <li>• accessing different sources of information</li> <li>• documenting outcomes of research</li> <li>• knowledge of relevant Ethiopian, international and local legislation</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrate knowledge for: <ul style="list-style-type: none"> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➢ International Commercial Terms (INCOTERMS)</li> <li>➢ trade modernization legislation: Customs Legislation</li> <li>➢ Trade Practices and consumer protection proclamation</li> <li>➢ Warsaw Convention</li> <li>➢ World Trade Organization determinations</li> </ul> </li> <li>• cultural aspects relevant to target markets</li> <li>• principles of risk management relevant to the business opportunities</li> </ul>
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> <li>• research and data collection skills to maintain knowledge of potential opportunities</li> <li>• communication and negotiation skills to obtain information on opportunities from colleagues</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Trade Level IV	
Unit Title	Apply Knowledge of Import and Export International Conventions, Laws and Finance
Unit Code	<a href="#">TRD INT4 02 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain currency of knowledge and skills of international conventions, laws and finance in order to apply these to import and export responsibilities.

Elements	Performance Criteria
1. Maintain currency of knowledge and skills	<p>1.1 Personal knowledge of relevant <b>international conventions, laws and finance</b> and the required skills are assessed in applying this knowledge to determine currency and adequacy.</p> <p>1.2 <b>Skills and knowledge</b> gaps are identified.</p> <p>1.3 <b>Learning</b> is undertaken to ensure currency and adequacy of knowledge and skills in applying international conventions, laws and finance to own work.</p>
2. Identify information requirements and access available information	<p>2.1 Specific needs are determined for information.</p> <p>2.2 Organization's resources are accessed to meet information requirements.</p> <p>2.3 Information is used to address specific work needs and further information requirements are identified.</p> <p>2.4 <b>External information resources</b> are accessed to meet further information requirements.</p>
3. Interpret, analyse and apply available information	<p>3.1 Available information is collected and collated for analysis.</p> <p>3.2 Available information is interpreted, analyzed and processed to obtain required knowledge.</p> <p>3.3 Assistance of specialist experts is sought if required to interpret, analyze and synthesize required information.</p> <p>3.4 Information and knowledge are used to facilitate import and export of goods in compliance with relevant Ethiopian and overseas legislation, trade conventions and agreements and international financing arrangements.</p>
4. Review research and analysis	<p>4.1 Information and knowledge are used and reviewed to facilitate import and export of goods for effectiveness.</p> <p>4.2 Review findings are documented for future use in import</p>

process	and export of goods. 4.3 Skills and knowledge gaps are identified and further learning is undertaken.
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Variables	Range
International conventions, laws and finance	<p>May include:</p> <ul style="list-style-type: none"> <li>• agreements</li> <li>• bilateral free trade agreements</li> <li>• conventions</li> <li>• declarations</li> <li>• economic blocks such as: <ul style="list-style-type: none"> <li>➤ ASEAN Free Trade Agreement (AFTA)</li> <li>➤ Asia-Pacific Economic Cooperation (APEC)</li> <li>➤ European Union</li> <li>➤ North American Free Trade Agreement (NAFTA)</li> </ul> </li> <li>• Guidelines like: <ul style="list-style-type: none"> <li>➤ international organisations, bodies and legislation</li> <li>➤ General Agreement on Trade and Tariffs (GATT)</li> <li>➤ International Air Transport Association</li> <li>➤ International Chamber of Commerce (ICC)</li> <li>➤ International Labour Organization</li> <li>➤ International Maritime Organization</li> <li>➤ Organisation for Economic Co-operation and Development (OECD)</li> <li>➤ United Nations</li> <li>➤ World Trade Organization</li> </ul> </li> <li>• laws and rules such as: <ul style="list-style-type: none"> <li>➤ copyright</li> <li>➤ fair trading</li> <li>➤ intellectual property</li> </ul> </li> <li>• recommendations</li> <li>• specific countries</li> <li>• treaties</li> </ul>
Skills and knowledge	<p>May include:</p> <ul style="list-style-type: none"> <li>• banking institutions</li> <li>• business development</li> <li>• capital markets</li> <li>• competition analysis</li> <li>• finance policy and regulation</li> <li>• investment promotion</li> <li>• regional trade organisations</li> <li>• specific international banking process relating to import/exports include:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ ICC</li> <li>➤ Uniform Customs and Practice for Documentary Credits (UCP)</li> <li>➤ Uniform Rules for Collections (URC)</li> <li>➤ Uniform Rules for Bank to Bank Reimbursements Under Documentary Credits (URR)</li> </ul>
Learning	<p>May include:</p> <ul style="list-style-type: none"> <li>• coaching and mentoring</li> <li>• formal courses of any length</li> <li>• informal learning through: <ul style="list-style-type: none"> <li>➤ attending conferences/seminars</li> <li>➤ discussions with colleagues</li> <li>➤ reading</li> <li>➤ reading trade journals</li> <li>➤ short course attendance</li> <li>➤ web browsing</li> </ul> </li> </ul>
External information resources	<p>May include:</p> <ul style="list-style-type: none"> <li>• course providers</li> <li>• government agencies and publications including legislation and explanatory notes</li> <li>• industry and professional associations</li> <li>• internet and the organisation's intranet</li> <li>• libraries and bookshops</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• identifying ongoing learning needs in relation to international conventions, laws and financial matters that impact on their import/export responsibilities</li> <li>• identifying and using learning opportunities to gain the necessary information</li> <li>• self-management of these learning processes</li> <li>• knowledge of organisational learning policies and resources.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• organisational learning policies and resources</li> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➤ contract law</li> <li>➤ International Commercial Terms (INCOTERMS)</li> <li>➤ trade modernization legislation: Customs Legislation Amendment and Repeal Act(laws ) Import Processing Charges Act, Customs Depot Licensing Charges Amendment Act</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Trade Practices Act</li> <li>➤ Warsaw Convention</li> <li>➤ World Trade Organization determinations</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• self-management and analysis skills to identify skill gaps and to manage own learning opportunities</li> <li>• research and data collection skills to maintain knowledge</li> <li>• analysis skills to apply information and knowledge gathered to own work.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting



Occupational Standard: International Trade Level IV	
Unit Title	Prepare Business Advice on Export Free on Board Value
Unit Code	<a href="#">TRD INT4 03 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to accurately determine and prepare business advice on the export entry or declaration Free on Board (FOB) Value on goods exported from Ethiopia.

Elements	Performance Criteria
1. Identify relevant export invoice	1.1 The buyer and seller are identified. 1.2 The relevant contract and export invoice are identified. 1.3 Definitions and <b>differences in definitions of fob value</b> are considered in determining job value of goods being exported from Ethiopia. 1.4 The international commercial terms INCOTERMS are identified relevant to the contract. 1.5 The party is identified to the sales contract responsible for <b>Ethiopian export formalities</b> from INCOTERMS.
2. Interpret invoice terms and currency	2.1 The components that constitute the price, in Ethiopian or foreign currency, paid or payable are identified and appeared on the invoice. 2.2 INCOTERMS relevant to the invoice are identified. 2.3 I currency used is identified.
3. Adjust invoice price	3.1 <b>Adjustments</b> are identified. 3.2 Additions and subtractions are made to the price.
4. Calculate export FOB value, applying currency conversion principles	4.1 Costs are apportioned against exported goods using <b>organizational requirements/policies/procedures</b> . 4.2 Appropriate rate of exchange is applied.
5. Finalise business advice on export FOB value	5.1 Advice on fob value field is completed on export entry or declaration. 5.2 Calculations are checked for accuracy and verified as required. 5.3 Completed documentation are retained and filed with

	relevant personnel in the enterprise. 5.4 Relevant business advice is passed to the client.
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Variables	Range
Differences in definition of FOB value	May include: <ul style="list-style-type: none"> <li>INCOTERMS definition of FOB, which states in part: 'This term can be used only for sea or inland waterway transport. If the parties do not intend to deliver the goods across the ship's rail, the FCA term should be used'</li> <li>customs definition: 'The total free on board (FOB) value of the goods, including all costs incidental to the sale and delivery of the goods on to the exporting vessels/aircraft'</li> </ul>
Ethiopian export formalities	May include: <ul style="list-style-type: none"> <li>the required Licences, authorisations and formalities</li> <li>Ethiopian Harmonized Export Commodity Codes</li> </ul>
Adjustments	May include: <ul style="list-style-type: none"> <li>all costs that exclude international freight and insurance from the price including in the price all costs to bring the goods to the ship or aircraft side when exporting from Ethiopia</li> </ul>
Organisational requirements/policies/procedures	May include: <ul style="list-style-type: none"> <li>factorisation where costs are proportioned over a line value (each line of the invoice for which there is a separate classification)</li> <li>other relevant requirements outlined in policies and procedures for calculating FOB</li> </ul>

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> <li>interpreting a range of export documentation to determine export FOB value as required for goods exported from Ethiopia</li> <li>documenting export FOB calculation as required by client</li> <li>knowledge of legislation, codes of practice and national standards relevant to work role</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrate knowledge to: <ul style="list-style-type: none"> <li>identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➤ required customs proclamation(regulation)</li> <li>➤ Ethiopian commodity exchange enterprise( Harmonized</li> </ul> </li> </ul>

	<p>Export Commodity Classification (AHECC) - introduction and explanatory notes</p> <ul style="list-style-type: none"> <li>➤ INCOTERMS</li> <li>➤ trade modernization legislation: Customs Legislation</li> <li>➤ Trade Practices and consumer protection proclamation</li> <li>➤ contract law</li> <li>➤ World Trade Organization determinations</li> </ul> <ul style="list-style-type: none"> <li>• organisational policies and procedures relating to business operations in import/export/customs brokerage/freight forwarding contexts</li> <li>• penalties and the infringement notice scheme as it applies to goods where the export FOB value is incorrect</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• numeracy skills to calculate FOB value</li> <li>• learning skills to maintain relevant knowledge of client products and services to be exported</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting</p>

Occupational Standard: International Trade Level IV	
Unit Title	Research International Markets
Unit Code	<a href="#">TRD INT4 04 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake market research to select markets to pursue.

Elements	Performance Criteria
1. Collect information about target markets	<p>1.1 <b>Target markets</b> for market research for international markets are identified from brief or manager.</p> <p>1.2 <b>Information requirements</b> are confirmed for market research.</p> <p>1.3 <b>Assistance</b> is sought as required, with sourcing and accessing required information.</p> <p>1.4 <b>Sources</b> of required information are identified and accessed.</p>
2. Investigate trends in target markets	<p>2.1 Required information is collated from information sources.</p> <p>2.2 <b>Statistical analysis</b> tools are applied to information to identify <b>trends</b>.</p> <p>2.3 Assistance is sought as required with analyzing required information.</p> <p>2.4 <b>Causal influences</b> are investigated.</p> <p>2.5 Identified trends and causal influences are documented and reported to relevant personnel within the organization.</p>
3. Utilise data in decision making	<p>3.1 <b>Decision making</b> is made based on available data.</p> <p>3.2 Consistency of decision making is checked against data and a rationale documented for decision making in relation to markets to be pursued.</p> <p>3.3 Recommendations are documented and reported to <b>relevant personnel</b> within the organization.</p>

Variables	Range
Target markets	May include: <ul style="list-style-type: none"> <li>• specific country or countries</li> <li>• geographic region/s within specific country or countries</li> <li>• specific sub-groups within selected areas</li> </ul>

	<ul style="list-style-type: none"> <li>• combinations of above</li> </ul>
Information requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• balance of payments data</li> <li>• competitors</li> <li>• cultural and social influences of consumers</li> <li>• demand and unmet demand</li> <li>• demographic data</li> <li>• economic and socioeconomic data</li> <li>• regulations on foreign investment</li> <li>• size of market segments</li> <li>• tariff and non-tariff barriers</li> </ul>
Assistance	<p>May include:</p> <ul style="list-style-type: none"> <li>• state/territory, agencies, chambers of commerce</li> <li>• industry or trade minister, other private organisations, consultants</li> <li>• manager and colleagues within organisation</li> </ul>
Sources	<p>May include:</p> <ul style="list-style-type: none"> <li>• academic publications and personnel</li> <li>• state/territory departments and agencies, chambers of commerce</li> <li>• trade and business publications</li> </ul>
Statistical analysis	<p>May include:</p> <ul style="list-style-type: none"> <li>• measures of central tendency</li> <li>• measures of dispersion</li> <li>• nature and degree of relationship between variables</li> <li>• normal distribution probability curve</li> <li>• sampling</li> <li>• time series analysis</li> </ul>
Trends	<p>May include:</p> <ul style="list-style-type: none"> <li>• buying patterns</li> <li>• changes in demand and unmet demand</li> <li>• demographics of decision maker/purchaser</li> <li>• imports versus local sales</li> <li>• seasonal variations</li> </ul>
Causal influences	<p>May include:</p> <ul style="list-style-type: none"> <li>• attitude towards Ethiopia and Ethiopian products and services</li> <li>• consumer awareness</li> <li>• cultural considerations related to values, beliefs</li> <li>• current availability of products or services</li> <li>• economic or socioeconomic factors</li> <li>• local alternatives to product or service</li> <li>• perceptions of potential consumers</li> </ul>
Decision making	<p>May include:</p>

	<ul style="list-style-type: none"> <li>• market entry strategy to be adopted</li> <li>• markets selected for more in-depth research</li> <li>• markets to be pursued</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• chief executive officer of organisation, board of directors</li> <li>• client for market research</li> <li>• manager or supervisor</li> <li>• marketing manager</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• identifying and documenting trends in the target market</li> <li>• analysing information to validate trends</li> <li>• making decisions based on available data</li> <li>• knowledge of relevant Ethiopian, international and local legislation</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➢ International Commercial Terms (INCOTERMS)</li> <li>➢ trade modernization legislation: Customs Legislation , Import Processing Charges</li> <li>➢ Trade Practices and consumer protection proclamations</li> <li>➢ Warsaw Convention</li> <li>➢ World Trade Organization determinations</li> </ul> </li> <li>• cultural aspects relevant to international markets researched</li> <li>• market research techniques and tools</li> <li>• required formats for reporting outcomes of research</li> <li>• available external and internal information sources related to international markets.</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• research and data collection skills to maintain knowledge of potential opportunities</li> <li>• literacy skills to document research findings and recommendations</li> <li>• planning and organising skills to manage timelines.</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>

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

Occupational Standard: International Trade Level IV	
Unit Title	Plan for International Trade
Unit Code	<a href="#">TRD INT4 05 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively plan for the international trade of goods.

Elements	Performance Criteria
1. Evaluate the most appropriate transport method, route and protection/security options	1.1 <b>Business context</b> of cargo movement is ascertained. 1.2 <b>Factors</b> to be considered in route/mode selection are examined. 1.3 Conditions and risks of different routes are evaluated in relation to delivery requirements. 1.4 Resources are utilized to provide information on the current service status of particular transport routes.
2. Review shipping and airfreight services available	2.1 <b>Airlines and air cargo services</b> operating are identified in and out of Ethiopia. 2.2 Configuration and carrying capacity of different types of aircraft are compared. 2.3 <b>Shipping services</b> and <b>types of ocean vessels</b> operating are identified in and out of Ethiopia. 2.4 Different types of shipping services are compared. 2.5 Configurations and carrying capacities of different types of ocean vessels are compared.
3. Evaluate packing, marking and stowage requirements	3.1 <b>Protection, presentation and preservation</b> requirements are analyzed and prepared. 3.2 Range of <b>containers</b> available for international cargo are analyzed and evaluated for use. 3.3 <b>Marking requirements</b> are evaluated and correct marking advice is prepared. 3.4 Risk factors are identified in relation to packing and storing of goods for transportation and appropriate options selected.
4. Calculate international freight and other shipment	4.1 Types of rates, volume-to-weight ratio factors, volume rules including rounding off and allowable projections, principles and methods of rating cargo are examined and applied for international carriage by sea.



costs	<p>4.2 Variations are taken into account in calculating shipping charges caused by such charges and other variants.</p> <p>4.3 Costs of shipping a variety of goods are calculated and compared by the several types of ocean service.</p> <p>4.4 Types of rates, volume-to-weight ratio factors, volume rules including rounding off, principles and methods of rating cargo are examined and applied for international carriage by air.</p> <p>4.5 Variations are explained in calculating airfreight charges caused by the applicability of tact rates, fuel such charges, other variants, and exchange rates.</p> <p>4.6 Costs of shipping a variety of goods are calculated and compared by different air cargo services.</p> <p>4.7 Postal and courier freight rates and size/weight factors and limitations are investigated and communicated.</p> <p>4.8 Rates and costs associated with chartering vessels and aircraft are investigated and communicated.</p> <p>4.9 Rating principles and methods used in domestic, sea, road, rail and air transport are investigated and communicated.</p> <p>4.10 All <b>standard and extraordinary ancillary shipment costs</b> on a door-to-door basis applicable in each mode are investigated.</p> <p>4.11 The total cost concept and other factors are investigated and communicated that may determine whether cargo is carried by air or sea, or a combination of both (multimodal transport).</p>
5. Identify cargo insurance and claim requirements for goods	<p>5.1 The need for cargo insurance is evaluated.</p> <p>5.2 The <b>standard types of cover</b> arrangements used by underwriters are investigated.</p> <p>5.3 Documents to be lodged with carriers, forwarders, insurance underwriters and customs in cargo loss or damage situations are identified and completed for a hypothetical situation.</p>

Variables	Range
Business context	May include: <ul style="list-style-type: none"> <li>• preliminary quotation for the seller/buyer prior to negotiation of contract of sale</li> <li>• quotation to seller/buyer</li> </ul>

	<ul style="list-style-type: none"> <li>• result of receiving freight contract from seller/buyer</li> <li>• supplement to original quotation to note any change in various cost components</li> </ul>
Factors	<p>May include:</p> <ul style="list-style-type: none"> <li>• container rates</li> <li>• costs</li> <li>• delivery schedules</li> <li>• direct shipment</li> <li>• risks of delay and damage</li> <li>• transshipment</li> <li>• volume and weight</li> </ul>
Airlines and air cargo services	<p>May include:</p> <ul style="list-style-type: none"> <li>• consolidation services</li> <li>• courier and charter</li> <li>• full container</li> <li>• loose package</li> <li>• post</li> <li>• schedules services</li> </ul>
Shipping services	<p>May include:</p> <ul style="list-style-type: none"> <li>• break bulk</li> <li>• bulk</li> <li>• charter services</li> <li>• conference lines</li> <li>• Full Container Load (FCL)</li> <li>• Less than Container Load (LCL) - (consolidation/group age/Freight All Kinds [FAK])</li> <li>• non-conference lines</li> <li>• Non-Vessel Operating Common Carriers (NVOCCs)</li> <li>• parcel post</li> <li>• scheduled services</li> <li>• slot charter operations</li> <li>• tanktainers</li> <li>• tramp</li> </ul>
Types of ocean vessels	<p>May include:</p> <ul style="list-style-type: none"> <li>• bulk carriers</li> <li>• cellular container ships</li> <li>• combination</li> <li>• conventional</li> <li>• other special purpose ships</li> <li>• roll on/roll off</li> </ul>
Protection, presentation and preservation	<p>May include:</p> <ul style="list-style-type: none"> <li>• range of specialised materials and accessories available to protect containerised cargo including: <ul style="list-style-type: none"> <li>➤ container liners</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ data loggers</li> <li>➤ other monitoring and protection equipment</li> <li>➤ thermal control materials</li> <li>➤ water absorption devices</li> </ul>
Containers	<p>May include:</p> <ul style="list-style-type: none"> <li>• bags</li> <li>• bales</li> <li>• cartons</li> <li>• cases</li> <li>• drums</li> <li>• lift vans</li> <li>• pallet boxes</li> <li>• pallets</li> <li>• thermal cartons</li> </ul>
Marking requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• accurate marking to avoid misdirection</li> <li>• international standard cargo marks</li> <li>• international standard labelling and marking for hazardous goods</li> <li>• waterproof inks and labels</li> </ul>
Standard and extraordinary ancillary shipment costs	<p>may include:</p> <ul style="list-style-type: none"> <li>• booking time slots</li> <li>• break bulk fees</li> <li>• consular or other certification</li> <li>• crange and oversize considerations</li> <li>• customs clearances</li> <li>• dangerous goods</li> <li>• demurrage</li> <li>• document and handling fees</li> <li>• inland haulage</li> <li>• insurance costs</li> <li>• parcel post</li> <li>• perishable goods</li> <li>• permits</li> <li>• port charges</li> <li>• protective packaging and accessories</li> <li>• storage fees</li> </ul>
Standard types of cover	<p>May include:</p> <ul style="list-style-type: none"> <li>• annual policies</li> <li>• open policies</li> <li>• single shipment policies</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• choosing appropriate transport modes, route and securing options</li> <li>• demonstrating successful preparation for the international transport for different types of general cargo</li> <li>• documenting completed quotations, supplementary quotations, budget or expressions of interest prepared for external client or own workplace</li> <li>• knowledge of legislation, codes of practice and national standards relevant to the work role</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge for:</p> <ul style="list-style-type: none"> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➢ Customs Act</li> <li>➢ INCOTERMS</li> <li>➢ international standards for marking cargo and labeling and marking hazardous goods</li> <li>➢ trade modernization legislation: Customs Legislation Amendment and Repeal Act, Import Processing Charges Act, Customs Depot Licensing Charges Amendment Act</li> <li>➢ Trade Practices Act</li> <li>➢ contract law</li> <li>➢ Warsaw convention</li> <li>➢ World Trade Organization determinations</li> </ul> </li> <li>• organisational policies and procedures relating to business operations</li> </ul>
Underpinning Skills	<p>Demonstrate skills for:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• planning and organising skills to arrange and coordinate multimodal transport</li> <li>• problem-solving skills to determine best options for international transport.</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>

Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting
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Occupational Standard: International Trade Level IV	
Unit Title	Market Goods and Services Internationally
Unit Code	<a href="#">TRD INT4 06 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to market goods and service internationally in line with the organisation's marketing plan and marketing strategy for a specified international target market.

Elements	Performance Criteria
1. Select appropriate marketing activities	<p>1.1 Marketing plan and marketing strategy are accessed for specific international target market.</p> <p>1.2 <b>Clarification</b> is sought as required to interpret marketing plan and marketing strategy.</p> <p>1.3 A potential range of <b>marketing activities</b> is drawn up.</p> <p>1.4 Activities are selected based on cultural and social appropriateness, cost, viability and suitability in relation to market research undertaken.</p> <p>1.5 <b>Assistance</b> is sought and obtained as required to select appropriate marketing activities.</p> <p>1.6 Selected marketing activities are documented with costs and rationale for selection and <b>approval</b> is obtained for implementation.</p>
2. Implement international marketing activities	<p>2.1 Marketing activities are prioritized and resources obtained for their implementation.</p> <p>2.2 <b>Persons</b> involved in the marketing effort are briefed on their roles and responsibilities as members of a self-managed team to ensure the success of marketing strategies.</p> <p>2.3 Promotional activities are implemented in accordance with marketing objectives and budgetary requirements.</p> <p>2.4 Responsibility is assigned for ongoing monitoring of marketing activities and business performance evaluated against objectives and targets.</p> <p>2.5 Implementation of marketing activities is ensured to meet <b>legal, ethical and cultural considerations and safety requirements</b>.</p>
3. Monitor and review	<p>3.1 Progress is monitored against performance, performance</p>

marketing performance	<p>gaps are analyzed and corrective action is taken as required.</p> <p>3.2 Over-performance is analyzed against targets for trends and set new targets.</p> <p>3.3 All staffs involved in marketing activities are encouraged to propose ways to improve marketing performance.</p> <p>3.4 <b>Processes</b> are implemented to gather customer reaction to all aspects of the marketing mix to improve targeting and outcomes.</p> <p>3.5 Ongoing research of customer and business requirements is conducted to identify <b>opportunities for change and improvement</b> and their timing.</p> <p>3.6 Changes in market phenomena are analyzed for new business opportunities.</p>
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Variables	Range
Clarification	<p>May be sought from:</p> <ul style="list-style-type: none"> <li>• consultants</li> <li>• manager, supervisor or relevant specialist staff</li> <li>• specialist staff involved in marketing</li> </ul>
Marketing activities	<p>May include:</p> <ul style="list-style-type: none"> <li>• advertisements</li> <li>• client functions</li> <li>• demonstration activities</li> <li>• distribution of free samples</li> <li>• employee functions</li> <li>• media announcements</li> <li>• product launches</li> <li>• web pages</li> </ul>
Assistance	<p>May be sought from:</p> <ul style="list-style-type: none"> <li>• Ethiopian trade, state/territory departments and agencies, chambers of commerce</li> <li>• industry or trade associations, other private organisations, consultants</li> <li>• manager and colleagues within organisation</li> </ul>
Approval	<p>May be obtained from:</p> <ul style="list-style-type: none"> <li>• client</li> <li>• manager or supervisor</li> <li>• owner of organisation, chief executive officer, board of directors</li> </ul>
Persons	<p>May include:</p> <ul style="list-style-type: none"> <li>• colleagues and self</li> </ul>

	<ul style="list-style-type: none"> <li>• consultants</li> <li>• overseas agents and representatives</li> </ul>
Legal and ethical requirements and cultural considerations	<p>May include:</p> <ul style="list-style-type: none"> <li>• cultural expectations and influences</li> <li>• environmental issues</li> <li>• ethical principles</li> <li>• legislation e.g. Trade Practices and consumer protection</li> <li>• policies and guidelines</li> <li>• regulations and codes of practice</li> <li>• safety issues</li> <li>• security and privacy issues</li> <li>• social responsibilities</li> <li>• societal expectations</li> </ul>
Safety requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• occupational health and safety considerations, for example: <ul style="list-style-type: none"> <li>➢ establishing procedures for staff safety and security at promotional events</li> <li>➢ health and safety arrangements for contractors</li> <li>➢ safe handling of equipment and substances</li> <li>➢ safety of staff working in remote and isolated locations e.g. communication arrangements</li> </ul> </li> </ul>
Processes	<p>May include:</p> <ul style="list-style-type: none"> <li>• advertisements</li> <li>• client functions</li> <li>• consultants</li> <li>• demonstration activities</li> <li>• distribution of free samples</li> <li>• employee functions</li> <li>• manager or supervisor or relevant specialist staff</li> <li>• media announcements</li> <li>• product launches</li> <li>• specialist staff involved in marketing</li> <li>• web pages</li> </ul>
Opportunities for change and improvement	<p>May include:</p> <ul style="list-style-type: none"> <li>• ancillary services</li> <li>• delivery times/quality</li> <li>• market positioning</li> <li>• packaging</li> <li>• pricing structure</li> <li>• product/service configuration</li> <li>• raw materials</li> </ul>

## Evidence Guide



Critical Aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> <li>• implementing culturally appropriate marketing and promotional activities</li> <li>• monitoring market performance</li> <li>• identifying and making improvements to marketing activities and strategies</li> <li>• knowledge of relevant Ethiopian, international and local legislation</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrate knowledge for: <ul style="list-style-type: none"> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➢ International Commercial Terms (INCOTERMS)</li> <li>➢ trade modernization legislation: Customs Legislation , Import Processing Charges</li> <li>➢ Trade Practices and consumer protection proclamation</li> <li>➢ Warsaw Convention</li> <li>➢ World Trade Organization determinations</li> </ul> </li> <li>• organisational client relationship strategy</li> <li>• marketing concepts, principles and strategies</li> <li>• evaluation and monitoring principles and strategies</li> </ul>
Underpinning Skills	Demonstrate skills for: <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• literacy skills sufficient to document marketing activities and strategies</li> <li>• communication and negotiation skills to seek and use feedback to improve current practice</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Trade Level IV	
Unit Title	Implement International Client Relationship Strategies
Unit Code	<a href="#">TRD INT4 07 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to implement international client relationships in line with a defined organisational strategy for international client relationships.

Elements	Performance Criteria
1. Implement culturally appropriate interpersonal communication with clients	<p>1.1 <b>Advice</b> on <b>culturally appropriate interpersonal communication styles</b> is sought to use with international clients.</p> <p>1.2 Culturally appropriate interpersonal communication styles are used with international clients.</p> <p>1.3 <b>Feedback</b> is sought on appropriateness of communication style.</p> <p>1.4 Changes are made to communication style as a result of feedback.</p>
2. Implement client relationship strategy	<p>2.1 Clarification of details of the existing organizational client relationship strategy is sought as required.</p> <p>2.2 <b>Processes and practices</b> are determined to implement the client relationship strategy with international clients.</p> <p>2.3 The client relationship strategy is implemented with international clients.</p> <p>2.4 Issues and problems arising in implementing the client relationship strategy are identified with international clients and <b>actions</b> taken to address these issues.</p>
3. Monitor and improve client relationship strategy	<p>3.1 <b>Records</b> of client interactions are maintained according to organizational procedures.</p> <p>3.2 Feedback is sought on <b>quality and effectiveness</b> of interactions with international clients.</p> <p>3.3 Feedback on areas of improvement in international client interactions is identified and received from monitoring processes.</p> <p>3.4 Suggestions are made for changes in the organization's client interaction strategy to <b>relevant personnel</b>.</p> <p>3.5 Areas of improvement processes and practices associated</p>

	<p>with the client relationship strategy are identified.</p> <p>3.6 Changes processes and practices associated with the client relationship strategy are monitored for quality and effectiveness of interactions with international clients.</p>
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<b>Variables</b>	<b>Range</b>
Advice	<p>May be sought from:</p> <ul style="list-style-type: none"> <li>• academic publications and personnel</li> <li>• advice provided by Ethiopian trade and state/territory government agencies, chambers of commerce</li> <li>• manager, supervisor or relevant specialist staff</li> <li>• trade and business publications</li> <li>• workplace documents</li> </ul>
Culturally appropriate interpersonal communication styles	<p>May include:</p> <ul style="list-style-type: none"> <li>• choice of medium for communication</li> <li>• culturally determined notions of polite behaviour</li> <li>• distance between communicating parties in face-to-face meetings</li> <li>• eye contact</li> <li>• forms of address</li> <li>• voice tone</li> </ul>
Feedback	<p>May be obtained from:</p> <ul style="list-style-type: none"> <li>• advisors within Ethiopian trade and state/territory government agencies, chambers of commerce</li> <li>• demographic data</li> <li>• external advisors or experts</li> <li>• government sponsored trade missions</li> <li>• international clients</li> <li>• international trade directories</li> <li>• manager or supervisor</li> </ul>
Processes and practices	<p>May include:</p> <ul style="list-style-type: none"> <li>• cycle of telephone contacts</li> <li>• invitations to events and demonstrations</li> <li>• newsletters</li> <li>• samples provided to clients</li> <li>• visits to clients by organisation's representatives or self</li> <li>• written correspondence via letter, email, fax</li> </ul>
Actions	<p>May include:</p> <ul style="list-style-type: none"> <li>• interventions by self and colleagues</li> <li>• referral to manager</li> <li>• seeking external advice</li> </ul>
Records	<p>May include:</p> <ul style="list-style-type: none"> <li>• client management software</li> </ul>

	<ul style="list-style-type: none"> <li>• diary entries or logbooks</li> <li>• notes of conversations, discussions</li> <li>• written correspondence</li> </ul>
Quality and effectiveness	<p>May include:</p> <ul style="list-style-type: none"> <li>• contributions to business activity through interactions</li> <li>• cultural appropriateness of interactions</li> <li>• frequency of interaction</li> <li>• meeting expectations of clients</li> <li>• other indicators set within the organisation and documented processes and practices to evaluate the effectiveness of interactions</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• chief executive officer of organisation, board of directors</li> <li>• manager or supervisor</li> <li>• marketing manager</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• identifying and using culturally appropriate communication styles across a range of clients</li> <li>• ensuring client interactions are in line with relationship strategy and contribute to business performance</li> <li>• monitoring performance to make improvements to processes and practices</li> <li>• knowledge of cultural awareness relevant to international clients</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge for:</p> <ul style="list-style-type: none"> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➢ Trade Practices and consumer protection proclamation</li> <li>➢ World Trade Organization determinations</li> </ul> </li> <li>• cultural awareness relevant to international clients</li> <li>• application of an organisational client relationship strategy</li> </ul>
Underpinning Skills	<p>Demonstrate skills for:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• communication skills to seek and use feedback to improve current practice</li> <li>• literacy skills to maintain records of client interactions</li> <li>• problem-solving skills to address issues arising in communicating with international clients</li> </ul>

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

Occupational Standard: International Trade Level IV	
Unit Title	Report on Financial Activity
Unit Code	<a href="#">TRD INT4 08 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to report financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports.

Elements	Performance Criteria
1. Compile financial information and data	<p>1.1 Current <b>financial data</b> is collected, evaluated and coded to ensure consistency, quality and accuracy in accordance with <b>organizational requirements</b>.</p> <p>1.2 <b>Conversion and consolidation procedures</b> are used to compile analysis in accordance with organizational requirements.</p> <p>1.3 Asset and liability valuations are made, recorded and disclosed in accordance with organizational requirements.</p> <p>1.4 <b>Discrepancies</b>, unusual features or queries are identified, resolved or referred to the appropriate authority.</p>
2. Prepare statutory requirement reports	<p>2.1 Income and expenditure are correctly recorded to ensure compliance with <b>statutory requirements</b>.</p> <p>2.2 Liabilities are calculated for tax in accordance with current legislation and <b>revenue gathering practices</b>.</p> <p>2.3 Relevant receipts, <b>revenue documentation</b> and payments are correctly identified.</p> <p>2.4 Statements and claims that take full advantage of <b>available benefits and allowances</b> are ensured in accordance with statutory requirements.</p> <p>2.5 Statutory requirement reports are submitted to appropriate authorities within <b>stated deadlines</b>.</p>
3. Provide financial business recommendation	<p>3.1 <b>Recommendations</b> are logically derived and supported by <b>evidence</b> in report.</p> <p>3.2 Recommendations are provided to propose constructive actions to enhance the effectiveness and efficacy of functions and services.</p> <p>3.3 Recommendations are ensured to be concise and direction</p>

	<p>and control of organization's operations are facilitated.</p> <p>3.4 <b>Significant issues</b> including comparative financial performances in statements are identified and prioritized for review and decision making.</p> <p>3.5 Structure and <b>format of reports</b> are ensured to be clear and conformed to organizational and statutory requirements.</p>
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Variables	Range
Financial data	<p>May include:</p> <ul style="list-style-type: none"> <li>• Ethiopian central Statistics agency economic data</li> <li>• budget variances</li> <li>• budgets and forecasts</li> <li>• cash flow/profit reports</li> <li>• financial markets monitoring services (e.g. Reuters)</li> <li>• financial/operational statements and reports (e.g. expenditures and receipts, profit and loss statements)</li> <li>• market valuations</li> </ul>
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• financial analysis assessments</li> <li>• financial management manuals</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• price and exchange parameters</li> <li>• quality assurance and/or procedures manuals</li> <li>• recording and filing systems</li> <li>• reporting requirements</li> <li>• standard financial analysis techniques</li> </ul>
Conversion and consolidation procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• moving averages</li> <li>• spreadsheets</li> <li>• standardised variables</li> <li>• trend analysis</li> <li>• unit costs</li> </ul>
Discrepancies	<p>May include:</p> <ul style="list-style-type: none"> <li>• absence of auditable trail</li> <li>• expenditure report mismatches</li> <li>• inappropriate authorisations</li> <li>• incorrect payments</li> <li>• incorrect report formats</li> <li>• un-reconciled cash flows and operating statements</li> <li>• variances from budget and phasing</li> </ul>

Statutory requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• delegated authorities</li> <li>• internal control procedures</li> <li>• reporting periods</li> <li>• taxation payment timings</li> </ul>
Revenue gathering practices	<p>May include:</p> <ul style="list-style-type: none"> <li>• billing schedules</li> <li>• fees and charges</li> <li>• investments</li> <li>• leasing</li> <li>• lending and financing</li> <li>• sales</li> </ul>
Revenue documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>• bills</li> <li>• cash received</li> <li>• debit notes</li> <li>• declarations</li> <li>• invoices</li> <li>• sales proceeds</li> </ul>
Available benefits and allowances	<p>May include:</p> <ul style="list-style-type: none"> <li>• depreciation</li> <li>• donations</li> <li>• interest payments</li> <li>• sales tax deductions</li> </ul>
Stated deadlines	<p>May include:</p> <ul style="list-style-type: none"> <li>• annual reports</li> <li>• lodgement dates</li> <li>• monthly returns</li> <li>• payment schedules</li> </ul>
Recommendations	<p>May include:</p> <ul style="list-style-type: none"> <li>• cash flow</li> <li>• consolidation</li> <li>• expenses</li> <li>• loss</li> <li>• profit</li> <li>• write-offs</li> </ul>
Evidence	<p>May include:</p> <ul style="list-style-type: none"> <li>• budgetary analysis</li> <li>• forecasts and estimates</li> <li>• order and supplier documentation</li> <li>• returns on investments</li> <li>• taxation and statutory returns</li> </ul>
Significant issues	<p>May include:</p> <ul style="list-style-type: none"> <li>• cost structures</li> </ul>



	<ul style="list-style-type: none"> <li>• internal controls</li> <li>• losses and returns</li> <li>• profitability</li> <li>• statutory obligations</li> <li>• suppliers</li> </ul>
Format of reports	<p>May include:</p> <ul style="list-style-type: none"> <li>• balance sheets</li> <li>• cash flow statements</li> <li>• electronic forms</li> <li>• financial year reports</li> <li>• operating statements</li> <li>• spreadsheets</li> <li>• statutory forms</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• organising financial data to highlight relevant features</li> <li>• presenting financial data in comprehensive format</li> <li>• completing Business Activity Statements</li> <li>• knowledge of relevant legislation</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➢ anti-discrimination legislation</li> <li>➢ ethical principles</li> <li>➢ codes of practice</li> <li>➢ privacy laws</li> <li>➢ financial legislation</li> <li>➢ Occupational Health and Safety (OHS)</li> </ul> </li> <li>• principles of double entry bookkeeping and accrual accounting</li> <li>• techniques for forecasting and analysis</li> <li>• Federal government taxes and charges</li> <li>• options, methods and practices for deductions, benefits and depreciations</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• literacy skills to identify financial information and the organisation's accounting procedures, and to create financial reports</li> <li>• problem-solving skills to deal with a defined range of predictable problems</li> <li>• decision making skills to make routine decisions</li> </ul>

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

Occupational Standard: International Trade Level IV	
Unit Title	Coordinate Business Resources
Unit Code	<a href="#">TRD INT4 09 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to determine and analyse existing and required resources, their effective application and the accountability for their use.

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

	3.4 <b>Records</b> concerning equipment and resource purchases are maintained in accordance with organizational requirements
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Variables	Range
Resource requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• human resources</li> <li>• location/premises</li> <li>• OHS resources</li> <li>• plant/machinery</li> <li>• raw materials</li> <li>• refurbishment</li> <li>• staff amenities</li> <li>• stock and supplies</li> <li>• storage space</li> <li>• technological equipment/software</li> <li>• training materials</li> </ul>
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• access and equity principles and practices</li> <li>• business and performance plans</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• management and accountability channels</li> <li>• manufacturers' and operational specifications</li> <li>• OHS policies, procedures and programs</li> <li>• environmental sustainability business practices and standards</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> <li>• reporting requirements</li> <li>• security and confidentiality requirements</li> </ul>
Business equipment and technology	<p>May include:</p> <ul style="list-style-type: none"> <li>• answering machine</li> <li>• binder</li> <li>• computer</li> <li>• fax machine</li> <li>• photocopier</li> <li>• printer</li> </ul>

	<ul style="list-style-type: none"> <li>• shredder</li> <li>• telephone</li> </ul>
Appropriate interpersonal skills	<p>May include:</p> <ul style="list-style-type: none"> <li>• clarity of language</li> <li>• consultation methods, techniques and protocols</li> <li>• seeking feedback from group members to confirm understanding</li> <li>• summarising and paraphrasing</li> <li>• using appropriate body language</li> </ul>
Feedback	<p>May include:</p> <ul style="list-style-type: none"> <li>• customer/client response data</li> <li>• employee data</li> <li>• equipment meter readings</li> <li>• financial forecasts</li> <li>• sales orders</li> <li>• suppliers' invoices</li> </ul>
Records	<p>May include:</p> <ul style="list-style-type: none"> <li>• computerised or manual</li> <li>• financial statements</li> <li>• invoices</li> <li>• maintenance schedules</li> <li>• order forms</li> <li>• petty cash forms</li> <li>• purchase orders</li> <li>• stock list and inventory control</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• monitoring resource usage to determine resource needs</li> <li>• maintaining records of resource requirements</li> <li>• calculating costs and expenditures in relation to use and maintenance of business resources</li> <li>• knowledge of relevant legislation</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge for:</p> <ul style="list-style-type: none"> <li>• common equipment faults</li> <li>• functions of a range of business equipment</li> <li>• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➤ anti-discrimination legislation</li> <li>➤ ethical principles</li> <li>➤ codes of practice</li> <li>➤ privacy laws</li> <li>➤ environmental issues</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Occupational Health and Safety (OHS)</li> <li>• organisational policies, plans and procedures</li> <li>• record management processes and techniques related to maintenance schedules.</li> </ul>
Underpinning Skills	<p>Demonstrate skills for:</p> <ul style="list-style-type: none"> <li>• communication skills to request advice, to receive feedback and to work with a team</li> <li>• literacy skills to draft complex reports and to display logical information on resource usage</li> <li>• numeracy skills to interpret, compare and calculate resource usage costs</li> <li>• planning skills to schedule and track resource use and availability.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Trade Level IV	
Unit Title	Design and Develop Complex Text Documents
Unit Code	<a href="#">TRD INT4 10 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develop business documents using complex technical features of word processing software.

Elements	Performance Criteria
1. Prepare to produce word processed documents	<p>1.1 Safe work practices are used to ensure <b>ergonomic, work organization, energy and resource conservation requirements</b> addressed.</p> <p>1.2 <b>Document</b> purpose, audience and presentation requirements are identified and clarified with relevant personnel as required.</p> <p>1.3 <b>Organizational requirements</b> are identified for text-based business documents to ensure consistency of style and image.</p> <p>1.4 <b>Complex technical functions</b> of the software are evaluated for their usefulness in fulfilling the requirements of the task.</p> <p>1.5 Document requirements are matched with software functions to provide efficient production of documents.</p>
2. Design complex documents	<p>2.1 Document <b>structure and layout are designed</b> to suit purpose, audience and information requirements of the task.</p> <p>2.2 Document is designed to enhance readability and appearance to meet organizational and task requirements for style and layout.</p> <p>2.3 Complex software functions are used to enable efficient manipulation of information and other material, and ensure <b>consistency of design and layout</b>.</p> <p>2.4 Manuals, user documentation and online help are used to overcome problems with document design and production.</p>
3. Add complex tables and other data	<p>3.1 A standard table is inserted into document by changing cells to meet information requirements.</p> <p>3.2 <b>Rows and columns are formatted</b> as required</p> <p>3.3 Images, <b>other data</b> and <b>formatting</b> are inserted as</p>

	required.
4. Produce documents	<p>4.1 Complex operations in the development of documents are used to achieve required results.</p> <p>4.2 Documents are previewed, adjusted and <b>printed</b> in accordance with organizational and task requirements.</p> <p>4.3 <b>Documents are named and stored</b> in accordance with organizational requirements and the application is exited without information loss/damage.</p> <p>4.4 Documents are prepared within <b>designated time lines</b> and organizational requirements for speed and accuracy.</p>

Variables	Range
Ergonomic requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• avoiding radiation from computer screens</li> <li>• chair height, seat and back adjustment</li> <li>• document holder</li> <li>• footrest</li> <li>• keyboard and mouse position</li> <li>• lighting</li> <li>• noise minimisation</li> <li>• posture</li> <li>• screen position</li> <li>• workstation height and layout</li> <li>• equipment that is reasonably adjusted to meet personal needs, in appropriate circumstances</li> </ul>
Work organisation requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• exercise breaks</li> <li>• mix of repetitive and other activities</li> <li>• rest periods</li> </ul>
Energy and resource conservation requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• double-sided paper use</li> <li>• recycling used and shredded paper</li> <li>• re-using paper for rough drafts (observing confidentiality requirements)</li> <li>• using power-save options for equipment</li> </ul>
Documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• call outs</li> <li>• captions</li> <li>• concordance files</li> <li>• different odd and even pages</li> <li>• document protection</li> <li>• drawing</li> </ul>



	<ul style="list-style-type: none"> <li>• forms with fields</li> <li>• hyperlinks</li> <li>• linked and/or embedded objects</li> <li>• long documents</li> <li>• mail merge data documents</li> <li>• master documents</li> <li>• MS WordArt</li> <li>• multiple headers and footers</li> <li>• multiple sections</li> <li>• multiple users</li> <li>• primary mail merge documents</li> <li>• subdocuments</li> <li>• templates</li> </ul>
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• company colour scheme</li> <li>• company logo</li> <li>• consistent corporate image</li> <li>• content restrictions</li> <li>• established guidelines and procedures for document production</li> <li>• house styles</li> <li>• observing copyright legislation</li> <li>• organisation name, time, date, document title, filename, etc. in header/footer</li> <li>• templates</li> </ul>
Complex technical functions	<p>May include:</p> <ul style="list-style-type: none"> <li>• alignment</li> <li>• data transfer</li> <li>• display features</li> <li>• embedding</li> <li>• exporting</li> <li>• fields</li> <li>• form fields</li> <li>• formulae</li> <li>• importing</li> <li>• index</li> <li>• linking</li> <li>• macros</li> <li>• merge criteria</li> <li>• page and section breaks</li> <li>• sort criteria</li> <li>• style sheets</li> <li>• table of contents</li> <li>• templates</li> </ul>

Structure and layout	<p>May include:</p> <ul style="list-style-type: none"> <li>• boxes</li> <li>• colour</li> <li>• columns</li> <li>• drawing</li> <li>• graphics</li> <li>• headings</li> <li>• letter and memo conventions</li> <li>• page layout</li> <li>• photographs</li> <li>• typeface</li> <li>• white space</li> </ul>
Design	<p>May include:</p> <ul style="list-style-type: none"> <li>• balance</li> <li>• diversity</li> <li>• relative positioning of graphics and headings</li> <li>• simplicity</li> <li>• text flow</li> <li>• typography</li> </ul>
Consistency of design and layout	<p>May include:</p> <ul style="list-style-type: none"> <li>• annotated references</li> <li>• borders</li> <li>• bullet/number lists</li> <li>• captions</li> <li>• consistency with other business documents</li> <li>• footnotes/endnotes</li> <li>• indentations</li> <li>• page numbers</li> <li>• spacing</li> <li>• typeface styles and point size</li> </ul>
Formatting rows and column	<p>May include:</p> <ul style="list-style-type: none"> <li>• auto distribute</li> <li>• fills/shading</li> <li>• lines and borders</li> <li>• merge cells</li> <li>• sorting contents</li> <li>• split cell</li> <li>• text direction</li> </ul>
Other data	<p>May include:</p> <ul style="list-style-type: none"> <li>• clip art</li> <li>• data from other software applications</li> <li>• digital photographs</li> <li>• files</li> <li>• graphics</li> </ul>

	<ul style="list-style-type: none"> <li>• quotes</li> <li>• references</li> <li>• scanned photographs and logos</li> <li>• tables, graphs and charts</li> </ul>
Formatting	<p>May include:</p> <ul style="list-style-type: none"> <li>• colour</li> <li>• cropping</li> <li>• layout</li> <li>• position in relation to other text</li> <li>• size</li> </ul>
Printing	<p>May include:</p> <ul style="list-style-type: none"> <li>• print merge</li> <li>• print to file</li> <li>• to fit specific number of pages</li> <li>• with comments</li> <li>• with drawing objects</li> <li>• with field codes</li> <li>• with hidden text</li> </ul>
Naming and storing documents	<p>May include:</p> <ul style="list-style-type: none"> <li>• authorised access</li> <li>• file names according to organisational procedure e.g. numbers rather than names</li> <li>• file names which are easily identifiable in relation to the content</li> <li>• file/ directory names which identify the operator, author, section, date etc.</li> <li>• filing locations</li> <li>• organisational policy for backing up files</li> <li>• organisational policy for filing hard copies of documents</li> <li>• security</li> <li>• storage in folders/sub-folders</li> <li>• storage on hard/floppy disk drives, CD-ROM, tape back-up</li> </ul>
Designated time lines	<p>May include:</p> <ul style="list-style-type: none"> <li>• time line agreed with internal/external client</li> <li>• time line agreed with supervisor/person requiring spreadsheet</li> <li>• organisational time line e.g. deadline requirements</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• production of text documents using advanced software functions</li> </ul>

	<ul style="list-style-type: none"> <li>• application of document design principles</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge for:</p> <ul style="list-style-type: none"> <li>• formatting styles and their effect on formatting, readability and appearance of documents</li> <li>• organisational requirements for ergonomics, work periods and breaks, and conservation techniques</li> <li>• organisational style guide</li> </ul>
Underpinning Skills	<p>Demonstrate skills for:</p> <ul style="list-style-type: none"> <li>• communication skills to clarify requirements of documents</li> <li>• keyboarding skills to enter text and numerical data</li> <li>• literacy skills to edit and proofread documents, creating documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure</li> <li>• numeracy skills to collate and present data, graphs and annotated references problem-solving skills to use processes flexibly and interchangeably.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: International Trade Level IV	
Unit Title	Plan and Organize Work
Unit Code	<a href="#">TRD INT4 11 0714</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

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

	<p>4.5 Timeliness of report is observed.</p> <p>4.6 Files are established and maintained in accordance with standard operating procedures.</p>
5. Review and evaluate work plans and activities	<p>5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information.</p> <p>5.2 Review is done based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback.</p> <p>5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities.</p> <p>5.4 Performance appraisal is conducted in accordance with organization rules and regulations.</p> <p>5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.6 Recommendations are prepared and presented to <b>appropriate personnel/authorities</b>.</p> <p>5.7 <b>Feedback mechanisms</b> are implemented in line with organization policies.</p>

Variable	Range
Objectives	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Specific</li> <li>• General</li> </ul>
Resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Equipment and technology</li> <li>• Services</li> <li>• Supplies and materials</li> <li>• Sources for accessing specialist advice</li> <li>• Budget</li> </ul>
Schedule of work activities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Daily</li> <li>• Work-based</li> <li>• Contractual</li> <li>Regular</li> </ul>
Work methods and practices	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Legislated regulations and codes of practice</li> <li>• Industry regulations and codes of practice</li> <li>• Occupational health and safety practices</li> </ul>

Work plans	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Daily work plans</li> <li>• Project plans</li> <li>• Program plans</li> <li>• Resource plans</li> <li>• Skills development plans</li> <li>• Management strategies and objectives</li> </ul>
Standards	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Performance targets</li> <li>• Performance management and evaluation systems</li> <li>• Occupational standards</li> <li>• Employment contracts</li> <li>• Client contracts</li> <li>• Discipline procedures</li> <li>• Workplace assessment guidelines</li> <li>• Internal quality assurance</li> <li>• Internal and external accountability and auditing requirements</li> <li>• Training Regulation Standards</li> <li>• Safety Standards</li> </ul>
Appropriate personnel/ authorities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate personnel include: <ul style="list-style-type: none"> <li>➢ Management</li> <li>➢ Line Staff</li> </ul> </li> </ul>
Feedback mechanisms	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Informal feedback</li> <li>• Formal feedback</li> <li>• Questionnaire</li> <li>• Survey</li> <li>• Group discussion</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• set objectives</li> <li>• plan and schedule work activities</li> <li>• implement work plans</li> <li>• monitor work activities</li> <li>• review and evaluate work plans and activities</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• organizations policies, strategic plans, guidelines related to the role of the work unit</li> </ul>

	<ul style="list-style-type: none"> <li>• team work and consultation strategies</li> </ul>
Underpinning Skills	<p>Demonstrates skill to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• lead</li> <li>• organize</li> <li>• coordinate</li> <li>• communicate</li> <li>• inter-and intra-person/motivation skills</li> <li>• present</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Occupational Standard: International Trade Level IV	
<b>Unit Title</b>	<b>Migrate to New Technology</b>
<b>Unit Code</b>	<a href="#"><u>TRD INT4 12 0714</u></a>
<b>Unit Descriptor</b>	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

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

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

<b>Evidence Guide</b>	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols)</li> <li>Knowledge of vendor product directions</li> <li>Ability to locate appropriate sources of information regarding metal manufacturing and new technologies</li> <li>Current industry products/services, procedures and techniques with knowledge of general features</li> <li>Information gathering techniques</li> </ul>
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> <li>Research skills for identifying broad features of new technologies</li> <li>Ability to assist in the decision making process</li> <li>Literacy skills in regard to interpretation of technical manuals</li> <li>Ability to solve known problems in a variety of situations and locations</li> <li>Evaluate and apply new technology to assist in solving organizational problems</li> <li>General analytical skills in relation to known problems</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>Interview / Written Test</li> <li>Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: International Trade Level IV	
Unit Title	Establish Quality Standards
Unit Code	<a href="#">TRD INT4 13 0714</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

Elements	Performance Criteria
1. Establish quality specifications for product	1.1 Market specifications are <b>sourced</b> and <b>legislated requirements</b> identified. 1.2 Quality specifications are developed and agreed upon 1.3 Quality specifications are documented and introduced to organization staff / personnel in accordance with the organization policy 1.4 Quality specifications are updated when necessary
2. Identify hazards and critical control points	2.1 Critical control points impacting on quality are identified. 2.2 Degree of risk for each hazard is determined. 2.3 Necessary documentation is accomplished in accordance with organization quality procedures
3. Assist in planning of quality assurance procedures	3.1 Procedures for each identified control point are developed to ensure optimum quality. 3.2 Hazards and risks are minimized through application of appropriate controls. 3.3 Processes are developed to monitor the effectiveness of quality assurance procedures.
4. Implement quality assurance procedures	4.1 Responsibilities for carrying out procedures are allocated to staff and contractors. 4.2 Instructions are prepared in accordance with the enterprise's quality assurance program. 4.3 Staff and contractors are given induction training on the quality assurance policy. 4.4 Staff and contractors are given in-service training relevant to their allocated <b>safety procedures</b> .
5. Monitor quality	5.1 Quality requirements are identified

of work outcome	<p>5.2 Inputs are inspected to confirm capability to meet quality requirements</p> <p>5.3 Work is conducted to produce required outcomes</p> <p>5.4 Work processes are monitored to confirm quality of output and/or service</p> <p>5.5 Processes are adjusted to maintain outputs within specification.</p>
6. Participate in maintaining and improving quality at work	<p>6.1 Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements</p> <p>6.2 Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements</p> <p>6.3 Corrective action is taken within level of responsibility, to maintain quality standards</p> <p>6.4 Quality issues are raised with designated personnel</p>
7. Report problems that affect quality	<p>7.1 Potential or existing quality problems are recognized.</p> <p>7.2 Instances of variation in quality are identified from specifications or work instructions.</p> <p>7.3 Variation and potential problems are reported to supervisor/manager according to enterprise guidelines.</p>

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

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

Occupational Standard: International Trade Level IV	
Unit Title	Develop Individuals and Team
Unit Code	<a href="#">TRD INT4 14 0714</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b></p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement</p> <p>1.4 <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning process</p>
2. Foster individual and organizational growth	<p>2.1 Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of Competence standards</p> <p>2.2 <b>Learning delivery methods</b> are made appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4 Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of competence are maintained within organizational requirement</p>

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

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

Learning delivery methods	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• On the job coaching or monitoring</li> <li>• Problem solving</li> <li>• Presentation/demonstration</li> <li>• Formal course participation</li> <li>• Work experience and involvement in professional networks</li> <li>• Conference and seminar attendance</li> </ul>
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<b>Evidence Guide</b>	
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Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• identify and implement learning opportunities for others</li> <li>• give and receive feedback constructively</li> <li>• facilitate participation of individuals in the work of the team</li> <li>• negotiate plans to improve the effectiveness of learning</li> <li>• prepare learning plans to match skill needs</li> <li>• access and designate learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• coaching and monitoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques to obtain and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• read and understand a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>• communicate including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• plan and organize required resources and equipment to meet learning needs</li> <li>• coach and mentor skills to provide support to colleagues</li> <li>• report to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• facilitate and conduct small group training sessions</li> <li>• relate to people from a range of social, cultural, physical and</li> </ul>



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

Occupational Standard: International Trade Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	<a href="#">TRD INT4 15 0714</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

Elements	Performance Criteria
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 <b>Strategies</b> for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives

3. Represent the organization	<p>3.1 When participating in internal or external fora, presentation is relevant, appropriately researched and presented in a manner to promote the organization</p> <p>3.2 Presentation is made clear and sequential and delivered within a predetermined time</p> <p>3.3 Appropriate media is utilized to enhance presentation</p> <p>3.4 Differences in views are respected</p> <p>3.5 Written communication is made consistent with organizational standards</p> <p>3.6 Inquiries are responded in a manner consistent with organizational standard</p>
4. Facilitate group discussion	<p>4.1 Mechanisms which enhance <b>effective group interaction</b> are defined and implemented</p> <p>4.2 Strategies which encourage all group members to participate are used routinely</p> <p>4.3 Objectives and agenda are routinely set and followed for meetings and discussions</p> <p>4.4 Relevant information are provided to group to facilitate outcomes</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>4.6 Specific communication needs of individuals are identified and addressed</p>
5. Conduct interview	<p>5.1 A range of appropriate communication strategies are employed in <b>interview situations</b></p> <p>5.2 Different <b>types of interview</b> is conducted in accordance with the organizational procedures</p> <p>5.3 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>5.4 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated</p>

Variable	Range
Strategies	May include but is not limited to: <ul style="list-style-type: none"> <li>• Recognizing own limitations</li> <li>• Utilizing techniques and aids</li> <li>• Providing written drafts</li> <li>• Verbal and non verbal communication</li> </ul>

Effective group interaction	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identifying and evaluating what is occurring within an interaction in a non-judgmental way</li> <li>• Using active listening</li> <li>• Making decision about appropriate words, behavior</li> <li>• Putting together response which is culturally appropriate</li> <li>• Expressing an individual perspective</li> <li>• Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> </ul>
Interview situations	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Establish rapport</li> <li>• obtain facts and information</li> <li>• Facilitate resolution of issues</li> <li>• Develop action plans</li> <li>• Diffuse potentially difficult situation</li> </ul>
Types of Interview	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Related to staff issues</li> <li>• Routine</li> <li>• Confidential</li> <li>• Evidential</li> <li>• Non-disclosure</li> <li>• Disclosure</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Demonstrate effective communication skills with clients and work colleagues accessing service</li> <li>• Adopt relevant communication techniques and strategies to meet client particular needs and difficulties</li> </ul>
Underpinning Knowledge and Values	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• communication process</li> <li>• dynamics of groups and different styles of group leadership</li> <li>• communication skills relevant to client groups</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• full range of communication techniques including: <ul style="list-style-type: none"> <li>➢ active listening</li> <li>➢ feedback</li> <li>➢ interpretation</li> <li>➢ role boundaries setting</li> <li>➢ negotiation</li> <li>➢ establishing empathy</li> <li>➢ communication strategies</li> </ul> </li> <li>• communicate to fulfill job roles as specified by the organization</li> </ul>

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

Occupational Standard: International Trade Level IV	
Unit Title	Manage Micro, Small and Medium Enterprises (MSMEs)
Unit Code	<a href="#">TRD INT4 16 0714</a>
Unit Descriptor	This unit covers knowledge, skills and attitude required in running Micro, Small and Medium enterprises. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

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

	effectively. 2.9 Information is presented in a format appropriate to the industry and audience.		
3. Manage Marketing of MSMEs	3.1 Information on market and business needs is analyzed and market opportunities identified. 3.2 Marketing mix and components are evaluated. 3.3 Marketing mix for specific target market is determined. 3.4 Marketing mix is monitored and continual adjusted against marketing performance.		
4. Manage Human Resources	4.1 <b>Human resource rules, regulations law and procedures</b> are identified and determined. 4.2 The existing human resource is audited, and gaps are identified. 4.3 Recruitment and selection are conducted based on the organizational requirements. 4.4 Selected candidates are oriented and placed for the appropriate position. 4.5 Appraisal of employees' performance is conducted. 4.6 Appraisal result is used for training and development, promotion, compensation, disciplinary measures and other purposes as required. 4.7 <b>Employee relations</b> are maintained.		
5. Manage production and Operation	5.1 Production /operation plan is developed and implemented. 5.2 Required inputs are purchased and adequate inventories maintained. 5.3 Production /operation process is checked and controlled. 5.4 Quality control is applied and maintained.		
6. Maintain financial records and use for decision making	6.1 The objective and benefits of financial records are discussed and understood. 6.2 Asset, liabilities and capital are identified and recorded. 6.3 Balance sheet and different journals are discussed. 6.4 Business transactions are discussed, analyzed, classified and recorded. 6.5 Daily financial records are maintained correctly in accordance with legal and accounting requirements. 6.6 Invoices and payments are prepared and distributed in timely manner and in accordance with legal requirements.		
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	<p>6.7 Outstanding accounts are collected or followed-up.</p> <p>6.8 Revenue, expense and costs are identified and discussed.</p> <p>6.9 Different ledgers and subsidiary ledgers are discussed and maintained.</p> <p>6.10 Profit and loss report is prepared.</p> <p>6.11 Financial interpretation is conducted with assistant from the appropriate person.</p> <p>6.12 Financial manual is prepared.</p>
7. Monitor, Manage and Evaluate work performance	<p>7.1 People, resources and/or equipment are coordinated to provide optimum results.</p> <p>7.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to <b>business goals</b> or timelines.</p> <p>7.3 <b>Problem solving techniques</b> are applied to work situations to overcome difficulties and achieve positive outcomes.</p> <p>7.4 Opportunities for improvements are monitored according to business demands.</p> <p>7.5 Work schedules are adjusted to incorporate necessary modifications to existing work and routines or changing needs and requirements.</p> <p>7.6 Proposed changes are clearly communicated and recorded to aid in future planning and evaluation.</p> <p>7.7 Relevant codes of practice are used to guide an ethical approach to workplace practices and decisions.</p>

Variable	Range
Major components of work plan	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Objective</li> <li>• Responsibilities</li> <li>• Resources (human, materials, finance, time, etc)</li> <li>• Activities</li> </ul>
Resources	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Human resource</li> <li>• Money</li> <li>• Time</li> <li>• Machines</li> <li>• Equipment</li> <li>• Space</li> </ul>
Time	<p>May include but is not limited to:</p>



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

### Evidence Guide

Critical Aspects of Competence	<p>A person must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• Ability to identify daily work requirements and allocate work appropriately</li> <li>• Ability to interpret financial documents in accordance with legal requirements</li> </ul>
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	<ul style="list-style-type: none"> <li>• The ability to prepare strategic plan</li> <li>• The ability to develop effective work habit</li> <li>• The ability to manage marketing of MSEs</li> <li>• The ability to manage human resources of MSEs</li> <li>• the ability to manage production/operation of MSEs</li> <li>• The ability to maintain financial records of MSEs</li> <li>• The ability to manage, monitor and evaluate work performance of MSMEs</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Working culture</li> <li>• Time management strategy</li> <li>• Marketing Mix</li> <li>• Relevant marketing, operation/production, human resource and financial management</li> <li>• Human resource functions</li> <li>• Production/operation functions</li> <li>• Monitoring and evaluation</li> <li>• Problem solving techniques</li> <li>• Federal and Local Government legislative requirements affecting business operations, especially in regard to Occupational Health and Safety (OHS), equal employment opportunity, industrial relations and anti-discrimination</li> <li>• Relevant industry code of practice</li> <li>• Planning techniques to establish realistic timelines and priorities</li> <li>• Identification of relevant performance measures</li> <li>• Quality assurance principles and methods</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Technical or specialist skills relevant to the business operation</li> <li>• Interpret legal requirements, company policies and procedures and immediate, day-to-day demands</li> <li>• Strategic planning skills</li> <li>• Human relation skills</li> <li>• Communicate using questioning, clarifying, reporting, and giving and receiving constructive feedback</li> <li>• Numeracy skills for performance information, setting targets and interpreting financial documents and reports</li> <li>• Technical skills to interpret business document, reports and financial statements and projections</li> <li>• Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• Solve problem and develop contingency plans</li> <li>• Using computers and software packages to record and</li> </ul>

	<p>manage data and to produce reports</p> <ul style="list-style-type: none"> <li>• Evaluate using assessment work and outcomes</li> <li>• Observe for identifying appropriate people, resources and to monitor work</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: International Trade Level IV	
Unit Title	Apply Problem Solving Techniques and Tools
Unit Code	<a href="#">TRD INT4 17 0714</a>
Unit Descriptor	This unit of competency covers the knowledge, skills and attitude required to apply scientific problem solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis.

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

	<p>4.6 All possible ways are listed using <b>creative idea generation</b> to eliminate the most critical root cause.</p> <p>4.7 The suggested solutions are carefully tested and evaluated for potential complications.</p> <p>4.8 Detailed summaries of the action plan are prepared to implement the suggested solution.</p>
5. Examine countermeasures and their implementation.	<p>5.1 Action plan is implemented by <b>medium KPT</b> members.</p> <p>5.2 Implementation is monitored according to the agreed procedure and activities are checked with preset plan.</p>
6. Assess effectiveness of the solution.	<p>6.1 <b>Tangible and intangible results</b> are identified.</p> <p>6.2 The results are verified over time.</p> <p>6.3 Tangible results are compared with targets using <b>various types of diagram</b>.</p>
7. Standardize and sustain operation.	<p>7.1 If the goal is achieved, the new procedures are standardized and made part of daily activities.</p> <p>7.2 All employees are trained on the new <b>Standard Operating Procedures (SOPs)</b>.</p> <p>7.3 SOP is verified and followed by all employees.</p> <p>7.4 The next problem is selected to be tackled by the team.</p>

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

	<ul style="list-style-type: none"> <li>➤ Brain storming</li> <li>➤ Why analysis</li> <li>➤ What if analysis</li> <li>➤ 5W1H</li> </ul>
Kaizen Elements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Quality</li> <li>• Cost</li> <li>• Productivity</li> <li>• Delivery</li> <li>• Safety</li> <li>• Moral</li> <li>• Environment</li> <li>• Gender equality</li> </ul>
5W1H	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Who: person in charge</li> <li>• Why: objective</li> <li>• What: item to be implemented</li> <li>• Where: location</li> <li>• When: time frame</li> <li>• How: method</li> </ul>
4M1E	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Man</li> <li>• Machine</li> <li>• Method</li> <li>• Material and</li> <li>• Environment</li> </ul>
Creative idea generation	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Exploring and examining ideas in varied ways</li> <li>• Elaborating and extrapolating</li> <li>• Conceptualizing</li> </ul>
Medium KPT	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S</li> <li>• 4M (machine, method, material and man)</li> <li>• 4P (Policy, procedures, People and Plant)</li> <li>• PDCA cycle</li> <li>• Basics of IE tools and techniques</li> </ul>
Tangible and intangible results	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Tangible result may include: <ul style="list-style-type: none"> <li>➤ Quantifiable data</li> </ul> </li> <li>• Intangible result may include: <ul style="list-style-type: none"> <li>➤ Qualitative data</li> </ul> </li> </ul>
Various types of diagram	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Line graph</li> </ul>

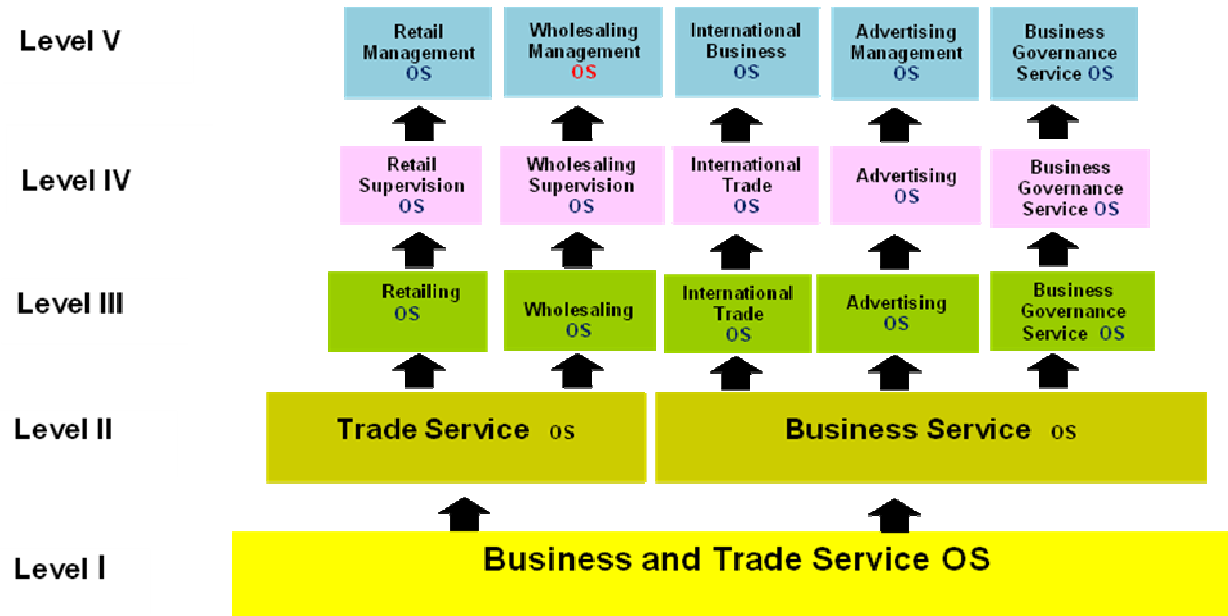
	<ul style="list-style-type: none"> <li>• Bar graph</li> <li>• Pie-chart</li> <li>• Scatter diagram</li> <li>• Affinity diagram</li> </ul>
Standard Operating Procedures (SOPs)	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• The customer demand</li> <li>• The most efficient work routine (steps)</li> <li>• The cycle times required to complete work elements</li> <li>• All process quality checks required to minimize defects/errors</li> <li>• The exact amount of work in process required</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Assessment	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> <li>• Apply all relevant procedures and regulatory requirements to ensure quality and productivity of an organization.</li> <li>• Detect non-conforming products/services in the work area</li> <li>• Apply effective problem solving approaches/strategies.</li> <li>• Implement and monitor improved practices and procedures</li> <li>• Apply statistical quality control tools and techniques.</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• QC story/PDCA cycle/</li> <li>• QC story/ Problem solving steps</li> <li>• QCC techniques</li> <li>• 7 QC tools</li> <li>• Basic IE tools and techniques.</li> <li>• SOP</li> <li>• Quality requirements associated with the individual's job function and/or work area</li> <li>• Workplace procedures associated with the candidate's regular technical duties</li> <li>• Relevant health, safety and environment requirements</li> <li>• organizational structure of the enterprise</li> <li>• Lines of communication</li> <li>• Methods of making/recommending improvements.</li> <li>• Reporting procedures</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Apply problem solving techniques and tools</li> <li>• Apply statistical analysis tools</li> <li>• Apply Visual Management Board/Kaizen Board.</li> <li>• Detect non-conforming products or services in the work area</li> <li>• Document and report information about quality,</li> </ul>

	<p>productivity and other kaizen elements.</p> <ul style="list-style-type: none"> <li>• Contribute effectively within a team to recognize and recommend improvements in quality, productivity and other kaizen elements.</li> <li>• Implement and monitor improved practices and procedures.</li> <li>• Organize and prioritize activities and items.</li> <li>• Read and interpret documents describing procedures</li> <li>• Record activities and results against templates and other prescribed formats.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



# TRADE SERVICE



## Acknowledgement

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

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

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

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### COMMENT TEMPLATE

<b>The Federal TVET Agency values your feedback of the document.</b>
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