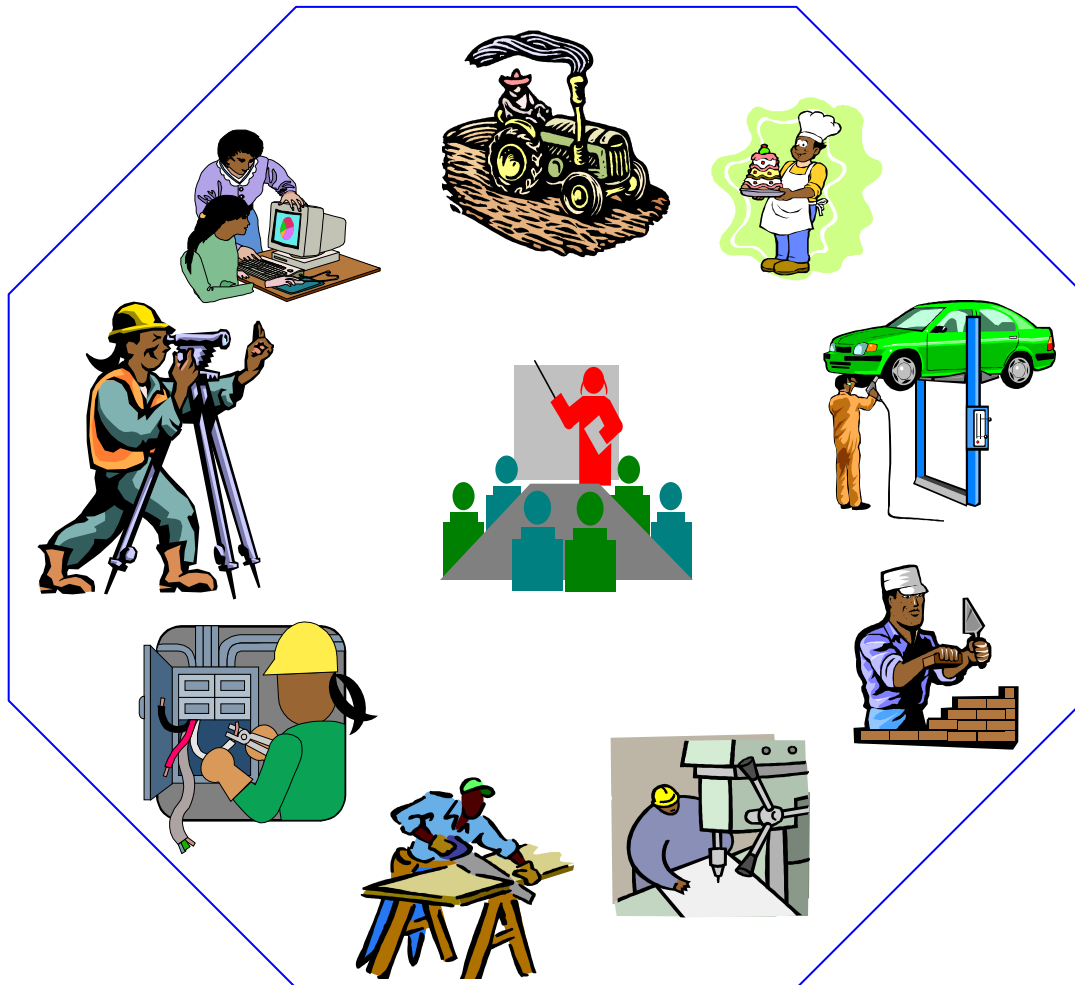




**Federal Democratic Republic of Ethiopia**  
**OCCUPATIONAL STANDARD**  
**RETAIL SUPERVISION**  
**NTQF Level IV**



*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 Unit of 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

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## UNIT OF COMPETENCE CHART

Occupational Standard: Retail Supervision		
Occupational Code: TRD RSP		
NTQF Level IV		
<a href="#">TRD RSP4 01 0714</a> Recruit and Select Personnel	<a href="#">TRD RSP4 02 0714</a> Manage Retail Merchandise	<a href="#">TRD RSP4 03 0714</a> Manage Store Presentation and Pricing
<a href="#">TRD RSP4 04 0714</a> Build Client Relationships and Business Networks	<a href="#">TRD RSP4 05 0714</a> Provide Personal Leadership	<a href="#">TRD RSP4 06 0714</a> Provide a Safe Work Environment
<a href="#">TRD RSP4 07 0714</a> Monitor Legislative Requirements for the Establishment of a Retail Business	<a href="#">TRD RSP4 08 0714</a> Build Retail Relationships and Sustain Customer Loyalty	<a href="#">TRD RSP4 09 0714</a> Provide Professional Customer Service for High Value and Complex Sales
<a href="#">TRD RSP4 10 0714</a> Develop Business to Business Relationship	<a href="#">TRD RSP4 11 0714</a> Manage Financial Resources	<a href="#">TRD RSP4 12 0714</a> Coordinate a Retail Operation during Economic Downturns
<a href="#">TRD RSP4 13 0714</a> Plan and Organize Work	<a href="#">TRD RSP4 14 0714</a> Migrate to New Technology	<a href="#">TRD RSP4 15 0714</a> Establish Quality Standards
<a href="#">TRD RSP4 16 0714</a> Develop Individuals and Team	<a href="#">TRD RSP4 17 0714</a> Utilize Specialized Communication Skills	<a href="#">TRD RSP4 18 0714</a> Manage Micro, Small and Medium Enterprises (MSMEs)
<a href="#">TRD RSP4 19 0714</a> Apply Problem Solving Techniques and Tools		

Occupational Standard: Retail Supervision Level IV	
Unit Title	Recruit and Select Personnel
Unit Code	<a href="#">TRD RSP4 01 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to recruit and select personnel.

Elements	Performance Criteria
1. Define future personnel requirements	<p>1.1 <b>Store policy and procedures</b> are accurately identified in regard to <b>staffing levels</b>.</p> <p>1.2 Accurate and current <b>information</b> are accessed and utilized to define personnel requirements.</p> <p>1.3 Competencies and attitudes required of <b>staff members</b> and <b>teams</b> are clearly identified.</p> <p>1.4 <b>Relevant personnel</b> are consulted as required.</p> <p>1.5 Estimates of <b>staffing requirements</b> are supported with <b>appropriate calculations</b> where necessary.</p>
2. Determine job specifications	<p>2.1 <b>Job specifications</b> are ensured to accurately reflect the role that the appointee will play in relation to the team as a whole.</p> <p>2.2 The views and requirements of all relevant personnel are taken into account prior to completing the specification.</p> <p>2.3 Clear and concise job specifications are written according to <b>relevant legislation</b>.</p> <p>2.4 Specifications are confirmed with relevant personnel prior to recruitment action according to store policy.</p>
3. Recruit staff	<p>3.1 Staff recruitment procedures are maintained and monitored.</p> <p>3.2 Employment vacancies are advertised internally and externally according to store policy.</p> <p>3.3 Job interviews and employment appraisal tests are conducted according to store policy.</p> <p>3.4 Staff selection policy and procedures are enacted to comply with equal employment opportunity legislation.</p> <p>3.5 Wages and conditions are ensured to comply with relevant awards, agreements and store policy.</p>

<p>4 Assess and select applicants.</p>	<p>4.1 Assessment and selection process are conducted according to store policy and procedures and legal requirements.</p> <p>4.2 Information obtained is judged from each candidate against specified selection criteria and any additional influencing factors are noted.</p> <p>4.3 Advice is promptly sought from relevant personnel where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria.</p> <p>4.4 Unintended deviations from agreed procedures are identified and corrected before making selection decisions.</p> <p>4.5 Complete, accurate and clear <b>records</b> of assessment and selection processes are maintained.</p> <p>4.6 Selection recommendations are communicated to authorised personnel only.</p> <p>4.7 All candidates of selection decisions are promptly and accurately informed by following each stage of the selection process.</p> <p>4.8 Recommendations for improvements to any aspect of the selection process are promptly communicated to appropriate personnel.</p> <p>4.9 Assessment and selection processes used are ensured and evidence gained justified the selection choice.</p>
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Variable	Range
Store policy and procedures	May include but not limited to: <ul style="list-style-type: none"> <li>• personnel planning</li> <li>• selection and recruitment</li> <li>• Maintaining records</li> </ul>
Staffing levels	May include but not limited to: <ul style="list-style-type: none"> <li>• peak trading cycles</li> <li>• special events</li> <li>• promotion</li> <li>• stock takes</li> <li>• market trends</li> </ul>
Information	May include but not limited to: <ul style="list-style-type: none"> <li>• colleagues, supervisors and managers</li> <li>• store records</li> <li>• personal observation and experience</li> <li>• store policy and procedures documents</li> </ul>

	<ul style="list-style-type: none"> <li>• unions</li> <li>• industry associations</li> </ul>
Staff members	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• full-time, part-time, casual or contract staff</li> <li>• people with varying degrees of language and literacy</li> <li>• people from a range of cultural, social and ethnic backgrounds</li> <li>• people with a range of responsibilities and job descriptions</li> </ul>
Teams	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• small work teams</li> <li>• store team</li> <li>• Corporate team</li> </ul>
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• internal or external consultants</li> <li>• employees</li> <li>• supervisors</li> <li>• human resources personnel</li> <li>• Store and area manager</li> </ul>
Staffing requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• permanent</li> <li>• temporary</li> <li>• full-time</li> <li>• part-time</li> <li>• casual</li> <li>• Contract</li> </ul>
Appropriate calculations	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• financial considerations</li> <li>• current and projected staff numbers</li> <li>• current staff competencies and estimation of competencies required</li> <li>• succession planning</li> <li>• personnel forecasts</li> <li>• Business plan and strategic directions</li> </ul>
Job specifications	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• job title and purpose of position</li> <li>• responsibilities</li> <li>• Competencies required</li> </ul>
Relevant legislation	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Equal Employment Opportunity (EEO)</li> <li>• anti-discrimination</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• identifies existing and required competencies and attitudes of individuals and teams</li> </ul>
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	<ul style="list-style-type: none"> <li>• develops job specifications to effectively meet the needs of the store and company</li> <li>• recruits suitable staff according to: <ul style="list-style-type: none"> <li>➤ relevant store policy and procedures</li> <li>➤ relevant legislation</li> <li>➤ relevant awards and agreements</li> </ul> </li> <li>• assesses and selects candidates according to store policy and procedures and legal requirements</li> <li>• Accurately records selection processes.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• store policy and procedures in regard to: <ul style="list-style-type: none"> <li>➤ job role and responsibilities</li> <li>➤ personnel planning, including current and projected staff numbers</li> <li>➤ recruitment , assessment and selection of candidates</li> </ul> </li> <li>• relevant legislation and statutory requirements, including: <ul style="list-style-type: none"> <li>➤ equal opportunity and Equal Employment Opportunity (EEO) legislation</li> <li>➤ awards and agreements</li> <li>➤ anti-discrimination</li> <li>➤ recruitment sourcing methods</li> <li>➤ government subsidies and support functions for traineeships</li> </ul> </li> <li>• Training Packages and competency standards</li> <li>• principles and techniques in: <ul style="list-style-type: none"> <li>➤ interpersonal communication</li> <li>➤ identifying competency requirements in relation to work demands</li> <li>➤ identifying, defining and assessing competency of individuals</li> <li>➤ consultation</li> <li>➤ interviewing</li> <li>➤ knowledge of special needs in relation to recruitment and selection, including reasonable adjustments for interviews, interview techniques and provision of appropriate documentation</li> </ul> </li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• interpersonal communication skills to: <ul style="list-style-type: none"> <li>➤ consult personnel</li> <li>➤ confirm specifications</li> <li>➤ seek advice and communicate recommendations</li> <li>➤ conduct interviews and inform candidates of results through clear and direct communication</li> <li>➤ ask questions to identify and confirm requirements</li> <li>➤ obtain information from candidates at interview</li> <li>➤ use language and concepts appropriate to cultural differences</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ use and interpret non-verbal communication</li> <li>• analytical skills to: <ul style="list-style-type: none"> <li>➤ evaluate information from resumes, letters, references, interviews and aptitude tests against criteria</li> <li>➤ check references, security clearances and personal documentation</li> </ul> </li> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➤ research, analyse and interpret a broad range of written material</li> <li>➤ write clear accurate job descriptions and specifications</li> <li>➤ prepare reports</li> <li>➤ record details of processes</li> <li>➤ document results</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.
Assessment Methods	Competency may be accessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation/ Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting



Occupational Standard: Retail Supervision Level IV	
Unit Title	Manage Retail Merchandise
Unit Code	<a href="#">TRD RSP4 02 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct market analyses, plan merchandise ranges, procure and rationalise stock, and implement staff merchandise training to maximise profit in a changing retail environment.

Elements	Performance Criteria
1. Analyse market	<p>1.1 <b>Store merchandise and marketing policy</b> and procedures are identified and analysed to confirm current market position.</p> <p>1.2 <b>Customer requirements</b> are monitored formally and informally in order to evaluate market trends and customer needs.</p> <p>1.3 New products are researched to clarify demand and fit with current market position.</p> <p>1.4 Opportunities are identified and evaluated to adjust merchandise range to improve sales.</p> <p>1.5 <b>Merchandise range</b> is monitored to identify the demand for individual items and seasonal variations.</p> <p>1.6 Market competition is monitored to identify and evaluate changes to merchandise range.</p> <p>1.7 Existing and potential stock loss and dissipation and their impact are measured, analysed and reported on business operations.</p> <p>1.8 Store or department sales figures are analysed to determine contribution rates of different product lines.</p> <p>1.9 Store or department space requirements and brand product mix are determined according to store policy.</p> <p>1.10 Future directions are determined for merchandise ranges according to store policy.</p>
2. Analyse factors affecting stock levels and range	<p>2.1 Existing and potential stock loss and dissipation and their <b>impact on business operations</b> are measured, analysed and reported.</p> <p>2.2 Store or department sales figures are analysed to determine contribution rates of different product lines.</p>

requirements	<p>2.3 Store or department space requirements and brand product mix are determined according to store policy.</p> <p>2.4 Future directions are determined for merchandise ranges according to store policy.</p>
3. Plan merchandise ranges	<p>3.1 Buying plan is developed and implemented according to outcomes of analysis and store policy.</p> <p>3.2 <b>Relevant personnel</b> are liaised with to coordinate promotional and marketing activities.</p> <p>3.3 Investment levels are determined with reference to previous years' sales figures, predicted demand and projected gross profit.</p> <p>3.4 Strategies are identified and implemented to improve contribution of different product lines to overall sales.</p> <p>3.5 Required stock levels are determined according to peak seasons, special events and supplier lead time.</p> <p>3.6 Merchandise range and sources of supply are analysed, evaluated and amended according to <b>feedback</b> from management, staff and customers.</p>
4. Introduce product ranges	<p>4.1 Relevant personnel are advised of new product ranges on preferred location of merchandise.</p> <p>4.2 <b>Staff training</b> in product knowledge is implemented to introduce product range.</p> <p>4.3 New ranges are demonstrated and displayed to <b>staff</b> according to store merchandising plan.</p>
5. Maximise profit	<p>5.1 Individual product range contributions are calculated and estimated against budget and targets.</p> <p>5.2 Product range assessment checks are developed and implemented against budget and targets.</p> <p>5.3 Overall selling space contributions are calculated and estimated according to store merchandising plan.</p> <p>5.4 Store pricing policies are determined according to stated net profit margin in store merchandising plan and consumer law.</p>
6. Rationalise stock	<p>6.1 Stock range is reviewed and updated at regular intervals.</p> <p>6.2 <b>Stock lines to be deleted</b> are identified and action is taken to minimise adverse effect on profit.</p> <p>6.3 <b>Stock is consolidated</b> as required to maximise sales potential.</p>

Variable	Range
Store merchandise and marketing policies	May include but not limited to: <ul style="list-style-type: none"> <li>• current market position</li> <li>• store culture</li> <li>• Target market.</li> </ul>
Customer requirements	May include but not limited to: <ul style="list-style-type: none"> <li>• observation</li> <li>• questionnaires</li> <li>• Surveys.</li> </ul>
Merchandise range	May include but not limited to: <ul style="list-style-type: none"> <li>• existing stock</li> <li>• New stock.</li> </ul>
Impact on business operations	May include but not limited to: <ul style="list-style-type: none"> <li>• budgeting</li> <li>• buying</li> <li>• ordering patterns</li> <li>• Planning.</li> </ul>
Relevant personnel	May include but not limited to: <ul style="list-style-type: none"> <li>• frontline staff</li> <li>• relevant managers</li> <li>• specialist staff</li> <li>• supervisors</li> <li>• Team leaders.</li> </ul>
Feedback	May include but not limited to: <ul style="list-style-type: none"> <li>• in groups or individually</li> <li>• Verbally or in writing.</li> </ul>
Staff training	May include but not limited to: <ul style="list-style-type: none"> <li>• off-the-job</li> <li>• one-on-one coaching</li> <li>• on-the-job</li> <li>• Any combination of the above.</li> </ul>
Staff	May include but not limited to: <ul style="list-style-type: none"> <li>• full-time, part-time, casual or contract staff</li> <li>• people from a range of social, cultural and ethnic backgrounds</li> <li>• People with varying degrees of language and literacy levels.</li> </ul>
Stock lines may	May include but not limited to:

be deleted	<ul style="list-style-type: none"> <li>• changes in store policy and culture</li> <li>• customer requirements</li> <li>• fashion trends</li> <li>• problems with supply</li> <li>• product availability</li> <li>• Sales performance.</li> </ul>
Consolidation of stock	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Movement of stock between departments or stores.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• applies store policy and procedures, industry rules of practice, statutory requirements and regulations in regard to buying, merchandising and marketing practices</li> <li>• demonstrates planning, procurement and rationalisation of stock and merchandise ranges</li> <li>• interprets market trends and applies them to the store situation to create opportunities to improve sales, while maximising profits</li> <li>• Trains and communicates information to and from staff or team members in regard to stock, merchandise and service range.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• store policy and procedures in regard to: <ul style="list-style-type: none"> <li>➤ buying</li> <li>➤ current and future stock inventory levels</li> <li>➤ marketing</li> <li>➤ profit margins</li> <li>➤ quality control</li> <li>➤ stock location and allocated areas</li> </ul> </li> <li>• industry and store information, including: <ul style="list-style-type: none"> <li>➤ channels of distribution</li> <li>➤ existing and possible new suppliers</li> <li>➤ market competition</li> <li>➤ market needs</li> <li>➤ pricing procedures</li> <li>➤ range of merchandise available</li> </ul> </li> <li>• product knowledge</li> </ul>

	<ul style="list-style-type: none"> <li>• relevant legislation, statutory requirements relating to the retail industry</li> </ul>
Underpinning Skills	<p>Demonstrate skills of :</p> <ul style="list-style-type: none"> <li>• analytical skills to evaluate and analyse: <ul style="list-style-type: none"> <li>➤ market trends and projections</li> <li>➤ sales figures and investment levels</li> <li>➤ space requirement</li> </ul> </li> <li>• communication and interpersonal skills to: <ul style="list-style-type: none"> <li>➤ ask questions to identify and confirm requirements</li> <li>➤ establish supplier relationships and negotiate supply of goods</li> <li>➤ give instructions</li> <li>➤ liaise with relevant personnel</li> <li>➤ provide feedback and coaching through clear and direct communication</li> <li>➤ provide information and training on product range</li> <li>➤ use and interpret non-verbal communication</li> <li>➤ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ analyse stock figures</li> <li>➤ calculate and estimate product range contributions</li> <li>➤ develop pricing policies</li> </ul> </li> <li>• technology skills to use and apply technology, including Electronic Data Interchange (EDI)</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.
Assessment Methods	<p>Competency may be accessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation/ Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Retail Supervision Level IV	
Unit Title	Manage Store Presentation and Pricing
Unit Code	<a href="#">TRD RSP4 03 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply knowledge of store merchandising to plan and manage store promotions, and manage store pricing policies and housekeeping. It includes interpreting and complying with store layout and visual merchandising policies, developing and implementing procedures to manage merchandise pricing, and managing all aspects of store housekeeping, including contingency procedures.

Elements	Performance Criteria
1. Manage store merchandising.	<p>1.1 Standards are defined for visual presentations and displays and clearly communicated to all staffs.</p> <p>1.2 Store layout, presentation support market position and customer flow are ensured according to store <b>visual merchandising policies and plans</b>.</p> <p>1.3 Layout assessment checks are developed and implemented and feedback is provided to staff.</p> <p>1.4 Floor staff is consulted to assess customer response to space allocations.</p>
2. Manage housekeeping.	<p>2.1 Store policies and procedures are developed and implemented in regard to <b>store housekeeping and maintenance</b>.</p> <p>2.2 Rosters or schedules are developed and managed by ensuring store housekeeping standards are monitored and maintained.</p> <p>2.3 <b>Contingency plan</b> is initiated in the event of merchandise or store presentation problems.</p>
3. Manage store pricing policies.	<p>3.1 Store pricing is maintained according to <b>organisation pricing policies and procedures</b> in regard to pricing.</p> <p>3.2 Accurate information on pricing trends and changes are maintained and communicated to relevant staff.</p> <p>3.3 Procedures are developed and implemented for pricing according to store policies and <b>legislative requirements</b>.</p>

<p>4. Plan and manage store promotions.</p>	<p>4.1 Store policies and procedures are managed and implemented in regard to store <b><i>promotional activities</i></b>.</p> <p>4.2 Activities are organized in line with anticipated or researched customer requirements.</p> <p>4.3 <b><i>Promotions</i></b> are managed in order to achieve maximum customer impact.</p> <p>4.4 Arrangements are negotiated with suppliers in regard to special promotional activities.</p> <p>4.5 Store activities are coordinated to complement complex promotions of shopping centre or retail operation.</p> <p>4.6 <b><i>Assessment</i></b> checks are developed and implemented to measure effectiveness of promotions.</p> <p>4.7 Promotional activities are documented and reported.</p>
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Variable	Range		
Visual merchandising policies and plans	May include but not limited to: <ul style="list-style-type: none"> <li>• market research</li> <li>• pricing policy</li> <li>• seasonal lines</li> <li>• store image</li> <li>• store layout and space availability</li> <li>• Target market.</li> </ul>		
Store housekeeping and maintenance	May include but not limited to: <ul style="list-style-type: none"> <li>• equipment</li> <li>• fittings</li> <li>• fixtures</li> <li>• Store premises.</li> </ul>		
Contingency plan	May include but not limited to: <ul style="list-style-type: none"> <li>• blackout</li> <li>• breakages</li> <li>• break-in</li> <li>• flood, storm or cyclone</li> <li>• Major spillages.</li> </ul>		
Organisation pricing policies and procedures	May include but not limited to: <ul style="list-style-type: none"> <li>• end of season stock</li> <li>• goods close to use-by date</li> <li>• marking down of slow moving stock</li> <li>• pricing policies</li> <li>• soiled or damaged goods.</li> </ul>		
Legislative	May include but not limited to:		
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requirements	<ul style="list-style-type: none"> <li>• Ethiopian consumer law and fair trading Acts.</li> </ul>
Promotional activities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• corporate or locally-based activities</li> <li>• dealing with advertising agencies and consultants</li> <li>• External and in-store activities.</li> </ul>
Promotions	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• advertising</li> <li>• catalogues</li> <li>• internet</li> <li>• newspapers</li> <li>• posters</li> <li>• radio or television</li> <li>• suppliers</li> <li>• Website.</li> </ul>
Assessment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• customer response</li> <li>• layout</li> <li>• Visual impact.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• assesses layout and presentation of merchandise against store visual merchandising policies and procedures</li> <li>• to sales targets and predetermined objectives</li> <li>• collaboratively plans, coordinates and implements advertising and promotional activities according to store policies and procedures</li> <li>• assesses effectiveness of layout and presentation, according</li> <li>• assesses and reports on effectiveness of advertising and promotions to staff and management according to store policies and procedures</li> <li>• collaboratively plans, coordinates and implements pricing activities, according to store policies and procedures</li> <li>• Collaboratively plans, coordinates and implements housekeeping activities, according to store policies and procedures and WHS legislation, regulations and codes of practice</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• pricing procedures</li> <li>• relevant industry rules of practice relating to managing store presentations and pricing</li> <li>• relevant legislation and statutory requirements relating to managing store presentations and pricing, including Work</li> </ul>



	<p>Health and Safety (WHS)</p> <ul style="list-style-type: none"> <li>• principles and techniques in: <ul style="list-style-type: none"> <li>➤ visual merchandising</li> <li>➤ project management</li> <li>➤ store policies and procedures in regard of: <ul style="list-style-type: none"> <li>✓ advertising and promotions</li> <li>✓ customer demand and market trends</li> <li>✓ housekeeping for premises, fittings, fixtures and equipment</li> <li>✓ layout and presentation</li> <li>✓ pricing or marking down of goods, including risk assessment</li> <li>✓ product quality standards</li> <li>✓ range and availability of new products and services</li> <li>✓ store merchandise and service range</li> </ul> </li> </ul> </li> <li>• store merchandising plan</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to: <ul style="list-style-type: none"> <li>➤ ask questions to identify and confirm requirements</li> <li>➤ communicate store standards and expectations to staff</li> <li>➤ consult floor staff</li> <li>➤ negotiate arrangements with suppliers, through clear and direct communication</li> <li>➤ use and interpret non-verbal communication</li> <li>➤ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➤ document results</li> <li>➤ prepare reports</li> <li>➤ prepare rosters</li> <li>➤ research, analyse and interpret a broad range of written material</li> </ul> </li> <li>• planning and organising skills to develop rosters</li> <li>• team leadership skills to: <ul style="list-style-type: none"> <li>➤ coordinate staff activities</li> <li>➤ develop and implement procedures</li> </ul> </li> <li>• provide feedback on performance</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>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation/ Demonstration</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Retail Supervision Level IV	
Unit Title	Build Client Relationships and Business Networks
Unit Code	<a href="#">TRD RSP4 04 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes.

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

4. Build and maintain networks	<p>4.1 Time is allocated to establish and maintain business contacts.</p> <p>4.2 <b>Business associations</b> and/or <b>professional development activities</b> are made participatory to establish and a <b>network</b> of support for the business is maintained and to enhance personal knowledge of the market.</p> <p>4.3 Communication channels are established to exchange <b>information and ideas</b>.</p> <p>4.4 Information is provided, sought and verified to the network.</p>
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Variable	Range
Preferred client communication styles and methods	May include but not limited to: <ul style="list-style-type: none"> <li>• email</li> <li>• face-to-face</li> <li>• mail</li> <li>• phone</li> </ul>
Verbal communication	May include but not limited to: <ul style="list-style-type: none"> <li>• articulation</li> <li>• clarity of speech</li> <li>• feedback</li> <li>• language</li> <li>• listening skills</li> <li>• open questions</li> <li>• questioning skills</li> <li>• voice modulation</li> <li>• voice projection</li> </ul>
Non-verbal communication	May include but not limited to: <ul style="list-style-type: none"> <li>• active listening</li> <li>• body language</li> <li>• body orientation</li> <li>• clothing</li> <li>• colour</li> <li>• distance</li> <li>• facial expression</li> <li>• gestures</li> <li>• music</li> <li>• posture</li> <li>• sound</li> <li>• touching</li> <li>• voice</li> </ul>

<p>Barriers to effective communication</p>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• acting on false assumptions and stereotypes</li> <li>• cultural differences not being addressed</li> <li>• educational differences not being addressed</li> <li>• failure to prominently display contact details in all communications provided to the client</li> <li>• inappropriate word choice</li> <li>• ineffective non-verbal communication</li> <li>• lack of 'contact us' forms or pages on websites</li> <li>• lack of distribution of reply paid cards or envelopes in mail outs</li> <li>• lack of voice modulation and articulation</li> <li>• limited opening hours of call centres or office</li> <li>• not listening actively</li> <li>• organisational factors</li> <li>• physical, personal, gender and age differences not being addressed</li> </ul>
<p>Client loyalty strategies</p>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• access to dedicated staff</li> <li>• added value offers</li> <li>• anniversary offers</li> <li>• client clubs</li> <li>• client reward schemes</li> <li>• credit or discount facilities</li> <li>• dedicated or private facilities</li> <li>• discounts</li> <li>• formal letter of thanks</li> <li>• frequent purchaser programs</li> <li>• handwritten note thanking the client</li> <li>• offering promotional items</li> <li>• phone call thanking client for the business</li> <li>• regular recontact with best clients</li> <li>• thank you gifts and promotions</li> </ul>
<p>Client care and client service standards</p>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• accuracy of billing</li> <li>• accuracy of product/service descriptions, specifications in marketing communications</li> <li>• complaint resolution times</li> <li>• incidences of stock outs and back orders</li> <li>• on-hold times</li> <li>• order delivery standards such as: <ul style="list-style-type: none"> <li>➤ whether right product or service was delivered</li> <li>➤ delivered to right person or address</li> <li>➤ delivered on time</li> <li>➤ politeness, helpfulness</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ delivery vehicles parked properly</li> <li>➤ cleanliness of delivery vehicles</li> <li>• shipment tracking services</li> <li>• telephone answering times and responses</li> </ul>
Strategies	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• including 'comments and queries' or 'bouquets and brickbats' on all order forms</li> <li>• complaints handling procedures</li> <li>• email</li> <li>• letter</li> <li>• soliciting complaints</li> <li>• surveys of current clients</li> <li>• surveys of lapsed clients to determine reason/s for ceasing to buy</li> <li>• telephone interviews</li> <li>• training staff to ask open questions about product or service levels</li> </ul>
Business associations	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• chambers of commerce</li> <li>• industry associations</li> <li>• institutes</li> <li>• professional bodies</li> <li>• societies</li> </ul>
Professional development activities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• demonstrations</li> <li>• exhibitions</li> <li>• fairs</li> <li>• industry information seminars</li> <li>• industry training</li> <li>• pre-launch activities</li> <li>• technical information briefings</li> <li>• trade shows</li> </ul>
Networks	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• business</li> <li>• formal</li> <li>• groups</li> <li>• individuals</li> <li>• informal</li> <li>• organisations</li> <li>• personal</li> </ul>
Information and ideas	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• changes in the environment</li> <li>• changing customer requirements</li> <li>• information on competitors' activities</li> </ul>

	<ul style="list-style-type: none"> <li>• personal, professional or business support</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• establishing and maintaining relationships with a range of clients related to the candidate's business</li> <li>• Participating in and providing, an active contribution to a business related network.</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge in <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all forms of government that may affect aspects business operations, such as:               <ul style="list-style-type: none"> <li>➢ anti-discrimination legislation</li> <li>➢ consumer laws including appropriate state/territory legislation</li> <li>➢ ethical principles</li> <li>➢ marketing rules of practice</li> <li>➢ privacy laws</li> <li>➢ Trade Practices Act</li> </ul> </li> <li>• marketing communications concepts and processes</li> <li>• principles and techniques for effective communication and networking</li> <li>• Sources of business related networks.</li> </ul>
Underpinning Skills	Demonstrates skills of: <ul style="list-style-type: none"> <li>• communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely</li> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• Interpersonal skills to establish rapport, and to build and maintain relationships with 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.
Assessment Methods	Competency may be accessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation/ Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Retail Supervision Level IV	
Unit Title	Provide Personal Leadership
Unit Code	<a href="#">TRD RSP4 05 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to display high levels of personal leadership and to be a role model within the work environment.

Elements	Performance Criteria
1. Influence individuals and teams in a positive manner	<p>1.1 Individual and team efforts and contributions are encouraged, valued and rewarded.</p> <p>1.2 Accountability of work undertaken by individuals/teams is promoted by communicating roles, responsibilities and expectations clearly.</p> <p>1.3 Positive acceptance is gained and supported for information and ideas from the team.</p>
2. Make informed decisions	<p>2.1 Information relevant to the issue/s under consideration is gathered and organized.</p> <p>2.2 Individuals/teams are involved to actively participate in the decision making process.</p> <p>2.3 Preferred course of action is determined after risks and options are examined and assessed.</p> <p>2.4 Decisions are communicated to individuals/teams clearly and in a timely manner.</p> <p>2.5 Plans are prepared to implement decisions after agreement by relevant individuals/team.</p> <p>2.6 The implementation and impact of decision are monitored using reliable feedback processes.</p>
3. Enhance the image of the enterprise	<p>3.1 Business is conducted in a way that is consistent with <b>enterprise standards and values</b>.</p> <p>3.2 Any inappropriate values and standards are exhibited within the organization using established communication channels noted and promptly discussed with the appropriate person.</p> <p>3.3 A very high standard of <b>personal presentation</b> is consistently displayed in line with organizational expectations and policies.</p>
4. Demonstrate high standards of personal	<p>4.1 A reputable organization which has integrity and credibility are is developed through personal performance and behaviors</p> <p>4.2 Standards of personal and management performance are</p>

and management performance	<p>ensured to be consistent with enterprise requirements.</p> <p>4.3 A positive role model is provided for others through <b><i>personal and managerial performance</i></b>.</p> <p>4.4 Plans are developed and implemented in accordance with <b><i>enterprise goals and objectives</i></b>.</p> <p>4.5 Key performance indicators and targets are developed, set and monitored within the team/enterprise business plans.</p>
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Variable	Range
Enterprise standards and values	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• code of conduct (behaviours)</li> <li>• compliance with regulatory and legislative requirements</li> <li>• customer service charter</li> <li>• enterprise quality and continuous improvement processes and standards</li> <li>• ethical standards established by the enterprise</li> <li>• policies and procedures</li> <li>• values of the organisation</li> <li>• vision and mission statement</li> </ul>
Personal presentation	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• body language</li> <li>• conduct</li> <li>• dress standards</li> <li>• language</li> <li>• punctuality</li> </ul>
Personal and managerial performance	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• way the candidate manages the performance and behaviours of team members and teams</li> <li>• way the candidate self manages own performance and behaviours</li> </ul>
Enterprise goals and objectives	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• company business objectives</li> <li>• company standards and values</li> <li>• productivity and profitability objectives and targets</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• acquiring and using information to the best advantage for achievement of team/project performance goals</li> <li>• making decisions appropriate to the achievement of team performance goals</li> </ul>



	<ul style="list-style-type: none"> <li>• effectively managing work to achieve goals and results</li> <li>• introducing and monitoring practices to improve performance</li> <li>• undertaking effective consultation processes</li> <li>• effectively using management information systems in the achievement of team performance goals and objectives</li> <li>• clearly and effectively communicating critical information to team, peers and management</li> <li>• promoting available learning methods to support team competence</li> <li>• knowledge of the organizational goals, values and objectives.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• coaching and mentoring techniques</li> <li>• continuous improvement techniques and processes</li> <li>• enterprise culture and values</li> <li>• enterprise mission, business goals and standards</li> <li>• enterprise policies, procedures and guidelines</li> <li>• operational environment - customer base, company products and services</li> <li>• Performance management policies, procedures and systems.</li> </ul>
Underpinning Skills	<p>Demonstrates skills of :</p> <ul style="list-style-type: none"> <li>• coaching and mentoring skills to encourage and develop team members effectively</li> <li>• communication skills to conduct effective informal and formal meetings, to communicate effectively with personnel at all levels, and to provide effective feedback</li> <li>• effective goal setting skills to be able to set realistic but challenging goals for team members</li> <li>• interpersonal skills to establish rapport and to build relationships with clients, team members and stakeholders</li> <li>• leadership skills to gain the trust and confidence of colleagues and clients</li> <li>• literacy skills to communicate and articulate information and ideas clearly and effectively</li> <li>• organisational skills to lead the team in a methodical and organised manner and in line with to agreed timeframes</li> <li>• problem-solving skills to resolve problems in a systematic and positive manner and to create innovative and effective solutions</li> <li>• team building skills to effectively develop team spirit and morale.</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.
Assessment Methods	Competency may be accessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation/ Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Retail Supervision Level IV	
Unit Title	Provide a Safe Work Environment
Unit Code	<a href="#">TRD RSP4 06 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement policies and procedures relating to Work Health and Safety (WHS) issues.

Elements	Performance Criteria
1. Develop and resource WHS policies	<p>1.1 Commitment to WHS is established and <b>relevant legislation</b> is reviewed to ensure development of <b>store policy and procedures</b> based on sound principles.</p> <p>1.2 Policy and resource requirements are established for the identification, control and reporting of existing and potential <b>hazards</b> and safety incidents.</p> <p>1.3 Policy and resource requirements are established for safe handling and storage of <b>hazardous goods</b>.</p> <p>1.4 Policy and resource requirements are established to ensure <b>equipment</b> is maintained and stored safely.</p> <p>1.5 Policy and resource requirements are established to ensure safe lifting or shifting and manual handling techniques applied by staff.</p> <p>1.6 Policy and resource requirements are established for store <b>emergency procedures</b>.</p> <p>1.7 Financial and human resources are identified and sought or provided for the development and implementation of WHS procedures based on determined policies.</p> <p>1.8 Systems are established to encourage staff members to identify and report matters likely to affect workplace safety.</p>
2. Establish and maintain risk assessment and hazard management procedures	<p>2.1 Potentially hazardous events, risks and hazards are assessed according to WHS legislation.</p> <p>2.2 Risk control measures are developed according to the <b>hierarchy of controls</b> and legislative requirements in consultation with appropriate emergency services.</p> <p>2.3 Procedures are established and maintained for <b>risk assessment</b> and integrated with systems of work to facilitate identification and prevention of hazards by staff.</p> <p>2.4 <b>Reporting procedures</b> are established and maintained to</p>

	<p>facilitate communication and recording of details of safety-related incidents.</p> <p>2.5 Staff activities are monitored to ensure risk assessment procedure is adopted effectively.</p> <p>2.6 Risk identification and assessment of workplace changes are addressed at planning, design and evaluation stages to prevent creation of new hazards.</p>
3. Establish and maintain safe work procedures	<p>3.1 Procedures are established and maintained to ensure safe handling and storage of hazardous goods.</p> <p>3.2 Procedures are established and maintained to ensure equipment is maintained and stored safely according to store policy.</p> <p>3.3 Procedures are established and maintained to ensure safe lifting; shifting and manual handling techniques used by staff according to store policy.</p> <p>3.4 Store emergency procedures are established and maintained according to store policy.</p>
4. Train and consult with staff	<p>4.1 WHS <b>training</b> program are developed and implemented to ensure staff members are trained in <b>WHS issues</b> and procedures.</p> <p>4.2 Information on the WHS system is ensured and readily accessible and clearly explained to <b>staff</b>.</p> <p>4.3 Appropriate <b>consultation processes</b> is established and maintained in consultation with staff according to WHS legislation and store policy.</p> <p>4.4 Issues raised are promptly dealt with through consultation and resolved according to store policy.</p> <p>4.5 Information is clearly and promptly provided to staff on outcomes of consultation.</p>
5. Evaluate policies and procedures	<p>5.1 System is established and monitored for maintaining WHS <b>records</b> to facilitate identification of patterns of occupational injury and diseased according to store policy.</p> <p>5.2 Effectiveness of the WHS system and related policies, procedures and programs is assessed according to store policy.</p> <p>5.3 Improvements are developed and implemented to the WHS system to ensure more effective achievement of store policy.</p> <p>5.4 Compliance with WHS legislation is assessed to ensure that legal WHS standards are maintained.</p>

Variable	Ranges
Relevant legislation	May include but not limited to: <ul style="list-style-type: none"> <li>• federal, state and local health and hygiene</li> <li>• WHS regulations</li> <li>• privacy legislation.</li> </ul>
Store policy and procedures	May include but not limited to: <ul style="list-style-type: none"> <li>• delegation</li> <li>• emergency procedures</li> <li>• job roles and responsibilities</li> <li>• WHS use of technology.</li> </ul>
Hazards	May include but not limited to: <ul style="list-style-type: none"> <li>• broken or damaged equipment or technology</li> <li>• chemical spills</li> <li>• damaged packing material or containers</li> <li>• electricity and water</li> <li>• fires</li> <li>• manual handling</li> <li>• sharp cutting tools and instruments</li> <li>• stress</li> <li>• unguarded equipment.</li> </ul>
Hazardous goods	May include but not limited to: <ul style="list-style-type: none"> <li>• chemicals</li> <li>• electrical equipment</li> <li>• flammable goods</li> <li>• waste.</li> </ul>
Equipment	May include but not limited to: <ul style="list-style-type: none"> <li>• electrical equipment, including:               <ul style="list-style-type: none"> <li>➢ cleaning equipment</li> <li>➢ electrical tools</li> <li>➢ food storage equipment</li> <li>➢ food warming and preparation equipment</li> <li>➢ retail technology</li> </ul> </li> <li>• hand tools</li> <li>• knives and scissors</li> <li>• manual cleaning equipment</li> <li>• manual handling equipment</li> <li>• steps and ladders.</li> </ul>
Emergency procedures	May include but not limited to: <ul style="list-style-type: none"> <li>• accidents</li> <li>• armed robbery</li> <li>• bomb threats</li> <li>• chemical spills</li> <li>• events likely to endanger staff or customers</li> </ul>

	<ul style="list-style-type: none"> <li>• fires</li> <li>• locating and using alarms</li> <li>• sickness</li> <li>• store evacuations.</li> </ul>
Hierarchy of controls	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• eliminating hazards</li> <li>• substitution</li> <li>• isolating hazards</li> <li>• using engineering controls</li> <li>• using administrative controls</li> <li>• appropriate use of personal protective clothing and equipment.</li> </ul>
Risk assessment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• assessing individual tasks and job design</li> <li>• conducting regular reviews of injury or accident registers</li> <li>• Consultation processes, including discussions with employees.</li> </ul>
Reporting procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• digital or electronic</li> <li>• manual</li> <li>• scheduled</li> <li>• Standardised.</li> </ul>
Training	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• fire and emergency evacuation training</li> <li>• induction training</li> <li>• ongoing professional development training, including WHS implications</li> <li>• on-the-job training, off-the job training or a combination of both</li> <li>• Training for specific hazards identified in the industry.</li> </ul>
WHS issues	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• checking equipment prior to and during work</li> <li>• chemical containment</li> <li>• customers and staff, equipment, premises and stock</li> <li>• first aid procedures</li> <li>• range of responsibilities or job description, including general duty of care of employees and employers</li> <li>• reporting process for and issues resolution, injury or accidents</li> <li>• safe lifting and manual handling procedures</li> <li>• sickness and accident reporting procedures</li> <li>• storage and use of flammable materials</li> <li>• store evacuation</li> <li>• Workplace inspection and safety audits.</li> </ul>

Staff	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• full-time, part-time, casual or contract</li> <li>• new or existing staff</li> <li>• people from a range of cultural, social and ethnic backgrounds</li> <li>• people with a range of job roles and responsibilities</li> <li>• People with varying levels of language and literacy.</li> </ul>
Consultation processes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• minutes from health and safety meetings</li> <li>• staff meetings and management meetings</li> <li>• Suggestions for improvements put forward by employees.</li> </ul>
Records	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• manufacturer instructions, including Material Safety Data Sheet (MSDS) maintenance records</li> <li>• revision of policies and procedures to ensure relevance through audits against state and territory legislation and regulations</li> <li>• training records for existing employees</li> <li>• training records for new employees</li> <li>• Workplace inspection and audit reports.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• maintains, manages and applies safe work practices, including necessary resources, control measures and risk assessments, in all areas of the store, according to relevant legislation</li> <li>• maintains, manages and applies emergency procedures according to store policy and procedures</li> <li>• develops and manages store policy and procedures in regard to the consistent application by staff members of safe work practices, for the provision of services and safe use of products</li> <li>• establishes and maintains consultative processes in regard to WHS</li> <li>• allocates and manages staff responsibility for WHS guidelines</li> <li>• develops and implements staff training programs that relate to WHS, health and hygiene legislation, and industry rules of practice</li> <li>• establishes and maintains systems for maintaining WHS records</li> <li>• Evaluates reviews and makes recommendations for improvements with regard to store policy and procedures in WHS and store emergency procedures.</li> </ul>

<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• first aid procedures</li> <li>• handling and storage procedures for hazardous and non-hazardous goods and equipment</li> <li>• organisational policy and procedures in regard to: <ul style="list-style-type: none"> <li>➤ emergency evacuation of store</li> <li>➤ events likely to endanger staff or customers</li> <li>➤ hierarchy of control in emergency situations</li> <li>➤ relevant industry rules of practice</li> <li>➤ WHS and emergency procedures, taking into account state and local government regulations</li> <li>➤ place of consultative committees</li> <li>➤ recording system for accidents, illness and incidents</li> </ul> </li> <li>• procedures for spills, leakage of materials, accidents and sickness</li> <li>• relevant legislation and statutory requirements, including WHS legislation</li> <li>• safe lifting and manual handling procedures</li> <li>• waste disposal methods, including hazardous substances</li> </ul>
<p>Underpinning Skills</p>	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to: <ul style="list-style-type: none"> <li>➤ ask questions to identify and confirm requirements</li> <li>➤ define and allocate WHS responsibilities and duties</li> <li>➤ explain information on the WHS system and provide information and training for staff through clear and direct communication</li> <li>➤ give instructions</li> <li>➤ report unsafe work practices</li> <li>➤ share information</li> <li>➤ use and interpret non-verbal communication</li> <li>➤ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• initiative and enterprise skills to develop processes and procedures to prevent safety hazards, including fire, chemical and electrical hazards</li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ document results</li> <li>➤ prepare reports</li> <li>➤ research, analyse and interpret a broad range of written material</li> <li>➤ undertake finance and risk assessment</li> </ul> </li> <li>• technical skills to: <ul style="list-style-type: none"> <li>➤ identify emergency exits</li> <li>➤ use safety alarms and fire extinguishers</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.
Assessment Methods	Competency 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	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Retail Supervision Level IV	
Unit Title	Monitor Legislative Requirements for the Establishment of a Retail Business
Unit Code	<a href="#">TRD RSP4 07 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to investigate and comply with the legal and administrative requirements for establishing a retail business. The unit covers identifying and understanding relevant legislation, establishing a legal structure for a business, complying with statutory requirements, minimising risks, and securing rights to products and services.

Elements	Performance Criteria
1. Determine legal structure of the business.	<p>1.1 Legal options are examined for the most suitable type of <b>business structure</b>.</p> <p>1.2 Legal rights and responsibilities of the business are investigated to ensure business is adequately protected under <b>legal and legislative provisions</b>.</p> <p>1.3 Relevant business partners, business principles, franchisors and funders are confirmed with to inform final decision regarding business structure.</p> <p>1.4 Legal and accounting expertise is sought as required to inform final decision regarding business structure.</p> <p>1.5 Documentation are compiled and prepared for lodgement to register the business entity with appropriate corporate regulator according to business owner's wishes.</p>
2. Monitor compliance with statutory and regulatory requirements.	<p>2.1 <b>Statutory and regulatory requirements</b> affecting the operations of the business are confirmed and appropriate steps are taken to ensure full compliance.</p> <p>2.2 Insurance <b>requirements</b> are determined and adequate cover is acquired to ensure risk minimisation.</p> <p>2.3 The establishment and performance of contracts are monitored to ensure compliance and the fulfilment of <b>rights and obligations</b>.</p> <p>2.4 Legal documents and relevant <b>records</b> are maintained and updated according to security and access requirements.</p>

3. Secure rights to products and services.	<p>3.1 <b>Information</b> on purchase rights is secured to products and services and full understanding of their implications is ensured.</p> <p>3.2 Cost of procurement rights, including ongoing financial planning are established to products and services.</p> <p>3.3 Rights and responsibilities applying to the use of products and services are confirmed from the wholesaler to ensure accurate information is communicated to customers.</p> <p>3.4 <b>Brand</b> ownership and protection rights are determined.</p> <p>3.5 Contractual procurement rights are secured to provide optimal conditions for procurement of products and services.</p>
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Variable	Range
Business structure	<p>May vary according to:</p> <ul style="list-style-type: none"> <li>• confidentiality considerations</li> <li>• franchise arrangements and structures</li> <li>• preferences of owners</li> <li>• requirements of funding bodies</li> <li>• superannuation considerations</li> <li>• taxation considerations</li> </ul> <p>May be established as:</p> <ul style="list-style-type: none"> <li>• incorporated company</li> <li>• partnership</li> <li>• sole trader (also known as a 'single proprietor')</li> <li>• trust</li> </ul>
Legal and legislative provisions	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Ethiopian Competition and Consumer Commission provisions</li> <li>• contract law</li> <li>• emergency procedures</li> <li>• environmental protection legislation</li> <li>• Equal Employment Opportunity (EEO) and anti-discrimination law</li> <li>• franchise agreements</li> <li>• licence, patent or copyright arrangements</li> <li>• WHS</li> <li>• taxation law,</li> <li>• Ethiopian consumer law and fair trading Acts</li> <li>• transport, storage and handling of goods</li> </ul>

	<ul style="list-style-type: none"> <li>• workers' compensation</li> <li>• workplace relations</li> </ul>
Statutory and regulatory requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• business merchandise range</li> <li>• characteristics of specific products or services</li> <li>• size, type and location of business</li> <li>• types of products and services provided</li> <li>• varying levels of staff training</li> <li>• worksite specific context, variations and environments</li> </ul>
Insurance requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• intended use of products or services</li> <li>• location of market and business</li> <li>• types of products and services provided</li> </ul>
Rights and obligations	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• economics</li> <li>• finance and accounting</li> <li>• insurance</li> <li>• law</li> <li>• probity</li> <li>• technical and scientific</li> <li>• trade</li> </ul>
Records	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• electronic</li> <li>• manual</li> </ul>
Sources of information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• direct or indirect</li> <li>• electronic or hard copy</li> <li>• feedback</li> <li>• non-verbal communication</li> <li>• verbal communication, including: <ul style="list-style-type: none"> <li>➤ face-to-face</li> <li>➤ radio</li> <li>➤ telephone</li> </ul> </li> <li>• written instructions and communication, such as: <ul style="list-style-type: none"> <li>➤ data exchange</li> <li>➤ emails</li> <li>➤ letters</li> </ul> </li> </ul>
Brand	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• company brands</li> <li>• intellectual property</li> </ul>

	<ul style="list-style-type: none"> <li>• product brands</li> <li>• registered brands</li> <li>• registered trademarks</li> <li>• supplier brands</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• identifies, analyses and describes a range of basic business structures</li> <li>• accesses and interprets a range of relevant legal and technical advice on operational matters</li> <li>• determines and formally details the compliance of existing business operations with legal and legislative requirements</li> <li>• confirms and describes the rights of consumers, covering a range of service and product delivery scenarios for a business</li> <li>• uses relevant legal and statutory rights to protect the business brand and intellectual property</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• business policy and procedures affecting job role or function</li> <li>• community and consumer representative groups</li> <li>• concepts of ownership of products, concepts, technology and ideas</li> <li>• confidentiality and security requirements</li> <li>• financial reporting and accounting</li> <li>• information sources on product and supply arrangements for customers</li> <li>• key regulatory organisations and bodies</li> <li>• legal rights and responsibilities of different business structures</li> <li>• legal structures of businesses</li> <li>• relevant legislation and statutory requirements, including: <ul style="list-style-type: none"> <li>➤ Work Health and Safety (WHS)</li> <li>➤ Ethiopian consumer law</li> </ul> </li> <li>• service and consumer rights and business obligations</li> <li>• sources of legal and technical expertise and advice</li> <li>• statutory and approval processes</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• literacy and numeracy skills to:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ determine the costs and consequences of non-compliance with key legal obligations and requirements affecting wholesale transactions:</li> <li>➤ interpret basic documents of a statutory, legal and contractual nature within a business context</li> <li>➤ record, store and transfer information</li> <li>• planning and organizing skills to research, plan, analyze and organize 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.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation/ Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Retail Supervision Level IV	
Unit Title	Build Retail Relationships and Sustain Customer Loyalty
Unit Code	<a href="#">TRD RSP4 08 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to monitor and analyse systems and data relating to customer behaviour and relationships; and to plan and implement improvements to systems, processes and strategies to build retail relationships and sustain customer loyalty. It also covers engaging staff in research activities and encouraging staff participation in the selection and implementation of improvements and new strategies.

Elements	Performance Criteria
1. Review customer relationship management systems.	<p>1.1 Objectives of review of organisation's <b>customer relationship management</b> (CRM) systems are identified and staffs engaged in the process communicated.</p> <p>1.2 Evaluation of organisation's customer relationship data collection and analysis procedures are used to assess contribution to current business needs.</p> <p>1.3 Research is led into innovations in CRM systems and procedures and evaluation of applicability to organisational requirements.</p> <p>1.4 Research and selection of <b>customer profiling data</b> that would assist the organisation are led in building a sustainable competitive advantage.</p> <p>1.5 Proposals are considered and documented to enhance current organisational CRM capabilities and distributed to relevant personnel.</p> <p>1.6 The selection and <b>implementation</b> of proposals are contributed according to scope of role and responsibilities.</p>
2. Monitor and analyse customer behaviour.	<p>2.1 Objectives of analysis of customer behaviour are identified and communicated and staffs engaged in the process.</p> <p>2.2 Customer relationship data collection is monitored to ensure enhanced CRM systems and procedures are implemented to provide value.</p> <p>2.3 A review of current customer relationships and loyalty levels is led and targets are set for enhanced outcomes.</p>

	<p>2.4 Research is led into customer demand for emerging products, services, and strategies and applicability are evaluated to business goals.</p> <p>2.5 Internal and external data are analysed to identify <b>trends in customer behaviour</b> and future preferences are predicted.</p> <p>2.6 Findings are consulted with staff team and other relevant personnel to identify trends and preferences to be addressed in the short and long term.</p>
3. Select and plan targeted events, offers and programs.	<p>3.1 Objectives of <b>events, offers and programs</b> are identified and communicated and relevant staff engaged in the selection and planning process.</p> <p>3.2 A review of customer participation to past events, offers and programs is led and responded to identify improvements and new ideas.</p> <p>3.3 A review of CRM and external customer behaviour data is led to identify potential relationship strengthening strategies for different customer target groups.</p> <p>3.4 Research is led into emerging strategies for building customer relationships and loyalty and applicability is evaluated to business goals.</p> <p>3.5 Staff team and other relevant personnel are consulted to select cost-effective events, offers and programs for implementation.</p> <p>3.6 Staff team is led in planning and scheduling events, offers and programs.</p>
4. Promote targeted events, offers and programs.	<p>4.1 Preparation of equipment and materials are organized for planned events, offers and programs.</p> <p>4.2 Notification of relevant stakeholders is coordinated for each event, offer or program.</p> <p>4.3 Promotion of events, offers and programs is managed.</p> <p>4.4 Review of customer responses to events, offers and programs and implementation of refinements is led as required.</p>

Variable	Range
Customer relationship management	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Continuous improvement</li> <li>• Customer management</li> <li>• VIP vouchers</li> <li>• Good communication</li> <li>• Added value offers</li> </ul>



	<ul style="list-style-type: none"> <li>• Credit or discount facilities</li> <li>• Regular re-contact with best clients</li> </ul>
Customer profiling data	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• customers with routine or special needs</li> <li>• internal or external customers</li> <li>• new and existing customers</li> </ul>
Implementation	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• fully</li> <li>• partially</li> </ul>
Trends in customer behavior	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• regional-specific buying behavior</li> <li>• demographics</li> <li>• market characteristics</li> <li>• social factors</li> <li>• behavioral factors</li> <li>• psychographic factors, e.g. lifestyle profiles</li> </ul>
Events, offers and programs	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• manufacturer product or service campaigns</li> <li>• vouchers</li> <li>• seasonal campaigns</li> <li>• events</li> <li>• sales discounts</li> <li>• special displays</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• leads staff participation in review of CRM systems and procedures</li> <li>• consults on, selects and implements enhancements to CRM capabilities</li> <li>• leads staff participation in: <ul style="list-style-type: none"> <li>➤ review of customer relationships and loyalty levels</li> <li>➤ planning and scheduling events, offers and programs</li> </ul> </li> <li>• sets targets for increased loyalty</li> <li>• identifies customer trends and preferences</li> <li>• manages promotion of events, offers and programs</li> <li>• reviews customer responses to events, offers and programs.</li> </ul>

<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• analysis and reporting requirements for customer sales and service strategies</li> <li>• customer relationship management systems, including social media</li> <li>• customer types and needs, including: <ul style="list-style-type: none"> <li>➤ customer buying motives</li> <li>➤ customer behaviour and cues</li> <li>➤ individual and cultural differences, demographics, lifestyles and incomes</li> </ul> </li> <li>• data collection and processing technologies, techniques and tools</li> <li>• legislation and statutory requirements relating to customer relationship management, including Work Health and Safety (WHS) requirements</li> <li>• retail industry information networks and sources</li> <li>• store policies and procedures in regard of: <ul style="list-style-type: none"> <li>➤ establishing, maintaining and using customer records</li> <li>➤ methods of maintaining customer confidentiality and secure storage of customer details</li> </ul> </li> <li>• store and area merchandise and service range</li> <li>• types of customer needs, including functional and psychological</li> </ul>
<p>Underpinning Skills</p>	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to inform and interact with staff and relevant personnel, verbally and non-verbally</li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ calculate costs</li> <li>➤ read organisational policies and procedures</li> <li>➤ read information relating to customer behaviour and relationship management</li> </ul> </li> <li>• planning and organising skills to: <ul style="list-style-type: none"> <li>➤ break down activities into individual tasks and allocate timeframes</li> <li>➤ manage own time</li> <li>➤ set achievable goals</li> </ul> </li> <li>• problem-solving skills to: <ul style="list-style-type: none"> <li>➤ identify and select improvements to systems and processes</li> <li>➤ match new strategies to business goals</li> </ul> </li> <li>• technology skills to operate information and communication technology systems and software, including social media</li> <li>• research skills to locate and analyse relevant information</li> <li>• team leadership skills to: <ul style="list-style-type: none"> <li>➤ delegate</li> <li>➤ motivate staff</li> <li>➤ recognise staff contributions</li> </ul> </li> </ul>

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

Occupational Standard: Retail Supervision Level IV	
Unit Title	Provide Professional Customer Service for High Value and Complex Sales
Unit Code	<a href="#">TRD RSP4 09 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to ensure that customers' sales experiences meet expectations to build brand loyalty and percentage of closed sales. It involves analysing customer expectations and leading the sales team to develop strategies to meet them.

Elements	Performance Criteria
1. Analyse customer expectations of high value sales experiences	<p>1.1 Demographics of customer target groups are reviewed regarding behaviour and preferences of different demographic groups and relevant industry information are analysed.</p> <p>1.2 Organisation's customer relationship management information is analysed to identify <b>customer preferences</b> relating to sales experience.</p> <p>1.3 Personal and team members' experience and perceptions of customers' expectations of, and responses to, sales experience are explored.</p> <p>1.4 Findings are considered and a range of customer expectations of sales experience are recorded.</p> <p>1.5 Relevant staff is consulted and specific customer expectations are selected that the organisation will commit to meeting.</p>
2. Ensure sales environment meet customer expectations	<p>2.1 <b>Store environment</b> is reviewed against selected customer expectations and improvements are identified to be implemented in consultation with relevant personnel.</p> <p>2.2 Store positioning and promotion are reviewed in relation to customer expectations and improvements are identified and proposed in consultation with relevant personnel.</p> <p>2.3 Customer service procedures and communication protocols are reviewed in relation to customer expectations and improvements are identified to be implemented in consultation with relevant personnel.</p>

	2.4 Implementation of improvements is made participatory in according to workplace requirements.
3. Develop customer service relationships	<p>3.1 Team is led to review behaviour and preferences of customers and responsive customer service strategies are identified.</p> <p>3.2 Team is led to analyse exemplary sales outcomes and positive customer service strategies to be incorporated into store procedures are identified.</p> <p>3.3 Team is led to analyse customer interactions resulting in non-closure of sales to identify potential strategies to retrieve sales.</p> <p>3.4 Team is led to research and strategies are selected and implemented to build brand loyalty and business is repeated.</p> <p>3.5 Modelling and coaching are provided to team members in closing high value and complex sales.</p>

Variable	Range
Customer preferences	May include but not limited to: <ul style="list-style-type: none"> <li>• behavioural style</li> <li>• buying style</li> <li>• expectations of salespeople</li> <li>• personality type.</li> </ul>
Store environment	May include but not limited to: <ul style="list-style-type: none"> <li>• air quality</li> <li>• amenities</li> <li>• decor</li> <li>• layout</li> <li>• music</li> <li>• parking</li> <li>• visual merchandising.</li> </ul>

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• researches, consults on and identifies customer expectations that the organisation will commit to meeting</li> <li>• reviews sales environment and implements improvements to meet customer preferences</li> <li>• leads team to review customer service outcomes and provides modeling and coaching in customer service.</li> </ul>

<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• company policy and procedures in regard to: <ul style="list-style-type: none"> <li>➤ customer complaints</li> <li>➤ methods of dealing with customer special needs and requests</li> <li>➤ price negotiation and payment options</li> <li>➤ sales and customer service, up-selling and on-selling</li> <li>➤ services and repairs</li> </ul> </li> <li>• company product range</li> <li>• human psychology in relation to buying</li> <li>• key features of buying and selling process</li> <li>• manufacturer technical information</li> <li>• pricing procedures</li> <li>• product and manufacturer warranty terms and conditions</li> <li>• relevant legislation, statutory requirements relating to the retail industry, including consumer law</li> </ul>
<p>Underpinning Skills</p>	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to: <ul style="list-style-type: none"> <li>➤ apply product knowledge by providing information and advice to customers and staff</li> <li>➤ ask questions to identify and confirm requirements and preferences</li> <li>➤ interact with a range of customers, including: those with special needs difficult or abusive customers</li> <li>➤ make recommendations and advise on warranties and product service and repair through clear and direct communication</li> <li>➤ use and interpret non-verbal communication</li> <li>➤ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ advise and negotiate price and payment options</li> <li>➤ measure and estimate accurately</li> <li>➤ read product information and specifications</li> <li>➤ read store policy and procedures</li> </ul> </li> <li>• team leadership skills to: <ul style="list-style-type: none"> <li>➤ gain team participation in research and analysis activities</li> <li>➤ motivate and coach team members to improve customer service skills</li> </ul> </li> </ul>
<p>Resources Implication</p>	<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>

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

Occupational Standard: Retail Supervision Level IV	
Unit Title	Develop Business to Business Relationship
Unit Code	<a href="#">TRD RSP4 10 0714</a>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to enhance business relationships that will deliver outcomes to wholesale businesses.</p> <p>This unit covers ways to work with business customers to develop sustainable and beneficial business relationships, including recognising positive opportunities for other businesses, analysing competitor's activities, implementing systems and strategies that support business partnerships, and integrating business relationships with business and strategic goals.</p>

Elements	Performance Criteria
1. Work with other businesses to maximise their success.	<p>1.1 The role of business-to-business relationships is detailed in market success.</p> <p>1.2 Business opportunities are analysed for other businesses.</p> <p>1.3 <b>Strategies are developed</b> for building business partnerships in line with standard organisational policies and procedures.</p> <p>1.4 <b>Benefits of business relationship</b> are measured and reported to customers and potential customers.</p> <p>1.5 <b>Merchandise plans</b> are prepared for other businesses to enhance <b>brand</b> and product sales.</p>
2. Develop management systems that support business relationships.	<p>2.1 Potential is confirmed to build mutual <b>benefits</b> in short-term and long-term relationships.</p> <p>2.2 Opportunities are implemented for parallel planning between the organisation and the customer's business.</p> <p>2.3 <b>Systems</b> are constructed to support relationships with business customers and offer an integrated service that promotes mutual benefit.</p> <p>2.4 Specific <b>needs</b> of business partners are considered when constructing <b>business plans</b>.</p> <p>2.5 <b>Opportunities</b> are secured to build business partnerships in line with standard organisational policies and procedures.</p>



3. Provide forecast information to other businesses.	<p>3.1 Information is provided to business customers to assist in building mutual business outcomes.</p> <p>3.2 Forecasts affecting business customer outcomes are provided to partners in a timely manner according to <b>company policy</b> and <b>legislative requirements</b>.</p>
4. Improve business and customer outcomes.	<p>4.1 A focus on business customers and end consumers is reported and promoted through internal management systems and practices.</p> <p>4.2 Quality assurance and compliance procedures are established and used to qualify and quantify <b>business</b> customer needs.</p> <p>4.3 Judgement is used to guide the standards of quality required to meet business customer service needs and expectations.</p> <p>4.4 Future business customer needs and factor are anticipated into management activities.</p>
5. Expand business relationships.	<p>5.1 External environment is scanned to determine likely trends and changes affecting <b>business relationships and management systems</b>.</p> <p>5.2 Competitor activities are evaluated and significant impact on business relationships is determined.</p> <p>5.3 <b>Information on forecasts and competitor activities</b> are likely evaluated to affect business relationships.</p> <p>5.4 Actions are devised in response to significant changes that affect business relationships and management systems in line with organisational policies and procedures.</p>

Variable	Range
Strategies are developed	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• approval processes</li> <li>• budget allocation</li> <li>• consultation with key stakeholders</li> <li>• drawing up of contractual arrangements</li> <li>• Procurement processes.</li> </ul>
Benefits of business relationship	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• access to associated promotions</li> <li>• access to promotional tie-ins or co-location</li> <li>• competitive pricing</li> <li>• increase in volume of sales</li> <li>• increase in associated sales</li> </ul>

	<ul style="list-style-type: none"> <li>• increased market share</li> <li>• presentation or merchandising of the product</li> <li>• Quality of goods and service.</li> </ul>
Merchandise plans	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• display point props</li> <li>• interior and exterior signage</li> <li>• invitations and brochures</li> <li>• merchandising manual</li> <li>• news and magazine advertisements</li> <li>• point-of-sale units</li> <li>• Posters and banners.</li> </ul>
Brand	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• company brands</li> <li>• intellectual property</li> <li>• product brands</li> <li>• registered brands</li> <li>• registered trademarks</li> <li>• Supplier brands.</li> </ul>
Benefits	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• associated promotions</li> <li>• associated sales</li> <li>• market share</li> <li>• presentation or merchandising of the product</li> <li>• price</li> <li>• promotional tie-ins or co-location</li> <li>• quality</li> <li>• Volume of sales.</li> </ul>
Systems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• data sharing and exchange</li> <li>• distribution agreements</li> <li>• information systems</li> <li>• personnel training</li> <li>• strategic relationships</li> <li>• supply chain efficiency</li> <li>• Value-add activities.</li> </ul>
Needs	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• functions</li> <li>• philosophies</li> <li>• practices</li> <li>• products</li> <li>• strategies</li> <li>• Values and approach.</li> </ul>

Business plans	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• business</li> <li>• contingency</li> <li>• disposal</li> <li>• environmental</li> <li>• human resources</li> <li>• marketing</li> <li>• public relations</li> <li>• purchasing and procurement</li> <li>• risk management</li> <li>• sales</li> <li>• Strategic.</li> </ul>
Opportunities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• attending workshops</li> <li>• becoming a member of a network</li> <li>• participating in forums</li> <li>• Participating in industry training.</li> </ul>
Company policy	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• client relationship management</li> <li>• information and communications management</li> <li>• quality assurance and compliance procedures</li> <li>• Sale of products and services.</li> </ul>
Legislative requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• environmental protection legislation</li> <li>• WHS requirements</li> <li>• pricing procedures</li> <li>• privacy laws</li> <li>• sale of second-hand goods</li> <li>• Ethiopian consumer law</li> <li>• Transport, storage and handling of goods.</li> </ul>
Business	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• consumers</li> <li>• distributors</li> <li>• Suppliers.</li> </ul>
Business relationships and management systems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• continuous improvement</li> <li>• cost and price analysis</li> <li>• due diligence requirements</li> <li>• infrastructural and capital outlay requirements</li> <li>• intellectual property and technology rights</li> <li>• market position</li> <li>• organisational systems integration and compatibility</li> <li>• planning cycles and timing</li> </ul>

	<ul style="list-style-type: none"> <li>• risk sharing</li> <li>• supply chain management</li> <li>• terms and conditions agreed</li> <li>• value for money</li> <li>• Value management.</li> </ul>
Information on forecasts and competitor activities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• database or internet searches</li> <li>• market modelling</li> <li>• mystery shopping</li> <li>• telephone</li> <li>• Verbal meetings.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• products documentary evidence of consultative and liaison processes with business partners</li> <li>• develops sustainable and beneficial business relationships</li> <li>• integrates business relationships with business and strategic goals and targets</li> <li>• integrates business plans and targets between business partners</li> <li>• develops systems to manage and monitor business relationships</li> <li>• uses feedback and communication systems to source business and customer satisfaction with business partnerships or relationships</li> <li>• anticipates and responds to changes affecting business relationships.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• business policy and procedures affecting job role or function</li> <li>• competitor activity</li> <li>• configuration of management systems</li> <li>• elements that make a successful business partnership or relationship</li> <li>• features and advantages of a secure business relationship</li> <li>• information sources on product and supply arrangements for customers</li> <li>• internal and external management systems</li> <li>• internal and external operating environment</li> <li>• Work Health and Safety (WHS) aspects of job</li> <li>• planning techniques</li> <li>• procedures for the use and maintenance of standard business</li> </ul>

	<p>technology</p> <ul style="list-style-type: none"> <li>• quality concepts and practices</li> <li>• relevant legislation relating to developing business-to-business relationships</li> <li>• techniques for communicating with internal and external groups and teams</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to: <ul style="list-style-type: none"> <li>➤ communicate information and advice to customers</li> <li>➤ consult and build relationships with business customers</li> <li>➤ make presentations</li> </ul> </li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ analyse, evaluate, forecast and model</li> <li>➤ assist customer businesses to prepare enhanced comparative brand, market and sales positions</li> <li>➤ develop reports</li> <li>➤ document plans and decisions</li> <li>➤ read and interpret information</li> <li>➤ undertake financial and budget planning</li> </ul> </li> <li>• initiative and enterprise skills to apply quality processes</li> <li>• planning skills to: <ul style="list-style-type: none"> <li>➤ analyse competitors</li> <li>➤ develop business systems and processes</li> <li>➤ evaluate processes</li> <li>➤ research external environment</li> </ul> </li> <li>• time management skills to devise actions in response to significant changes</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>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation/ Demonstration</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Retail Supervision Level IV	
Unit Title	Manage Financial Resources
Unit Code	<a href="#">TRD RSP4 11 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement financial control systems. It involves controlling cost and budget, maintaining store accounting systems and developing and negotiating budget allocations.

Elements	Performance Criteria
1. Control costs.	<p>1.1 Cost reduction measures are implemented according to <b>store policy and procedures</b>.</p> <p>1.2 <b>Information</b> on costs and <b>resource</b> allocation are assessed and interpreted.</p> <p>1.3 <b>Team members</b> are actively encouraged to control costs in their areas of responsibility.</p> <p>1.4 Recommendations are promptly implemented for improving cost reduction or <b>communicated to relevant personnel</b>.</p>
2. Control budget.	<p>2.1 Expenditure is monitored and maintained within budget targets according to store policy.</p> <p>2.2 Actual income and expenditure are compared to budget targets at regular intervals according to store policy.</p> <p>2.3 Gross profit and loss figures are monitored, analysed and compared by department or section and store with budget targets.</p> <p>2.4 Net profit figures, including floor space profitability are monitored and analysed according to budget targets.</p> <p>2.5 Stock turnover figures are monitored and analysed according to budget targets.</p> <p>2.6 Relevant personnel are promptly informed where potential occurs for budget under or overspend.</p> <p>2.7 Corrective action is promptly taken where significant deviations from budget occur.</p> <p>2.8 Necessary changes or allocations are negotiated to agreed budget in advance of requirement.</p>

	2.9 Modifications to existing budgets are ensured to be authorised according to store policy.
3. Propose expenditure.	<p>3.1 Estimates of costs and benefits are ensured to be supported by valid and relevant information</p> <p>3.2 Final recommendations are ensured to be supported by realistic alternatives and contain accurate and clear <b>proposals</b>.</p> <p>3.3 Recommendations are ensured to clearly indicate net benefits over designated timeframe and related changes in operations.</p> <p>3.4 Contentious issues are clarified by further explanation.</p> <p>3.5 Estimates are compared to actual costs and benefits to improve future proposals.</p>
4. Maintain store accounting systems.	<p>4.1 Store policy and procedures are managed and maintained in regard to <b>record-keeping systems</b>.</p> <p>4.2 Store systems are monitored and maintained for recording sales figures, revenue and expenditure.</p> <p>4.3 Systems are monitored and maintained for recording and retrieving financial, personnel and payroll information as required by store policy.</p>
5. Prepare store sales budgets.	<p>5.1 Store policy and procedures are maintained in regard to preparation of <b>budget or target figures</b>.</p> <p>5.2 Budget, actual sales revenue and expenditure figures are compared, analysed, documented and reported according to budget targets and store policy.</p> <p>5.3 Accurate records on past sales budgets or targets are maintained according to store policy.</p> <p>5.4 Proposed budgets or targets are presented accurately and concisely.</p> <p>5.5 Variations are justified to proposed targets and reported according to store policy.</p>
6. Negotiate budgets.	<p>6.1 Budget negotiations are conducted within a set timeframe and in a manner likely to promote good relationships.</p> <p>6.2 Budget negotiations are ensured to reflect the overall store policies and objectives relevant to the manager's area of responsibility.</p> <p>6.3 Clarification is sought where areas of uncertainty or disagreement occur.</p> <p>6.4 All relevant personnel are promptly informed of budget</p>

	<p>decisions.</p> <p>6.5 Proposals are presented clearly, concisely in an appropriate form, and emphasising benefits to store operation.</p>
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<b>Variable</b>	<b>Range</b>
Store policy and procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• financial management</li> <li>• Reporting mechanisms.</li> </ul>
Information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• resource utilisation</li> <li>• capital and overhead costs</li> <li>• interest rates</li> <li>• stock, materials and equipment</li> <li>• staffing levels</li> <li>• Operational costs.</li> </ul>
Information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• direct observation</li> <li>• written reports</li> <li>• Numerical data.</li> </ul>
Resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• people</li> <li>• materials</li> <li>• equipment and technology</li> <li>• finances</li> <li>• Time.</li> </ul>
Team members	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• full-time, part-time, casual or contract staff</li> <li>• people from a range of social, cultural and ethnic backgrounds</li> <li>• People with varying degrees of language and literacy levels.</li> </ul>
Communication	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• formal and informal</li> <li>• with individuals or groups</li> <li>• Written, faxed, emailed or spoken.</li> </ul>
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• relevant managers</li> <li>• supervisor</li> <li>• Team leader.</li> </ul>
Proposals	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• profitability</li> <li>• productivity</li> <li>• quality of service</li> <li>• environmental impact</li> </ul>



	<ul style="list-style-type: none"> <li>• working conditions</li> <li>• working relationships</li> <li>• team motivation</li> <li>• long-term goals</li> <li>• Short-term goals.</li> </ul>
Record keeping systems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• manual</li> <li>• Computerised.</li> </ul>
Budget or target figures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• sales</li> <li>• cash flow</li> <li>• net profit</li> <li>• payroll</li> <li>• staff expenditure</li> <li>• capital</li> <li>• maintenance</li> <li>• Advertising and promotion.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• consistently negotiates, develops and implements store budgets according to store policy and procedures</li> <li>• monitors, analyses and reports on income and expenditure against budgets according to store policy and procedures</li> <li>• manages and maintains accurate accounting systems according to store policy and procedures</li> <li>• develops and maintains store policy and procedures in regard to store sales budgets or targets.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• store policy and procedures in regard to: <ul style="list-style-type: none"> <li>➤ financial management</li> <li>➤ resource utilization</li> </ul> </li> <li>• store revenue</li> <li>• capital and overhead costs</li> <li>• interest rates</li> <li>• pricing policies</li> <li>• cost of stock, materials and equipment</li> <li>• staffing costs</li> <li>• operational costs</li> </ul>

	<ul style="list-style-type: none"> <li>• principles and techniques in: <ul style="list-style-type: none"> <li>➤ interpersonal communication</li> <li>➤ monitoring resource utilisation and costs</li> <li>➤ analysing efficiency and effectiveness</li> <li>➤ cost-benefit analysis</li> <li>➤ differential analysis</li> </ul> </li> <li>risk analysis</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• interpersonal skills to: <ul style="list-style-type: none"> <li>➤ encourage team members to control costs</li> <li>➤ provide information to relevant personnel where potential occurs for budget under or overspend</li> <li>➤ negotiate budgets and provide information on budget decisions through clear and direct communication</li> <li>➤ ask questions to identify and confirm requirements</li> <li>➤ use language and concepts appropriate to cultural differences</li> <li>➤ use and interpret non-verbal communication</li> </ul> </li> <li>• time management skills to prepare, negotiate and complete budgets within set timeframes</li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ write and present reports</li> <li>➤ compile and analyse budgetary figures</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.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation/ Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Retail Supervision Level IV	
Unit Title	Coordinate a Retail Operation during Economic Downturns
Unit Code	<a href="#">TRD RSP4 12 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to monitor economic trends, assess their potential impact on business, and identify and implement sales and cost-reduction strategies to minimise adverse effects. It also covers collaborating with and supporting staff to maintain a positive workplace culture and promote sales.

Elements	Performance Criteria
1. Assess effects of economic trends	<p>1.1 Economic trend information is monitored from a variety of reliable sources.</p> <p>1.2 Emerging economic trends that may directly or indirectly affect organisational retail operations are identified.</p> <p>1.3 Possible effects of identified economic trends are researched on organisational retail operations.</p> <p>1.4 Findings are consulted with relevant organisational personnel.</p> <p>1.5 Economic effects requiring actions are selected and prioritized to fall within scope of role and responsibilities.</p>
2. Engage and motivate staff during adverse trading conditions	<p>2.1 Staffs are informed of economic trends and participation in identification of strategies for managing effects.</p> <p>2.2 Selling skills and opportunities are reinforced for optimising outcomes of events, offers and programs.</p> <p>2.3 Adjustments to key performance indicators are negotiated and strategies are discussed for achieving expectations.</p> <p>2.4 <b>Strategies</b> are identified and implemented for boosting staff morale and maintaining optimism.</p>
3. Assess strategies for managing effects of economic trends	<p>3.1 Past organisational information is reviewed to identify effectiveness of strategies for managing the effects of economic trends.</p> <p>3.2 Industry information is reviewed to identify innovative strategies for managing the effects of economic trends.</p> <p>3.3 Applicability of identified historical and innovative strategies is assessed to current organisational operations and economic circumstances.</p>

	3.4 Landlords, centre managers and local retailer groups are communicated and negotiated to identify options for local action to attract customers.
4. Manage costs to reflect variable trading conditions	<p>4.1 <b>Infrastructure and service costs</b> are reviewed and manageable <b>cost-reduction strategies</b> identified in consultation with relevant personnel.</p> <p>4.2 Administration and service delivery costs are reviewed and <b>strategies</b> are identified to maintain service levels with reduced costs in consultation with relevant personnel.</p> <p>4.3 Product range is reviewed, arrangements are supplied and strategies are identified to maximise sales and costs are reduced in consultation with suppliers and relevant personnel.</p> <p>4.4 Cost-management strategies are implemented and monitored and refinements are introduced in consultation with relevant personnel.</p>

Variable	Range
Strategies	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• being a good role model</li> <li>• giving positive feedback</li> <li>• introducing new rewards</li> <li>• keeping staff informed and reassured</li> <li>• organising social events</li> </ul>
Infrastructure and service costs	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Building maintenance services</li> <li>• Cleaning services</li> <li>• Equipment servicing and maintenance</li> <li>• Gas and electricity supply</li> <li>• Rent and rates</li> <li>• Telecommunications</li> <li>• Waste disposal services</li> <li>• Water supply</li> </ul>
Cost-reduction strategies	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• adjusting heating and cooling levels</li> <li>• decreasing store or storage area</li> <li>• delaying store and visual merchandising refurbishments</li> <li>• phone limitations</li> <li>• reducing frequency of services, such as: <ul style="list-style-type: none"> <li>➤ cleaning</li> </ul> </li> <li>• equipment servicing and maintenance</li> </ul>
Strategies	May include but not limited to:

	<ul style="list-style-type: none"> <li>• altering staff numbers, types and shift arrangements</li> <li>• reducing postage and printing costs</li> </ul>
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<b>Evidence Guide</b>			
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• assesses economic trends and prioritises those requiring action</li> <li>• implements cost-management strategies</li> <li>• motivates staff to maintain optimism and maximise sales potential</li> <li>• Reviews and assesses strategies for managing effects of economic trends, and considers and consults on options for attracting customers.</li> </ul>		
Underpinning Knowledge and Attitudes	Demonstrates knowledge in: <ul style="list-style-type: none"> <li>• emerging trends and changes in retail technology and resources</li> <li>• market needs and marketing opportunities</li> <li>• methodologies for analysing efficiency and effectiveness</li> <li>• methodologies for assessing alternatives in areas of change, including contingency planning</li> <li>• resource use and costs to the organisation</li> <li>• store policies and procedures in regard to:               <ul style="list-style-type: none"> <li>➢ applying relevant legislation and organisational rules</li> <li>➢ initiating and implementing change</li> </ul> </li> <li>• financial analysis techniques, including:               <ul style="list-style-type: none"> <li>➢ cost and benefit differential</li> <li>➢ risk analysis</li> </ul> </li> <li>• workplace procedures for quality assurance and control</li> </ul>		
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> <li>• communication and interpersonal skills to:               <ul style="list-style-type: none"> <li>➢ ask questions to identify and confirm requirements</li> <li>➢ consult with relevant personnel regarding research findings</li> <li>➢ negotiate changes and communicate details of implementation plans through clear and direct communication</li> <li>➢ report information and communicate recommendations</li> <li>➢ use and interpret non-verbal communication</li> <li>➢ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• literacy and numeracy skills to:               <ul style="list-style-type: none"> <li>➢ document plans and reports</li> <li>➢ evaluate economic trends and forecast effect on business</li> </ul> </li> <li>• negotiation skills to consult with landlords, centre managers</li> </ul>		
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	<p>and local retailer groups to identify options for local action to attract customers</p> <ul style="list-style-type: none"> <li>• planning and organising skills to: <ul style="list-style-type: none"> <li>➤ collect and organise information</li> <li>➤ plan and propose changes</li> </ul> </li> <li>• presentation skills to present research findings to staff and relevant personnel</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.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation/ Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Retail Supervision Level IV	
Unit Title	Plan and Organize Work
Unit Code	<a href="#">TRD RSP4 13 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>

	4.6 Files are established and maintained in accordance with standard operating procedures.
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 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 to:</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: Retail Supervision Level IV	
Unit Title	Migrate to New Technology
Unit Code	<a href="#">TRD RSP4 14 0714</a>
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

Elements	Performance Criteria
1. Apply existing knowledge and techniques to technology and transfer	<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>

Variables	Range
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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: Retail Supervision Level IV	
Unit Title	Establish Quality Standards
Unit Code	<a href="#">TRD RSP4 15 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 of work outcome	5.1 Quality requirements are identified 5.2 Inputs are inspected to confirm capability to meet quality requirements 5.3 Work is conducted to produce required outcomes 5.4 Work processes are monitored to confirm quality of output and/or service 5.5 Processes are adjusted to maintain outputs within specification.
6. Participate in maintaining and improving quality at work	6.1 Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements 6.2 Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements 6.3 Corrective action is taken within level of responsibility, to maintain quality standards 6.4 Quality issues are raised with designated personnel
7. Report problems that affect quality	7.1 Potential or existing quality problems are recognized. 7.2 Instances of variation in quality are identified from specifications or work instructions. 7.3 Variation and potential problems are reported to supervisor/manager according to enterprise guidelines.

Variable	Range
Sourced	May include but is not limited to: <ul style="list-style-type: none"> <li>• End-users</li> <li>• Customers or stakeholders</li> </ul>
Legislated requirements	May include but is not limited to: <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.	May include but is not limited to: <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 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>
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-today 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: Retail Supervision Level IV	
Unit Title	Develop Individuals and Team
Unit Code	<a href="#">TRD RSP4 16 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> </ul>

	<ul style="list-style-type: none"> <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>	
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 mental backgrounds</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	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: Retail Supervision Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	<a href="#">TRD RSP4 17 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	May include but is not limited to:

interaction	<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	Access is required to real or appropriately simulated situations,

Implications	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: Retail Supervision Level IV	
Unit Title	Manage Micro, Small and Medium Enterprises (MSMEs)
Unit Code	TRD RSP4 18 0714
Unit Descriptor	This unit covers knowledge, skills and attitude required in running Micro, Small and Medium enterprises. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

Elements	Performance Criteria
1. Develop and communicate Strategic work plan	<p>1.1 The importance of planning is sensitized before acting and about the importance of plans to reduce risks and to inhibit impulsive actions and discussed.</p> <p>1.2 The basics of planning and beginning with goal setting are communicated.</p> <p>1.3 The achievement of measurable and realistic short-term business objective is addressed.</p> <p>1.4 How to develop realistic activities plans and schedule is discussed.</p> <p>1.5 <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 effectively.</p> <p>2.9 Information is presented in a format appropriate to the industry and audience.</p>
3. Manage Marketing of MSMEs	<p>3.1 Information on market and business needs is analyzed and market opportunities identified.</p> <p>3.2 Marketing mix and components are evaluated.</p> <p>3.3 Marketing mix for specific target market is determined.</p> <p>3.4 Marketing mix is monitored and continual adjusted against marketing performance.</p>
4. Manage Human Resources	<p>4.1 <b>Human resource rules, regulations law and procedures</b> are identified and determined.</p> <p>4.2 The existing human resource is audited, and gaps are identified.</p> <p>4.3 Recruitment and selection are conducted based on the organizational requirements.</p> <p>4.4 Selected candidates are oriented and placed for the appropriate position.</p> <p>4.5 Appraisal of employees' performance is conducted.</p> <p>4.6 Appraisal result is used for training and development, promotion, compensation, disciplinary measures and other purposes as required.</p> <p>4.7 <b>Employee relations</b> are maintained.</p>
5. Manage production and Operation	<p>5.1 Production /operation plan is developed and implemented.</p> <p>5.2 Required inputs are purchased and adequate inventories maintained.</p> <p>5.3 Production /operation process is checked and controlled.</p> <p>5.4 Quality control is applied and maintained.</p>
6. Maintain financial records and use for decision making	<p>6.1 The objective and benefits of financial records are discussed and understood.</p> <p>6.2 Asset, liabilities and capital are identified and recorded.</p> <p>6.3 Balance sheet and different journals are discussed.</p> <p>6.4 Business transactions are discussed, analyzed, classified and recorded.</p> <p>6.5 Daily financial records are maintained correctly in accordance with legal and accounting requirements.</p>

	<p>6.6 Invoices and payments are prepared and distributed in timely manner and in accordance with legal requirements.</p> <p>6.7 Outstanding accounts are collected or followed-up.</p> <p>6.8 Revenue, expense and costs are identified and discussed.</p> <p>6.9 Different ledgers and subsidiary ledgers are discussed and maintained.</p> <p>6.10 Profit and loss report is prepared.</p> <p>6.11 Financial interpretation is conducted with assistant from the appropriate person.</p> <p>6.12 Financial manual is prepared.</p>
7. Monitor, Manage and Evaluate work performance	<p>7.1 People, resources and/or equipment are coordinated to provide optimum results.</p> <p>7.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to <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> </ul>

	<ul style="list-style-type: none"> <li>• Space</li> </ul>
Time management strategies	<p>May include but is not limited to:</p> <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> </ul>
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	<ul style="list-style-type: none"> <li>• Ability to interpret financial documents in accordance with legal requirements</li> <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> </ul>

	<ul style="list-style-type: none"> <li>• Using computers and software packages to record and manage data and to produce reports</li> <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: Retail Supervision Level IV	
Unit Title	Apply Problem Solving Techniques and Tools
Unit Code	<a href="#">TRD RSP4 19 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: <ul style="list-style-type: none"> <li>➢ Brain storming</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <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 intangiblresults	<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>

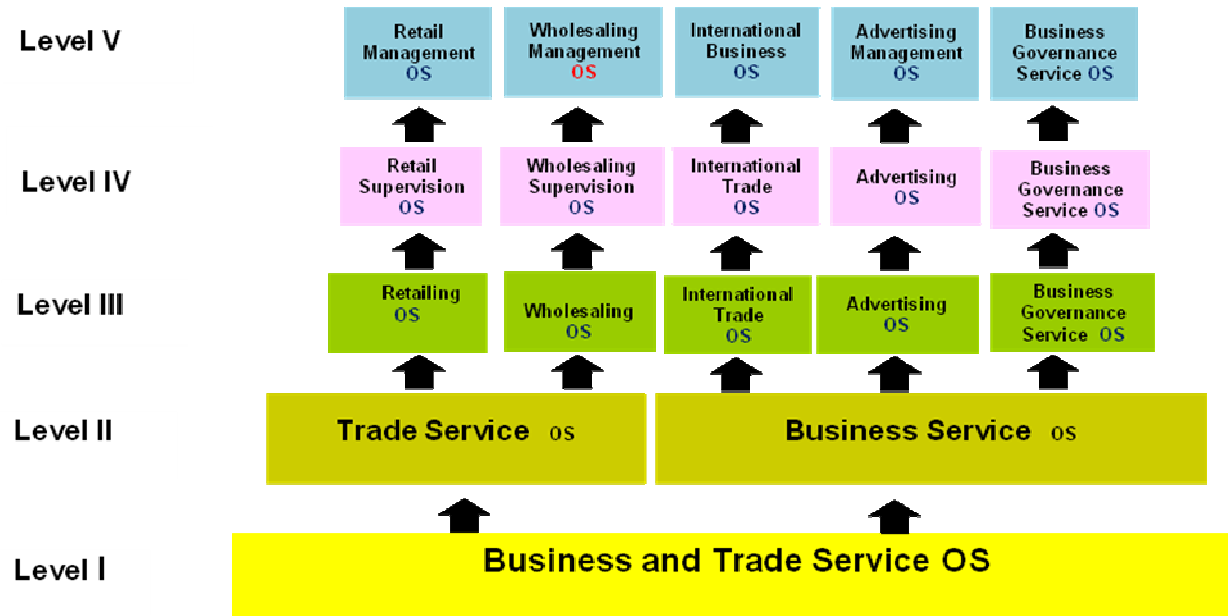


Various types of diagram	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Line graph</li> <li>• Bar graph</li> <li>• Pie-chart</li> <li>• Scatter diagram</li> <li>• Affinity diagram</li> </ul>
Standard Operating Procedures (SOPs)	<p>may include but not limited to:</p> <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, productivity</li> </ul>

	<p>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.

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

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### COMMENT TEMPLATE

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