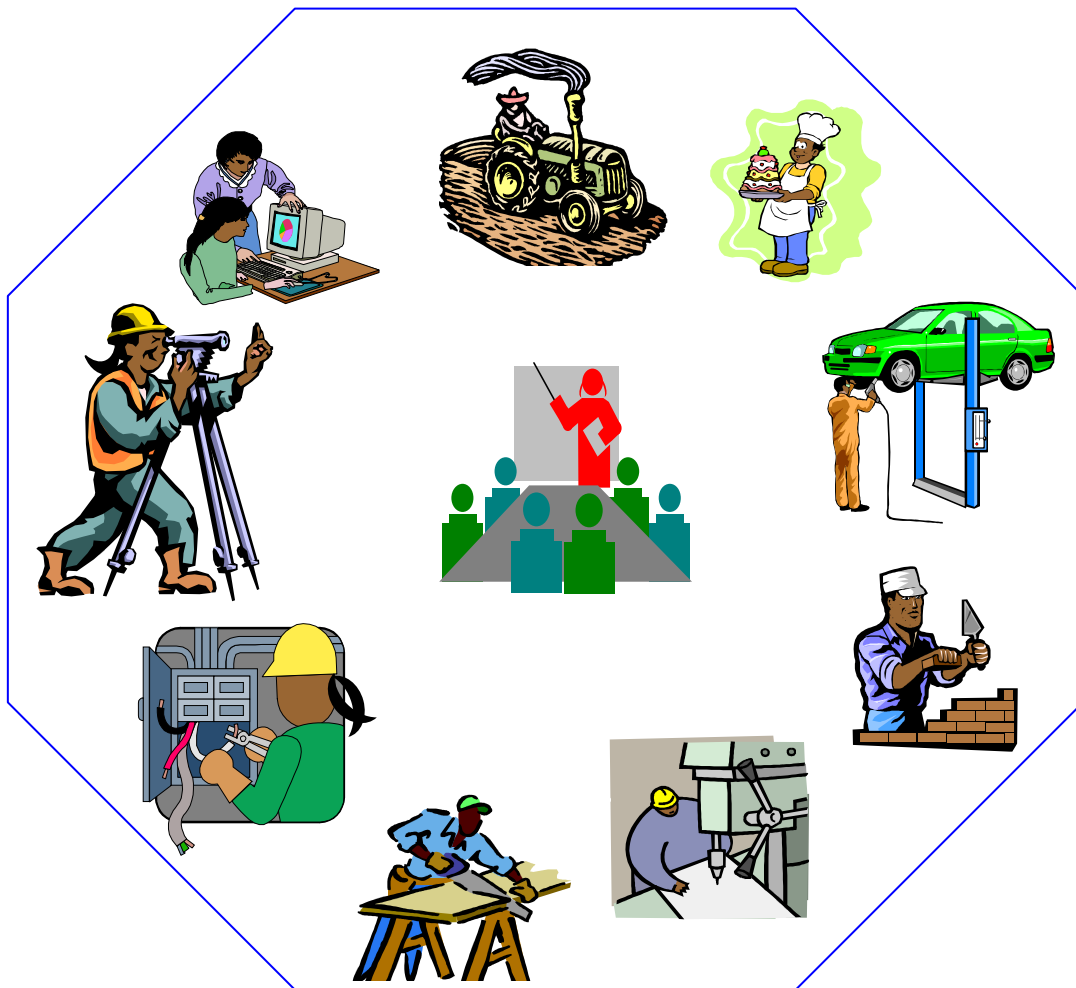




**Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD**

**RETAILING**

**NTQF Level III**



*Ministry of Education  
July 2014*

## UNIT OF COMPETENCE CHART

**Occupational Standard: Retailing**

**Occupational Code: TRD RTL**

### ***NTQF Level III***

<p><a href="#"><u>TRD RTL3 01 0714</u></a> Coordinate Retail Office</p>	<p><a href="#"><u>TRD RTL3 02 0714</u></a> Provide Marketing and Promotion Program Support</p>	<p><a href="#"><u>TRD RTL3 03 0714</u></a> Implement Advertising and Promotional Activities</p>
<p><a href="#"><u>TRD RTL3 04 0714</u></a> Build Relationships with Customers</p>	<p><a href="#"><u>TRD RTL3 05 0714</u></a> Process Product and Service Data</p>	<p><a href="#"><u>TRD RTL3 06 0714</u></a> Coordinate Sales Performance</p>
<p><a href="#"><u>TRD RTL3 07 0714</u></a> Operate Retail Information Technology Systems</p>	<p><a href="#"><u>TRD RTL3 08 0714</u></a> Monitor Inventory Capacity to Meet Demand</p>	<p><a href="#"><u>TRD RTL3 09 0714</u></a> Produce Financial Reports</p>
<p><a href="#"><u>TRD RTL3 10 0714</u></a> Apply Store Security Systems and Procedures</p>	<p><a href="#"><u>TRD RTL3 11 0714</u></a> Analyze and Achieve Sales Targets</p>	<p><a href="#"><u>TRD RTL3 12 0714</u></a> Monitor Implementation of Work Plan/Activities</p>
<p><a href="#"><u>TRD RTL3 13 0714</u></a> Apply Quality Control</p>	<p><a href="#"><u>TRD RTL3 14 0714</u></a> Lead Workplace Communication</p>	<p><a href="#"><u>TRD RTL3 15 0714</u></a> Lead Small Teams</p>
<p><a href="#"><u>TRD RTL3 16 0714</u></a> Improve Business Practice</p>	<p><a href="#"><u>TRD RTL3 17 0714</u></a> Prevent and Eliminate MUDA</p>	

Occupational Standard: Retailing Level III	
Unit Title	Coordinate Retail Office
Unit Code	<a href="#">TRD RTL3 01 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate a retail office. It involves maintaining office procedures, processing data in response to information requests, composing reports and correspondence, maintaining recording and filing systems and maintaining digital storage media and computer filing systems.

Elements	Performance Criteria
1. Maintain office procedures	<p>1.1 Office supplies are monitored, recorded and <b>ordered</b> as required according to <b>store policy and procedures</b>.</p> <p>1.2 Store policy and procedures are implemented in regard to <b>special requests and requirements</b>, according to set timeframes.</p>
2. Process data in response to information requests	<p>2.1 Requests are documented for information and responses identified according to store policy.</p> <p>2.2 <b>Relevant external information sources</b> are identified.</p> <p>2.3 <b>Access to identified sources</b> is obtained.</p> <p>2.4 <b>Relevant information</b> is accessed and extracted.</p> <p>2.5 <b>Options and alternatives</b> are identified and offered where available information does not match defined needs.</p> <p>2.6 Extracted information are accurately copied and summarized.</p> <p>2.7 Appropriate records required for regulatory compliance are compiled and updated to maintain security and confidentiality of contents.</p>
3. Compose reports and correspondence	<p>3.1 Relevant information is collated and edited as required.</p> <p>3.2 Clear, concise, easily understood language is used when writing text.</p> <p>3.3 Correct spelling, punctuation and grammar are used.</p> <p>3.4 Correspondence and reports are drafted and set up according to store policy.</p> <p>3.5 Edited report is produced and dispatched to <b>relevant personnel</b>.</p> <p>3.6 Final report are copied and securely filed according to store</p>

	policy.
4. Maintain existing recording and filing systems	<p>4.1 <b>Recording and filing systems</b> are maintained according to store policy.</p> <p>4.2 New documents are allocated to designated category.</p> <p>4.3 The issue and return of documents are monitored to ensure the integrity of the system is maintained.</p> <p>4.4 Documents are archived, removed and updated to ensure appropriate space available for current records.</p> <p>4.5 Required files are identified, located and dispatched to nominated person or section within designated time limits.</p> <p>4.6 File and document movements are monitored and recorded.</p> <p>4.7 Documents are maintained in good condition and in correct location.</p> <p>4.8 Confidential files are separated from general files with access available to nominated personnel only.</p> <p>4.9 Security system is monitored to ensure issued files are traceable at all times.</p>
5. Maintain computer storage media.	<p>5.1 Storage media and filing system are maintained according to store policy and procedures.</p> <p>5.2 <b>Digital storage media</b> is formatted using correct procedures.</p> <p>5.3 Back up files are created to ensure safety, security and confidentiality of files maintained.</p> <p>5.4 Back up files are stored in the designated manner and location.</p> <p>5.5 Virus checks on the system are regularly performed and storage media is backed up.</p> <p>5.6 <b>Hardware</b> is stored according to manufacturer's instructions.</p> <p>5.7 Software is filed and stored according to organisational procedures.</p> <p>5.8 <b>Work Health and Safety (WHS) guidelines</b> relating to screen are observed based equipment and ergonomic work stations.</p>
6. Maintain computer filing system.	<p>6.1 Document filing requirements are determined.</p> <p>6.2 A filing system is created to reflect the size, nature and complexity of the workplace.</p> <p>6.3 Security checks are implemented where necessary.</p> <p>6.4 File names are added to the filing system as required.</p>

	<p>6.5 The filing system is updated regularly by deleting or archiving old files.</p> <p>6.6 Programs are exited according to screen prompts to preserve data.</p>
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<b>Variable</b>	<b>Range</b>
Ordering	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• fax</li> <li>• phone</li> <li>• email</li> <li>• Internet.</li> </ul>
Store policy and procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• store administration and clerical systems</li> <li>• Document format and technical vocabulary.</li> </ul>
Special requests and requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• mail</li> <li>• ordering of stock</li> <li>• bill payment</li> <li>• taxation paperwork</li> <li>• courier service</li> <li>• transport, e.g. taxi, cab charge</li> <li>• Special mail procedures.</li> </ul>
Relevant external information sources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• distributors</li> <li>• suppliers</li> <li>• manufacturers</li> <li>• technical support personnel</li> <li>• Maintenance personnel.</li> </ul>
Access to identified sources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• contact person</li> <li>• Contact details.</li> </ul>
Relevant information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• orders</li> <li>• files</li> <li>• letters</li> <li>• correspondence</li> <li>• Warranties.</li> </ul>
Options and alternatives	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• regulatory requirements</li> <li>• cost-effectiveness</li> <li>• Store policy.</li> </ul>
Relevant	<p>May include but not limited to:</p>

personnel	<ul style="list-style-type: none"> <li>• relevant managers</li> <li>• supervisor</li> <li>• Team leader.</li> </ul>
Recording and filing systems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• paper-based</li> <li>• Electronic.</li> </ul>
Digital storage media	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• USB drive</li> <li>• zip disk</li> <li>• CD-ROM</li> <li>• DVD-ROM</li> <li>• digital tape</li> <li>• External hard drive.</li> </ul>
Hardware	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• computer</li> <li>• keyboard or typewriter</li> <li>• printer</li> <li>• scanner</li> <li>• monitor</li> <li>• mouse</li> <li>• Storage media.</li> </ul>
Work Health and Safety (WHS) guidelines	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• seating</li> <li>• posture</li> <li>• ventilation</li> <li>• glare and reflection</li> <li>• keyboard equipment and radiation</li> <li>• eye strain</li> <li>• Setting up work stations.</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 implements workplace office procedures</li> <li>• responds accurately and appropriately to requests for information according to store policy</li> <li>• consistently applies procedures for maintaining records and filing system, including computerized records</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>➤ store administration and financial systems</li> <li>➤ systems and methods for organisation of work routine</li> <li>➤ appropriate clerical or office systems</li> <li>➤ mail procedures</li> <li>➤ transport procedures, including cab charge and courier</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>systems <ul style="list-style-type: none"> <li>➤ systems and procedures for processing information</li> </ul> </li> <li>• types and functions of records management systems</li> <li>• types and functions of office technology, including: <ul style="list-style-type: none"> <li>➤ computer</li> <li>➤ printer</li> <li>➤ software packages</li> <li>➤ installation of hardware and software packages</li> <li>➤ software licensing requirements</li> </ul> </li> <li>• relevant WHS requirements in relation to the retail office</li> <li>• principles and techniques in interpersonal communication skills</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ process, record and document information</li> <li>➤ write reports</li> <li>➤ use various computer software packages</li> </ul> </li> <li>• interpersonal communication skills to: <ul style="list-style-type: none"> <li>➤ deal with information requests through clear and direct communication</li> <li>➤ ask questions to identify and confirm requirements</li> <li>➤ share information</li> <li>➤ use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• use and interpret non-verbal communication</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: Retailing Level III	
<b>Unit Title</b>	<b>Provide Marketing and Promotion Program Support</b>
<b>Unit Code</b>	<a href="#">TRD RTL3 02 0714</a>
<b>Unit Descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to support promotional and marketing programs as a frontline sales staff member.

Elements	Performance Criteria
1. Confirm promotional and marketing activities	<p>1.1 Timing and purpose of <b>marketing and promotional programs</b> are obtained and confirmed.</p> <p>1.2 <b>Relevant sources of information</b> regarding upcoming promotional activities are accessed.</p> <p>1.3 Own role in supporting specific marketing and promotional programs is confirmed with <b>relevant supervisory personnel</b>.</p> <p>1.4 Details of marketing and promotional programs are communicated to <b>customers</b> as directed.</p>
2. Respond to enquiries on promotional and marketing activities	<p>2.1 Enquiries concerning marketing and promotional programs are received and actioned according to <b>business policy and procedures</b>.</p> <p>2.2 Accurate details of marketing and promotional programs on demand are provided to internal or external personnel according to business policy and procedures.</p>
3. Support marketing and promotional programs	<p>3.1 <b>Campaign-related marketing materials</b> are secured to meet internal or external demand.</p> <p>3.2 Campaign-related marketing materials are issued to meet internal or external requests according to business policy and procedures.</p> <p>3.3 Orders are lodged for additional campaign-related marketing materials in a timely manner.</p>

Variable	Range
Marketing and promotional programs	<p>May include:</p> <ul style="list-style-type: none"> <li>• manufacturer product or service campaigns</li> <li>• loyalty programs</li> <li>• catalogue offers</li> <li>• vouchers</li> </ul>



	<ul style="list-style-type: none"> <li>• seasonal campaigns</li> <li>• events</li> <li>• new lines</li> <li>• new store</li> <li>• sales discounts</li> <li>• special displays</li> </ul>
Relevant sources of information	<p>May include:</p> <ul style="list-style-type: none"> <li>• work procedures and internal manuals</li> <li>• enterprise operating procedures and instructions</li> <li>• written instructions such as data exchange, emails</li> <li>• other staff and supervisors</li> </ul>
Relevant supervisory personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• team leader</li> <li>• department manager</li> <li>• manager</li> </ul>
Customers	<p>May include:</p> <ul style="list-style-type: none"> <li>• new and existing customers</li> <li>• internal or external customers</li> <li>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities</li> </ul>
Business policy and procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• operating procedures and instructions</li> <li>• legislation and regulations</li> <li>• quality assurance systems procedures and policies</li> <li>• supplier instructions</li> <li>• safety instructions</li> </ul>
Campaign-related marketing materials	<p>May include:</p> <ul style="list-style-type: none"> <li>• advertising materials</li> <li>• display stands</li> <li>• flyers</li> <li>• gift merchandise and promotional materials</li> <li>• staff uniforms, badges and hats</li> <li>• customer loyalty cards</li> <li>• vouchers and discount vouchers</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• accurate monitoring and confirmation of upcoming and ongoing store promotional and advertising programs</li> <li>• consistent confirmation of own role and responsibilities to support marketing and promotional programs</li> <li>• ability to accurately determine details of advertising and promotional programs</li> </ul>
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	<ul style="list-style-type: none"> <li>• accurate and clear communication of advertising and promotional program details to answer identified external and internal queries</li> <li>• Timely provision of merchandising and support resources to nominated personnel implementing advertising and promotional programs.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• upcoming and ongoing promotional schedule, plans and activities</li> <li>• support requirements and expectations</li> <li>• processing promotional enquiries according to business policy and requirements</li> <li>• roles of management personnel</li> <li>• ways to support marketing and promotional programs</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>➢ access information</li> <li>➢ confirm own role</li> <li>➢ conveying accurate details of promotional or advertising programs to customers</li> <li>➢ respond to enquiries on marketing and promotional activities and through clear and direct communication</li> <li>➢ use open and closed 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>• literacy skills to: <ul style="list-style-type: none"> <li>➢ interpret promotional campaign information and instructions</li> </ul> </li> <li>• self management skills to: <ul style="list-style-type: none"> <li>➢ respond accurately to enquiries on marketing and promotional activities</li> </ul> </li> <li>• initiate orders for promotional or advertising support merchandise</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competency 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	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Retailing Level III	
Unit Title	Implement Advertising and Promotional Activities
Unit Code	<a href="#">TRD RTL3 03 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to implement advertising and promotional activities to promote the sale of products and services provided to wholesale business customers.

Elements	Performance Criteria
1. Analyse previous promotional activities	<p>1.1 <b>Historical data</b> on previous <b>advertising and promotional activities</b> is analysed.</p> <p>1.2 Relevant <b>forecasts and trends information</b> required are assessed for setting advertising and promotional plans.</p>
2. Organise advertising and promotions	<p>2.1 Advertising and promotional activities are managed and implemented according to <b>business policy and procedures</b>.</p> <p>2.2 Promotional activities are organized in line with anticipated or researched <b>customer requirements</b>.</p> <p>2.3 Arrangements are negotiated with suppliers in regard to special promotional activities.</p> <p>2.4 Promotional activities are coordinated to maximise <b>mutual benefits</b>.</p> <p>2.5 <b>Evaluation procedures and tools</b> are developed to measure the effectiveness of promotions (including the programs and customer response).</p> <p>2.6 Promotional activities are documented and recorded for future reference.</p> <p>2.7 Targets are set for advertising campaign.</p>
3. Coordinate implementation of advertising campaigns	<p>3.1 <b>Personnel</b> involved are coordinated in advertising campaign.</p> <p>3.2 Timing is confirmed for advertising campaign.</p> <p>3.3 <b>Design brief</b> is developed for advertising and marketing.</p> <p>3.4 <b>Support materials and resources</b> are planned.</p> <p>3.5 Resource constraints are identified for advertising and marketing.</p> <p>3.6 Production of <b>advertising material</b> is coordinated and proofs</p>

	<p>are reviewed against the design brief.</p> <p>3.7 Advertising campaign on time is initiated according to business brief.</p> <p>3.8 <b>Systems</b> are established for recording and reporting information to enable internal and external personnel to assess the progress of advertising campaigns.</p>
4. Coordinate joint promotional programs	<p>4.1 Relevant business customers are contacted to establish <b>joint objectives</b> and content for promotional plans.</p> <p>4.2 Seasonal or special opportunities are identified for joint promotional programs.</p> <p>4.3 Support materials required for joint promotional programs are identified within required timeframe.</p> <p>4.4 Impact of promotional activities is analysed and reported on inventory levels.</p> <p>4.5 Suppliers and customers are advised on promotional activities and targets in a timely manner.</p>
5. Evaluate success of advertising and joint promotional activities	<p>5.1 Success of joint promotions is evaluated and reported.</p> <p>5.2 <b>Success</b> of advertising campaign is evaluated against targets.</p> <p>5.3 Maximum customer impact is achieved by supporting promotional activities.</p>

Variable	Range
Historical data	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• regional-specific buying behaviour</li> <li>• demographics</li> <li>• market characteristics</li> <li>• social factors</li> <li>• behavioural factors</li> <li>• Psychographic factors, e.g. lifestyle profiles</li> </ul>
Advertising and promotional activities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• manufacturer product or service campaigns</li> <li>• loyalty programs</li> <li>• catalogue offers</li> <li>• vouchers</li> <li>• seasonal campaigns</li> <li>• events</li> <li>• new lines</li> <li>• new store</li> </ul>

	<ul style="list-style-type: none"> <li>• sales discounts</li> <li>• Special displays</li> </ul>
Forecast and trend information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• database or internet searches</li> <li>• telephone</li> <li>• fax</li> <li>• mail</li> <li>• Verbal meetings</li> </ul>
Business policy and procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• market forecasting and research</li> <li>• maintaining and utilizing client records</li> <li>• promotional and marketing programs</li> <li>• evaluation of promotional and marketing programs</li> <li>• sale and supply of products and services</li> <li>• interpersonal communication</li> <li>• Interaction with customers</li> </ul>
Customer requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• brand</li> <li>• warranty</li> <li>• storage</li> <li>• stock availability</li> <li>• product range</li> <li>• information on features and benefits of products</li> <li>• value for money</li> <li>• method of delivery</li> <li>• Progress tracking of order</li> </ul>
Mutual benefits	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• joint promotions</li> <li>• special events support</li> <li>• price</li> <li>• gross profit margins</li> <li>• collaborative planning</li> <li>• co-branding</li> <li>• Improved trading terms</li> </ul>
Evaluation procedures and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• stakeholder consultation</li> <li>• modelling results</li> <li>• cost-benefit analysis</li> <li>• Data analysis</li> </ul>
Personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• internal or external personnel</li> <li>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities</li> <li>• people from a range of job roles and responsibilities</li> </ul>

	<ul style="list-style-type: none"> <li>• Specialist technical staff</li> </ul>
Design brief	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• plans or documents developed by hand</li> <li>• Plans or documents developed using appropriate computer software</li> </ul>
Support materials and resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• merchandising and promotional materials</li> <li>• personnel</li> <li>• uniforms</li> <li>• payments</li> <li>• consumables</li> <li>• transportation</li> <li>• Gifts or vouchers</li> </ul>
Advertising material	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• demographics</li> <li>• economics</li> <li>• competition</li> <li>• social and cultural factors</li> <li>• political influences</li> <li>• legal factors</li> <li>• natural factors</li> <li>• Technology</li> </ul>
Systems	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• manual</li> <li>• electronic</li> <li>• automated</li> <li>• Scheduled</li> </ul>
Joint objectives	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• product, range, line, or category performance requirements</li> <li>• Objectives such as those for price, profit, brand share, market share</li> </ul>
Success	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• key performance indicators</li> <li>• strategic objectives</li> <li>• price</li> <li>• market and sales indicators</li> <li>• brand value</li> <li>• quality standards and criteria</li> <li>• performance benchmarks</li> <li>• Milestones</li> </ul>

<b>Evidence Guide</b>	
<b>Critical Aspects of Competence</b>	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• implements successful advertising and promotional campaigns according to business policy and procedures</li> <li>• applies analysis and evaluation of previous promotional activities completed for products and services when planning future promotions, within a defined market and time period</li> <li>• organises and coordinates individual and joint advertising and promotional programs in a satisfactory and timely manner to meet agreed performance targets</li> <li>• Accurately determines the impact of promotional program on inventory levels.</li> </ul>
<b>Underpinning Knowledge and Attitudes</b>	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• awareness of advertising events and relevant customers to be contacted</li> <li>• advertising and promotional plans</li> <li>• historical data on promotional programs</li> <li>• previous coordination requirements for campaigns, promotions and advertising activities</li> <li>• target measurement and evaluation techniques</li> <li>• factors determining success of joint advertising and promotional programs</li> <li>• relevant business policy and procedures</li> <li>• identification, correct use and maintenance of workplace technology</li> <li>• Work Health and Safety (WHS) aspects of job</li> <li>• logistics</li> <li>• relevant commercial law and legislation relating to advertising and promotional activities</li> </ul>
<b>Underpinning Skills</b>	<p>Demonstrates skills of :</p> <ul style="list-style-type: none"> <li>• interpersonal skills to: <ul style="list-style-type: none"> <li>➢ negotiate arrangements with suppliers</li> <li>➢ coordinate personnel</li> <li>➢ contact customers</li> <li>➢ advise suppliers and customers of promotional activities and targets through clear and direct communication</li> <li>➢ ask questions to identify and confirm requirements</li> <li>➢ share information and give instructions</li> <li>➢ use language and concepts appropriate to cultural differences</li> <li>➢ use and interpret non-verbal communication</li> </ul> </li> <li>• research and analytical skills to:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ collect, analyse and organise information</li> <li>➤ investigate previous marketing campaigns and historical data</li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ read and understand business policy and procedures</li> <li>➤ read and interpret a range of written documentation</li> <li>➤ record and analyse data</li> <li>➤ conduct pricing</li> <li>➤ setting targets</li> </ul> </li> <li>• management skills to: <ul style="list-style-type: none"> <li>➤ develop and implement marketing strategies and campaigns in an analytic and efficient manner</li> <li>➤ establish systems for recording and reporting information for use by others to assess progress of advertising campaigns</li> <li>➤ coordinate multiple players in joint promotional campaigns</li> </ul> </li> <li>• develop and use strategies to evaluate success of promotional activities</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	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: Retailing Level III	
Unit Title	Build Relationships with Customers
Unit Code	<a href="#">TRD RTL3 04 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain expert knowledge to provide accurate product information to customers, including post-sales support. It also covers communication, analysis and sales techniques to plan and implement sales presentations, build positive relationships with customers, and resolve customer complaints to ensure positive business outcomes

Elements	Performance Criteria
1. Develop relationships with customers	<p>1.1 Rapport is established with <b>customers</b> and genuine interest expressed to <b>clarify customer requirements</b> and enhance <b>outcomes</b>.</p> <p>1.2 <b>Professional ethics</b> are maintained with the customer to promote store image and credibility.</p> <p>1.3 <b>Customer needs and preferences</b> are identified to maximise sales opportunities.</p> <p>1.4 Sales opportunities are maximized by use of add-on and complementary <b>sales techniques</b>.</p> <p>1.5 Customer space and time are given to evaluate purchase decision while using time to maximum advantage for customer and store.</p> <p>1.6 Effective methods are used to close sales.</p>
2. Apply expert knowledge	<p>2.1 Customer is provided with accurate information regarding product and service appraisals, correct statements and warranties according to <b>legislative requirements</b>.</p> <p>2.2 Detailed knowledge of supplier or manufacturer information is provided according to customers' needs and commercial confidentiality guidelines.</p> <p>2.3 Evaluation of product range is provided, features and benefits of products or services are demonstrated where appropriate and recommendations are made to the customer to maximise sales potential.</p> <p>2.4 Customer interest in product or service is maximized through price negotiation where applicable and payment and credit</p>

	<p>options are offered according to <b>store policy</b>.</p> <p>2.5 Prices and discounts are calculated according to pricing determinants and store policy.</p>
3. Provide post-sales support	<p>3.1 Evidence of ongoing support is provided as sale concluded.</p> <p>3.2 <b>Back-up service</b> is explained and customer reassured according to legislative requirements and store policy.</p> <p>3.3 Customer is provided with store or salesperson's contact details to ensure customer follow-up according to store policy.</p> <p>3.4 Customer and transaction details are entered into <b>customer database</b> according to store policy.</p>
4. Plan sales presentations	<p>4.1 Presentation is planned to complement <b>product characteristics</b>.</p> <p>4.2 Client group is selected according to product characteristics and store merchandising policy.</p> <p>4.3 <b>Promotional materials</b> are accessed where required and distributed to client group.</p> <p>4.4 A range of products or services for presentation are selected and prepared to reflect store image, demographics and merchandising plan.</p>
5. Implement sales presentations	<p>5.1 Sufficient numbers of adequately briefed support staff are ensured where required for presentation.</p> <p>5.2 Communication skills are applied to effectively create interest, and attention focused and customer interaction is encouraged with individuals or groups.</p> <p>5.3 Products or services are demonstrated to create a buying environment.</p> <p>5.4 Results of sales presentation are measured according to predetermined criteria, overall performance and results are reviewed and information is applied to enhance future <b>sales presentations</b> according to store sales policy.</p>
6. Maintain and use a customer database	<p>6.1 Customer confidentiality is maintained as required by store policy and legislative requirements.</p> <p>6.2 Accurate <b>customer records</b> are developed, maintained and securely stored according to store policy and procedures.</p> <p>6.3 Regular customers are identified and followed up according to store marketing policy.</p> <p>6.4 Customer records are used to advise customers on products</p>

	<p>and services of possible interest.</p> <p>6.5 <b>Customer loyalty schemes</b> are implemented where required according to store promotional activities.</p>
7. Deal with difficult customers	<p>7.1 Customer complaints, problems and reassuringly support difficult customers are acknowledged to produce positive outcome.</p> <p>7.2 Questioning and active listening are used to encourage customer to verbalise issue and minimise customer frustration.</p> <p>7.3 Customer's confidence in the candidate and product or service is developed to promote long-term trust and commitment to store.</p> <p>7.4 Mutually acceptable resolution of complaint is established.</p>

Variable	Range
Customers	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• a single customer, couples, families or groups</li> <li>• customers with routine or special requests</li> <li>• internal and external contacts</li> <li>• new or repeat contacts</li> <li>• people from a range of social, cultural and ethnic backgrounds\</li> <li>• People with varying physical and mental abilities</li> </ul>
Clarification of customer requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• appropriate questioning</li> <li>• empathy</li> <li>• observation</li> <li>• Reassurance and confirmation</li> </ul>
Outcomes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• credibility of store</li> <li>• customer commitment</li> <li>• customers' trust</li> <li>• increased return customer base</li> </ul>
Professional ethics	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• confirmed appraisals of products and services</li> <li>• honesty</li> <li>• positive statements</li> </ul>

Customer needs and preferences	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• brand</li> <li>• customer physical needs</li> <li>• price</li> <li>• product characteristics</li> <li>• product type</li> <li>• size</li> </ul>
Sales techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• add-on and complementary products and services</li> <li>• selling up or down</li> <li>• suggestive selling</li> <li>• Variety of methods of closing sales</li> </ul>
Legislative requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• environmental protection legislation</li> <li>• health and welfare law specific to local government, state and federal legislation</li> <li>• liquor laws</li> <li>• WHS</li> <li>• pricing procedures</li> <li>• privacy laws</li> <li>• sale of second-hand goods</li> <li>• Ethiopian Consumer Law and fair trading Acts</li> <li>• transport, storage and handling of goods</li> </ul>
Store policy	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• dealing with difficult customers</li> <li>• maintaining and using client records</li> <li>• promotional, marketing, discounting and reward programs</li> <li>• resolving customer complaints</li> <li>• selling products and services</li> </ul>
Back-up service	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• delivery specifications</li> <li>• financial products and services</li> <li>• installation</li> <li>• returns policies</li> <li>• technical support</li> <li>• Warranties and guarantees</li> </ul>
Customer database	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• computer-based</li> <li>• Manual</li> </ul>
Product characteristics	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• features and benefits</li> <li>• price range</li> <li>• supplier or manufacturer information</li> <li>• Target group.</li> </ul>

Promotional materials	May include but not limited to: <ul style="list-style-type: none"> <li>• brochures</li> <li>• business cards</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>• applies: <ul style="list-style-type: none"> <li>➤ detailed knowledge of manufacturer and supplier supply, back-up service and warranty information to enhance customer support</li> <li>➤ relevant legislation and statutory requirements in regard to selling products and services</li> <li>➤ store policies and procedures in regard to selling products and services, dealing with customers, planning and implementing sales presentations, and providing after-sales support</li> </ul> </li> <li>• develops customer commitment to store and builds return customer base by establishing rapport and relationship with customer, maintaining professional ethics, and discerning customer buying motives, requirements and preferences</li> <li>• establishes, records and maintains customer records and details, maintaining customer confidentiality, ensuring secure storage of data, and using customer records to maximise customer interest and create a buying atmosphere</li> <li>• evaluates personal or team sales performance to maximise future sales</li> <li>• maximises sales opportunities by using effective selling techniques, applying detailed product knowledge, and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales</li> <li>• plans, prepares and conducts sales presentations and briefs</li> <li>• supports staff where required, to create a buying environment and maximise sales performance</li> <li>• resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution</li> <li>• Uses effective questioning, listening and observation skills to determine customer requirements.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• customer types and needs, including: <ul style="list-style-type: none"> <li>➤ customer buying motives, customer behaviour and cues</li> <li>➤ functional and psychological needs</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ individual and cultural differences, demographics, lifestyle and income</li> <li>• Work Health and Safety (WHS) requirements relating to: <ul style="list-style-type: none"> <li>➤ manual handling</li> <li>➤ plant and equipment</li> <li>➤ hazardous substances and dangerous goods</li> <li>➤ workers compensation</li> </ul> </li> <li>• relevant industry codes of practice, legislation and statutory requirements relating to building relationships with clients</li> <li>• store policies and procedures in regard to: <ul style="list-style-type: none"> <li>➤ efficient use of resources</li> <li>➤ establishing, maintaining and using customer records</li> <li>➤ methods of maintaining customer confidentiality and secure storage of customer details</li> <li>➤ price negotiation and payment and credit options</li> <li>➤ pricing</li> <li>➤ resolving customer complaints</li> <li>➤ updating and maintaining customer mailing lists</li> </ul> </li> <li>• store and area merchandise and service range</li> </ul>
Underpinning Skills	<p>Demonstrates in:</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to resolve conflict</li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ access and read relevant product information</li> <li>➤ calculate prices and discounts</li> <li>➤ read store policies and procedures</li> <li>➤ record client and sales information</li> </ul> </li> <li>• sales skills to apply selling techniques, including: <ul style="list-style-type: none"> <li>➤ add-ons and complementary sales</li> <li>➤ identifying buying signals</li> <li>➤ opening and closing techniques</li> <li>➤ overcoming customer objections</li> <li>➤ presenting product information</li> <li>➤ promoting enhanced sustainability features of selected products and services</li> <li>➤ using strategies to focus customer on specific merchandise</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: Retailing Level III	
Unit Title	Process Product and Service Data
Unit Code	<a href="#">TRD RTL3 05 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain and process business-to-business sales, customer service and related product data using the existing business technology and systems. This requires the use of business technology and systems to maintain an accurate product database to evaluate and forecast customer preferences and product or service performance, according to business policy and procedures.

Elements	Performance Criteria
1. Source and process product and service data	<p>1.1 <b>Product and service data</b> is sourced and reported using <b>business technology and systems</b>.</p> <p>1.2 <b>Data</b> is stored, retrieved and relayed according to business technology, information management systems and procedures.</p> <p>1.3 Product and service data are processed according to confidentiality, security and systems access requirements.</p>
2. Monitor customer sales	<p>2.1 Product mix is monitored for each <b>customer</b> to identify potential add-on sales.</p> <p>2.2 Customer sales figures are monitored to identify success of current <b>sales and supply targets</b>.</p> <p>2.3 Information affecting future forecasts is entered into the database in an accurate and timely manner.</p> <p>2.4 <b>New technologies</b> are used to gather data from the field to expedite the sales and real time feedback is provided to customers.</p>
3. Maintain product database	<p>3.1 Accurate and current details of products and services are maintained in <b>product database</b> including deleting old items and inserting new items.</p> <p>3.2 Latest data is collected and correctly processed.</p> <p>3.3 Security procedures are applied for access to database.</p> <p>3.4 Data records are built and maintained according to <b>business policy and procedures</b>.</p> <p>3.5 Information is collected for reporting purposes using</p>

	appropriate technology to convey product or service information. 3.6 <b>Reports</b> are generated in line with business requirements.
4. Determine customer preferences	4.1 Volume of products purchased is evaluated by individual customers to anticipate future requirements and preferences. 4.2 Timely and accurate reports are provided on information that can enhance decision making on provision of products and services to customers.

Variable	Range
Product and service data	May include but not limited to: <ul style="list-style-type: none"> <li>• evaluation documentation</li> <li>• financial statements</li> <li>• invoices and payment requests</li> <li>• offer and contract documents</li> <li>• purchase requests and orders</li> <li>• records of conversation</li> <li>• records of supplier performance</li> <li>• statements and petty cash vouchers</li> <li>• Tender submissions and proposals.</li> </ul>
Business technology and systems	May include but not limited to: <ul style="list-style-type: none"> <li>• Electronic Data Interchange (EDI)</li> <li>• information management systems</li> <li>• numerical keyboard equipment, including calculators</li> <li>• personal computers or terminals (stand-alone or networked)</li> <li>• point-of-sale terminals</li> <li>• portable data entry</li> <li>• printers</li> <li>• sales and distribution systems</li> <li>• scanners</li> <li>• software, including: <ul style="list-style-type: none"> <li>➤ word processing</li> <li>➤ databases</li> <li>➤ spreadsheets</li> <li>➤ financial</li> <li>➤ Inventory.</li> </ul> </li> </ul>
Data	May include but not limited to: <ul style="list-style-type: none"> <li>• annual reports</li> <li>• electronic and hard copy</li> <li>• internal or external</li> <li>• public</li> <li>• secure</li> </ul>



	<ul style="list-style-type: none"> <li>• statistical reports</li> <li>• Verbal.</li> </ul>
Customers	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• business customers</li> <li>• customers with routine or special requests</li> <li>• internal and external contacts</li> <li>• new or repeat contacts</li> <li>• people from a range of social, cultural and ethnic backgrounds</li> <li>• People with varying physical and mental abilities.</li> </ul>
Sales and supply targets	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• customer retention</li> <li>• market share</li> <li>• positioning with local businesses</li> <li>• presentation or merchandising of products or services</li> <li>• price</li> <li>• quality</li> <li>• shift in sales demographics</li> <li>• Volume of sales.</li> </ul>
New technologies	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• real time: <ul style="list-style-type: none"> <li>➤ checking stock arrival times</li> <li>➤ checking stock levels</li> <li>➤ processing orders</li> </ul> </li> <li>• sales presentation</li> <li>• scheduling visits and service calls</li> <li>• Web-product demonstrations.</li> </ul>
Product database	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• dimensions and characteristics</li> <li>• manufacturer or supplier</li> <li>• packaging</li> <li>• seasonal variations</li> <li>• special events</li> <li>• trends</li> <li>• Wholesale and retail prices.</li> </ul>
Business policy and procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• data security and privacy</li> <li>• evaluation of product and service performance</li> <li>• operation and maintenance of business technology reporting mechanisms</li> <li>• supply and distribution of products or services</li> <li>• Use and maintenance of customer and sales data.</li> </ul>
Reports	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• annual reports</li> <li>• electronic or hard copy</li> </ul>

	<ul style="list-style-type: none"> <li>• internal or external</li> <li>• statistical reports</li> <li>• Verbal or written.</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>• uses business technology and systems to perform accurate data processing, storage and retrieval, according to data and systems security requirements and business policy and procedures</li> <li>• collects and organises information to maintain accurate and current details of products and services in database</li> <li>• uses database to perform accurate product or service performance evaluations and report accurate information on customer preferences across a range of customers and products or services, according to business policy and procedures</li> <li>• interprets customer preference and product or service performance information to forecast customer preferences and requirements.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• business policy and procedures in regard to: <ul style="list-style-type: none"> <li>➤ data security and privacy</li> <li>➤ evaluation of product and service performance</li> <li>➤ reporting mechanisms</li> <li>➤ supply and distribution of products or services</li> <li>➤ use and maintenance of customer and sales data</li> <li>➤ data processing requirements</li> </ul> </li> <li>• factors determining customer preferences</li> <li>• Work Health and Safety (WHS) with relation to use of computer equipment</li> <li>• range of customers, and product and services offered</li> <li>• storage and security of data and hardware or records systems</li> <li>• types of data</li> <li>• procedures for the use and maintenance of business technology and systems</li> </ul>
Underpinning Skills	<p>Demonstrates :</p> <ul style="list-style-type: none"> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ analyse and evaluate information</li> <li>➤ interpret sales data</li> <li>➤ produce reports</li> <li>➤ read and interpret a range of written material initiative and enterprise skills to apply security procedures for business technology and systems</li> </ul> </li> <li>• planning and organising skills to collect and organise information</li> <li>• time management skills to generate reports in a timely manner</li> </ul>

	<ul style="list-style-type: none"> <li>• technology skills to use business technology and systems to: <ul style="list-style-type: none"> <li>➤ generate reports to business requirements</li> <li>➤ input and process product and service data</li> <li>➤ maintain product databases</li> <li>➤ monitor customer preferences and sales and develop sales and supply targets</li> <li>➤ retrieve and use data appropriately</li> </ul> </li> <li>• use business technology systems during security procedures</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: Retailing Level III	
Unit Title	Coordinate Sales Performance
Unit Code	<a href="#">TRD RTL3 06 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to implement and monitor store policies and procedures and relevant legislation in relation to sales transactions, and to provide feedback to management and staff on sales performance in relation to sales targets and planning.

Elements	Performance Criteria
1. Implement sales policies and procedures	<p>1.1 Adherence is implemented and monitored to <b>store policy and procedures</b> and <b>relevant legislation</b> in regard to <b>selling</b>.</p> <p>1.2 Store policy and procedures are implemented and monitored in regard to <b>sales transactions</b>.</p> <p>1.3 <b>Team</b> is monitored to ensure information is entered into point-of-sale equipment accurately.</p> <p>1.4 Team is monitored to ensure the efficient and safe <b>handling</b> of goods through point-of-sale areas.</p> <p>1.5 Team is monitored to ensure that products and services are matched to <b>customer</b> needs.</p>
2. Provide feedback and coaching to improve implementation of sales policies and procedures	<p>2.1 Individual information and coach sales team members are provided in store policy and procedures and relevant legislation in regard to selling.</p> <p>2.2 Individual information and coach sales team members are provided on the implementation of store policy and procedures in regard to sales transactions.</p> <p>2.3 Support is provided to team members to promote sales and service techniques.</p>
3. Monitor achievement of sales targets	<p>3.1 Individual and department sales targets are monitored and recorded according to store policy.</p> <p>3.2 Store sales results are monitored and recorded in line with sales targets and according to store policy.</p> <p>3.3 <b>Feedback</b> on sales performance in relation to sales targets and planning is provided to management and staff.</p>

Variable	Range
Store policy and procedures	May include but not limited to: <ul style="list-style-type: none"> <li>• allocated duties and responsibilities</li> <li>• efficient use of resources</li> <li>• internal and external customer contact</li> <li>• reporting</li> <li>• sales transactions</li> <li>• Selling products and services.</li> </ul>
Relevant legislation	May include but not limited to: <ul style="list-style-type: none"> <li>• environmental and sustainability legislation</li> <li>• industry codes of practice</li> <li>• liquor laws</li> <li>• lottery legislation</li> <li>• WHS</li> <li>• pricing procedures</li> <li>• sale of second-hand goods</li> <li>• sale of X and R-rated products</li> <li>• Ethiopian consumer law and fair trading Acts</li> <li>• trading hours</li> </ul> Transport, storage and handling of goods.
Selling	May include but not limited to: <ul style="list-style-type: none"> <li>• face-to-face</li> <li>• internet</li> <li>• Telephone.</li> </ul>
Sales transactions	May include but not limited to: <ul style="list-style-type: none"> <li>• cash</li> <li>• cheque</li> <li>• credit card</li> <li>• gift voucher</li> <li>• lay-by</li> <li>• Store card.</li> </ul>
Team	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 cultural, social and ethnic</li> <li>• People with varying degrees of language and literacy.</li> </ul>
Handling	May include but not limited to: <ul style="list-style-type: none"> <li>• industry codes of practice</li> <li>• WHS</li> </ul>

	<ul style="list-style-type: none"> <li>• Stock characteristics.</li> </ul>
Customer	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• customers with routine or special requests</li> <li>• internal or external contacts</li> <li>• new or repeat contacts</li> <li>• people from a range of social, cultural and ethnic backgrounds</li> <li>• People with varying physical and mental abilities.</li> </ul>
Feedback	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• business documents</li> <li>• email</li> <li>• financial reports</li> <li>• informal meetings</li> <li>• presentations</li> <li>• records of store sales</li> <li>• 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>• applies store policies and procedures and industry rules of practice in regard to customer service and selling products and services</li> <li>• implements and monitors store policies and procedures in relation to sales transactions, including non-cash sales and variations to standard sales transactions</li> <li>• provides information and coaching to sales team members to improve sales policy implementation</li> <li>• Monitors and provides feedback to management and staff on sales performance in relation to sales targets and planning.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• customer profiles</li> <li>• factors that enhance sales performance</li> <li>• location of store departments and importance of sales to store performance</li> <li>• pricing procedures</li> <li>• principles and techniques of interpersonal communication</li> <li>• relevant legislation and statutory requirements, including: <ul style="list-style-type: none"> <li>➤ Work Health and Safety (WHS) requirements</li> <li>➤ sustainability requirements</li> </ul> </li> <li>• stock control procedures</li> <li>• store and department sales targets</li> <li>• store merchandise and services</li> <li>• store policies and procedures in regard to:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ allocated duties and responsibilities</li> <li>➤ efficient use of resources</li> <li>➤ internal and external customer contact</li> <li>• selling products and services</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>➤ give instructions</li> <li>➤ provide feedback, coaching and performance analysis through clear and direct communication</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>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ analyse store, department and individual sales figures</li> <li>➤ process and record information</li> <li>➤ read store policy and procedures</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: Retailing Level III	
Unit Title	Operate Retail Information Technology Systems
Unit Code	<a href="#">TRD RTL3 07 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to operate information technology systems, resolve system faults, perform point-of-sale system transactions, and safely and securely store electronic information according to store policy and procedures and relevant legislation. It involves understanding the operation of hardware and software in use, editing and updating information, and solving problems in relation to hardware and software.

Elements	Performance Criteria
1. Use store information technology system	<p>1.1 Operation of store <b>information technology system</b> is demonstrated to <b>staff members</b> according to <b>store policy and procedures</b>, as required.</p> <p>1.2 <b>Hardware</b> and <b>software</b> are identified and operated according to manufacturer's instructions, store policy and procedures.</p> <p>1.3 The <b>application and uses</b> of information technology systems available are interpreted.</p> <p>1.4 Data is transmitted according to Electronic Data Interchange (EDI) procedures as required.</p> <p>1.5 Keyboard skills are used to enter <b>information</b> accurately and as required by store policy.</p> <p>1.6 <b>Back-up procedures</b> are regularly performed according to store policy.</p>
2. Edit and update information	<p>2.1 Information is identified to be edited and updated according to store procedures.</p> <p>2.2 Information on system are edited and updated according to store policy and procedures.</p> <p>2.3 Price changes are identified and entered into store system as required.</p> <p>2.4 Shelf data price and computer records match are ensured according to store policy.</p>
3. Solve information	<p>3.1 Equipment, hardware and software <b>faults</b> are identified and rectified where possible or expert assistance is sought</p>



technology system problems	<p>without delay.</p> <p>3.2 Maintenance program is monitored for hardware and software systems and implemented according to manufacturer specifications and store procedures.</p> <p>3.3 Routine problems are handled using appropriate <b>problem-solving techniques</b> and referred to <b>relevant personnel</b> as required.</p> <p>3.4 Problems arising at point of sale are evaluated and resolved according to store procedures and <b>relevant legislation</b>.</p> <p>3.5 Assistance is provided positively and actively to staff as problems arise.</p>
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Variable	Range
Information technology system	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• centrally based</li> <li>• store-based</li> <li>• Networked.</li> </ul>
Staff members	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• full-time, part-time or casual</li> <li>• under contract</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>
Store policy and procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• efficient and sustainable use of resources</li> <li>• information technology systems</li> <li>• WH</li> <li>• Processing sales orders.</li> </ul>
Hardware	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• bar coding</li> <li>• hand-held pricing equipment</li> <li>• personal computers or terminals (stand-alone or networked)</li> <li>• point-of-sale terminals</li> <li>• Scanning equipment.</li> </ul>
Software	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Databases</li> <li>• EDI</li> <li>• financial</li> <li>• spreadsheets</li> <li>• Word processing.</li> </ul>

Application and uses	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• arrangement of credit for customer via a third party</li> <li>• credit checks for granting of credit or loans</li> <li>• customer records</li> <li>• electronic cataloguing</li> <li>• financial management</li> <li>• individual, department or item sales performance analysis</li> <li>• inventory control</li> <li>• point-of-sale operations, including: <ul style="list-style-type: none"> <li>➤ credit cards</li> <li>➤ loyalty cards</li> <li>➤ smart cards</li> </ul> </li> <li>• pricing and price changes</li> <li>• staff payroll, from staff log-in and log-out information</li> <li>• staff rosters</li> <li>• stock transfers and delivery</li> <li>• use of internet facilities</li> <li>• Use of multimedia.</li> </ul>
Information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• customer details or records, including: <ul style="list-style-type: none"> <li>➤ names</li> <li>➤ contact details</li> <li>➤ consumer information or profiles</li> </ul> </li> <li>• orders</li> <li>• price changes</li> <li>• staffing information</li> <li>• stock records</li> <li>• Stock transfers.</li> </ul>
Back-up procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• CD</li> <li>• digital tape</li> <li>• DVD</li> <li>• external hard drive</li> <li>• off-site data storage</li> <li>• Zip disc.</li> </ul>
Faults	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• hardware faults or breakdowns</li> <li>• point-of-sale functionality problems, such as: <ul style="list-style-type: none"> <li>➤ cheque clearances</li> <li>➤ credit facilities</li> </ul> </li> <li>• pricing variations</li> </ul>

	<ul style="list-style-type: none"> <li>• software functionality problems</li> <li>• Staff error or lack of training.</li> </ul>
Problem-solving techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• following routine procedures or manufacturer recommendations</li> <li>• lateral thinking</li> <li>• referral to: <ul style="list-style-type: none"> <li>➤ operator</li> <li>➤ manager</li> <li>➤ Specialist.</li> </ul> </li> </ul>
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• manager</li> <li>• supervisor</li> <li>• team leader</li> <li>• Technical specialist.</li> </ul>
Relevant legislation	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• consumer law</li> <li>• credit procedures</li> <li>• WHS.</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 in regard to information technology systems, including: <ul style="list-style-type: none"> <li>➤ resolving system faults</li> <li>➤ using and applying store credit</li> <li>➤ reviewing and entering information on store system</li> </ul> </li> <li>• follows requirements of relevant legislation and statutory requirements, including Ethiopian consumer law and credit procedures</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• manufacturer specifications in regard to operation of hardware and software</li> <li>• problem-solving techniques</li> <li>• relevant legislation and statutory requirements, including: <ul style="list-style-type: none"> <li>➤ consumer law</li> <li>➤ credit procedures</li> </ul> </li> <li>• software licensing specifications</li> <li>• store policy and procedures in regard to use and operation of store information technology systems, including:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ efficient and sustainable use of resources</li> <li>➤ Work Health and Safety (WHS) and ergonomic requirements</li> <li>➤ operation of equipment</li> <li>➤ solutions to problems and breakdowns</li> <li>➤ use and maintenance of hardware and software systems</li> <li>• store products and services range, including pricing structure</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>➤ convey knowledge of store technology system to other staff members</li> <li>➤ provide assistance to staff through clear and direct communication</li> <li>➤ refer problems to appropriate personnel</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>• literacy and numeracy skills to process and record information</li> <li>• technology skills to: <ul style="list-style-type: none"> <li>➤ apply and use hardware and software</li> <li>➤ use store technology information systems</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: Retailing Level III	
Unit Title	Monitor Inventory Capacity to Meet Demand
Unit Code	<a href="#">TRD RTL3 08 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage business systems inventory required by a business to meet operational and customer requirements. It focuses on managing and monitoring inventory procedures and documentation for the receipt, dispatch and secure storage of goods. It involves using business systems to monitor inventory levels, storage, and movement and reorder cycles, and coordinate stock movement to ensure that inventory is available to meet business needs.

Elements	Performance Criteria
1. Monitor receipt and dispatch of goods	<p>1.1 Responsibility is determined for receipt and dispatch of products.</p> <p>1.2 <b>Business policy and procedures</b> are implemented in regard to receipt, dispatch and secure storage of products.</p> <p>1.3 Staffs functions are observed to ensure business procedures are followed and <b>documentation</b> is completed correctly.</p> <p>1.4 Business procedures are implemented to ensure products are inspected for quantity and quality on receipt.</p> <p>1.5 Variations are acted upon to quantity and quality of delivered products according to business policy.</p> <p>1.6 <b>Safe handling and storage</b> of products are supervised according to business policy.</p>
2. Maintain stock records	<p>2.1 Stock levels are monitored and maintained at required levels.</p> <p>2.2 Stock reorder cycles are maintained, monitored and adjusted as required.</p> <p>2.3 <b>Team members</b> are informed of their individual responsibilities in regard to recording stock.</p> <p>2.4 Stock storage and movement <b>records</b> are maintained according to business policy.</p> <p>2.5 Stock discrepancies are recorded and procedures followed according to business policy.</p> <p>2.6 <b>Stock performance</b> is monitored and identified and fast and</p>

	slow selling items are <b>reported</b> according to business policy.
3. Ensure inventory is on hand	<p>3.1 Deliveries are coordinated to meet inventory demand.</p> <p>3.2 <b>Logistics</b> of delivery are matched to inventory supply requirements.</p> <p>3.3 Improvements are implemented to supply chain management as required.</p>
4. Coordinate stock take or cyclical count	<p>4.1 Policy and procedures are interpreted in regard to stocktaking and cyclical counts and explain to team members.</p> <p>4.2 Staffs are <b>rostered</b> according to allocated budget and time constraints.</p> <p>4.3 Stocktaking tasks are allocated to individual team members.</p> <p>4.4 Team members are provided with clear directions for the performance of each task.</p> <p>4.5 Team members are allocated to ensure effective use of staff resources to complete task.</p> <p>4.6 Accurate reports are produced for management on stock take data, including discrepancies.</p>
5. Identify stock losses	<p>5.1 Losses are identified, recorded and assessed against potential loss forecast on a regular basis.</p> <p>5.2 Avoidable losses are identified and reason is established.</p> <p>5.3 Possible solutions are recommended and implemented for stock losses.</p>

Variable	Range
Business policy and procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• job roles and responsibilities</li> <li>• merchandise and product range</li> <li>• pricing, labelling and packaging requirements</li> <li>• procurement processes</li> <li>• receipt and dispatch of goods</li> <li>• stocktaking and cyclical counts</li> <li>• Transport, handling and storage of goods</li> </ul>
Documentation	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Asset registers</li> <li>• Corporate credit card transaction statements</li> </ul>

	<ul style="list-style-type: none"> <li>• evaluation process documentation</li> <li>• financial statements</li> <li>• invoices and payment requests</li> <li>• offer and contract documents</li> <li>• purchase requests and orders</li> <li>• records of authorised officers' decisions</li> <li>• records of conversations</li> <li>• records of supplier performance</li> <li>• Statements and petty cash vouchers.</li> </ul>
Safe handling and storage	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• product segregation</li> <li>• optimum maintenance of storage areas, including: <ul style="list-style-type: none"> <li>➤ cleanliness and sanitation</li> <li>➤ lighting</li> <li>➤ climate control</li> <li>➤ pest control</li> <li>➤ ventilation</li> </ul> </li> <li>• packaging products for storage</li> <li>• labelling of goods</li> <li>• stock rotation</li> <li>• disposal of damaged or spoiled goods</li> <li>• safe manual handling and lifting techniques</li> <li>• safe use of equipment, such as ladders and trolleys</li> <li>• storage in: <ul style="list-style-type: none"> <li>➤ cool rooms</li> <li>➤ dry stores</li> <li>➤ freezers</li> <li>➤ refrigeration.</li> </ul> </li> </ul>
Safe handling and storage	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• industry rules of practice</li> <li>• WHS</li> <li>• Stock characteristics.</li> </ul>
Team members	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• come from a variety of social, cultural and ethnic backgrounds</li> <li>• vary in competencies</li> <li>• Vary in literacy and numeracy skills</li> </ul>
Records	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• electronic</li> <li>• manual</li> <li>• Template.</li> </ul>

Stock performance	<ul style="list-style-type: none"> <li>• advances in technology</li> <li>• customer demand</li> <li>• environmental factors</li> <li>• quality demands</li> <li>• seasonal cycles</li> <li>• Selling approaches.</li> </ul>
Reporting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• business documents</li> <li>• financial reports</li> <li>• informal reports</li> <li>• stock take reports.</li> </ul>
Logistics	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• infrastructure resources</li> <li>• levels of service</li> <li>• milestones</li> <li>• outputs</li> <li>• payment schedules</li> <li>• phases or stages of the supply and distribution chain</li> <li>• targets</li> <li>• Timeframes.</li> </ul>
Factors affecting staff roster	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• available or required staffing levels</li> <li>• awards and agreements</li> <li>• budget allocation</li> <li>• full-time, part-time, casual or contract staff</li> <li>• range of staff responsibilities</li> <li>• routine or busy trading conditions</li> <li>• Varying levels of staff training.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• manages and monitors staff implementation of inventory procedures and documentation for the receipt, dispatch and secure storage of goods</li> <li>• uses relevant business systems to monitor inventory levels, storage, movement and reorder cycles on a regular basis</li> <li>• organises and coordinates stock movement to ensure that inventory is available to meet business needs</li> <li>• completes relevant business documentation accurately, in a timely manner and in agreed format</li> <li>• Organizes and coordinates stock take and cyclical counts to</li> </ul>



	<p>monitor and review inventory levels, identify discrepancies and develop solutions to stock loss.</p>
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> <li>• business policy and procedures with regard to: <ul style="list-style-type: none"> <li>➤ receipt and dispatch of goods, including inspection for quantity and quality</li> <li>➤ reporting of stock discrepancies and damage</li> <li>➤ stock control</li> <li>➤ stock replenishment and reordering</li> </ul> </li> <li>• industry rules of practice, including food handling techniques</li> <li>• impact of business planning and sales forecasts on inventory</li> <li>• inter- and intra-business transfers</li> <li>• legislation and statutory requirements, including consumer law relevant to inventory control</li> <li>• market trends and impact of special events of inventory</li> <li>• Work Health and Safety (WHS) legislation, including: <ul style="list-style-type: none"> <li>➤ manual handling regulations</li> <li>➤ plant and equipment regulations</li> </ul> </li> <li>• organizational and referral mechanisms for facilitating inventory demand monitoring</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>➤ give instructions</li> <li>➤ provide information to staff, including allocating tasks and providing clear directions through clear and direct communication</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>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ check product labelling to ensure compliance</li> <li>➤ collect, analyse and organise information</li> <li>➤ maintain stock ordering and recording systems</li> <li>➤ map inventory demands</li> <li>➤ read and understand a range of workplace documents</li> </ul> </li> <li>• operations management and leadership skills</li> <li>• planning and organising skills to plan and prioritise work schedule</li> <li>• self-management skills to apply standards applicable to inventory control</li> </ul>

	<ul style="list-style-type: none"> <li>• technology skills to safely use available business technology</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: Retailing Level III	
Unit Title	Produce Financial Reports
Unit Code	<a href="#">TRD RTL3 09 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to produce financial reports in a retail environment. It involves entering payment summaries into journals, reconciling accounts to balance, preparing bank reconciliations, and receiving and documenting payments and takings. It also involves dispatching statements to debtors, dispatching payments to creditors and preparing financial reports.

Elements	Performance Criteria
1. Enter payment summaries into journals	1.1 Payment documents are filled out by identifying relevant details. 1.2 Payment documents are checked for authenticity of claim. 1.3 Payment documents are balanced on a routine basis.
2. Reconcile accounts to balance	2.1 Discrepancies between <b>transaction</b> documentation and account balances are identified. 2.2 Errors in documentation are rectified. 2.3 Data on <b>nominated system</b> are recorded within designated time limits.
3. Prepare bank reconciliations	3.1 Deposit entries and cash payment summaries are checked for accuracy against bank statements. 3.2 Discrepancies are noted and resolved. 3.3 Regular reconciliation reports are produced within designated time limits to provide data for preparation of trial balance. 3.4 Pay in documentation is completed accurately. 3.5 All transaction calculations are balanced.
4. Receive and document payments and takings	4.1 Cash is counted correctly and correct change is given, if applicable. 4.2 Cheque and credit card payments are verified with the <b>relevant personnel</b> or department prior to acceptance. 4.3 Receipts are completed and issued.

<p>5. Dispatch statements to debtors and follow up outstanding accounts</p>	<p>5.1 Debtor statements are checked for accuracy of contents.</p> <p>5.2 Any noted discrepancies are rectified accurately.</p> <p>5.3 Debtor statements are dispatched within designated time limits.</p> <p>5.4 Outstanding accounts are collected within designated credit periods.</p> <p>5.5 Credit terms are reviewed and controlled to ensure payment within designated time limits.</p> <p>5.6 Debtor's ledger is maintained to reflect current situation.</p> <p>5.7 Customer credit terms are reviewed when indicated according to <b>store policy and procedures</b>.</p>
<p>6. Dispatch payments to creditors</p>	<p>6.1 Payment documentation prepared by others is checked for accuracy of information and dispatched to creditors within designated time limits.</p> <p>6.2 Creditors' statements are reconciled with accounting <b>records</b>.</p> <p>6.3 Relevant data is inputted to creditors' ledger.</p> <p>6.4 General ledger is reconciled against accounting records.</p>
<p>7. Generate financial documents</p>	<p>7.1 Purpose of the report is clarified with relevant personnel.</p> <p>7.2 Relevant data are identified and obtained from nominated internal or external <b>sources</b>.</p> <p>7.3 Nominated internal records are updated to show current status of financial report.</p> <p>7.4 Data is transcribed onto nominated form and in the authorised manner.</p>

Variable	Range
Transactions	May include but not limited to: <ul style="list-style-type: none"> <li>• cash</li> <li>• cheque</li> <li>• credit card</li> <li>• store card</li> <li>• lay-by</li> <li>• gift vouchers</li> <li>• Returns</li> </ul>
Nominated system	May include but not limited to: <ul style="list-style-type: none"> <li>• recording</li> </ul>

	<ul style="list-style-type: none"> <li>• documenting</li> <li>• reporting systems</li> <li>• Accounting</li> </ul>
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• supervisor</li> <li>• team leader</li> <li>• Manager.</li> </ul>
Store policy and procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• financial systems</li> <li>• cash handling</li> <li>• Reconciling accounts.</li> </ul>
Records	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• manual</li> <li>• Electronic</li> </ul>
Sources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• staff members</li> <li>• formal or informal reports</li> <li>• written or verbal data</li> <li>• formal or informal meetings</li> <li>• Quantitative and qualitative data</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 applies store policy and procedures when producing financial reports</li> <li>• consistently applies store policy and procedures in regard to handling cash</li> <li>• consistently applies store policy and procedures in regard to the accurate and effective recording of data for reporting and processing document discrepancies and the reconciliation of reports for preparation of trial balances</li> <li>• consistently applies store policy and procedures in regard to receiving, recording and dispatching to debtors and creditors</li> <li>• applies follow-up procedures for outstanding accounts</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>➤ register or terminal balance</li> <li>➤ cash and non-cash transactions security</li> <li>➤ cash balances</li> <li>➤ banking procedures</li> <li>➤ purchase requisitions and orders</li> <li>➤ issuing of receipts</li> <li>➤ delivery dockets</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ credit notes</li> <li>➤ statements</li> <li>➤ remittance advices</li> <li>➤ cash register rolls</li> <li>➤ deposit books</li> <li>➤ change required and denomination of change</li> <li>➤ operation of equipment used at register or terminal</li> <li>➤ processing delivery document discrepancies</li> <li>➤ invoicing procedures for debtors and creditors</li> <li>• payment and invoice procedures</li> <li>• relevant legislation and statutory requirements</li> <li>• cash and non-cash handling procedures, including: <ul style="list-style-type: none"> <li>➤ balancing point-of-sale terminal</li> <li>➤ recording takings</li> <li>➤ security of cash and non-cash transactions</li> <li>➤ change required and denominations of change</li> <li>➤ credit cards</li> <li>➤ gift vouchers</li> <li>➤ lay-by</li> <li>➤ credits and returns</li> </ul> </li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➤ interpret documentation</li> <li>➤ write reports</li> </ul> </li> <li>• numeracy skills to: <ul style="list-style-type: none"> <li>➤ reconcile accounts</li> <li>➤ count cash</li> <li>➤ calculate non-cash transactions</li> <li>➤ report on takings</li> </ul> </li> <li>• interpersonal skills to: <ul style="list-style-type: none"> <li>➤ verify cheque and credit card payments with relevant personnel or department prior to acceptance</li> <li>➤ clarify purpose of report with relevant personnel</li> <li>➤ identify and obtain relevant data 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> </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.
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
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Occupational Standard: Retailing III	
Unit Title	Apply Store Security Systems and Procedures
Unit Code	<a href="#">TRD RTL3 10 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain and use store security equipment, ensuring the safety and well being of staff and customers, the detection and apprehension of thieves and the application of post-apprehension procedures according to State and Territory laws.

Elements	Performance Criteria
1. Maintain store security systems	<p>1.1 <b>Security equipment</b> is operated according to manufacturer's instructions and <b>policy and procedures are stored</b>.</p> <p>1.2 Security equipment is regularly checked to ensure operational effectiveness and identify faults.</p> <p>1.3 Regular servicing is organized according to store procedures or manufacturer's specifications.</p> <p>1.4 Surveillance of specific store areas is applied according to store procedures and <b>legislative requirements</b>.</p> <p>1.5 <b>Security data</b> is entered accurately and updated as required by store policy and procedures.</p>
2. Deal with potentially unsecured situations	<p>2.1 Factors are identified to increase security risk and regularly monitored, recorded and <b>reported</b> according to instructions.</p> <p>2.2 Potentially unsecured situations are dealt.</p>

Variable	Range
Security equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• alarms</li> <li>• surveillance equipment such as cameras and closed-circuit television</li> <li>• security tags</li> <li>• Security bar codes</li> </ul>
Policy and procedures are stored	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• apprehension of thieves</li> <li>• Operation and maintenance of security equipment</li> </ul>



Legislative requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• privacy or confidentiality laws</li> <li>• Trade Practices and Fair Trading Acts</li> <li>• consumer law</li> <li>• awards and agreements</li> <li>• property offences</li> <li>• credit laws</li> <li>• reporting procedures</li> <li>• Criminal law</li> </ul>
Security data	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• interviews</li> <li>• records of complaint</li> <li>• inventory reports</li> <li>• financial reports</li> <li>• Surveillance footage</li> </ul>
Reporting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• verbally</li> <li>• in writing</li> <li>• formally</li> <li>• Informally</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 operates and maintains store security equipment</li> <li>• Identifies and reports potential security risks according to store policy.</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>➤ dealing with theft and other property offences, including customer bag checking procedures</li> <li>➤ dealing with other property offences, including criminal deception (false pretences) and criminal (wilful) damage</li> <li>➤ operation and maintenance of store security equipment, taking into account manufacturer maintenance and operating procedures</li> <li>➤ reporting requirements</li> </ul> </li> <li>• relevant law and industry codes of practice and their application in relation to store policy and procedures, including privacy and the checking of customers' bags and purchases</li> </ul>

Underpinning Skills	<p>Demonstrates skills of :</p> <ul style="list-style-type: none"> <li>• technical skills to apply surveillance techniques</li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ interpret legal documents</li> <li>➤ interpret store policy</li> <li>➤ record security data</li> <li>➤ generate reports</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competency 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	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Retailing Level III	
Unit Title	Analyze and Achieve Sales Targets
Unit Code	<a href="#">TRD RTL3 11 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to set, analyse and achieve personal sales targets to guide performance and monitor the progress of sales against business objectives. The unit covers identifying factors affecting sales performance, reviewing and analysing personal sales outcomes against agreed sales targets, and implementing strategies to attain sales targets, according to business policy and procedures.

Elements	Performance Criteria
1. Analyse sales targets	<p>1.1 <b>Team sales targets</b> are confirmed according to <b>business policy and procedures</b>.</p> <p>1.2 Personal sales targets are analysed against <b>agreed parameters</b>.</p> <p>1.3 Progress towards sales targets is regularly monitored.</p> <p>1.4 Performance of different customers and areas is analysed to determine common factors supporting or deterring sales.</p>
2. Determine factors affecting attainment of sales targets	<p>2.1 <b>Factors affecting sales performance</b> are evaluated against the agreed sales targets.</p> <p>2.2 Factors are likely anticipated and addressed to impinge upon attainment of sales targets.</p> <p>2.3 Amended or new sales targets are approved according to business policy and procedures.</p>
3. Attain sales targets	<p>3.1 <b>Actions are initiated</b> to address customers with under-performing sales and progress is reported to senior management in line with standard organizational policies and procedures.</p> <p>3.2 Customers are identified with strong sales performance and action is initiated to extend sales opportunities and customer loyalty is sustained.</p> <p>3.3 Changing business circumstances that may influence capacity are identified to meet or sales targets are exceeded and a course of action is determined to address the challenge.</p>

	3.4 Sales progress is reported to senior management using standard organisational policies and procedures.
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Variable	Range
Team	May include but not limited to: <ul style="list-style-type: none"> <li>• business team</li> <li>• full-time, part-time, casual or contract staff</li> <li>• people from a range of cultural, social and ethnic backgrounds</li> <li>• people with a range of responsibilities and job descriptions</li> <li>• people with varying degrees of language and literacy</li> <li>• Small work teams.</li> </ul>
Sales targets	May include but not limited to: <ul style="list-style-type: none"> <li>• merchandising and sales strategy</li> <li>• product or service</li> <li>• promotional strategies and their duration, cycle, territory coverage and product or service focus</li> <li>• Sales strategy.</li> </ul>
Business policy and procedures	May include but not limited to: <ul style="list-style-type: none"> <li>• approval processes</li> <li>• interaction with colleagues</li> <li>• interaction with customers</li> <li>• sale of products and services</li> <li>• Sales planning and evaluation.</li> </ul>
Agreed parameters	May include but not limited to: <ul style="list-style-type: none"> <li>• customer accounts</li> <li>• customer satisfaction</li> <li>• market share</li> <li>• price</li> <li>• territory</li> <li>• trading terms</li> <li>• Volume.</li> </ul>
Factors affecting sales performance	May include but not limited to: <ul style="list-style-type: none"> <li>• associated promotions</li> <li>• associated sales</li> <li>• competitor activities</li> <li>• customer requirements</li> <li>• logistics</li> <li>• market share</li> <li>• merchandise availability</li> <li>• presentation or merchandising of the product</li> <li>• promotional tie-ins or co-location</li> <li>• Quality of products or services.</li> </ul>

Initiating actions	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• assessing the impact of competitor’s products and ability to offer better solution</li> <li>• exiting unviable relationship with customer</li> <li>• identifying reasons that may limit sales, including: <ul style="list-style-type: none"> <li>➢ product suitability</li> <li>➢ quality of customer service</li> <li>➢ viability of the product line to the customer’s business</li> </ul> </li> <li>• Offering alternative products.</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>• collects and organises information to review and analyse personal sales outcomes against agreed sales targets, according to business policy and procedures</li> <li>• identifies factors affecting sales performance and develops strategies to attain sales targets.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• business plans and targets affecting personal sales targets</li> <li>• business policy and procedures</li> <li>• customer needs</li> <li>• factors affecting sales</li> <li>• parameters determining successful attainment of personal sales targets</li> <li>• range of products and services</li> <li>• relevant business policy and procedures</li> <li>• relevant legislation and statutory requirements relating to the retail industry, including <ul style="list-style-type: none"> <li>➢ Work Health and Safety (WHS)</li> <li>➢ consumer law</li> <li>➢ commercial law and legislation</li> </ul> </li> <li>• territory characteristics and features</li> <li>• types of business customers</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• collecting, analysing and organising skills to: <ul style="list-style-type: none"> <li>➢ confirm and implement sales targets</li> <li>➢ determine factors affecting sales performance</li> <li>➢ establish personal sales targets against agreed parameters</li> <li>➢ monitor progress towards sales targets</li> </ul> </li> <li>• literacy and numeracy skills to:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ document procedures for improving sales</li> <li>➤ read and interpret information</li> <li>➤ review personal sales outcomes</li> <li>• planning and organising skills to plan personal tasks and priorities</li> <li>• time management skills to initiate regular evaluation of sales performance and adjust strategies and targets where required</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	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: Retailing Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	<a href="#">TRD RTL3 12 0714</a>
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

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

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

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• ability to effectively monitor and respond to a range of common operational and service issues in the workplace</li> <li>• understanding of the role of staff involved in workplace monitoring</li> <li>• knowledge of quality assurance, principles of workflow planning, delegation and problem solving</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• roles and responsibilities in monitoring work operations</li> <li>• overview of leadership and management responsibilities</li> <li>• principles of work planning and principles of delegation</li> <li>• typical work organization methods appropriate to the sector</li> <li>• quality assurance principles and time management</li> <li>• problem solving and decision making processes</li> <li>• industrial and/or legislative issues which affect short term work organization as appropriate to industry sector</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• monitor and improve workplace operations</li> <li>• plan and organize workflow</li> <li>• maintain workplace records</li> </ul>



Resource Implications	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: Retailing Level III	
Unit Title	Apply Quality Control
Unit Code	<a href="#">TRD RTL3 13 0714</a>
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

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

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

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

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

Occupational Standard: Retailing Level III	
Unit Title	Lead Workplace Communication
Unit Code	<a href="#">TRD RTL3 14 0714</a>
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

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

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

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

Occupational Standard: Retailing Level III	
Unit Title	Lead Small Teams
Unit Code	<a href="#">TRD RTL3 15 0714</a>
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the work group.

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

	<p>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 actively participated in team activities and communication processes</p> <p>5.2 Teams members developed individual and joint responsibility for their actions</p> <p>5.3 Collaborative efforts are sustained to attain organizational goals</p>

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



	<ul style="list-style-type: none"> <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 not limited to:</p> <ul style="list-style-type: none"> <li>• On the job coaching or mentoring</li> <li>• Problem solving</li> <li>• Presentation/demonstration</li> <li>• Formal course participation</li> <li>• Work experience and Involvement in professional networks</li> <li>• Conference/seminar attendance and induction</li> </ul>

<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 learning plans to improve the effectiveness of learning</li> <li>• prepare learning plans to match skill needs</li> <li>• access and designate learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• coaching and mentoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques for eliciting and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>• receive feedback and report, maintain effective relationships and conflict management</li> <li>• organize required resources and equipment to meet learning needs</li> <li>• provide support to colleagues</li> <li>• organize information; assess information for relevance and</li> </ul>

	<p>accuracy; identify and elaborate on learning outcomes</p> <ul style="list-style-type: none"> <li>• facilitation skills to conduct small group training sessions</li> <li>• relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Retailing Level III	
Unit Title	Improve Business Practice
Unit Code	<a href="#">TRD RTL3 16 0714</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in promoting, improving and growing business operations.

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

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

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

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

	<ul style="list-style-type: none"> <li>• Market share growth</li> <li>• Revenue growth</li> <li>• Profitability</li> <li>• Productivity</li> <li>• Innovation</li> </ul>
Market position	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• The goods or service provided</li> <li>• Product mix</li> <li>• The core product - what is bought</li> <li>• The tangible product - what is perceived</li> <li>• The augmented product - total package of consumer</li> <li>• Features/benefits</li> <li>• Product differentiation from competitive products</li> <li>• New/changed products</li> <li>• Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.)</li> <li>• Pricing objectives (profit, market penetration, etc.)</li> <li>• Cost components</li> <li>• Market position</li> <li>• Distribution strategies</li> <li>• Marketing channels</li> <li>• Promotion</li> <li>• Target audience</li> <li>• Communication</li> </ul>
Practice brand	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Practice image</li> <li>• Practice logo/letterhead/signage</li> <li>• Phone answering protocol</li> <li>• Facility decor</li> <li>• Slogans</li> <li>• Templates for communication/invoicing</li> <li>• Style guide</li> <li>• Writing style</li> <li>• AIDA (Attention, Interest, Desire, Action)</li> </ul>
Benefits	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Features as perceived by the client</li> <li>• Benefits as perceived by the client</li> </ul>
Promotion tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Networking and referrals</li> <li>• Seminars</li> <li>• Sales promotion</li> <li>• Advertising</li> </ul>

	<ul style="list-style-type: none"> <li>• Personal selling</li> <li>• Press releases</li> <li>• Publicity and sponsorship</li> <li>• Brochures</li> <li>• Newsletters (print and/or electronic)</li> <li>• Websites</li> <li>• Direct mail</li> <li>• Telemarketing/cold calling</li> </ul>
Ranking	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Importance</li> <li>• Urgency</li> <li>• Technology</li> <li>• Resource availability</li> </ul>
Relevant stockholders	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Micro and Small Enterprises development</li> <li>• Non-Government Organizations (NGOs)</li> <li>• Finance institutions</li> <li>• Capital goods leasing enterprise</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge of:</p> <ul style="list-style-type: none"> <li>• Identifying the key indicators of business performance</li> <li>• Identifying the key market data for the business</li> <li>• A wide range of available information sources</li> <li>• Acquiring information not readily available within a business</li> <li>• Analyzing data and determine areas of improvement</li> <li>• Negotiating required improvements to ensure implementation</li> <li>• Evaluating systems against practice requirements</li> <li>• Forming recommendations and/or make recommendations</li> <li>• Assessing the accuracy and relevance of information</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Data gathering and analysis</li> <li>• Value chain analysis</li> <li>• SWOT analysis</li> <li>• Competitive advantage</li> <li>• Cost benefit analysis</li> <li>• Target market</li> <li>• Marketing principles</li> <li>• Organizational structure</li> <li>• Marketing mix</li> <li>• Promotion mix</li> <li>• Market position</li> </ul>

	<ul style="list-style-type: none"> <li>• Branding</li> </ul> <p>Profitability Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Data gathering and analysis</li> <li>• Value chain analysis</li> <li>• SWOT analysis</li> <li>• Competitive advantage</li> <li>• Cost benefit analysis</li> <li>• Target market</li> <li>• Marketing principles</li> <li>• Organizational structure</li> <li>• Marketing mix</li> <li>• Promotion mix</li> <li>• Market position</li> <li>• Branding</li> <li>• Profitability</li> </ul>
Underpinning Skills	<p>Demonstrates skill in:</p> <ul style="list-style-type: none"> <li>• Benchmarking skills</li> <li>• Communication skills</li> <li>• Computers skills to manipulate data and present information</li> <li>• Negotiation skills</li> <li>• Preparing action plan</li> <li>• Conducting market research</li> <li>• Identifying target market</li> <li>• Identifying suitable marketing mix</li> <li>• Preparing promotional tools</li> <li>• Problem solving</li> <li>• Planning skills</li> <li>• Monitoring and evaluation</li> <li>• Ability to acquire and interpret relevant data</li> <li>• Use of market intelligence</li> <li>• Development and implementation strategies of promotion and growth plans</li> <li>• Ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data</li> <li>• Applying methods of selecting relevant key benchmarking indicators</li> <li>• Communication skills</li> <li>• Working and consulting with others when developing plans for the business</li> <li>• Negotiation skills</li> <li>• Using computers to manipulate, present and distribute information</li> </ul>



Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	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: Retailing Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	<a href="#">TRD RTL3 17 0714</a>
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her their workplace. It covers responsibility for the day-to-day operation of the work and ensures Kaizen elements are continuously improved and institutionalized.

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

	<p>with OHS and organizational requirements.</p> <p>3. 5. Improvements gained by elimination of waste/MUDA are reported to relevant bodies.</p>
4. Prevent occurrence of wastes/MUDA.	<p>4.1 Plan of MUDA prevention is prepared and implemented.</p> <p>4.2 Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.</p> <p>4.3 Occurrences of wastes/MUDA are prevented by using <b>visual and auditory control methods</b>.</p> <p>4.4 Waste-free workplace is created using <b>5W and 1H</b> sheet.</p> <p>4.5 The completion of required operation is done in accordance with standard procedures and practices.</p> <p>4.6 The updating of standard procedures and practices is facilitated.</p> <p>4.7 The capability of the work team that aligns with the requirements of the procedure is ensured.</p>

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

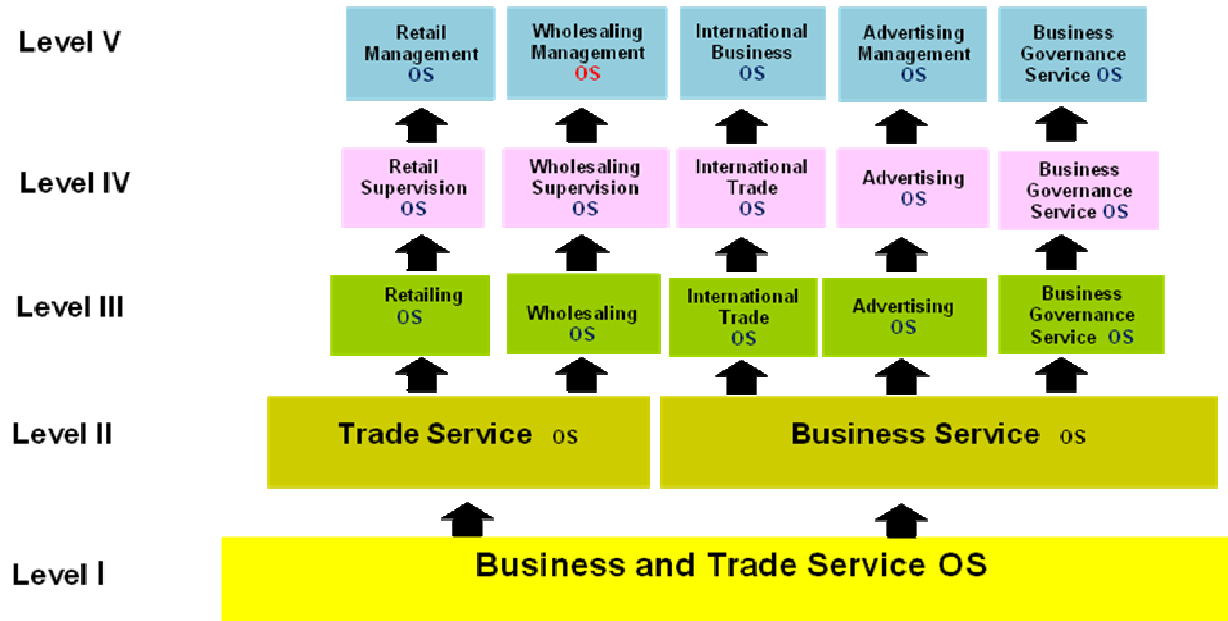
	<ul style="list-style-type: none"> <li>• safety shoes</li> </ul>
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Plant Layout</li> <li>• Process flow</li> <li>• Other Analysis tools</li> <li>• Do time study by work element</li> <li>• Measure Travel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

Visual and auditory control methods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Red Tagging</li> <li>• Sign boards</li> <li>• Outlining</li> <li>• Andons</li> <li>• Kanban, etc.</li> </ul>
5W and 1H	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Who</li> <li>• What</li> <li>• Where</li> <li>• When</li> <li>• Why</li> <li>• How</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• discuss why wastes occur in the workplace</li> <li>• discuss causes and effects of wastes/MUDA in the workplace</li> <li>• analyze the current situation of the workplace by using appropriate tools and techniques</li> <li>• identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques</li> <li>• use 5W and 1H sheet to prevent</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Targets of customers and manufacturer/service provider</li> <li>• Traditional and kaizen thinking of price setting</li> <li>• Kaizen thinking in relation to targets of manufacturer/service provider and customer</li> <li>• value</li> <li>• The three categories of operations</li> <li>• the 3“MU”</li> <li>• waste/MUDA</li> <li>• wastes occur in the workplace</li> <li>• The 7 types of MUDA</li> <li>• The Benefits of identifying and eliminating waste</li> <li>• Causes and effects of 7 MUDA</li> <li>• Procedures to identify MUDA</li> <li>• Necessary attitude and the ten basic principles for improvement</li> <li>• Procedures to eliminate MUDA</li> <li>• Prevention of wastes</li> <li>• Methods of waste prevention</li> <li>• Definition and purpose of standardization</li> </ul>

	<ul style="list-style-type: none"> <li>Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement</li> <li>Methods of visual and auditory control</li> <li>TPM concept and its pillars.</li> <li>Relevant Occupational Health and Safety (OHS) and environment requirements</li> <li>Plan and report</li> <li>Method of communication</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>draw &amp; analyze current situation of the work place</li> <li>use measurement apparatus (stop watch, tape, etc.)</li> <li>calculate volume and area</li> <li>use and follow checklists to identify, measure and eliminate wastes/MUDA</li> <li>identify and measure wastes/MUDA in accordance with OHS and procedures</li> <li>use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure</li> <li>apply 5W and 1H sheet</li> <li>update and use standard procedures for completion of required operation</li> <li>work with others</li> <li>read and interpret documents</li> <li>observe situations</li> <li>solve problems</li> <li>communicate</li> <li>gather evidence by using different means</li> <li>report activities and results using report formats</li> </ul>
Resources Implication	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.

# BUSINESS 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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