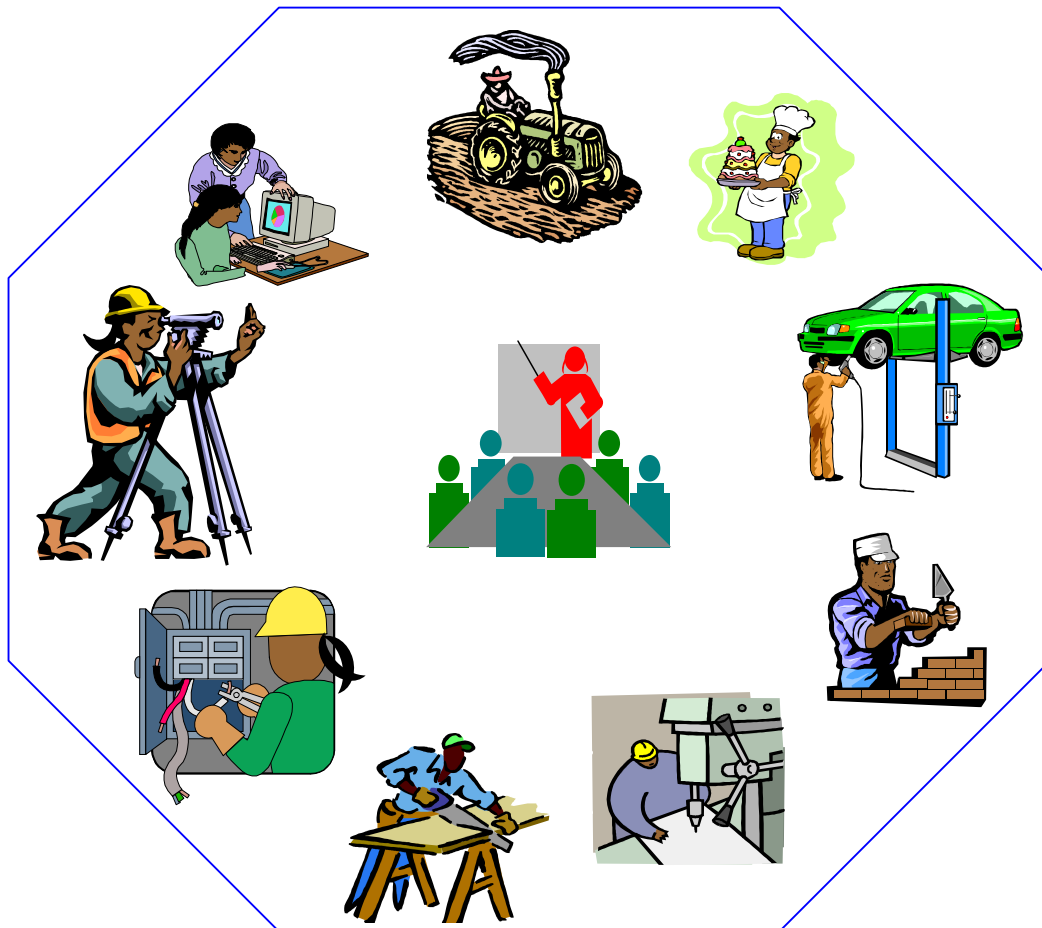




Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD

**WHOLESALE SUPERVISION**  
NTQF Level IV



*Ministry of Education*  
*July 2014*

## Introduction

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

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

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

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

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

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

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

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

## UNIT OF COMPETENCE CHART

**Occupational Standard: Wholesale Supervision**

**Occupational Code: TRD WSP**

**NTQF Level IV**

<p><a href="#">TRD WSP4 01 0714</a> Maintain Business Technology</p>	<p><a href="#">TRD WSP4 02 0714</a> Develop Product Knowledge</p>	<p><a href="#">TRD WSP4 03 0714</a> Coordinate Implementation of Customer Service Strategies</p>
<p><a href="#">TRD WSP4 04 0714</a> Build Wholesale Relationships and Sustain Customer Loyalty</p>	<p><a href="#">TRD WSP4 05 0714</a> Establish a Franchise</p>	<p><a href="#">TRD WSP4 06 0714</a> Build Client Relationships and Business Networks</p>
<p><a href="#">TRD WSP4 07 0714</a> Negotiate Contracts</p>	<p><a href="#">TRD WSP4 08 0714</a> Manage Compliance with Franchisee Obligations and Legislative Requirements</p>	<p><a href="#">TRD WSP4 09 0714</a> Manage Store Facilities</p>
<p><a href="#">TRD WSP4 10 0714</a> Conduct International Purchasing</p>	<p><a href="#">TRD WSP4 11 0714</a> Select an E-business Model</p>	<p><a href="#">TRD WSP4 12 0714</a> Manage Financial Resources</p>
<p><a href="#">TRD WSP4 13 0714</a> Analyse and Present Research Information</p>	<p><a href="#">TRD WSP4 14 0714</a> Use Computers as Part of Business and E-commerce Processes</p>	<p><a href="#">TRD WSP4 15 0714</a> Plan and Organize Work</p>
<p><a href="#">TRD WSP4 16 0714</a> Migrate to New Technology</p>	<p><a href="#">TRD WSP4 17 0714</a> Establish Quality Standards</p>	<p><a href="#">TRD WSP4 18 0714</a> Develop Individuals and Team</p>
<p><a href="#">TRD WSP4 19 0714</a> Utilize Specialized Communication Skills</p>	<p><a href="#">TRD WSP4 20 0714</a> Manage Micro, Small and Medium Enterprises (MSMEs)</p>	<p><a href="#">TRD WSP4 21 0714</a> Apply Problem Solving Techniques and Tools</p>

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Maintain Business Technology
Unit Code	<a href="#">TRD WSP4 01 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain the effectiveness of business technology in the workplace. It includes maintaining existing technology and planning for future technology requirements.

Elements	Performance Criteria
1. Maintain performance of hardware and software	<p>1.1. System effectiveness is monitored and evaluated to ensure it meets <b>organizational and system requirements</b></p> <p>1.2. Operating system, drive and disk structure, reports and files are used to identify performance problems</p> <p>1.3. <b>Disk drives and peripherals are maintained</b> according to manufacturers' and organizational requirements</p> <p>1.4. <b>Consumables</b> are replaced in accordance with manufacturers' and organizational requirements</p>
2. Provide basic system administration	<p>2.1. System back-up procedure is carried out at regular intervals according to organizational and system requirements</p> <p>2.2. <b>Software</b> applications are installed and operated in accordance with developers' and organizational requirements</p> <p>2.3. Security access procedures are maintained and updated in line with organizational requirements</p> <p>2.4. License is used, checked and recorded for use of software in accordance with organizational requirements</p> <p>2.5. Virus programs are regularly maintained and updated in accordance with organizational requirements</p>
3. Identify future technology requirements	<p>3.1. Knowledge of current and new <b>technology</b> is maintained by regularly accessing <b>sources of information</b></p> <p>3.2. <b>Improved technology systems</b> are identified and developed using feedback from clients and colleagues</p> <p>3.3. Existing technology is assessed against newly available technology to determine future needs and priorities</p> <p>3.4. New technologies are identified and selected to achieve and maintain continuous organizational development</p> <p>3.5. Management and budget approval are obtained for new selected technologies</p>

Variable	Range
Organisational and system requirements	May include: <ul style="list-style-type: none"> <li>• back-up procedures</li> <li>• Code of Conduct</li> <li>• ethical standards</li> <li>• legal and organisational policy/guidelines and requirements</li> <li>• maintenance of customised software</li> <li>• OHS policies, procedures and programs</li> <li>• quality assurance and/or procedures manuals</li> <li>• register of licenses</li> <li>• restore procedures</li> <li>• security and confidentiality procedures</li> <li>• software licence documentation</li> <li>• storage of information technology documentation</li> <li>• storage retrieval and type of product licenses</li> <li>• updating of virus protection systems</li> </ul>
Disk drive and peripherals maintenance	May include: <ul style="list-style-type: none"> <li>• backing up files before major maintenance</li> <li>• checking hard drive for errors</li> <li>• cleaning dust from internal and external surfaces</li> <li>• creating more free space on the hard disk</li> <li>• defragmenting the hard disk</li> <li>• deleting unwanted files</li> <li>• reviewing programs</li> <li>• using up-to-date anti-virus programs</li> </ul>
Consumables	May include: <ul style="list-style-type: none"> <li>• disks</li> <li>• magnetic tape and cassettes</li> <li>• print heads</li> <li>• print media</li> <li>• printer ribbons and cartridges</li> </ul>
Software	May include: <ul style="list-style-type: none"> <li>• accounting applications</li> <li>• commercial software applications</li> <li>• database applications</li> <li>• internet/intranet/extranet related programs</li> <li>• organisation-specific software</li> <li>• presentation applications</li> <li>• spreadsheet applications</li> <li>• word processing applications</li> </ul>
Technology	May include: <ul style="list-style-type: none"> <li>• client services</li> <li>• computers</li> <li>• data transfer devices</li> <li>• modems</li> <li>• peripherals, including:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ printers, scanners, tape cartridges</li> <li>➤ speakers, multimedia kits</li> <li>➤ personal computer, modems</li> <li>➤ input equipment such as mouse, touch pad, keyboard, pens</li> <li>➤ mobile phones, palmtops and Personal Digital Assistants (PDAs), laptops and desktop computers</li> <li>➤ Bluetooth devices, Universal Serial Bus (USB), Fire wire</li> <li>➤ photocopiers</li> <li>➤ printers</li> <li>➤ scanners</li> <li>➤ software</li> </ul>
Sources of information	<p>May include:</p> <ul style="list-style-type: none"> <li>• computer hardware manufacturers</li> <li>• computer magazines and journals</li> <li>• computer software designers</li> <li>• industry associations</li> <li>• internal/external clients</li> <li>• internet</li> <li>• retail outlets</li> <li>• seminars, workshops and training sessions</li> <li>• trade fairs</li> </ul>
Improved technology systems	<p>May include:</p> <ul style="list-style-type: none"> <li>• access protocols</li> <li>• cable data transmissions</li> <li>• delivery and installation systems</li> <li>• hardware upgrades</li> <li>• implementing a new system</li> <li>• maintenance options</li> <li>• multimedia</li> <li>• networking options</li> <li>• new hardware</li> <li>• new software</li> <li>• resource usage monitoring</li> <li>• software upgrades</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• installing software and hardware</li> <li>• organising and accessing software, materials and consumables</li> <li>• maintaining technology security and maintenance systems</li> <li>• costs and benefits of technology maintenance strategies.</li> </ul>		
Underpinning Knowledge	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• costs and benefits of technology maintenance strategies</li> <li>• general features and capabilities of current industry accepted hardware and software products</li> </ul>		
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	<ul style="list-style-type: none"> <li>• importance of back-up and security procedures; maintenance and diagnostic procedures; licensing, installation and purchasing procedures</li> <li>• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➤ anti-discrimination legislation</li> <li>➤ ethical principles</li> <li>➤ codes of practice</li> <li>➤ privacy laws</li> <li>➤ environmental issues</li> <li>➤ Occupational Health and Safety (OHS)</li> </ul> </li> </ul>
Underpinning Skills	<p>Must demonstrate:</p> <ul style="list-style-type: none"> <li>• communication skills to explain the operation and troubleshooting of technology in the work environment</li> <li>• literacy skills to interpret and evaluate the purposes and objectives of various uses of technology; to display logical organisation of written information</li> <li>• problem-solving skills to address routine and non-routine faults with hardware and software</li> <li>• research and analytical skills to analyse and identify organisation's future technology requirements.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Develop Product Knowledge
Unit Code	<a href="#">TRD WSP4 02 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop product knowledge in preparation for the sales process.

Elements	Performance Criteria
1. Acquire knowledge of products in a specified area	1.1. <b>Information sources</b> about <b>products</b> in a specified area are identified and evaluated for reliability and validity. 1.2. Product purpose/s and use/s is/are identified. 1.3. Key <b>features</b> of the product/s are identified. 1.4. Product strengths and weaknesses are identified. 1.5. Guarantees and warranties are articulated and service support details identified.
2. Convert product knowledge into benefits	2.1. Features of the product are identified to have potential buyer appealed 2.2. Features of the product are presented to have buyer appeal as benefits to the buyer 2.3. Product benefits are presented within the context of <b>organizational requirements</b> and legislation
3. Evaluate competitors' products	3.1. A range of information sources are used to identify competitors' products 3.2. Features, benefits, strengths and weaknesses of competitors' products are compared with own products 3.3. Relative standing of the organization's product is established with the competitors' product/s and differences are communicated to the buyer

Variable	Range
Information sources	May include: <ul style="list-style-type: none"> <li>• associations</li> <li>• catalogues</li> <li>• claims of competitive sales people</li> <li>• competitor websites</li> <li>• competitor sales literature</li> <li>• external sales data sources such as warehouse withdrawals</li> <li>• internal sales data records</li> <li>• other company personnel</li> </ul>



	<ul style="list-style-type: none"> <li>• sales conventions</li> <li>• trade association magazines</li> <li>• trade shows</li> </ul>
Products	<p>May include:</p> <ul style="list-style-type: none"> <li>• goods</li> <li>• ideas</li> <li>• services</li> </ul>
Features	<p>May include:</p> <ul style="list-style-type: none"> <li>• brand</li> <li>• colour</li> <li>• country of origin</li> <li>• covenant</li> <li>• manufacturer</li> <li>• product care details</li> <li>• safety aspect</li> <li>• shelf life</li> <li>• size</li> <li>• style</li> <li>• warnings</li> </ul>
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• level of client service required</li> <li>• policies and procedures which are formally documented and are available for reference within the workplace</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• comparison of the key features and benefits of product/s with competitor offerings</li> <li>• demonstration of product knowledge offered by an organisation</li> <li>• presentation of key features and benefits of own product/s.</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• features, benefits, strengths and weaknesses of own organisation's and competitors' products</li> <li>• industry competitors, trends and developments</li> <li>• organisational structure/s, roles and responsibilities, policies, procedures, product labelling and descriptions</li> <li>• potential buyer markets</li> <li>• processes used when buying and selling products and services</li> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➤ anti-discrimination</li> <li>➤ consumer protection</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ contract law legislation</li> <li>➤ ethical principles</li> <li>➤ privacy laws</li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• information management skills to summarise information verbally and non-verbally</li> <li>• Literacy and numeracy skills to interpret sales data and to summarise information obtained from a variety of verbal and non-verbal sources.</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.

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Coordinate Implementation of Customer Service Strategies
Unit Code	<a href="#">TRD WSP4 03 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to advise on, carry out and evaluate customer service strategies, including the design of improvement strategies based on feedback.

Elements	Performance Criteria
1. Advise on customer service needs	<p>1.1. <b>Customer needs</b> are clarified and accurately assessed using appropriate <b>communication techniques</b></p> <p>1.2. Problems matching service delivery to <b>customers</b> are diagnosed and options developed for improved service within <b>organizational requirements</b></p> <p>1.3. Relevant and constructive advice is provided to promote the improvement of customer service delivery</p> <p>1.4. <b>Business technology</b> and/or <b>online services</b> is/are used to structure and present information on customer service needs</p>
2. Support implementation of customer service strategies	<p>2.1. Customer service strategies and opportunities are promoted to <b>designated individuals and groups</b></p> <p>2.2. Available budget resources are identified and allocated to fulfill customer service objectives</p> <p>2.3. <b>Procedures</b> are promptly followed to resolve customer difficulties and <b>complaints</b> within organizational requirements</p> <p>2.4. Decisions are taken to implement <b>strategies</b> in consultation with designated individuals and groups</p>
3. Evaluate and report on customer service	<p>3.1. Client satisfaction with service delivery is reviewed using verifiable data in accordance with organizational requirements</p> <p>3.2. Changes necessary is identified to maintain service standards and reported to designated individuals and groups</p> <p>3.3. Conclusions and recommendations are prepared from verifiable evidence and constructive advice on future directions of client service strategies is provided</p> <p>3.4. Systems, records and reporting procedures are maintained to compare changes in customer satisfaction</p>

Variable	Range
Customer needs	May relate to:

	<ul style="list-style-type: none"> <li>• accuracy of information</li> <li>• advice or general information</li> <li>• complaints</li> <li>• fairness/politeness</li> <li>• further information</li> <li>• making an appointment</li> <li>• prices/value</li> <li>• purchasing organisation's products and services</li> <li>• returning organisation's products and services</li> <li>• specific information</li> </ul>
Communication techniques	<p>May include:</p> <ul style="list-style-type: none"> <li>• analysing customer satisfaction surveys</li> <li>• analysing quality assurance data</li> <li>• conducting interviews</li> <li>• consultation methods, techniques and protocols</li> <li>• making recommendations</li> <li>• obtaining management decisions</li> <li>• questioning</li> <li>• seeking feedback to confirm understanding</li> <li>• summarising and paraphrasing</li> </ul>
Customers	<p>May include:</p> <ul style="list-style-type: none"> <li>• corporate customers</li> <li>• individual members of the organisation</li> <li>• individual members of the public</li> <li>• internal or external</li> <li>• other agencies</li> </ul>
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• confidentiality and security requirements</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• OHS policies, procedures and programs</li> <li>• payment and delivery options</li> <li>• pricing and discount policies</li> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> <li>• replacement and refund policy and procedures</li> <li>• who is responsible for products or services</li> </ul>
Business technology	<p>May include:</p> <ul style="list-style-type: none"> <li>• answering machine</li> <li>• binder</li> <li>• computer</li> <li>• fax machine</li> <li>• photocopier</li> </ul>

	<ul style="list-style-type: none"> <li>• printer</li> <li>• shredder</li> <li>• telephone</li> </ul>
Online services	<p>May include:</p> <ul style="list-style-type: none"> <li>• access to product database by customers online</li> <li>• access to purchase, delivery and account records</li> <li>• call/contact centre</li> <li>• online ordering</li> <li>• online payments</li> <li>• online registration</li> <li>• quick/reasonable response</li> <li>• two-way communication online</li> </ul>
Designated individuals and groups	<p>May include:</p> <ul style="list-style-type: none"> <li>• colleagues</li> <li>• committee</li> <li>• customers</li> <li>• external organisation</li> <li>• line management</li> <li>• supervisor</li> </ul>
Procedures to resolve customer difficulties	<p>May include:</p> <ul style="list-style-type: none"> <li>• external agencies (e.g. Ombudsman)</li> <li>• item replacement</li> <li>• referrals to supervisor</li> <li>• refund of monies</li> <li>• review of products or services</li> <li>• using conflict management techniques</li> </ul>
Complaints	<p>May include:</p> <ul style="list-style-type: none"> <li>• administrative errors such as incorrect invoices or prices</li> <li>• customer satisfaction with service quality</li> <li>• damaged goods or goods not delivered</li> <li>• delivery errors</li> <li>• products not delivered on time</li> <li>• service errors</li> <li>• specific e-business problems and issues: <ul style="list-style-type: none"> <li>➤ difficulty accessing services</li> <li>➤ inactive links</li> <li>➤ not appreciating differing hardware and software</li> <li>➤ services not available</li> <li>➤ supply errors such as incorrect product delivered</li> <li>➤ time taken to access services</li> <li>➤ unfriendly website design</li> <li>➤ website faults</li> <li>➤ warehouse or store room errors such as incorrect product delivered</li> </ul> </li> </ul>
Strategies	<p>May include:</p> <ul style="list-style-type: none"> <li>• courtesy/politeness</li> <li>• delivery times</li> </ul>

	<ul style="list-style-type: none"> <li>• merchandise characteristics</li> <li>• price offers</li> <li>• product/refund guarantees</li> <li>• product/service availability</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• identify needs and priorities of the organisation in delivering services to customers</li> <li>• respond to and report on customer feedback</li> <li>• design strategies to improve delivery of products and services</li> <li>• knowledge of the principles of customer service</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• anti-discrimination legislation</li> <li>• ethical principles</li> <li>• codes of practice</li> <li>• privacy laws</li> <li>• environmental issues</li> <li>• Occupational Health and Safety (OHS)</li> <li>• principles of customer service</li> <li>• organisational business structure, products and services</li> <li>• product and service standards and best practice models</li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• literacy skills to read a variety of texts, to prepare general information and papers, and to write formal and informal letters according to target audience</li> <li>• planning skills to develop implementation schedules</li> <li>• problem-solving skills to diagnose organisational problems relating to customer</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

<b>Occupational Standard: Wholesale Supervision Level IV</b>	
<b>Unit Title</b>	<b>Build Wholesale Relationships and Sustain Customer Loyalty</b>
<b>Unit Code</b>	<a href="#"><u>TRD WSP4 04 0714</u></a>
<b>Unit Descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to monitor and analyse systems and data relating to customer behaviour and relationships; and to plan and implement improvements to systems, processes and strategies to build retail relationships and sustain customer loyalty. It also covers engaging staff in research activities and encouraging staff participation in the selection and implementation of improvements and new strategies

<b>Elements</b>	<b>Performance Criteria</b>
1. Review customer relationship management systems.	<p>1.1. Objectives of review of organisation's customer relationship management (CRM) systems are identified and communicated and staffs engaged in the process.</p> <p>1.2. Evaluation of organisation's customer relationship data collection and analysis procedures is lead to assess contribution to current business needs.</p> <p>1.3. Research is led into innovations in CRM systems and procedures and evaluation of applicability to organisational requirements.</p> <p>1.4. Research and selection of customer profiling data that would assist the organisation in building a sustainable competitive advantage are led.</p> <p>1.5. Proposals are considered and documented to enhance current organisational CRM capabilities and distributed to relevant personnel.</p> <p>1.6. The selection and implementation of proposals are contributed to according to scope of role and responsibilities.</p>
2. Monitor and analyse customer behaviour.	<p>2.1. Objectives of analysis of customer behaviour are identified and communicated and staff engaged in the process.</p> <p>2.2. Customer relationship data collection is monitored to ensure enhanced CRM systems and procedures are implemented and value provided.</p> <p>2.3. A review of current customer relationships and loyalty levels is led and targets are set for enhanced outcomes.</p> <p>2.4. Research is led into customer demand for emerging products, services and strategies and applicability to business goals evaluated.</p>

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

Variable	Range
Sources of information	<p>May include:</p> <ul style="list-style-type: none"> <li>• legislation and regulations</li> <li>• work procedures and internal manuals</li> <li>• company operating procedures and instructions</li> <li>• manufacturer specifications</li> <li>• supplier and customer instructions</li> <li>• manifests</li> <li>• codes of practice</li> <li>• quality assurance systems, procedures and policies</li> <li>• awards, workplace agreements, and other industrial arrangements</li> </ul>



	<ul style="list-style-type: none"> <li>• verbal communication, including face-to-face, telephone, internet and radio</li> <li>• written instructions and communication such as data exchange, letters and emails</li> <li>• safety instructions and workplace signage</li> <li>• electronic or hard copy</li> <li>• policy and protocols.</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• leads staff participation in review of CRM systems and procedures</li> <li>• consults on, selects and implements enhancements to CRM capabilities</li> <li>• leads staff participation in: <ul style="list-style-type: none"> <li>• review of customer relationships and loyalty levels</li> <li>• planning and scheduling events, offers and programs</li> <li>• sets targets for increased loyalty</li> <li>• identifies customer trends and preferences</li> <li>• manages promotion of events, offers and programs</li> </ul> </li> <li>• reviews customer responses to events, offers and programs.</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• analysis and reporting requirements for customer sales and service strategies</li> <li>• customer relationship management systems, including social media</li> <li>• customer types and needs, including: <ul style="list-style-type: none"> <li>➤ customer buying motives</li> <li>➤ customer behavior and cues</li> <li>➤ individual and cultural differences, demographics, lifestyles and incomes</li> <li>➤ data collection and processing technologies, techniques and tools</li> <li>➤ legislation and statutory requirements relating to customer relationship management, including work health and safety (WHS) requirements</li> <li>➤ retail industry information networks and sources</li> </ul> </li> <li>• store policies and procedures in regard to: <ul style="list-style-type: none"> <li>➤ establishing, maintaining and using customer records</li> <li>➤ methods of maintaining customer confidentiality and secure storage of customer details</li> <li>➤ store and area merchandise and service range</li> <li>➤ types of customer needs, including functional and psychological</li> </ul> </li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to inform and interact with staff and relevant personnel, verbally and non-verbally</li> </ul>

	<ul style="list-style-type: none"> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ calculate costs</li> <li>➤ read organizational policies and procedures</li> <li>➤ read information relating to customer behavior and relationship management</li> </ul> </li> <li>• planning and organising skills to: <ul style="list-style-type: none"> <li>➤ break down activities into individual tasks and allocate timeframes</li> <li>➤ manage own time</li> <li>➤ set achievable goals</li> </ul> </li> <li>• problem-solving skills to: <ul style="list-style-type: none"> <li>➤ identify and select improvements to systems and processes</li> <li>➤ match new strategies to business goals</li> <li>➤ technology skills to operate information and communication technology systems and software, including social media</li> <li>➤ research skills to locate and analyse relevant information</li> </ul> </li> <li>• team leadership skills to: <ul style="list-style-type: none"> <li>➤ delegate</li> <li>➤ motivate staff</li> <li>➤ recognize staff contributions</li> <li>➤ share information</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written 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: Wholesale Supervision Level IV	
Unit Title	Establish a Franchise
Unit Code	<a href="#">TRD WSP4 05 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to establish a franchise from the initial research phase through to finalising a franchising agreement with the franchisor and opening the franchise for business.

Elements	Performance Criteria
1. Identify opportunities for establishing a franchise	1.1. Franchising opportunities are researched and identified 1.2. Own interests and skills are determined to assess suitability for identified opportunities 1.3. <b>Requirements</b> are determined for establishing a specific franchise 1.4. Viability and business record of franchisor are researched and checked in prospective franchise 1.5. <b>Negotiations</b> are entered into with a franchisor to establish a franchise
2. Complete business plan	2.1. Business plan proforma is accessed, as appropriate 2.2. Franchisor and <b>others</b> are consulted in process of developing business planning documents 2.3. <b>Financing options</b> are researched and determined 2.4. Financial planning is finalized for franchise 2.5. Market analysis is undertaken for franchise opportunity and marketing plan completed 2.6. Needs are researched and determined for premises in appropriate area 2.7. Relevant information is compiled into business plan
3. Identify and address learning needs	3.1. Required skills and knowledge are determined to manage a franchise, and gaps identified for self and others 3.2. Assistance is sought to assess and address learning needs and documented in the form of a learning plan 3.3. Training required by franchisor of a franchisee is determined 3.4. Learning plan and required training programs are undertaken
4. Finalise	4.1. Finance agreements are completed

agreements	<p>4.2. Legal advice is accessed as required</p> <p>4.3. Franchising agreement is finalized and signed off</p> <p>4.4. Required <b>permits</b> are obtained for franchise operation</p> <p>4.5. <b>Contracts and agreements</b> are finalized with <b>third parties</b></p>
5. Prepare for opening of franchise	<p>5.1. Physical and human resources required to manage franchise are obtained</p> <p>5.2. Marketing activities associated with opening the franchise are undertaken</p> <p>5.3. The franchise is opened for business</p>

Variable	Range
Requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• availability of finance</li> <li>• availability of franchise opportunity</li> <li>• franchisor specific requirements</li> <li>• own skills and knowledge</li> </ul>
Negotiations	<p>May include:</p> <ul style="list-style-type: none"> <li>• fee structure for franchise operation</li> <li>• financing options</li> <li>• franchisee obligations</li> <li>• franchisor requirements and expectations</li> <li>• reasonable adjustments to workplace, equipment or processes to facilitate operation of the franchise</li> <li>• site selection for franchise</li> </ul>
Others	<p>may include:</p> <ul style="list-style-type: none"> <li>• accountant</li> <li>• family members</li> <li>• franchisor staff</li> <li>• legal advisor</li> <li>• other franchisees already operating franchises</li> <li>• own network</li> <li>• personal research</li> </ul>
Financing options	<p>May include:</p> <ul style="list-style-type: none"> <li>• arrangements with franchisor or third party interest</li> <li>• loan from family members</li> <li>• loan from financial institution</li> <li>• mortgage of existing property or sale of assets</li> </ul>
Permits	<p>May include:</p> <ul style="list-style-type: none"> <li>• dangerous goods</li> </ul>

	<ul style="list-style-type: none"> <li>• fire safety and OHS</li> <li>• local government permits</li> <li>• other commonwealth, state/territory legislation</li> <li>• specific business operations such as liquor licence</li> </ul>
Contracts and agreements	<p>May include:</p> <ul style="list-style-type: none"> <li>• lease or purchase of premises</li> <li>• motor vehicles</li> <li>• industry specific tools, plant and equipment</li> <li>• IT and office equipment</li> </ul>
Third parties	<p>May include:</p> <ul style="list-style-type: none"> <li>• property owner of site separate to franchisor</li> <li>• silent partners or commercial backers</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• Evidence of the following is essential:</li> <li>• determining own suitability for the franchise</li> <li>• completing a business plan</li> <li>• identifying and planning learning needs</li> <li>• knowledge of relevant legislation, codes of practice and national standards.</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• Occupational Health and Safety (OHS) requirements:</li> <li>• specific to nature and type of franchise</li> <li>• generic to all workplaces</li> <li>• specific to own safety such as manual handling</li> <li>• legislation, codes of practice and national standards, for example:</li> <li>• Franchising Code of Conduct</li> <li>• legislation covering fire safety, OHS, employment of staff, company law, anti-discrimination and fair trading</li> <li>• required permits (under commonwealth, state/territory and local government regulations and legislation)</li> <li>• franchisee specific obligations as per franchise agreement.</li> </ul>
Underpinning Skills	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• research and analysis skills to conduct and plan market research</li> <li>• planning skills to meet learning needs</li> <li>• problem-solving skills to address issues which may arise during franchise establishment.</li> </ul>
Resources	Access is required to real or appropriately simulated situations,

Implication	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: Wholesale Supervision Level IV	
Unit Title	Build Client Relationships and Business Networks
Unit Code	<a href="#">TRD WSP4 06 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively participate in networks to support attainment of key business outcomes.

Elements	Performance Criteria
1. Initiate interpersonal communication with clients	<p>1.1. <b>Preferred client communication styles and methods</b> are identified and used</p> <p>1.2. Rapport is established with clients using <b>verbal</b> and <b>non-verbal communication</b> processes</p> <p>1.3. Opportunities are investigated and acted upon to offer positive feedback to clients</p> <p>1.4. Open questions are used to promote two-way communication</p> <p>1.5. Potential <b>barriers</b> are identified and acted upon to effective communication with clients</p> <p>1.6. Communication processes which relate to client needs, preferences and expectations are initiated</p>
2. Establish client relationship management strategies	<p>2.1. Client loyalty objectives are developed focusing on the development of long term business partnerships</p> <p>2.2. Client profile information is assessed to determine approach</p> <p>2.3. <b>Client loyalty strategies</b> are developed to attract and retain clients in accordance with the business strategy</p> <p>2.4. <b>Client care and client service standards</b> are identified and applied</p>
3. Maintain and improve ongoing relationships with clients	<p>3.1. <b>Strategies</b> are developed to obtain ongoing feedback from clients to monitor satisfaction levels</p> <p>3.2. Strategies are developed to elicit feedback which provide information in a form that can be used to improve relationships with clients</p> <p>3.3. Feedback is obtained to develop and implement strategies which maintain and improve relationships with clients</p>
4. Build and maintain	<p>4.1. Time is allocated to establish and maintain business contacts</p>

networks	<p>4.2. <b>Business associations</b> and/or <b>professional development activities</b> are made participatory to establish and maintain a <b>network</b> of support for the business and to enhance personal knowledge of the market</p> <p>4.3. Communication channels are established to exchange <b>information and ideas</b></p> <p>4.4. Information is provided, sought and verified to the network</p>
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Variable	Range
Preferred client communication styles and methods	<p>may include:</p> <ul style="list-style-type: none"> <li>• email</li> <li>• face-to-face</li> <li>• mail</li> <li>• phone</li> </ul>
Verbal communication	<p>may include:</p> <ul style="list-style-type: none"> <li>• articulation</li> <li>• clarity of speech</li> <li>• feedback</li> <li>• language</li> <li>• listening skills</li> <li>• open questions</li> <li>• questioning skills</li> <li>• voice modulation</li> <li>• voice projection</li> </ul>
Non-verbal communication	<p>may include:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• body language</li> <li>• body orientation</li> <li>• clothing</li> <li>• colour</li> <li>• distance</li> <li>• facial expression</li> <li>• grooming</li> <li>• gestures</li> <li>• music</li> <li>• posture</li> <li>• sound</li> <li>• touching</li> <li>• voice</li> </ul>
Barriers	may include:



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

	<p>delivered to right person or address  delivered on time  politeness, helpfulness and grooming of delivery staff  delivery vehicles parked properly  cleanliness of delivery vehicles</p> <ul style="list-style-type: none"> <li>• shipment tracking services</li> <li>• telephone answering times and responses</li> </ul>
Strategies	<p>may include:</p> <ul style="list-style-type: none"> <li>• including 'comments and queries' or 'bouquets and brickbats' on all order forms</li> <li>• complaints handling procedures</li> <li>• email</li> <li>• letter</li> <li>• soliciting complaints</li> <li>• surveys of current clients</li> <li>• surveys of lapsed clients to determine reason/s for ceasing to buy</li> <li>• telephone interviews</li> <li>• training staff to ask open questions about product or service levels</li> </ul>
Business associations	<p>may include:</p> <ul style="list-style-type: none"> <li>• chambers of commerce</li> <li>• industry associations</li> <li>• institutes</li> <li>• professional bodies</li> <li>• societies</li> </ul>
Professional development activities	<p>may include:</p> <ul style="list-style-type: none"> <li>• demonstrations</li> <li>• exhibitions</li> <li>• fairs</li> <li>• industry information seminars</li> <li>• industry training</li> <li>• pre-launch activities</li> <li>• technical information briefings</li> <li>• trade shows</li> </ul>
Networks	<p>may include:</p> <ul style="list-style-type: none"> <li>• business</li> <li>• formal</li> <li>• groups</li> <li>• individuals</li> <li>• informal</li> </ul>

	<ul style="list-style-type: none"> <li>• organisations</li> <li>• personal</li> </ul>
Information and ideas	<p>may include:</p> <ul style="list-style-type: none"> <li>• changes in the environment</li> <li>• changing customer requirements</li> <li>• information on competitors' activities</li> <li>• personal, professional or business support</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• establishing and maintaining relationships with a range of clients related to the candidate's business</li> <li>• participating in and providing, an active contribution to a business related network.</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects business operations, such as: <ul style="list-style-type: none"> <li>➢ consumer laws including appropriate state/territory legislation</li> <li>➢ ethical principles</li> <li>➢ marketing code of practice</li> <li>➢ privacy laws</li> </ul> </li> <li>• marketing communications concepts and processes</li> <li>• principles and techniques for effective communication and networking</li> <li>• sources of business related networks.</li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• communication skills to determine client needs and preferences through active listening and presenting ideas clearly and precisely</li> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• interpersonal skills to establish rapport, and to build and maintain relationships with clients.</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Negotiate Contracts
Unit Code	<a href="#">TRD WSP4 07 0714</a>
Unit Descriptor	This unit specifies the outcomes required to negotiate terms of contracts with suppliers, and prepare and finalise contracts.

Elements	Performance Criteria
1. Negotiate terms of contracts with suppliers	<p>1.1. Advice is offered and negotiations are undertaken without prejudice</p> <p>1.2. Suppliers are advised of the organization's intent to accept their offers</p> <p>1.3. <b>Issues</b> are negotiated with suppliers</p> <p>1.4. Desired outcomes, negotiation plans and schedules are determined for negotiations</p> <p>1.5. Negotiations are undertaken and agreements reached with suppliers in accordance with plans</p> <p>1.6. Contract requirements are negotiated and documented to the satisfaction of the organization and suppliers</p>
2. Prepare contracts	<p>2.1. Required <b>contracts</b> are drafted using legal expertise if required</p> <p>2.2. Draft contracts are distributed to <b>relevant personnel</b> and suppliers</p> <p>2.3. Any discrepancies or disagreements are clarified and resolved to the satisfaction of all parties</p> <p>2.4. <b>Checks</b> of the legality and validity of draft contracts are made</p> <p>2.5. Approvals are obtained to sign contracts</p>
3. Finalise contracts	<p>3.1. Contracts are signed and exchanged between the organization and suppliers</p> <p>3.2. Contracts and related documents are stored and safeguarded</p> <p>3.3. Relevant personnel are advised of contract requirements</p> <p>3.4. Unsuccessful suppliers are advised of non-acceptance of offers</p>

Variable	Range
Issues	<p>May include:</p> <ul style="list-style-type: none"> <li>issues relating to non-compliance with invitation to offer requirements</li> <li>issues relating to Occupational Health and Safety (OHS)</li> </ul>

	<p>performance standards</p> <ul style="list-style-type: none"> <li>• issues relating to the form and specific requirements of contract documentation</li> </ul>
Contracts	<p>May include:</p> <ul style="list-style-type: none"> <li>• agreements for one-off or ongoing supply of goods or services</li> <li>• agreements with Australian or overseas individuals, contractors, corporations, individuals and government agencies</li> <li>• electronic or paper-based agreements</li> <li>• memoranda of understanding/agreement</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• CEO</li> <li>• managers</li> <li>• leaders</li> <li>• coordinators</li> <li>• OHS specialists</li> <li>• supervisors</li> <li>• other persons authorised to commit the organisation to purchases</li> <li>• internal users of purchased goods and services</li> <li>• owner</li> <li>• Board</li> <li>• specialist personnel involved in purchasing, asset maintenance and finance</li> </ul>
Checks	<p>May include referring the contract to others such as:</p> <ul style="list-style-type: none"> <li>• external legal representative for organization</li> <li>• legal officer within organization</li> <li>• purchasing manager</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• documented agreement of terms with suppliers</li> <li>• drafting and completion of a contract with a supplier for goods and services</li> <li>• informing of successful and unsuccessful suppliers.</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➤ consumer protection legislation</li> <li>➤ contract law</li> <li>➤ import of goods and services, where relevant</li> <li>➤ sale of goods legislation</li> <li>➤ Trade Practices Act</li> <li>➤ organisational practices, policies and procedures for purchasing</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ product knowledge about the goods and services being supplied</li> <li>• purchasing and procurement principles for: <ul style="list-style-type: none"> <li>➤ accountability</li> <li>➤ probity and transparency</li> <li>➤ risk management</li> <li>➤ value for money.</li> </ul> </li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• communication and negotiation skills to liaise with suppliers and reach agreement with suppliers on contracts</li> <li>• literacy skills to draft concepts and write reports containing complex concepts</li> <li>• technology application skills to use a range of software programs relevant to purchasing and contracting.</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.

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Manage Compliance with Franchisee Obligations and Legislative Requirements
Unit Code	<a href="#">TRD WSP4 08 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to comply with obligations set out in the franchising agreement and with relevant legislative requirements specific to the type of franchise.

Elements	Performance Criteria
1. Determine franchisee obligations and legislative requirements	1.1. <b>Obligations</b> are identified under franchising agreement 1.2. Relevant <b>legislative requirements</b> are identified 1.3. Codes of practice and material that interprets and explains obligations and legislative requirements are accessed 1.4. Obligations and legislative requirements are clarified with franchisor and relevant <b>government</b> and licensing agencies
2. Develop strategies for compliance with franchisee obligations and legislative requirements	2.1. Available information on obligations and legislative requirements are analyzed to develop <b>strategies</b> for compliance 2.2. Strategies are checked with franchisor to determine suitability to operate franchise within obligations and legislative requirements 2.3. Strategies are used to develop regular, cyclical <b>compliance checks</b> 2.4. <b>Training</b> is completed to facilitate compliance requirements
3. Undertake scheduled compliance checks	3.1. Compliance requirements are communicated to staff 3.2. Compliance checks are delegated to relevant staff and training and support provided for staff to carry out these checks 3.3. Timing and outcomes of compliance checks are recorded according to organizational requirements 3.4. Instances of non-compliance are identified from compliance checks
4. Act on identified instances of non-compliance with franchisee obligations and legislative requirements	4.1. Courses of action are determined to address instances of non-compliance 4.2. Assistance of franchisor or other relevant parties are sought to address non-compliance 4.3. Action is taken to address non-compliance 4.4. Checks are made to ensure non-compliance has been

	<p>addressed</p> <p>4.5. Compliance in a specific area is monitored to ensure continuing compliance</p> <p>4.6. Reasons are analyzed for non-compliance to guide future compliance</p>
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<b>Variable</b>	<b>Range</b>
Obligations	<p>May include:</p> <ul style="list-style-type: none"> <li>• area of operations or limits to region or territory</li> <li>• fees and pricing structures</li> <li>• fees paid to franchisor</li> <li>• financial controls</li> <li>• franchise corporate image requirements and branding</li> <li>• limits on trading of other products and services that are outside franchise operations</li> <li>• merchandising requirements</li> <li>• quality assurance requirements</li> <li>• reporting of income, sales or turnover</li> <li>• stock control and inventory requirements, and reporting of this information</li> </ul>
Legislative requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• Dangerous Goods Act requirements</li> <li>• fire regulations</li> <li>• food safety requirements</li> <li>• Liquor Licensing Act requirements</li> <li>• local government planning and land use zoning regulations</li> <li>• OHS requirements</li> <li>• other legislative requirements specific to the nature and type of franchise</li> <li>• relevant permits, licences and completion of training programs such as in safe food handling</li> <li>• requirements under employment legislation</li> </ul>
Government	<p>May include:</p> <ul style="list-style-type: none"> <li>• local government</li> <li>• state/Regional</li> </ul>
Strategies	<p>May be:</p> <ul style="list-style-type: none"> <li>• broad statements of requirements for compliance</li> <li>• used to develop specific work procedures and compliance checks</li> </ul>
Compliance checks	<p>May be:</p> <ul style="list-style-type: none"> <li>• continuous, daily, weekly, monthly as required to ensure compliance</li> <li>• logged in specific logbook or checked against checklists and filed as required</li> <li>• undertaken by franchisee or staff delegated with specific tasks</li> </ul>
Training	<p>May include:</p>



	<ul style="list-style-type: none"> <li>• a cyclical schedule (such as yearly refresher courses and product knowledge workshops)</li> <li>• legislative requirements such as first aid, OHS, food handling</li> <li>• specifications in the initial franchise agreement</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• schedule of checks being undertaken associated with a broad statement of strategies to ensure compliance</li> <li>• compliance check schedule and examples of checks made</li> <li>• documented actions to address instances of non-compliance</li> <li>• demonstrated support to staff to assist with compliance</li> <li>• relevant legislation, codes of practice and national standards.</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Occupational Health and Safety (OHS) requirements: <ul style="list-style-type: none"> <li>• specific to nature and type of franchise</li> <li>• generic to all workplaces</li> </ul> </li> <li>• other relevant legislation, codes of practice and national standards, for example: <ul style="list-style-type: none"> <li>➢ legislation covering fire safety, employment of staff and anti-discrimination, dangerous goods, liquor licensing, food safety</li> <li>➢ Franchising Code of Conduct</li> </ul> </li> <li>• franchise specific obligations: <ul style="list-style-type: none"> <li>➢ as per franchise agreement</li> <li>➢ as per updates and amendments to agreement over time</li> <li>➢ auditing requirements</li> <li>➢ penalties for non-compliance and context for franchisee obligations and legislative requirements.</li> </ul> </li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• communication and negotiation skills to establish franchisee obligations</li> <li>• problem-solving skills to address non-compliance</li> <li>• research skills to access necessary information.</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Manage Store Facilities
Unit Code	<a href="#">TRD WSP4 09 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage store facilities in a retail environment. It involves managing the store maintenance and housekeeping program, negotiating and monitoring maintenance contracts, and identifying and locating facilities requirements.

Elements	Performance Criteria
1. Manage store maintenance program.	<p>1.1. Premises, fittings, fixtures and equipment are monitored and maintained according to <b>store policy and procedures</b> and <b>relevant legislation</b>.</p> <p>1.2. Deficiencies in store maintenance procedures are identified and remedial action is taken as required.</p> <p>1.3. <b>Expert or specialist advice</b> is obtained as required, according to store policy.</p> <p>1.4. Contingency plan is initiated within scope of authority in the event of maintenance problems.</p>
2. Manage retail equipment maintenance.	<p>2.1. Procedures are developed and implemented to ensure retail equipment is maintained according to store policy.</p> <p>2.2. Maintenance program is monitored and implemented for retail equipment, according to manufacturer design specifications and store policy.</p> <p>2.3. Equipment <b>faults</b> are identified and rectified where possible, without undue delay.</p> <p>2.4. Equipment faults or failures are reported according to service agreements and store policy.</p>
3. Negotiate maintenance contracts.	<p>3.1. Maintenance <b>contracts</b> are negotiated with contractors and suppliers according to store policy and procedures.</p> <p>3.2. Contract terms and conditions are negotiated and implemented to maximise benefits for the store, and communicated to <b>relevant personnel</b>.</p> <p>3.3. Maintenance procedures are monitored to ensure products and tasks meet contract specifications.</p>
4. Identify facilities and space requirements.	<p>4.1. Facilities and space requirements are identified to reflect business needs and volume, according to store policy and budget requirements.</p> <p>4.2. Suitable facilities and space are located to facilitate</p>

	<p>expansion or change of use in line with store policy and procedures.</p> <p>4.3. Senior manager or business owner is consulted, as required to determine optimum strategy for store space and location.</p> <p>4.4. Use of space is maximised with consideration to existing configuration to optimise the merchandising of existing and incoming stock.</p>
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<b>Variable</b>	<b>Range</b>
Store policy and procedures	<p>In regard to:</p> <ul style="list-style-type: none"> <li>• store maintenance</li> <li>• facilities management</li> <li>• reporting mechanisms</li> <li>• WHS</li> <li>• food safety.</li> </ul>
Relevant legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• federal, state or territory and local legislation</li> <li>• food safety regulations</li> <li>• WHS.</li> </ul>
Expert or specialist advice	<p>May be sought regarding:</p> <ul style="list-style-type: none"> <li>• point-of-sale terminals</li> <li>• computers, scanners and printers</li> <li>• pricing equipment</li> <li>• electronic bar coding equipment</li> <li>• portable data entry</li> <li>• electronic ordering equipment</li> <li>• wrapping and packing equipment</li> <li>• equipment for carrying or moving merchandise</li> <li>• equipment for storage of merchandise, including refrigerators</li> <li>• weighing machines</li> <li>• thermometers</li> <li>• security tag systems</li> <li>• trolley return equipment</li> <li>• fixtures and fittings</li> <li>• food preparation equipment.</li> </ul>
Faults	<p>May be reported:</p> <ul style="list-style-type: none"> <li>• verbally</li> <li>• in writing</li> <li>• by email</li> <li>• to service personnel</li> <li>• to contractors</li> <li>• to relevant managers</li> <li>• to supervisor.</li> </ul>
Contracts	<p>May be negotiated internally and externally and involve:</p> <ul style="list-style-type: none"> <li>• quality standards</li> </ul>

	<ul style="list-style-type: none"> <li>• building maintenance services</li> <li>• cleaning</li> <li>• security</li> <li>• electrical services</li> <li>• plumbing services</li> <li>• equipment maintenance.</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• managers</li> <li>• supervisors</li> <li>• specialist staff.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• plan, coordinate and implement activities associated with monitoring and maintaining premises, fittings, fixtures and equipment according to store policy and procedures</li> <li>• initiate contingency plans in response to maintenance problems as required</li> <li>• proactively negotiate, monitor and implement maintenance contracts according to store policy and procedures</li> <li>• identify and use space and facilities effectively</li> <li>• evaluate and reports on effectiveness of maintenance contracts.</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• store policy and procedures in regard to: <ul style="list-style-type: none"> <li>➢ maintenance of store facilities</li> <li>➢ maintenance of retail equipment</li> </ul> </li> <li>• maintenance contract terms and options</li> <li>• contract specifications</li> <li>• relevant legislation and statutory requirements relating to managing store facilities, including: <ul style="list-style-type: none"> <li>➢ work health and safety (WHS) legislation</li> <li>➢ food safety legislation and regulations</li> </ul> </li> <li>• relevant industry codes of practice relating to managing store facilities</li> <li>• principles and techniques in: <ul style="list-style-type: none"> <li>➢ monitoring performance of contracts</li> <li>➢ negotiating, in particular contract negotiation</li> </ul> </li> <li>• interpersonal communication</li> </ul>
Underpinning Skills	<p>Must demonstrate 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>➢ ensure listening and understanding</li> <li>➢ negotiate contracts and relay contractual requirements to staff</li> <li>➢ obtain expert or specialist advice</li> <li>➢ report faults</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ share information</li> <li>➤ use and interpret non-verbal communication</li> <li>➤ use language and concepts appropriate to cultural differences</li> <li>➤ negotiation skills to negotiate maintenance contracts with contractors and suppliers</li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ apply accounting processes and record data</li> <li>➤ develop, document and record procedures</li> <li>➤ estimate measurements and volumes</li> <li>➤ maintain records</li> <li>➤ read and interpret manufacturer instructions</li> <li>➤ work within a budget</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written 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: Wholesale Supervision Level IV	
Unit Title	Conduct International Purchasing
Unit Code	<a href="#">TRD WSP4 10 0714</a>
Unit Descriptor	This unit specifies the outcomes required to conduct international purchasing and covers the sourcing of potential suppliers, inviting offers, evaluating the offers received, preparing recommendations and contracting the successful supplier. It also covers arranging importation of the goods, including satisfying regulatory requirements, arranging required payments and ensuring all contractual obligations are met.

Elements	Performance Criteria
1. Source international suppliers	<p>1.1. Goods to be purchased are identified internationally</p> <p>1.2. Potential sources of supply are researched from relevant <b>information sources</b></p> <p>1.3. Market structures are examined for proposed purchases</p> <p>1.4. <b>Regulations</b> governing international purchasing are determined</p> <p>1.5. Potential sources of supply are identified from research</p> <p>1.6. <b>Assistance and clarification</b> is sought as required on which workplace procedures, policies and regulations govern the international purchasing of specified goods</p> <p>1.7. Workplace procedures, policies and regulations governing the international purchasing of specified goods are applied</p>
2. Prepare invitations to offer for imported goods	<p>2.1. <b>Specifications</b> of requirements for international purchasing of specified goods are obtained and clarified from relevant personnel as required</p> <p>2.2. Purchasing strategy most appropriate to the proposed purchase is selected</p> <p>2.3. Invitations are developed and documented to offer</p> <p>2.4. Invitations to offer are checked for compliance with regulations, organization's policies and procedures and description of required goods</p> <p>2.5. Approval is developed, documented and obtained for <b>criteria for evaluating offers</b></p> <p>2.6. Invitations are d to offer to prospective suppliers after gaining approval from relevant personnel to release them</p>
3. Prepare recommendations in response	<p>3.1. Offer documents are received from suppliers</p> <p>3.2. Offer documents are assessed against documented criteria</p>

to offers	<p>and requirements of purchasing strategies</p> <p>3.3. Further information is sought from suppliers, as required, to clarify offers</p> <p>3.4. Offers are evaluated against purchasing criteria</p> <p>3.5. Preferred offer is selected and recommendation made for approval to relevant personnel</p> <p>3.6. Approval is obtained for recommended offers</p>
4. Action successful offers	<p>4.1. Contract is drafted with successful supplier</p> <p>4.2. Legal expertise is accessed to ensure legality of contract agreements</p> <p>4.3. Contract is issued in accordance with received approval</p> <p>4.4. Unsuccessful offers are informed of outcome of evaluation process</p>
5. Arrange importation of goods	<p>5.1. Risks in ownership and transport of goods are assessed from point of delivery to final destination</p> <p>5.2. Relevant insurance cover is arranged</p> <p>5.3. <b>Agents</b> are sought as required to arrange inspection, packing, transport, importation, customs clearance and delivery of goods into store</p> <p>5.4. Statutory and regulatory requirements including fumigation and export/import controls are satisfied</p> <p>5.5. Supply and logistics channels to delivery of goods is achieved satisfactorily and managed within designated timelines</p>
6. Arrange provision of foreign currency payments	<p>6.1. Advice on payment strategy to be followed is obtained</p> <p>6.2. Arrangements made to initiate currency hedging, letter of credit or payment by direct cheque are received in accordance with advice</p> <p>6.3. Payments are authorized at appropriate times</p>
7. Ensure all contractual obligations are satisfied	<p>7.1. Ensure that <b>actions</b> are taken to ensure that any non-compliance with contractual conditions and specifications is rectified</p>

Variable	Range
Information sources	<p>May include:</p> <ul style="list-style-type: none"> <li>• state/territory government departments or agencies and chambers of commerce</li> <li>• catalogues and directories</li> <li>• existing databases of suppliers</li> <li>• international branches and affiliates of organisation</li> </ul>

	<ul style="list-style-type: none"> <li>• internet</li> <li>• trade or industry publications</li> </ul>
Regulations	<p>May include:</p> <ul style="list-style-type: none"> <li>• legislation, codes of practice and national standards, for example: <ul style="list-style-type: none"> <li>➢ other legislation relating to restrictions and prohibitions on imports</li> <li>➢ quarantine legislation</li> </ul> </li> </ul>
Assistance and clarification	<p>May be sought from:</p> <ul style="list-style-type: none"> <li>• external parties, for example regulatory authorities such as: <ul style="list-style-type: none"> <li>➢ Quarantine Inspection Service</li> <li>➢ customs brokers</li> <li>➢ manager or other personnel within the organisation</li> </ul> </li> </ul>
Specifications	<p>May include:</p> <ul style="list-style-type: none"> <li>• designated timelines</li> <li>• indications of price range to be paid</li> <li>• packaging requirements</li> <li>• quantities required</li> <li>• relevant quality parameters for goods</li> <li>• size, capacity and volume of individual items</li> <li>• technical descriptions of goods to be purchased</li> </ul>
Criteria for evaluating offers	<p>May include:</p> <ul style="list-style-type: none"> <li>• any preferences for country of origin</li> <li>• availability and ability to meet designated timelines</li> <li>• clarity of offer</li> <li>• cost structure</li> <li>• quality parameters</li> <li>• value adding offered by suppliers including technical support and guarantees</li> </ul>
Agents	<p>Include:</p> <ul style="list-style-type: none"> <li>• customs brokers</li> <li>• freight forwarders</li> <li>• logistics and transport companies and consultants</li> </ul>
Actions	<p>May include:</p> <ul style="list-style-type: none"> <li>• imposition of fines or penalties</li> <li>• interventions by self</li> <li>• referral to more senior personnel within organisation, regulatory bodies and agents involved in arranging importation of goods</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• sourcing of international suppliers for specified goods</li> <li>• preparation and issuing of invitations to offer</li> <li>• evaluation and selection of successful offers</li> <li>• issuing of contracts with preferred suppliers</li> <li>• Informing unsuccessful suppliers of outcome of evaluation</li> </ul>		
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	process.
Underpinning Knowledge	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• consumer protection legislation</li> <li>• contract law</li> <li>• import of goods and services, where relevant</li> <li>• sale of goods legislation</li> <li>• Trade Practices Act</li> <li>• methods of payment applicable to international purchasing</li> <li>• organisational policies and procedures for international purchasing</li> <li>• range of agencies and organisations involved in arranging importation arrangements such as: <ul style="list-style-type: none"> <li>➢ consultants</li> <li>➢ customs brokers</li> <li>➢ freight forwarders</li> <li>➢ logistics and transport companies</li> <li>➢ relevant insurance brokers and range of available types of policies to cover risks of international purchasing</li> </ul> </li> <li>• relevant insurance brokers and range of available types of policies to cover risks of international purchasing</li> <li>• sources of information and assistance external to organisation, for example: <ul style="list-style-type: none"> <li>➢ chambers of commerce</li> <li>➢ customs brokers</li> <li>➢ state/territory government departments or agencies.</li> </ul> </li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• information management skills to prepare invitations to offer accurately and in sufficient detail</li> <li>• organisation and time management skills to source suppliers and release required documentation in a timely fashion</li> <li>• literacy skills to document invitations to offer</li> <li>• communication skills to liaise with suppliers and in gaining approvals and advice from others involved in the purchasing process</li> <li>• skills to conduct a risk assessment for purchasing the specified goods from each supplier.</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: Wholesale Supervision Level IV	
Unit Title	Select an E-business Model
Unit Code	<a href="#">TRD WSP4 11 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to use e-business approaches and tools to establish more efficient business operations.

Elements	Performance Criteria
1. Assess emerging electronic business capabilities and their relevance to sales and service systems.	<p>1.1 New capabilities provided by <b>online technologies and applications</b> are identified.</p> <p>1.2 Strengths, weaknesses, opportunities and threats related to the introduction of <b>e-business solutions</b> are identified.</p> <p>1.3 Impact of electronic enablement on current <b>critical market factors</b> is assessed.</p> <p>1.4 Relationship of e-commerce capabilities is identified to establish <b>business strengths</b>.</p>
2. Confirm impact of business to business models on retail operations.	<p>2.1 Impact of trends is established in business to business developments on retail operations.</p> <p>2.2 The ability of business to business solutions is assessed to enhance current <b>retail strategies</b>.</p> <p>2.3 Features and advantages of different business to business models are compared and confirmed.</p>
3. Confirm impact of business to consumer models on retail operations.	<p>3.1 The impact of business to consumer trends on retail operations is established.</p> <p>3.2 The ability of business to consumer solutions is assessed to enhance current retail strategy.</p> <p>3.3 Features and advantages of different business to consumer models are compared and confirmed.</p>
4. Evaluate and trial e-business process and models.	<p>4.1 Features and benefits of different <b>e-business models</b> are compared and contrasted.</p> <p>4.2 The relevance of each model to current retail and service strategies is assessed.</p> <p>4.3 E-business processes and models are selected.</p> <p>4.4 Performance requirements for an e-business process and model are set.</p> <p>4.5 E-business process and model are trailed.</p> <p>4.6 Data collected from e-business trials is documented, <b>evaluated</b> and reported.</p> <p>4.7 E-business model is selected for adoption.</p>

Variable	Range
Online technologies and applications	May include: <ul style="list-style-type: none"> <li>• a wide range of hardware, including routers, bridges, servers, PCs, drives, switches, printers, hubs, modems, personal organisers, firewalls and peripherals</li> <li>• a wide range of software, including network operating systems, payment software, PC operating systems, database software, encryption protocols, accounting software, web browser software, website building software and spreadsheet software</li> </ul>
E-business solutions	May involve: <ul style="list-style-type: none"> <li>• integration of new solutions with existing IT infrastructure and business processes</li> <li>• integration with basic e-commerce solutions that include different business models depending on the final requirement</li> <li>• integration across operations at different levels of e-business development involving a mix of the above.</li> </ul>
Critical market factors	May include: <ul style="list-style-type: none"> <li>• response times</li> <li>• scalability</li> <li>• traffic</li> <li>• data collection and management</li> <li>• security</li> <li>• customer demographics</li> <li>• customer confidence</li> <li>• customer expectations.</li> </ul>
Business strengths	May include: <ul style="list-style-type: none"> <li>• profitability</li> <li>• customer relationships</li> <li>• business management</li> <li>• vendor relationships</li> <li>• data management</li> <li>• collaborative and cooperative relationships.</li> </ul>
Retail strategies	Must include: <ul style="list-style-type: none"> <li>• cost reduction</li> <li>• productivity gains</li> <li>• increased revenues</li> <li>• responsiveness of suppliers</li> <li>• market share</li> <li>• value adding</li> <li>• business competitiveness</li> <li>• customer relationships</li> <li>• supplier relationships</li> <li>• revenue growth and flow.</li> </ul>
E-business models	May vary according to:

	<ul style="list-style-type: none"> <li>• enterprise products and services</li> <li>• access</li> <li>• content (product, data and information)</li> <li>• commercial set-up of trading company</li> <li>• applications</li> <li>• infrastructure</li> <li>• software</li> <li>• services</li> <li>• supply arrangements</li> <li>• payment methods.</li> </ul>
Evaluation	<p>May include:</p> <ul style="list-style-type: none"> <li>• stakeholder consultation</li> <li>• confirmation that a procurement process is necessary</li> <li>• development of a business case</li> <li>• comparison of internal versus outsourced provision</li> <li>• whether to buy or build solutions.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• identifying and utilising research on e-commerce and e-business tools and capabilities</li> <li>• planning, coordinating and implementing activities associated with assessing the impact of e-business models on business operations</li> <li>• evaluating and reporting on effectiveness of e-business models and processes</li> <li>• consulting and liaising with business partners to assess suitability of e-business solutions</li> <li>• integration of e-business solutions with business strengths and strategic goals or targets</li> <li>• developing systems to manage and monitor e-business approaches</li> <li>• awareness of how e-business changes will affect business relationships.</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• how e-business models affect e-business approaches</li> <li>• relationship of e-commerce to e-business</li> <li>• a range of business to business and business to consumer approaches</li> <li>• types of data</li> <li>• data processing requirements</li> <li>• understanding of electronic transactions and processes</li> <li>• impact on business of different business and business to consumer solutions</li> <li>• relevant legal and legislative requirements</li> <li>• principles and techniques in interpersonal communication.</li> </ul>

Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• communicate with external and internal groups and teams regarding e business models, applications and consultancies 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> <li>• capacity to determine appropriateness of various e-business applications and systems</li> <li>• identify and assess forms of electronic transactions</li> <li>• demonstrate adherence to safe working practices</li> <li>• literacy and numerical skills in regard to: <ul style="list-style-type: none"> <li>➤ reading and interpreting data on e-business applications</li> <li>➤ generating reports</li> </ul> </li> <li>• analytical and decision-making skills to: <ul style="list-style-type: none"> <li>➤ seek out e-business strategies that produce operational efficiencies</li> <li>➤ implement e-business solutions that enhance sales and service efficiency</li> <li>➤ determine how e-business models and approaches can promote comparative brand, market and sales positions</li> <li>➤ evaluate information on forecasts and trends in e-business</li> <li>➤ build e-business models that enhance business relationships.</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>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Manage Financial Resources
Unit Code	<a href="#">TRD WSP4 12 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement financial control systems. It involves controlling cost and budget, maintaining store accounting systems and developing and negotiating budget allocations.

Elements	Performance Criteria
1. Control costs.	<p>1.1 Cost reduction measures are implemented according to <b>store policy and procedures</b>.</p> <p>1.2 <b>Information</b> on costs and <b>resource</b> allocation are assessed and interpreted.</p> <p>1.3 <b>Team members</b> are encouraged actively to control costs in their areas of responsibility.</p> <p>1.4 Recommendations are promptly implemented for improving cost reduction or <b>communicated</b> to <b>relevant personnel</b>.</p>
2. Control budget.	<p>2.1 Expenditure is monitored and maintained within budget targets according to store policy.</p> <p>2.2 Actual income and expenditure are compared to budget targets at regular intervals, according to store policy.</p> <p>2.3 Gross profit and loss figures are monitored and analysed by department or section and store, and compared with budget targets.</p> <p>2.4 Net profit figures, including floor space profitability are monitored and analysed according to budget targets.</p> <p>2.5 Stock turnover figures are monitored and analysed according to budget targets.</p> <p>2.6 Relevant personnel are promptly informed where potential occurs for budget under or overspend.</p> <p>2.7 Prompt corrective action is taken where significant deviations from budget occur.</p> <p>2.8 Necessary changes or allocations to agreed budget are negotiated in advance of requirement.</p> <p>2.9 Modifications to existing budgets are authorized according to store policy.</p>
3. Propose expenditure.	<p>3.1 Estimates of costs and benefits are supported by valid, relevant information.</p> <p>3.2 Final recommendations are supported by realistic</p>

	<p>alternatives and contain accurate, clear <b>proposals</b>.</p> <p>3.3 Recommendations have clearly indicated net benefits over designated timeframe and related changes in operations.</p> <p>3.4 Contentious issues are clarified by further explanation.</p> <p>3.5 Estimates to actual costs and benefits are compared to improve future proposals.</p>
4. Maintain store accounting systems.	<p>4.1 Store policy and procedures are managed and maintained in regard to <b>record-keeping systems</b>.</p> <p>4.2 Store systems are monitored and maintained for recording sales figures, revenue and expenditure.</p> <p>4.3 Systems are monitored and maintained for recording and retrieving financial, personnel and payroll information as required by store policy.</p>
5. Prepare store sales budgets.	<p>5.1 Store policy and procedures are maintained in regard to preparation of <b>budget or target figures</b>.</p> <p>5.2 Budget and actual sales revenue and expenditure figures are compared, analysed, documented and reported according to budget targets and store policy.</p> <p>5.3 Accurate records on past sales budgets or targets are maintained according to store policy.</p> <p>5.4 Proposed budgets or targets are presented accurately and concisely.</p> <p>5.5 Variations to proposed targets and report are justified according to store policy.</p>
6. Negotiate budgets.	<p>6.1 Budget negotiations are conducted within a set timeframe and in a manner likely to promote good relationships.</p> <p>6.2 Budget negotiations are ensured to reflect the overall store policies and objectives relevant to the manager's area of responsibility.</p> <p>6.3 Clarification is sought where areas of uncertainty or disagreement occur.</p> <p>6.4 All relevant personnel are informed promptly of budget decisions.</p> <p>6.5 Proposals are presented clearly, concisely, in an appropriate form, and emphasising benefits to store operation.</p>

Variable	Range
Store policy and procedures	In regard to: <ul style="list-style-type: none"> <li>financial management</li> <li>reporting mechanisms</li> </ul>
Information	May include:

	<ul style="list-style-type: none"> <li>• resource utilisation</li> <li>• capital and overhead costs</li> <li>• interest rates</li> <li>• stock, materials and equipment</li> <li>• staffing levels</li> <li>• operational costs.</li> </ul>
Information	<p>May be obtained by:</p> <ul style="list-style-type: none"> <li>• direct observation</li> <li>• written reports</li> <li>• numerical data</li> </ul>
Resource	<p>May include:</p> <ul style="list-style-type: none"> <li>• people</li> <li>• materials</li> <li>• equipment and technology</li> <li>• finances</li> <li>• time</li> </ul>
Team members	<p>May include:</p> <ul style="list-style-type: none"> <li>• full-time, part-time, casual or contract staff</li> <li>• people from a range of social, cultural and ethnic backgrounds</li> <li>• people with varying degrees of language and literacy levels</li> </ul>
Communicating	<p>May be:</p> <ul style="list-style-type: none"> <li>• formal and informal</li> <li>• with individuals or groups</li> <li>• written, faxed, emailed or spoken</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• relevant managers</li> <li>• supervisor</li> <li>• team leader</li> </ul>
Proposals	<p>May include:</p> <ul style="list-style-type: none"> <li>• profitability</li> <li>• productivity</li> <li>• quality of service</li> <li>• environmental impact</li> <li>• working conditions</li> <li>• working relationships</li> <li>• team motivation</li> <li>• long-term goals</li> <li>• short-term goals</li> </ul>
Record keeping systems	<p>May include:</p> <ul style="list-style-type: none"> <li>• manual</li> <li>• computerised</li> </ul>
Budget or target figures	<p>May encompass:</p> <ul style="list-style-type: none"> <li>• sales</li> <li>• cash flow</li> <li>• net profit</li> <li>• payroll</li> <li>• staff expenditure</li> </ul>



	<ul style="list-style-type: none"> <li>• capital</li> <li>• maintenance</li> <li>• advertising and promotion</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• consistently negotiate, develop and implement store budgets according to store policy and procedures</li> <li>• monitor, analyse and report on income and expenditure against budgets according to store policy and procedures</li> <li>• manage and maintain accurate accounting systems according to store policy and procedures</li> <li>• develop and maintain store policy and procedures in regard to store sales budgets or targets</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• store policy and procedures in regard to: <ul style="list-style-type: none"> <li>➤ financial management</li> <li>➤ resource utilization</li> <li>➤ store revenue</li> <li>➤ capital and overhead costs</li> <li>➤ interest rates</li> <li>➤ pricing policies, including GST requirements</li> <li>➤ cost of stock, materials and equipment</li> <li>➤ staffing costs</li> <li>➤ operational costs</li> </ul> </li> <li>• principles and techniques in: <ul style="list-style-type: none"> <li>➤ interpersonal communication</li> <li>➤ monitoring resource utilization and costs</li> <li>➤ analyzing efficiency and effectiveness</li> <li>➤ cost-benefit analysis</li> <li>➤ differential analysis</li> <li>➤ risk analysis</li> </ul> </li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• encourage team members to control costs</li> <li>• provide information to relevant personnel where potential occurs for budget under or overspend</li> <li>• negotiate budgets and provide information on budget decisions through clear and direct communication</li> <li>• ask questions to identify and confirm requirements</li> <li>• use language and concepts appropriate to cultural differences</li> <li>• use and interpret non-verbal communication</li> <li>• manage , prepare, negotiate and complete budgets within set timeframes</li> <li>• write and present reports</li> <li>• compile and analyze budgetary figures</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to</p>

	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: Wholesale Supervision Level IV	
Unit Title	Analyse and Present Research Information
Unit Code	<a href="#">TRD WSP4 13 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems.

Elements	Performance Criteria
1. Gather and organise information	<p>1.1. <b>Information</b> is gathered and organized in a format suitable for analysis, interpretation and dissemination in accordance with <b>organizational requirements</b></p> <p>1.2. Information held by the organization is accessed by ensuring accuracy and relevance in line with established organizational requirements</p> <p>1.3. <b>Methods of collecting information</b> are ensured to reliable and efficient use of resources is made in accordance with organizational requirements</p> <p>1.4. Research requirements are identified for combining online research with non-electronic sources of information</p> <p>1.5. <b>Business technology</b> is used to access, organize and monitor information in accordance with organizational requirements</p> <p>1.6. Information is updated, modified, maintained and stored in accordance with organizational requirements</p>
2. Research and analyse information	<p>2.1. <b>Objectives of research</b> are clearly defined by ensuring consistency with organizational requirements</p> <p>2.2. Data and <b>research strategies</b> used are made valid and relevant to the requirements of the research and available resources used efficiently</p> <p>2.3. <b>Key words and phrases</b> are identified for use as part of any online search strategy, including the use of <b>Boolean operators</b> and other search tools</p> <p>2.4. Reliable <b>methods of data analysis</b> that are suitable to research purposes are used</p> <p>2.5. Assumptions and conclusions used in analyses are ensured to be clear, justified, supported by evidence and consistent with research and <b>business objectives</b></p>
3. Present information	<p>3.1. Recommendations and issues are presented in an appropriate format, style and structure using suitable business technology</p>

	<p>3.2. Reports are structured and formatted in a clear manner that conforms to organizational requirements</p> <p>3.3. Research findings are reported and distributed in accordance with organizational requirements</p> <p>3.4. <b>Feedback</b> and comments are obtained on suitability and sufficiency of findings in accordance with organizational requirements</p>
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Variable	Range
Information	<p>May include:</p> <ul style="list-style-type: none"> <li>• demographic data</li> <li>• service delivery records</li> <li>• computer databases (library catalogue, customer records, subscription database, internet)</li> <li>• computer files (letters, memos and other documents)</li> <li>• correspondence (faxes, memos, letters, email)</li> <li>• financial figures</li> <li>• forms (insurance forms, membership forms)</li> <li>• information on training needs</li> <li>• invoices (from suppliers, to debtors)</li> <li>• marketing reports/plans/budgets</li> <li>• personnel records (personal details, salary rates)</li> <li>• production targets</li> <li>• sales records (monthly forecasts, targets achieved)</li> </ul>
Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• business and performance plans</li> <li>• Code of Conduct/Code of Ethics</li> <li>• defined resource parameters</li> <li>• ethical standards</li> <li>• goals, objectives, plans, systems and processes</li> <li>• information protocols</li> <li>• legal and organisational policies, guidelines and requirements</li> <li>• management and accountability channels</li> <li>• OHS policies, procedures and programs</li> <li>• procedures for updating records</li> <li>• quality assurance and/or procedures manuals</li> <li>• security and confidentiality requirements</li> </ul>
Methods of collecting information	<p>May include:</p> <ul style="list-style-type: none"> <li>• checking research provided by others</li> <li>• checking written material including referrals and client files</li> <li>• individual research</li> <li>• information from other organisations</li> <li>• interviews with community members, colleagues/customers</li> <li>• observation and listening</li> <li>• previous file records</li> </ul>

	<ul style="list-style-type: none"> <li>questioning (in person or indirect)</li> <li>recruitment applications and other forms</li> </ul>
Business technology	<p>May include:</p> <ul style="list-style-type: none"> <li>answering machine</li> <li>computer</li> <li>fax machine</li> <li>photocopier</li> <li>telephone</li> </ul>
Objectives of research	<p>May include:</p> <ul style="list-style-type: none"> <li>comparative analysis</li> <li>hypothesis testing</li> <li>identification of trends</li> <li>industry pricing policies</li> <li>process mapping</li> <li>situational diagnosis</li> </ul>
Research strategies	<p>May include:</p> <ul style="list-style-type: none"> <li>data analysis</li> <li>documentation reviews</li> <li>focus groups</li> <li>interviewing colleagues and clients</li> <li>online searching</li> <li>product sampling</li> <li>subscription databases</li> </ul>
Key words and phrases	<p>May include:</p> <ul style="list-style-type: none"> <li>American spellings when searching online</li> <li>cultural or geographic terms</li> <li>using different thesauri in different databases</li> </ul>
Boolean operators	<p>May include:</p> <ul style="list-style-type: none"> <li>exclude - / NOT</li> <li>include +/ AND or</li> <li>phrase searching " "( )</li> <li>variations, depending on the resource being used</li> </ul>
Methods of data analysis	<p>May include:</p> <ul style="list-style-type: none"> <li>data sampling</li> <li>feedback on results</li> <li>peer review</li> <li>review of previous research</li> <li>statistical analysis</li> </ul>
Business objectives	<p>May include:</p> <ul style="list-style-type: none"> <li>community capacity building</li> <li>community development</li> <li>service provision</li> <li>business planning</li> <li>financial performance</li> <li>flexibility, responsiveness</li> <li>interpersonal communication</li> <li>marketing and customer service</li> </ul>

	<ul style="list-style-type: none"> <li>• organisational values and behaviours</li> <li>• people management</li> <li>• work procedures and quality assurance manuals</li> </ul>
Feedback	<p>May include:</p> <ul style="list-style-type: none"> <li>• audit documentation and reports</li> <li>• comments from community, board members, clients and colleagues</li> <li>• customer satisfaction questionnaires</li> <li>• quality assurance data</li> <li>• returned goods</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• present information and data</li> <li>• maintain and handle data and documents systematically</li> <li>• analyse and interpret data to support organisational activities</li> <li>• research processes and strategies to identify new sources of information.</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• ethical principles</li> <li>• codes of practice</li> <li>• privacy laws</li> <li>• Occupational Health and Safety (OHS)</li> <li>• organisational record keeping/filing systems, security procedures and safe recording practices</li> <li>• organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations</li> <li>• research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively</li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information</li> <li>• problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate</li> <li>• technology skills to select and use technology appropriate to a task</li> <li>• research skills to identify and access information</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Use Computers as Part of Business and E-commerce Processes
Unit Code	<a href="#">TRD WSP4 14 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to process e-commerce transactions and related business activities using computers and electronic technology.

Elements	Performance Criteria
1. Identify computer technology and information systems managing electronic transactions.	<p>1.1 Types of <b>computerised technology</b> and <b>systems</b> used in business to business transactions are identified.</p> <p>1.2 Types of computerised technology and systems used in <b>e-commerce</b> transactions are identified.</p> <p>1.3 <b>Maintenance requirements</b> for technology and systems are confirmed.</p> <p>1.4 Procedures are identified for <b>reporting</b> and removing routine faults.</p> <p>1.5 Enterprise operating procedures and <b>information</b> are confirmed for specific technology.</p> <p>1.6 A range of technologies involved in business to business transactions are confirmed.</p>
2. Set up and use computerised technology and systems for e-commerce transactions.	<p>2.1 Functions of systems and technology are identified for specific enterprise transactions.</p> <p>2.2 Functions of systems and technology are determined for specific transactions and requirements for completing a range of <b>basic transactions</b>.</p> <p>2.3 <b>Transaction security</b> is applied.</p> <p>2.4 Security of access protocols and procedures is preserved.</p> <p>2.5 accesses to network are restricted according to business requirements.</p> <p>2.6 Processes are confirmed for using technology to complete <b>credit checks</b> and customer authentication requirements.</p> <p>2.7 Data is retrieved, recorded or updated according to <b>business policy and procedures</b>.</p> <p>2.8 Invoices and statements are organised and issued according to business technology and procedures.</p> <p>2.9 <b>Customer requests for further information</b> are processed in the most efficient and timely manner possible.</p> <p>2.10 Transaction data is stored and backed up according to business procedures.</p>

<p>3. Use technology to set up an electronic account for a customer.</p>	<p>3.1 Account application data and field are raised.  3.2 Customer details are entered.  3.3 Customer trading terms and credit details are entered.  3.4 Account reports are submitted according to business procedures.  3.5 Options that may enhance customer requirements or business outcomes are identified.  3.6 Options are investigated for configuration of customer account with customer as required.  3.7 Previous <b>files</b> or transaction history are attached to principal file.</p>
<p>4. Establish business procedures for completing credit checks or updates.</p>	<p>4.1 Credit checks or transaction report procedures are established for a specific business process.  4.2 Banking documentation and reporting procedures are established for a specific business.  4.3 Approvals or rejections of <b>electronic payments</b> are identified by bank or financial institution procedures.  4.4 Resolution processes are determined for incomplete credit details or unresolved transactions to ensure <b>payment for products and services</b>.</p>

Variable	Range
Computerised technology	<p>May include:</p> <ul style="list-style-type: none"> <li>• personal computers or terminals (stand-alone or networked)</li> <li>• scanning equipment</li> <li>• bar coding equipment</li> <li>• point-of-sale terminals</li> <li>• hand-held equipment</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> <li>• Electronic Data Interchange (EDI)</li> </ul>
Systems	<p>May include:</p> <ul style="list-style-type: none"> <li>• electronic</li> <li>• manual</li> </ul>
E-commerce	<p>May include:</p> <ul style="list-style-type: none"> <li>• business to business</li> <li>• business to end-consumer (direct)</li> <li>• consumer to consumer</li> </ul>
Maintenance	<p>May include:</p>



requirements	<ul style="list-style-type: none"> <li>• cleaning</li> <li>• hardware or software upgrades</li> <li>• preventative maintenance</li> <li>• OHS requirements.</li> </ul>
Reporting	<p>May be:</p> <ul style="list-style-type: none"> <li>• formal and informal</li> <li>• to individuals or groups</li> <li>• written, faxed, emailed or spoken</li> </ul>
Sources of information	<p>May include:</p> <ul style="list-style-type: none"> <li>• legislation and regulations</li> <li>• work procedures and internal manuals</li> <li>• company operating procedures and instructions</li> <li>• manufacturer specifications</li> <li>• supplier and customer instructions</li> <li>• manifests</li> <li>• codes of practice</li> <li>• quality assurance systems, procedures and policies</li> <li>• awards, workplace agreements, and other industrial arrangements</li> <li>• verbal communication, including face-to-face, telephone, internet and radio</li> <li>• written instructions and communication such as data exchange, letters and emails</li> <li>• safety instructions and workplace signage</li> <li>• electronic or hard copy</li> <li>• policy and protocols</li> </ul>
Basic transactions	<p>May include:</p> <ul style="list-style-type: none"> <li>• sales</li> <li>• quotations</li> <li>• returns</li> <li>• administration of accounts</li> <li>• electronic transactions, including: <ul style="list-style-type: none"> <li>➤ Electronic Data Interchange (EDI)</li> <li>➤ value added networks</li> <li>➤ payments received by: <ul style="list-style-type: none"> <li>➤ cash</li> <li>➤ cheque</li> <li>➤ credit card</li> <li>➤ Cash on Delivery (COD)</li> <li>➤ direct credit</li> </ul> </li> </ul> </li> </ul>
Transaction security	<p>May include:</p> <ul style="list-style-type: none"> <li>• principles of digital cryptography, steganography and public-key cryptosystems</li> <li>• cryptographic standards (e.g. government security policy, international standards)</li> <li>• digital signatures, digital escrow, certification</li> <li>• virus protection</li> </ul>

	<ul style="list-style-type: none"> <li>• secure communications</li> <li>• intrusion detection and countermeasures</li> <li>• copy and counterfeit detection</li> <li>• privacy and anonymity protocols</li> </ul>
Credit checks	<p>May be:</p> <ul style="list-style-type: none"> <li>• automated or manual</li> <li>• completed internally or by external agent</li> </ul>
Business policy and procedures	<p>In regard to:</p> <ul style="list-style-type: none"> <li>• acquisition and sale of products and services</li> <li>• reporting mechanisms</li> <li>• interaction with customers</li> <li>• information technology systems</li> <li>• processing e-commerce transactions</li> </ul>
Customer requests for further information	<p>May include:</p> <ul style="list-style-type: none"> <li>• quotations</li> <li>• price notification</li> <li>• product and service availability</li> <li>• logistics (e.g. time of delivery)</li> <li>• warranties</li> <li>• payment options</li> </ul>
Files	<p>May include:</p> <ul style="list-style-type: none"> <li>• account holder details</li> <li>• mode of payment (preferences)</li> <li>• customer number</li> <li>• credit limits</li> <li>• contact details</li> <li>• supply details</li> <li>• product or service category</li> <li>• transaction history.</li> </ul>
Electronic payments	<p>May include:</p> <ul style="list-style-type: none"> <li>• payment gateways</li> <li>• electronic presentment</li> <li>• clearance systems</li> <li>• dishonour systems</li> <li>• credit card transactions</li> <li>• electronic bill payment.</li> </ul>
Payment for products and services	<p>May include:</p> <ul style="list-style-type: none"> <li>• electronic bills</li> <li>• letters of credit</li> <li>• point-of-sale transactions</li> <li>• mail order and telephone orders.</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• use computers to access data relevant to a routine work task</li> <li>• use computer applications to complete electronic transactions</li> </ul>
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	<ul style="list-style-type: none"> <li>• contributes to business operational processes and task completion</li> <li>• contribute towards operational outcomes within a team setting</li> <li>• apply business policy and procedures for satisfactory completion of tasks requiring use of electronic or computer technology</li> <li>• complete accurate data entry and processing</li> <li>• use and maintain computers according to business and manufacturer manuals and instructions.</li> </ul>
Underpinning Knowledge	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• organisational policy and procedures in relation to: <ul style="list-style-type: none"> <li>➤ business technology and operational requirements</li> <li>➤ data and data processing requirements</li> <li>➤ storage and security of data and hardware or records systems</li> <li>➤ types of electronic and manual systems used by the industry</li> <li>➤ electronic transactions and processes</li> <li>➤ relevant legal and legislative provisions in relation to information technology and e-commerce</li> </ul> </li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• technical skills to: <ul style="list-style-type: none"> <li>➤ set up and update a customer account</li> <li>➤ complete electronic transactions involving public and business customers</li> <li>➤ check business credit rating</li> <li>➤ manage accounts and update accounts in timely manner</li> </ul> </li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ interpret business policy and procedures</li> <li>➤ interpret manufacturer manuals and instructions for technology</li> <li>➤ generate reports</li> <li>➤ enter data</li> <li>➤ analyze data</li> <li>➤ problem-solving skills to resolve processes for incomplete credit details or unresolved transactions</li> </ul> </li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Plan and Organize Work
Unit Code	<a href="#">TRD WSP4 15 0714</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

Elements	Performance Criteria
1. Set objectives	<p>1.1 <b>Objectives</b> are planned consistent with and linked to work activities in accordance with organizational aims.</p> <p>1.2 Objectives are stated as measurable targets with clear time frames.</p> <p>1.3 Support and commitment of team members are reflected in the objectives.</p> <p>1.4 Realistic and attainable objectives are identified.</p>
2. Plan and schedule work activities	<p>2.1 Tasks/work activities to be completed are identified and prioritized as directed.</p> <p>2.2 Tasks/work activities are broken down into steps in accordance with set time frames and achievable components.</p> <p>2.3 Task/work activities are assigned to appropriate team or individuals in accordance with agreed functions.</p> <p>2.4 <b>Resources</b> are allocated as per requirements of the activity.</p> <p>2.5 <b>Schedule of work activities</b> is coordinated with personnel concerned.</p>
3. Implement work plans	<p>3.1 <b>Work methods and practices</b> are identified in consultation with personnel concerned.</p> <p>3.2 <b>Work plans</b> are implemented in accordance with set time frames, resources and <b>standards</b>.</p>
4. Monitor work activities	<p>4.1 Work activities are monitored and compared with set objectives.</p> <p>4.2 Work performance is monitored.</p> <p>4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards.</p> <p>4.4 Reporting requirements are complied with in accordance with recommended format.</p> <p>4.5 Timeliness of report is observed.</p>
	4.6 Files are established and maintained in accordance with standard operating procedures.

5. Review and evaluate work plans and activities	<p>5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information.</p> <p>5.2 Review is done based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback.</p> <p>5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities.</p> <p>5.4 Performance appraisal is conducted in accordance with organization rules and regulations.</p> <p>5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.6 Recommendations are prepared and presented to <b>appropriate personnel/authorities</b>.</p> <p>5.7 <b>Feedback mechanisms</b> are implemented in line with organization policies.</p>
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Variable	Range
Objectives	May include but not limited to: <ul style="list-style-type: none"> <li>• Specific</li> <li>• General</li> </ul>
Resources	May include but not limited to: <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Equipment and technology</li> <li>• Services</li> <li>• Supplies and materials</li> <li>• Sources for accessing specialist advice</li> <li>• Budget</li> </ul>
Schedule of work activities	May include but not limited to: <ul style="list-style-type: none"> <li>• Daily</li> <li>• Work-based</li> <li>• Contractual</li> <li>• Regular</li> </ul>
Work methods and practices	May include but not limited to: <ul style="list-style-type: none"> <li>• Legislated regulations and codes of practice</li> <li>• Industry regulations and codes of practice</li> <li>• Occupational health and safety practices</li> </ul>
Work plans	May include but not limited to: <ul style="list-style-type: none"> <li>• Daily work plans</li> <li>• Project plans</li> <li>• Program plans</li> <li>• Resource plans</li> <li>• Skills development plans</li> <li>• Management strategies and objectives</li> </ul>
Standards	May include but not limited to: <ul style="list-style-type: none"> <li>• Performance targets</li> </ul>

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

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• set objectives</li> <li>• plan and schedule work activities</li> <li>• implement work plans</li> <li>• monitor work activities</li> <li>• review and evaluate work plans and activities</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>• team work and consultation strategies</li> </ul>
Underpinning Skills	<p>Demonstrates skill to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• lead</li> <li>• organize</li> <li>• coordinate</li> <li>• communicate</li> <li>• inter-and intra-person/motivation skills</li> <li>• present</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to</p>

	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: Wholesale Supervision Level IV	
Unit Title	Migrate to New Technology
Unit Code	<a href="#">TRD WSP4 16 0714</a>
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

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

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



Feedback	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• surveys,</li> <li>• questionnaires,</li> <li>• interviews and meetings</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols)</li> <li>• Knowledge of vendor product directions</li> <li>• Ability to locate appropriate sources of information regarding metal manufacturing and new technologies</li> <li>• Current industry products/services, procedures and techniques with knowledge of general features</li> <li>• Information gathering techniques</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• Research skills for identifying broad features of new technologies</li> <li>• Ability to assist in the decision making process</li> <li>• Literacy skills in regard to interpretation of technical manuals</li> <li>• Ability to solve known problems in a variety of situations and locations</li> <li>• Evaluate and apply new technology to assist in solving organizational problems</li> <li>• General analytical skills in relation to known problems</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Establish Quality Standards
Unit Code	<a href="#">TRD WSP4 17 0714</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

Elements	Performance Criteria
1. Establish quality specifications for product	1.1 Market specifications are <b>sourced</b> and <b>legislated requirements</b> identified. 1.2 Quality specifications are developed and agreed upon 1.3 Quality specifications are documented and introduced to organization staff / personnel in accordance with the organization policy 1.4 Quality specifications are updated when necessary
2. Identify hazards and critical control points	2.1. Critical control points impacting on quality are identified. 2.2. Degree of risk for each hazard is determined. 2.3. Necessary documentation is accomplished in accordance with organization quality procedures
3. Assist in planning of quality assurance procedures	3.1 Procedures for each identified control point are developed to ensure optimum quality. 3.2 Hazards and risks are minimized through application of appropriate controls. 3.3 Processes are developed to monitor the effectiveness of quality assurance procedures.
4. Implement quality assurance procedures	4.1 Responsibilities for carrying out procedures are allocated to staff and contractors. 4.2 Instructions are prepared in accordance with the enterprise's quality assurance program. 4.3 Staff and contractors are given induction training on the quality assurance policy. 4.4 Staff and contractors are given in-service training relevant to their allocated <b>safety procedures</b> .
5. Monitor quality of work outcome	5.1 Quality requirements are identified 5.2 Inputs are inspected to confirm capability to meet quality requirements

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

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

## Evidence Guide

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

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Develop Individuals and Team
Unit Code	<a href="#">TRD WSP4 18 0714</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

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

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

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

	<ul style="list-style-type: none"> <li>• Work experience and involvement in professional networks</li> <li>• Conference and seminar attendance</li> </ul>
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<b>Evidence Guide</b>			
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> <li>• identify and implement learning opportunities for others</li> <li>• give and receive feedback constructively</li> <li>• facilitate participation of individuals in the work of the team</li> <li>• negotiate plans to improve the effectiveness of learning</li> <li>• prepare learning plans to match skill needs</li> <li>• access and designate learning opportunities</li> </ul>		
Underpinning Knowledge and Attitude	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• coaching and monitoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques to obtain and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>		
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• read and understand a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>• communicate including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• plan and organize required resources and equipment to meet learning needs</li> <li>• coach and mentor skills to provide support to colleagues</li> <li>• report to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• facilitate and conduct small group training sessions</li> <li>• relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>		
Resource Implications	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	Competence may be assessed in the work place or in a		
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Assessment	simulated work place setting.
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Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	<a href="#">TRD WSP4 19 0714</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

Elements	Performance Criteria
1. Meet common and specific communication needs of clients and colleagues	<p>1.1 Specific communication needs of clients and colleagues are identified and met.</p> <p>1.2 Different approaches are used to meet communication needs of clients and colleagues.</p> <p>1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization.</p>
2. Contribute to the development of communication strategies	<p>2.1 <b>Strategies</b> for internal and external dissemination of information are developed, promoted, implemented and reviewed as required.</p> <p>2.2 Channels of communication are established and reviewed regularly.</p> <p>2.3 Coaching in effective communication is provided.</p> <p>2.4 Work related network and relationship are maintained as necessary.</p> <p>2.5 Negotiation and conflict resolution strategies are used where required.</p> <p>2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives.</p>
3. Represent the organization	<p>3.1 When participating in internal or external fora, presentation is relevant, appropriately researched and presented in a manner to promote the organization.</p> <p>3.2 Presentation is made clear and sequential and delivered within a predetermined time.</p> <p>3.3 Appropriate media is utilized to enhance presentation.</p> <p>3.4 Differences in views are respected.</p> <p>3.5 Written communication is made consistent with organizational standards.</p> <p>3.6 Inquiries are responded in a manner consistent with</p>

	organizational standard.
4. Facilitate group discussion	<p>4.1 Mechanisms which enhance <b>effective group interaction</b> are defined and implemented.</p> <p>4.2 Strategies which encourage all group members to participate are used routinely.</p> <p>4.3 Objectives and agenda are routinely set and followed for meetings and discussions.</p> <p>4.4 Relevant information is provided to group to facilitate outcomes.</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties.</p> <p>4.6 Specific communication needs of individuals are identified and addressed.</p>
5. Conduct interview	<p>5.1 A range of appropriate communication strategies are employed in <b>interview situations</b>.</p> <p>5.2 Different <b>types of interview</b> are conducted in accordance with the organizational procedures.</p> <p>5.3 Records of interviews are made and maintained in accordance with organizational procedures.</p> <p>5.4 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated.</p>

Variable	Range
Strategies	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Recognizing own limitations</li> <li>• Utilizing techniques and aids</li> <li>• Providing written drafts</li> <li>• Verbal and non verbal communication</li> </ul>
Effective group interaction	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Identifying and evaluating what is occurring within an interaction in a non-judgmental way</li> <li>• Using active listening</li> <li>• Making decision about appropriate words, behavior</li> <li>• Putting together response which is culturally appropriate</li> <li>• Expressing an individual perspective</li> <li>• Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> </ul>
Interview situations	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Establish rapport</li> <li>• obtain facts and information</li> <li>• Facilitate resolution of issues</li> <li>• Develop action plans</li> </ul>

	<ul style="list-style-type: none"> <li>• Diffuse potentially difficult situation</li> </ul>
Types of Interview	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Related to staff issues</li> <li>• Routine</li> <li>• Confidential</li> <li>• Evidential</li> <li>• Non-disclosure</li> <li>• Disclosure</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Demonstrate effective communication skills with clients and work colleagues accessing service</li> <li>• Adopt relevant communication techniques and strategies to meet client particular needs and difficulties</li> </ul>
Underpinning Knowledge and Values	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• communication process</li> <li>• dynamics of groups and different styles of group leadership</li> <li>• communication skills relevant to client groups</li> </ul>
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• full range of communication techniques including: <ul style="list-style-type: none"> <li>➢ active listening</li> <li>➢ feedback</li> <li>➢ interpretation</li> <li>➢ role boundaries setting</li> <li>➢ negotiation</li> <li>➢ establishing empathy</li> <li>➢ communication strategies</li> </ul> </li> <li>• communicate to fulfill job roles as specified by the organization</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Manage Micro, Small and Medium Enterprises (MSMEs)
Unit Code	<a href="#">TRD WSP4 20 0714</a>
Unit Descriptor	This unit covers knowledge, skills and attitude required in running Micro, Small and Medium enterprises. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

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

	2.9 Information is presented in a format appropriate to the industry and audience.
3. Manage Marketing of MSMEs	<p>3.1 Information on market and business needs is analyzed and market opportunities identified.</p> <p>3.2 Marketing mix and components are evaluated.</p> <p>3.3 Marketing mix for specific target market is determined.</p> <p>3.4 Marketing mix is monitored and continual adjusted against marketing performance.</p>
4. Manage Human Resources	<p>4.1 <b>Human resource rules, regulations law and procedures</b> are identified and determined.</p> <p>4.2 The existing human resource is audited, and gaps are identified.</p> <p>4.3 Recruitment and selection are conducted based on the organizational requirements.</p> <p>4.4 Selected candidates are oriented and placed for the appropriate position.</p> <p>4.5 Appraisal of employees' performance is conducted.</p> <p>4.6 Appraisal result is used for training and development, promotion, compensation, disciplinary measures and other purposes as required.</p> <p>4.7 <b>Employee relations</b> are maintained.</p>
5. Manage production and Operation	<p>5.1 Production /operation plan is developed and implemented.</p> <p>5.2 Required inputs are purchased and adequate inventories maintained.</p> <p>5.3 Production /operation process is checked and controlled.</p> <p>5.4 Quality control is applied and maintained.</p>
6. Maintain financial records and use for decision making	<p>6.1 The objective and benefits of financial records are discussed and understood.</p> <p>6.2 Asset, liabilities and capital are identified and recorded.</p> <p>6.3 Balance sheet and different journals are discussed.</p> <p>6.4 Business transactions are discussed, analyzed, classified and recorded.</p> <p>6.5 Daily financial records are maintained correctly in accordance with legal and accounting requirements.</p> <p>6.6 Invoices and payments are prepared and distributed in timely manner and in accordance with legal requirements.</p> <p>6.7 Outstanding accounts are collected or followed-up.</p> <p>6.8 Revenue, expense and costs are identified and discussed.</p>

	<p>6.9 Different ledgers and subsidiary ledgers are discussed and maintained.</p> <p>6.10 Profit and loss report is prepared.</p> <p>6.11 Financial interpretation is conducted with assistant from the appropriate person.</p> <p>6.12 Financial manual is prepared.</p>
7. Monitor, Manage and Evaluate work performance	<p>7.1 People, resources and/or equipment are coordinated to provide optimum results.</p> <p>7.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to <b>business goals</b> or timelines.</p> <p>7.3 <b>Problem solving techniques</b> are applied to work situations to overcome difficulties and achieve positive outcomes.</p> <p>7.4 Opportunities for improvements are monitored according to business demands.</p> <p>7.5 Work schedules are adjusted to incorporate necessary modifications to existing work and routines or changing needs and requirements.</p> <p>7.6 Proposed changes are clearly communicated and recorded to aid in future planning and evaluation.</p> <p>7.7 Relevant codes of practice are used to guide an ethical approach to workplace practices and decisions.</p>

Variable	Range
Major components of work plan	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Objective</li> <li>• Responsibilities</li> <li>• Resources (human, materials, finance, time, etc)</li> <li>• Activities</li> </ul>
Resources	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Human resource</li> <li>• Money</li> <li>• Time</li> <li>• Machines</li> <li>• Equipment</li> <li>• Space</li> </ul>
Time management strategies	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Prioritizing and anticipating</li> <li>• Short term and long term planning and scheduling</li> <li>• Creating a positive and organized work environment</li> <li>• Clear timelines and goal setting that is regularly reviewed and adjusted as necessary</li> </ul>

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

### Evidence Guide

Critical Aspects of Competence	<p>A person must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• Ability to identify daily work requirements and allocate work appropriately</li> <li>• Ability to interpret financial documents in accordance with legal requirements</li> <li>• The ability to prepare strategic plan</li> <li>• The ability to develop effective work habit</li> <li>• The ability to manage marketing of MSEs</li> <li>• The ability to manage human resources of MSEs</li> <li>• the ability to manage production/operation of MSEs</li> <li>• The ability to maintain financial records of MSEs</li> <li>• The ability to manage, monitor and evaluate work performance of MSMEs</li> </ul>
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Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Working culture</li> <li>• Time management strategy</li> <li>• Marketing Mix</li> <li>• Relevant marketing, operation/production, human resource and financial management</li> <li>• Human resource functions</li> <li>• Production/operation functions</li> <li>• Monitoring and evaluation</li> <li>• Problem solving techniques</li> <li>• Federal and Local Government legislative requirements affecting business operations, especially in regard to Occupational Health and Safety (OHS), equal employment opportunity, industrial relations and anti-discrimination</li> <li>• Relevant industry code of practice</li> <li>• Planning techniques to establish realistic timelines and priorities</li> <li>• Identification of relevant performance measures</li> <li>• Quality assurance principles and methods</li> </ul>		
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Technical or specialist skills relevant to the business operation</li> <li>• Interpret legal requirements, company policies and procedures and immediate, day-to-day demands</li> <li>• Strategic planning skills</li> <li>• Human relation skills</li> <li>• Communicate using questioning, clarifying, reporting, and giving and receiving constructive feedback</li> <li>• Numeracy skills for performance information, setting targets and interpreting financial documents and reports</li> <li>• Technical skills to interpret business document, reports and financial statements and projections</li> <li>• Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• Solve problem and develop contingency plans</li> <li>• Using computers and software packages to record and manage data and to produce reports</li> <li>• Evaluate using assessment work and outcomes</li> <li>• Observe for identifying appropriate people, resources and to monitor work</li> </ul>		
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>		
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>		
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>		
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Occupational Standard: Wholesale Supervision Level IV	
Unit Title	Apply Problem Solving Techniques and Tools
Unit Code	<a href="#">TRD WSP4 21 0714</a>
Unit Descriptor	This unit of competency covers the knowledge, skills and attitude required to apply scientific problem solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis.

Elements	Performance criteria
1. Identify and select theme/problem.	<p>1.1 <b>Safety requirements</b> are followed in accordance with safety plans and procedures.</p> <p>1.2 All possible problems related to the process /Kaizen elements are listed using <b>statistical tools and techniques</b>.</p> <p>1.3 All possible problems related to kaizen elements are identified and listed on Visual Management Board/Kaizen Board.</p> <p>1.4 Problems are classified based on obviousness of cause and action.</p> <p>1.5 Critical factors like the number of customers affected, Potentials for bottlenecks, and number of complaints etc... is selected.</p> <p>1.6 Problems related to priorities of <b>Kaizen Elements</b> are given due emphasis and selected.</p>
2. Grasp current status and set goal.	<p>2.1 The extent of the problem is defined.</p> <p>2.2 Appropriate and achievable goal is set.</p>
3. Establish activity plan.	<p>3.1 The problem is confirmed.</p> <p>3.2 High priority problem is selected.</p> <p>3.3 The extent of the problem is defined.</p> <p>3.4 Activity plan is established as per <b>5W1H</b>.</p>
4. Analyze causes of a problem.	<p>4.1 All possible causes of a problem are listed.</p> <p>4.2 Cause relationships are analyzed using <b>4M1E</b>.</p> <p>4.3 Causes of the problems are identified.</p> <p>4.4 Root causes are selected.</p> <p>4.5 The root cause which is most directly related to the problem is selected.</p> <p>4.6 All possible ways are listed using <b>creative idea generation</b> to eliminate the most critical root cause.</p>

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

Variables	Range
Safety requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• OHS requirements include legislation, material safety, managements system, hazardous substances and dangerous goods code and local safe operating procedures</li> <li>• Work is carried out in accordance with legislative obligations, environmental legislations, relevant health regulation, manual handling procedure and organization insurance requirements</li> </ul>
Statistical tools and techniques	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• 7 QC tools may include: <ul style="list-style-type: none"> <li>➤ Stratification</li> <li>➤ Pareto Diagram</li> <li>➤ Cause and Effect Diagram</li> <li>➤ Check Sheet</li> <li>➤ Control Chart/Graph</li> <li>➤ Histogram</li> <li>➤ Scatter Diagram</li> </ul> </li> <li>• QC techniques may include: <ul style="list-style-type: none"> <li>➤ Brain storming</li> <li>➤ Why analysis</li> <li>➤ What if analysis</li> <li>➤ 5W1H</li> </ul> </li> </ul>
Kaizen Elements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Quality</li> </ul>

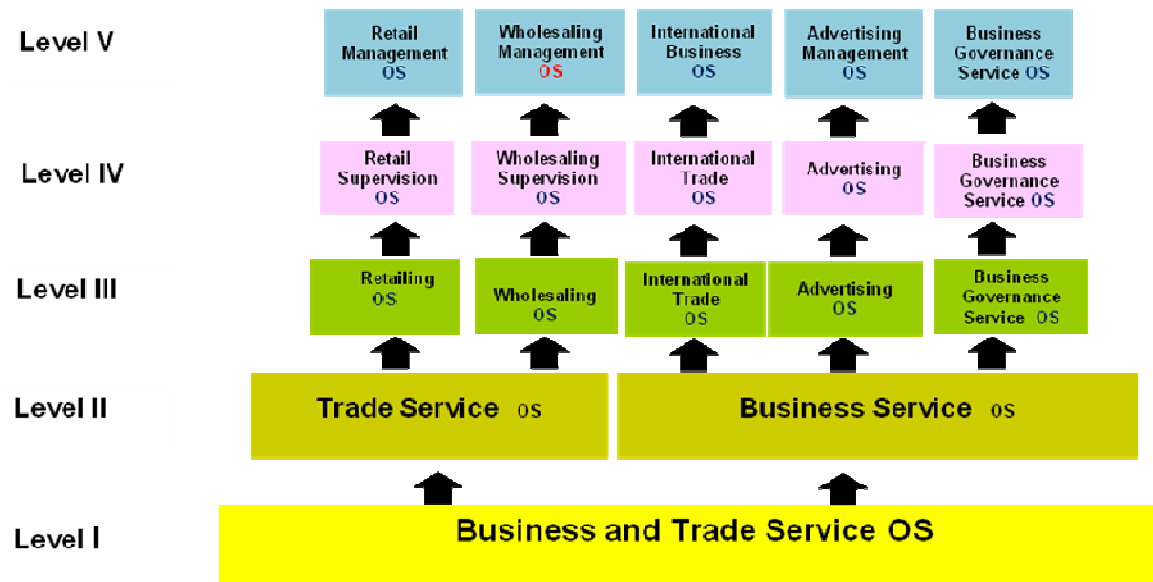
	<ul style="list-style-type: none"> <li>• Cost</li> <li>• Productivity</li> <li>• Delivery</li> <li>• Safety</li> <li>• Moral</li> <li>• Environment</li> <li>• Gender equality</li> </ul>
5W1H	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Who: person in charge</li> <li>• Why: objective</li> <li>• What: item to be implemented</li> <li>• Where: location</li> <li>• When: time frame</li> <li>• How: method</li> </ul>
4M1E	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Man</li> <li>• Machine</li> <li>• Method</li> <li>• Material and</li> <li>• Environment</li> </ul>
Creative idea generation	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Exploring and examining ideas in varied ways</li> <li>• Elaborating and extrapolating</li> <li>• Conceptualizing</li> </ul>
Medium KPT	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S</li> <li>• 4M (machine, method, material and man)</li> <li>• 4P (Policy, procedures, People and Plant)</li> <li>• PDCA cycle</li> <li>• Basics of IE tools and techniques</li> </ul>
Tangible and intangible results	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Tangible result may include: <ul style="list-style-type: none"> <li>➤ Quantifiable data</li> </ul> </li> <li>• Intangible result may include: <ul style="list-style-type: none"> <li>➤ Qualitative data</li> </ul> </li> </ul>
Various types of diagram	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Line graph</li> <li>• Bar graph</li> <li>• Pie-chart</li> <li>• Scatter diagram</li> <li>• Affinity diagram</li> </ul>
Standard Operating Procedures (SOPs)	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• The customer demand</li> <li>• The most efficient work routine (steps)</li> <li>• The cycle times required to complete work elements</li> <li>• All process quality checks required to minimize</li> </ul>

	defects/errors <ul style="list-style-type: none"> <li>• The exact amount of work in process required</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Assessment	Demonstrates skills and knowledge competencies to: <ul style="list-style-type: none"> <li>• Apply all relevant procedures and regulatory requirements to ensure quality and productivity of an organization.</li> <li>• Detect non-conforming products/services in the work area</li> <li>• Apply effective problem solving approaches/strategies.</li> <li>• Implement and monitor improved practices and procedures</li> <li>• Apply statistical quality control tools and techniques.</li> </ul>
Underpinning Knowledge and Attitude	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• QC story/PDCA cycle/</li> <li>• QC story/ Problem solving steps</li> <li>• QCC techniques</li> <li>• 7 QC tools</li> <li>• Basic IE tools and techniques.</li> <li>• SOP</li> <li>• Quality requirements associated with the individual's job function and/or work area</li> <li>• Workplace procedures associated with the candidate's regular technical duties</li> <li>• Relevant health, safety and environment requirements</li> <li>• organizational structure of the enterprise</li> <li>• Lines of communication</li> <li>• Methods of making/recommending improvements.</li> <li>• Reporting procedures</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• Apply problem solving techniques and tools</li> <li>• Apply statistical analysis tools</li> <li>• Apply Visual Management Board/Kaizen Board.</li> <li>• Detect non-conforming products or services in the work area</li> <li>• Document and report information about quality, productivity and other kaizen elements.</li> <li>• Contribute effectively within a team to recognize and recommend improvements in quality, productivity and other kaizen elements.</li> <li>• Implement and monitor improved practices and procedures.</li> <li>• Organize and prioritize activities and items.</li> <li>• Read and interpret documents describing procedures</li> <li>• Record activities and results against templates and other prescribed formats.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment,

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

# TRADE SERVICE



## Acknowledgement

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

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

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

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