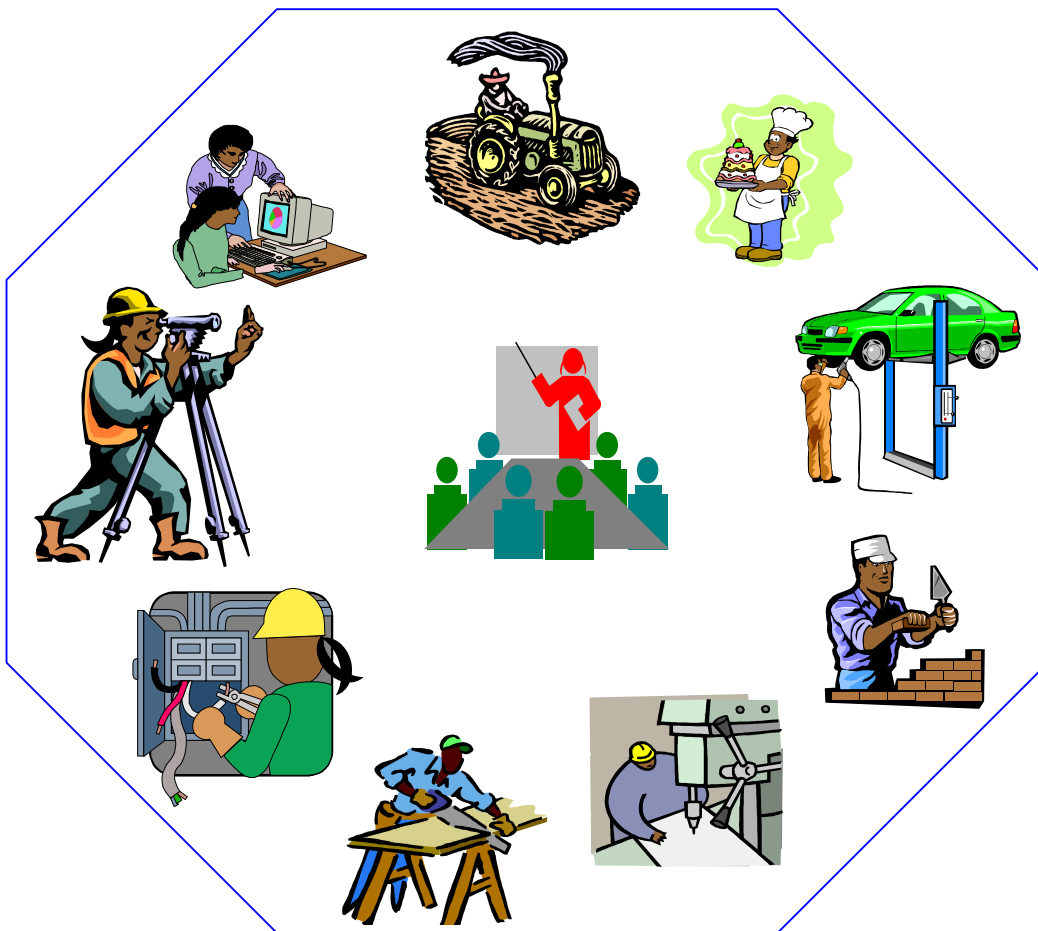




Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD

**WHOLESALING**

**NTQF Level III**



*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: Wholesaling**

**Occupational Code: TRD WLG**

***NTQF Level III***

<p><a href="#">TRD WLG3 01 0714</a> Coordinate Merchandise Presentation</p>	<p><a href="#">TRD WLG3 02 0714</a> Coordinate Interaction with Customers</p>	<p><a href="#">TRD WLG3 03 0714</a> Use Multiple Information Systems</p>
<p><a href="#">TRD WLG3 04 0714</a> Administer Supply into a Business</p>	<p><a href="#">TRD WLG3 05 0714</a> Provide Sales Solutions to Customers</p>	<p><a href="#">TRD WLG3 06 0714</a> Monitor Inventory Capacity to Meet Demand</p>
<p><a href="#">TRD WLG3 07 0714</a> Maintain Store Safety</p>	<p><a href="#">TRD WLG3 08 0714</a> Apply Store Security Systems and Procedures</p>	<p><a href="#">TRD WLG3 09 0714</a> Purchase Goods and Services</p>
<p><a href="#">TRD WLG3 10 0714</a> Process Product and Service Data</p>	<p><a href="#">TRD WLG3 11 0714</a> Maintain Business to Business Relationships</p>	<p><a href="#">TRD WLG3 12 0714</a> Dispatch Stock</p>
<p><a href="#">TRD WLG3 13 0714</a> Confirm Wholesale Business Practices</p>	<p><a href="#">TRD WLG3 14 0714</a> Manage Debtor Processes</p>	<p><a href="#">TRD WLG3 15 0714</a> Market Products</p>
<p><a href="#">TRD WLG3 16 0714</a> Optimize Customer and Territory Coverage</p>	<p><a href="#">TRD WLG3 17 0714</a> Analyze and Achieve Sales Targets</p>	<p><a href="#">TRD WLG3 18 0714</a> Plan Inventory Levels</p>
<p><a href="#">TRD WLG3 19 0714</a> Process Payroll</p>	<p><a href="#">TRD WLG3 20 0714</a> Monitor Implementation of Work Plan/Activities</p>	<p><a href="#">TRD WLG3 21 0714</a> Apply Quality Control</p>
<p><a href="#">TRD WLG3 22 0714</a> Lead Workplace Communication</p>	<p><a href="#">TRD WLG3 23 0714</a> Lead Small Teams</p>	<p><a href="#">TRD WLG3 24 0714</a> Improve Business Practice</p>

[TRD WLG3 25 0714](#)  
Prevent and Eliminate  
MUDA

Occupational Standard: Wholesaling Level III	
Unit Title	Coordinate Merchandise Presentation
Unit Code	<a href="#">TRD WLG3 01 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply knowledge of store merchandising and pricing policy and standards to support and coordinate relevant frontline staff members and ensure that they arrange, present and label or price merchandise according to store requirements.

Elements	Performance Criteria
1. Instruct and coordinate staff	<p>1.1 Store <b>display standards and requirements</b> are communicated and demonstrated to <b>staff</b>.</p> <p>1.2 Occurrence and timing of promotions and special events are identified and staffs informed.</p> <p>1.3 Items to be advertised or promoted are identified according to store merchandising policy and staffs are informed.</p> <p>1.4 Appropriate timing is identified for dismantling and disposing of displays and staffs informed.</p>
2. Supervise construction and maintenance of presentations	<p>2.1 Promotions and special events are planned and coordinated as directed by management.</p> <p>2.2 Construction and maintenance of <b>displays</b> are planned and supervised in order to achieve balance and visual impact.</p> <p>2.3 Product or service <b>display information</b> is accurately ensured to depict product or service being promoted.</p> <p>2.4 Displays are completed according to required time schedule and with minimum disruption to <b>customer</b> service and traffic flow.</p> <p>2.5 Displays are constructed and maintained in a safe and secure manner.</p> <p>2.6 Replenishment of merchandise and rotation of stock on store displays are regularly monitored and action is taken as required.</p>
3. Implement merchandise pricing	<p>3.1 Store policy and procedures are implemented in regard to pricing and ticketing.</p> <p>3.2 Current prices are identified for products and services and amended according to store policy.</p> <p>3.3 Team members are informed of price changes and current pricing policies.</p>

4. Review merchandise presentations	<p>4.1 Promotions or special events are evaluated against sales turnover and presentation standards are stored.</p> <p>4.2 Merchandise presentation is evaluated against sales turnover and presentation standards are stored.</p> <p>4.3 Management is provided with feedback in regard to improvement of store marketing and promotional activities.</p>
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Variable	Range
Display standards and requirements	May include: <ul style="list-style-type: none"> <li>• maintaining existing displays</li> <li>• safety</li> <li>• setting up new displays</li> <li>• ticketing and display signage.</li> </ul>
Staff	May be: <ul style="list-style-type: none"> <li>• from a range of social, cultural and ethnic backgrounds</li> <li>• from within or outside own work team</li> <li>• full-time, part-time, casual or contract.</li> </ul>
Displays	May be located in a variety of areas, including: <ul style="list-style-type: none"> <li>• fixtures on floor</li> <li>• interior or exterior</li> <li>• permanent or temporary</li> <li>• publicly accessible areas</li> <li>• shelves</li> <li>• walls</li> <li>• windows.</li> </ul>
Display information	May include: <ul style="list-style-type: none"> <li>• discount information</li> <li>• price</li> <li>• product brand</li> <li>• special guarantees</li> <li>• product characteristics, such as:               <ul style="list-style-type: none"> <li>➤ size</li> <li>➤ weight capacity</li> <li>➤ materials.</li> </ul> </li> </ul>
Customer	May include: <ul style="list-style-type: none"> <li>• internal and external contacts</li> <li>• new or repeat contacts</li> <li>• people from a range of social, cultural and ethnic backgrounds</li> <li>• people with varying physical and mental abilities.</li> </ul>

Evidence Guide			
Critical Aspects of Competence	Must demonstrate knowledge and skills to: <ul style="list-style-type: none"> <li>• implement and instruct staff regarding store display, merchandising, ticketing and pricing policies and procedures</li> </ul>		
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	<ul style="list-style-type: none"> <li>• coordinate and monitor display, promotion and presentation of merchandise according to store policies and procedures and legislative requirements</li> <li>• identify products to be advertised or promoted according to store merchandising policies</li> <li>• coordinate construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner</li> <li>• inform staff of pricing policies, promotions, special events, display standards and requirements, and timing for dismantling and disposing of displays</li> <li>• Evaluate and report effectiveness of store merchandising and promotional activities to management and staff as required by store policies and procedures.</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Must demonstrate:</p> <ul style="list-style-type: none"> <li>• availability and use of materials</li> <li>• correct storage procedures for labelling and ticketing equipment and materials</li> <li>• load-bearing capacity of fixtures and display areas</li> <li>• location of display areas</li> <li>• manufacturer specifications for the use of electronic labelling and ticketing equipment</li> <li>• occurrence and timing of store promotions, including advertising, catalogues and special offers</li> <li>• pricing procedures, including GST requirements</li> <li>• principles and techniques of interpersonal communication skills</li> <li>• principles of display and design</li> <li>• procedure for accessing information and implementing price changes</li> <li>• relevant industry codes of practice relating to coordinating merchandise presentation</li> <li>• relevant legislation and statutory requirements relating to coordinating merchandise presentation, including Ethiopian Consumer Law</li> <li>• relevant Work Health and Safety (WHS) legislation and codes of practice</li> <li>• store policies and procedures in regard to: <ul style="list-style-type: none"> <li>• efficient use of resources</li> <li>• merchandise range</li> <li>• merchandising, pricing and ticketing</li> <li>• minimum stock levels required</li> <li>• stock rotation and replenishment</li> <li>• storage of stock</li> <li>• store promotional themes</li> </ul> </li> </ul>		
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to:</li> </ul>		
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	<ul style="list-style-type: none"> <li>➤ give instructions</li> <li>➤ provide feedback to management through clear and direct communication</li> <li>➤ provide information to staff</li> <li>➤ share information</li> <li>➤ use and interpret non-verbal communication</li> <li>➤ use language and concepts appropriate to cultural differences</li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ prepare machine or manual labels and tickets</li> <li>➤ present and price merchandise</li> <li>➤ read and interpret store policies and procedures</li> <li>➤ observation skills to assess display and presentation compliance with visual merchandising standards</li> <li>➤ technology skills to operate and maintain electronic labelling and ticketing equipment</li> </ul> </li> <li>• team leadership skills to: <ul style="list-style-type: none"> <li>➤ instruct and support staff</li> <li>➤ supervise staff activities</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: Wholesaling Level III	
Unit Title	Coordinate Interaction with Customers
Unit Code	<a href="#">TRD WLG3 02 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate interaction with customers. It involves implementing customer service standards, implementing store policy regarding customer complaints, communicating with management, and leading a customer service team.

Elements	Performance Criteria
1. Implement customer service standards	<p>1.1 <b>Service standards</b> are monitored according to <b>store policy</b>.</p> <p>1.2 Deficiencies in service are identified and action is taken as required according to store policy.</p> <p>1.3 Store and <b>legislative policies and procedures</b> are conveyed in relation to customer service provision to <b>team</b> members.</p> <p>1.4 <b>Feedback</b> on quality of service provision is given to team members and management on a regular basis and according to store policy.</p>
2. Implement store policy regarding customer complaints	<p>2.1 Service standards are monitored in regard to customer complaints implemented by sales staff to ensure store policy.</p> <p>2.2 Higher authority procedures are authorized, actioned or referred to customer complaints according to store policy.</p> <p>2.3 <b>Customers'</b> special needs are satisfied where appropriate according to store policy.</p>
3. Communicate with management	<p>3.1 Management current store policies on customer service issues are referred to affect the operation of the department or section.</p> <p>3.2 <b>Operational information</b> is provided to management and other supervisors in order to facilitate customer service planning.</p>
4. Lead customer service team	<p>4.1 Store policy and procedures are interpreted and communicated and store operation is applied.</p> <p>4.2 Team members are motivated, coached and mentored to achieve a high standard of service to customers.</p> <p>4.3 Team access is ensured to get current information on staff issues and operations.</p> <p>4.4 Team tasks are clarified, planned and allocated in consultation with staff to ensure effective day-to-day store</p>

	<p>operations and efficient use of human resources.</p> <p>4.5 Team is informed of changes in store service policy and procedures that affect their roles and responsibilities.</p> <p>4.6 Feedback in regard to achievement or non-achievement of agreed service standards and performance targets is provided to team in line with standard store policy and procedures.</p> <p>4.7 Team members are encouraged to contribute feedback and offer suggestions for improved processes in regard to achievement of performance targets.</p> <p>4.8 Routine problems are handled using appropriate <b>problem-solving</b> techniques and referred to management if required.</p>
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Variable	Range
Service standards	<p>May apply to:</p> <ul style="list-style-type: none"> <li>• all store activities</li> <li>• internal and external customers</li> </ul>
Store policy	<p>May include:</p> <ul style="list-style-type: none"> <li>• customer service</li> <li>• dealing with customer complaints</li> <li>• staff supervision</li> </ul>
Legislative policies and procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• liquor licensing regulations</li> <li>• lottery legislation</li> <li>• sale of second-hand goods</li> <li>• sale of X and R-rated products</li> <li>• tobacco laws</li> <li>• Ethiopian consumer law</li> <li>• trading hours</li> <li>• transport, storage and handling of goods</li> </ul>
Team	<p>May include:</p> <ul style="list-style-type: none"> <li>• corporate team</li> <li>• small work team</li> <li>• store team</li> </ul>
Feedback	<p>May include:</p> <ul style="list-style-type: none"> <li>• informal and formal meetings</li> <li>• presentations</li> <li>• verbal reports</li> <li>• written reports</li> </ul>
Customers'	<p>May include:</p> <ul style="list-style-type: none"> <li>• customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• customers with routine or special needs</li> <li>• internal or external customers</li> <li>• new and existing customers</li> </ul>

Operational information	<p>May include:</p> <ul style="list-style-type: none"> <li>• routine or busy trading times</li> <li>• sales trends</li> <li>• varying levels of staff training</li> </ul>
Problem solving	<p>May be affected by:</p> <ul style="list-style-type: none"> <li>• resource implications</li> <li>• store policy and procedures</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• proactively coordinating a team in the provision of quality customer service according to store policy by: <ul style="list-style-type: none"> <li>• allocating tasks</li> <li>• applying store policy</li> <li>• consulting with staff</li> <li>• conveying relevant information</li> <li>• identifying deficiencies</li> <li>• monitoring performance</li> <li>• motivating staff</li> <li>• solving routine problems</li> </ul> </li> <li>• providing accurate feedback to management on operational and procedural matters related to provision of customer service</li> <li>• Supervising the resolution of customer complaints according to store policy</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• interpersonal communication techniques</li> <li>• lines of communication to staff and management</li> <li>• merchandise and service range of the store</li> <li>• relevant industry codes of practice relating to interaction with customers</li> <li>• store policy and procedures in regard to: <ul style="list-style-type: none"> <li>➢ customer service</li> <li>➢ customer complaints about products or individual staff</li> <li>➢ staff supervision</li> <li>➢ monitoring team performance</li> <li>➢ discipline</li> <li>➢ grievance handling</li> <li>➢ allocating duties and responsibilities</li> <li>➢ meetings</li> </ul> </li> <li>• store appraisal</li> </ul>
Underpinning Skills	<p>Must demonstrate on :</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to: <ul style="list-style-type: none"> <li>➢ coach and give feedback</li> <li>➢ lead teams</li> <li>➢ make group presentations</li> <li>➢ negotiate, persuade and motivate</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ participate in performance analysis</li> <li>➤ question, listen and observe</li> <li>➤ use verbal and non-verbal communication</li> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➤ complete a proforma for feedback to management</li> <li>➤ read and interpret store policy and procedures</li> </ul> </li> <li>• problem-solving skills to handle routine problems</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Wholesaling Level III	
Unit Title	Use Multiple Information Systems
Unit Code	<a href="#">TRD WLG3 03 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to use multiple information systems to research information and records, and to maintain up-to-date customer information. This may involve navigation between information systems using multiple windows and the maintenance of systems data while interacting with a customer.

Elements	Performance Criteria
1. Access a range of information systems	<p>1.1 <b>Information systems</b> are efficiently <b>logged on</b>.</p> <p>1.2 Screens are navigated efficiently to locate displays and information relevant to role</p> <p>1.3 A Database Management System (DBMS) is used to control data access, data integrity enforced, concurrency managed and information accessed.</p> <p>1.4 <b>Use of information systems is managed</b> efficiently according to organisational requirements.</p>
2. Process customer information using multiple information systems	<p>2.1 <b>Customer</b> enquiry is analyzed to identify <b>information</b> needs.</p> <p>2.2 Information systems required are identified to satisfy information needs.</p> <p>2.3 Information systems are used according to organisational processes to complete customer enquiry or transaction.</p> <p>2.4 Customer information is recorded in information systems to complete customer enquiry or transaction.</p> <p>2.5 The shortest reasonable pathways are used to navigate between and within information systems</p> <p>2.6 Contact and communication are maintained with the customer while operating information systems.</p> <p>2.7 Information is verified with customer to complete transaction.</p>
3. Identify and rectify information system and processing errors	<p>3.1 <b>Errors</b> relevant to role in information system are identified</p> <p>3.2 Errors are analyzed for their impact on information system and customers.</p> <p>3.3 Source of errors is identified where possible.</p> <p>3.4 <b>Stakeholders</b> are consulted with to identify actions and rectify errors.</p>

	<p>3.5 Rectification is arranged and confirmed that amendments are accurate.</p> <p>3.6 Customers are informed of errors and necessary action is taken.</p> <p>3.7 Information system faults are identified and relevant personnel notified according to policy.</p> <p>3.8 Procedural change is recommended according to policy.</p>
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Variable	Range
Information systems	May include: <ul style="list-style-type: none"> <li>• billing systems</li> <li>• databases</li> <li>• internet</li> <li>• intranet</li> <li>• telephone systems</li> </ul>
Log on	May include: <ul style="list-style-type: none"> <li>• complying with information technology security protocols</li> <li>• logging into telephone system</li> <li>• opening most frequently used applications</li> <li>• turning on computer equipment</li> <li>• username and passwords to access information systems</li> </ul>
Manage use of information systems	May include use of: <ul style="list-style-type: none"> <li>• bookmarks</li> <li>• decision support system</li> <li>• office automation system</li> <li>• transaction processing systems</li> </ul>
Customer	May include: <ul style="list-style-type: none"> <li>• colleague</li> <li>• internal or external customer of the organisation</li> <li>• user, purchaser or beneficiary of a service, product or process</li> </ul>
Information	May include: <ul style="list-style-type: none"> <li>• details required from core business systems or other sources in order to complete a transaction or process</li> <li>• specific details requested by a customer or others</li> </ul>
Errors	May include: <ul style="list-style-type: none"> <li>• corrupt data</li> <li>• data in incorrect fields</li> <li>• inaccurate data</li> <li>• untimely entry of data</li> </ul>
Stakeholders	May include: <ul style="list-style-type: none"> <li>• information technology department or help desk</li> <li>• marketing department</li> <li>• owners of database or system</li> <li>• team leader or manager</li> </ul>

	<ul style="list-style-type: none"> <li>• training department</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• apply checks to ensure data is captured and errors are rectified according to established procedures</li> <li>• demonstrate knowledge of enterprise policies, procedures and guidelines regarding the use and security of information systems</li> <li>• navigate systems to locate required information</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• computer and system troubleshooting principles</li> <li>• enterprise business systems and operating platforms relevant to role</li> <li>• enterprise policies, procedures and guidelines regarding the use and security of information systems</li> <li>• social networking websites, including Face book and MySpace</li> <li>• escalation process for reporting information technology issues</li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• analytical skills to research, identify and use information effectively</li> <li>• communication skills to maintain effective customer contact while using information systems</li> <li>• interpersonal skills to establish rapport and build relationships with customers</li> <li>• literacy skills to read, interpret and record information</li> <li>• numeracy skills to read, validate and calculate data and information</li> <li>• problem solving skills to analyse and resolve issues with information systems</li> <li>• self management skills to: <ul style="list-style-type: none"> <li>➢ comply with policies and procedures</li> <li>➢ seek learning and development opportunities</li> </ul> </li> <li>• technology skills to use organisational information systems</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: Wholesaling Level III	
Unit Title	Administer Supply into a Business
Unit Code	<a href="#">TRD WLG3 04 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain supplier relationships and administer the supply of goods and services into a wholesale business.

Elements	Performance Criteria
1. Maintain effective supplier relationships	<p>1.1 Associations external to the business are identified with <b>suppliers</b>.</p> <p>1.2 <b>Supplier relationships</b> internal to the business are identified.</p> <p>1.3 <b>Measures and determinants</b> of effective supplier relationships are confirmed.</p> <p>1.4 Barrier are determined to maintain effective supplier relationships</p>
2. Deal ethically with suppliers	<p>2.1 Dealings with suppliers are ensured to conform to <b>relevant legal, legislative and business practices</b> and requirements.</p> <p>2.2 Principles and practices underpinning ethical conduct are confirmed with suppliers.</p>
3. Resolve supplier enquiries	<p>3.1 <b>Routine information</b> is provided to suppliers.</p> <p>3.2 Nature of supplier enquiries is determined.</p> <p>3.3 Supplier enquiries are resolved or passed onto <b>relevant personnel</b> for resolution.</p>
4. Confirm legal, legislative and business supply requirements	<p>4.1 Systems are detailed concerning how supplier products or services must comply with <b>relevant standards</b>; risk management; capacity of area receiving to handle, store, and process, manage and or display products and services; and <b>business policy and procedures</b>.</p> <p>4.2 Product labelling is checked to ensure compliance with legislation.</p>

Variable	Range
Suppliers	<p>May be:</p> <ul style="list-style-type: none"> <li>• commercial companies</li> <li>• public agencies or organisations</li> <li>• governments</li> <li>• community and not-for-profit organisations</li> </ul>



	<ul style="list-style-type: none"> <li>• internal</li> <li>• external.</li> </ul>
Supplier relationships	<p>May be influenced by:</p> <ul style="list-style-type: none"> <li>• due diligence requirements</li> <li>• value for money</li> <li>• risk sharing</li> <li>• market position</li> <li>• planning cycles and the time of the year</li> <li>• cost and price analysis</li> <li>• terms and conditions agreed</li> <li>• intellectual property and technology rights</li> <li>• value management</li> <li>• continuous improvement</li> <li>• supply chain management</li> <li>• infrastructural and capital outlay requirements</li> <li>• organisational systems integration and compatibility.</li> </ul>
Measures and determinants	<p>May include:</p> <ul style="list-style-type: none"> <li>• customer satisfaction</li> <li>• communication</li> <li>• time management</li> <li>• value for money</li> <li>• loss prevention</li> <li>• inventory control.</li> </ul>
Relevant legal, legislative and business practices	<p>May include:</p> <ul style="list-style-type: none"> <li>• policy and protocols</li> <li>• work procedures</li> <li>• quality assurance systems, procedures and policies</li> <li>• awards, workplace agreements and other industrial arrangements</li> <li>• supplier or customer instructions</li> <li>• OHS</li> <li>• industry codes of practice</li> <li>• product labelling</li> <li>• licence, patent or copyright arrangements</li> <li>• environmental protection legislation</li> <li>• Equal Employment Opportunity (EEO) and anti-discrimination law</li> <li>• emergency procedures</li> <li>• transport, storage and handling of goods</li> <li>• GST</li> <li>• Ethiopian Competition and Consumer Commission provisions</li> <li>• Trade Practices and Fair Trading Acts.</li> </ul>
Routine information	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• delivery of products</li> <li>• provision of services</li> <li>• quality</li> <li>• quantity</li> </ul>

	<ul style="list-style-type: none"> <li>• time schedules</li> <li>• purchase orders</li> <li>• maintenance and support agreements</li> <li>• leasing agreements and consultancies</li> <li>• stock and supply agreements.</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• frontline staff</li> <li>• area and store manager</li> <li>• supervisor</li> <li>• team leader</li> <li>• specialist staff.</li> </ul>
Relevant standards	<p>May include:</p> <ul style="list-style-type: none"> <li>• State and/or regional standards</li> <li>• international standards</li> <li>• industry standards</li> <li>• manufacturing quality and control</li> <li>• handling, transport and storage of goods</li> <li>• labelling of goods.</li> </ul>
Business policy and procedures	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• acquisition and sale of products and services</li> <li>• internal management structure and communication relationships</li> <li>• inventory control</li> <li>• receipt, handling and storage of goods</li> <li>• relationships and communication with suppliers.</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> <li>• uses business technology to communicate with suppliers according to business policy and procedures</li> <li>• identifies, describes and consistently applies the principles and practices underpinning ethical conduct with regard to communication and relationships with suppliers</li> <li>• maintains associations with suppliers over time and across a range of customer relationships to promote positive business outcomes</li> <li>• responds to supplier enquiries in an accurate and timely manner within the scope of job role and responsibilities, and refers enquiries to other relevant personnel as required</li> <li>• processes receivables using agreed business procedures and technology, and according to relevant legislative requirements</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• internal organisation and referral mechanisms</li> <li>• relationship arrangements and communication processes with suppliers</li> <li>• customer service measurement options</li> </ul>

	<ul style="list-style-type: none"> <li>• legal, administrative and business supply requirements</li> <li>• potential barriers to supplier relationships</li> <li>• understanding associations with internal suppliers</li> <li>• understanding of ethical conduct in relation to suppliers</li> <li>• OHS aspects of job</li> </ul>
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• safe use of available business technology</li> <li>• application of standards applicable to receiving goods</li> <li>• interpersonal communication skills to: <ul style="list-style-type: none"> <li>• conducting interface with suppliers and workplace team in a facilitative manner through clear and direct communication</li> <li>• asking questions to identify and confirm requirements</li> <li>• using language and concepts appropriate to cultural differences</li> </ul> </li> <li>• using and interpret non-verbal communication</li> <li>• planning and prioritising work schedule</li> <li>• literacy and numeracy skills in regard to: <ul style="list-style-type: none"> <li>• reading and understanding a range of workplace documents</li> <li>• maintaining records</li> <li>• maintaining stock ordering and recording systems</li> <li>• checking product labeling to ensure compliance</li> <li>• routine problem-solving skills</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: Wholesaling Level III	
Unit Title	Provide Sales Solutions to Customers
Unit Code	<a href="#">TRD WLG3 05 0714</a>
Unit Descriptor	This unit applies to processing of major sales inquiries requiring complex solutions and follow up to ensure customer satisfaction.

Elements	Performance Criteria		
1. Identify customer needs	<p>1.1 Customers are questioned in detail to determine requirements.</p> <p>1.2 Actual customer needs are verified and agreed with the customer.</p> <p>1.3 <b>Customer records</b> are accessed in the case of an existing client.</p> <p>1.4 Technical/specialist advice is offered to the customers where such advice is considered beneficial to the closing of the sale and customer understanding and decision making</p> <p>1.5 The customer's financial limitations are identified.</p> <p>1.6 Estimates and quotes are discussed with specialist staff prior to submission to customer fully.</p> <p>1.7 Estimates/quotes are prepared, presented and discussed with the customer, as the role permits.</p> <p>1.8 The benefits of the various options are fully explained.</p> <p>1.9 Pricing structures are fully explained to the customer.</p> <p>1.10 Customers are given the opportunity to question options/quotes provided.</p> <p>1.11 The advantages of dealing with the enterprise are promoted.</p> <p>1.12 Customer objections are managed effectively by promotion of specific benefits.</p>		
2. Close sales	<p>2.1 The <b>product/service</b> to be purchased is agreed on with the customer.</p> <p>2.2 The customer's preferred <b>purchase arrangements</b> are clearly established.</p> <p>2.3 Documentation relating to sale is finalized and forwarded to customer for agreement and signature.</p> <p>2.4 The method of payment is negotiated and arranged with the customer.</p> <p>2.5 Appropriate <b>credit checks</b> are conducted.</p>		
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	<p>2.6 Delivery/installation arrangements are recorded as agreed with the customer.</p> <p>2.7 Privacy requirements are fully applied during the transaction.</p>
3. Input sales records	<p>3.1 Details of <b>sale</b> are fully recorded.</p> <p>3.2 Existing customer records are amended, where appropriate.</p> <p>3.3 Invoices are initiated in accordance with enterprise policy.</p> <p>3.4 Delivery/installation is organized in accordance with enterprise policy.</p>
4. Provide sales support where required	<p>4.1 Customer satisfaction is verified after delivery/installation.</p> <p>4.2 Additional action is identified to satisfy customer need.</p> <p>4.3 Action is initiated in an efficient and timely manner.</p>

Variable	Range
Customer records	<ul style="list-style-type: none"> <li>Are normally maintained in a computerised system specific to the enterprise but may take the form of paper/card related systems</li> </ul>
Product/service	<ul style="list-style-type: none"> <li>May relate to different products/service which will meet the customer needs, product model, pricing differentials, product/service types, product/service mixes</li> </ul>
Purchase arrangements	<p>May be:</p> <ul style="list-style-type: none"> <li>credit card</li> <li>cheque</li> <li>money order</li> <li>cash</li> <li>payment on delivery</li> <li>direct debit.</li> </ul>
Credit checks	<ul style="list-style-type: none"> <li>May be automated or undertaken by sales person or by specialist staff within the enterprise.</li> </ul>
Sales	<p>May relate to:</p> <ul style="list-style-type: none"> <li>product/service purchase/provision</li> <li>variation to existing product/service</li> <li>upgrade of current product/service</li> <li>amendments to previous sale arrangements.</li> </ul>
Technical/specialist advice	<ul style="list-style-type: none"> <li>Would normally be provided by product/service specialist engineer/provisioning/marketing staff</li> </ul>
Estimates/quotes	<ul style="list-style-type: none"> <li>May be prepared alone or in conjunction with specialist staff.</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> <li>Identification and verification of customer needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Obtaining of specialist advice to the advantage of enterprise in meeting customer needs.</li> <li>• Matching of product/service to customer need and full presentation of available options.</li> <li>• Accurate provision of estimates/quotes.</li> <li>• Benefits of products/service are fully explained to the customer.</li> <li>• Promotion of enterprise in dealings with the customer.</li> <li>• Pricing structures relating to product/service offered are clearly explained and understood by the customer.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Sales Principles.</li> <li>• Marketing Principles and Practice.</li> <li>• Estimate/Quoting Procedures.</li> <li>• Enterprise Protocols Associated with Customer Service.</li> <li>• Pricing Policies.</li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• Listening Skills.</li> <li>• Interpersonal Skills.</li> <li>• Negotiation Skills.</li> <li>• Problem Solving Skills.</li> <li>• Selling Skills.</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: Wholesaling Level III	
Unit Title	Monitor Inventory Capacity to Meet Demand
Unit Code	<a href="#">TRD WLG3 06 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage business systems inventory required by a business to meet operational and customer requirements.

Elements	Performance Criteria
1. Monitor receipt and dispatch of goods.	<p>1.1 Responsibility is determined for receipt and products are accurately despatched.</p> <p>1.2 <b>Business policy and procedures</b> are implemented in regard to receipt and storage of products are dispatched and secured.</p> <p>1.3 Staffs functions are observed and followed to ensure business procedures and <b>documentation</b> is completed correctly.</p> <p>1.4 Business procedures are implemented and inspected to ensure products for quantity and quality on receipt.</p> <p>1.5 Variations are acted upon to quantity and quality of delivered products according to business policy.</p> <p>1.6 <b>Safe handling and storage of products</b> are supervised according to business policy.</p>
2. Maintain stock records.	<p>2.1 Stock levels is monitored and maintained at required levels.</p> <p>2.2 Stock reorder cycles are maintained, monitored and adjusted as required.</p> <p>2.3 <b>Team members</b> are informed of their individual responsibilities in regard to recording of stock.</p> <p>2.4 Stock storage and movement <b>records</b> are maintained according to business policy.</p> <p>2.5 Stock discrepancies are recorded and procedures are followed according to business policy.</p> <p>2.6 <b>Stock performance</b> is monitored and fast and slow selling items are identified and <b>reported</b> according to business policy.</p>
3. Ensure inventory is on hand.	<p>3.1 Deliveries are coordinated to meet inventory demand.</p> <p>3.2 <b>Logistics</b> of delivery are matched to inventory supply requirements.</p>

4. Coordinate stock take or cyclical count.	<p>4.1 Policy and procedures are interpreted in regard to stocktaking and cyclical counts and explained to team members.</p> <p>4.2 Staffs are <b>rostered</b> according to allocated budget and time constraints.</p> <p>4.3 Stocktaking tasks are allocated to individual team members.</p> <p>4.4 Team members are provided with clear directions for the performance of each task.</p> <p>4.5 Team members are allocated to ensure effective use of staff resources to complete task.</p> <p>4.6 Accurate reports on stock take data, including discrepancies are produced for management.</p>
5. Identify stock losses.	<p>5.1 Losses are identified, recorded and assessed against potential loss forecast on a regular basis.</p> <p>5.2 Avoidable losses are identified and reason is established.</p> <p>5.3 Possible solutions are recommended and implemented for stock losses.</p>

Variable	Range
Business policy and procedures	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• procurement processes</li> <li>• merchandise and product range</li> <li>• pricing, labelling and packaging requirements</li> <li>• receipt and dispatch of goods</li> <li>• transport, handling and storage of goods</li> <li>• job roles and responsibilities</li> <li>• stock taking and cyclical counts</li> </ul>
Documentation	<p>May include:</p> <ul style="list-style-type: none"> <li>• purchase requests and orders</li> <li>• invoices and payment requests</li> <li>• statements and petty cash vouchers</li> <li>• offer and contract documents</li> <li>• evaluation process documentation</li> <li>• records of authorised officers' decisions</li> <li>• corporate credit card transaction statements</li> <li>• records of supplier performance</li> <li>• financial statements</li> <li>• asset registers</li> <li>• records of conversation</li> </ul>
Safe handling and storage of goods	<p>May include:</p> <ul style="list-style-type: none"> <li>• storage in: <ul style="list-style-type: none"> <li>➤ refrigeration</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>➤ freezers</li> <li>➤ cool rooms</li> <li>➤ dry stores</li> <li>➤ product segregation</li> <li>➤ packaging products for storage</li> <li>➤ labelling of goods</li> <li>➤ stock rotation</li> <li>• optimum maintenance of storage areas, including: <ul style="list-style-type: none"> <li>➤ cleanliness and sanitation</li> <li>➤ lighting</li> <li>➤ climate control</li> <li>➤ pest control</li> <li>➤ ventilation</li> <li>➤ disposal of damaged or spoiled goods</li> <li>➤ safe manual handling and lifting techniques</li> <li>➤ safe use of equipment, such as ladders and trolleys</li> </ul> </li> </ul>		
Safe handling and storage techniques	<p>May vary according to:</p> <ul style="list-style-type: none"> <li>• stock characteristics</li> <li>• OHS</li> <li>• industry codes of practice</li> </ul>		
Team members	<p>May:</p> <ul style="list-style-type: none"> <li>• come from a variety of social, cultural or ethnic backgrounds</li> <li>• vary in literacy and numeracy skills</li> <li>• vary in competencies</li> </ul>		
Records	<p>May be:</p> <ul style="list-style-type: none"> <li>• manual</li> <li>• electronic</li> <li>• template</li> </ul>		
Stock performance	<p>May vary according to:</p> <ul style="list-style-type: none"> <li>• customer demand</li> <li>• seasonal cycles</li> <li>• selling approaches</li> <li>• environmental factors</li> <li>• quality demands</li> <li>• advances in technology</li> </ul>		
Reporting	<p>May include:</p> <ul style="list-style-type: none"> <li>• financial reports</li> <li>• business documents</li> <li>• informal reports</li> <li>• stock take reports.</li> </ul>		
Logistics	<p>May include:</p> <ul style="list-style-type: none"> <li>• phases or stages of the supply and distribution chain</li> <li>• timeframes</li> <li>• milestones</li> <li>• payment schedules</li> <li>• targets</li> <li>• outputs</li> <li>• infrastructural resources</li> </ul>		
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	<ul style="list-style-type: none"> <li>• levels of service</li> </ul>
Factors affecting staff roster	<p>May include:</p> <ul style="list-style-type: none"> <li>• varying levels of staff training</li> <li>• available or required staffing levels</li> <li>• routine or busy trading conditions</li> <li>• full-time, part-time, casual or contract staff</li> <li>• range of staff responsibilities</li> <li>• awards and agreements</li> <li>• budget allocation</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	<p>Must demonstrate skills and knowledge of:</p> <ul style="list-style-type: none"> <li>• consistently manage and monitor staff implementation of inventory procedures and documentation for the receipt, dispatch and secure storage of goods</li> <li>• utilises relevant business systems to accurately monitor inventory levels, storage, movement and reorder cycles on a regular basis</li> <li>• competently organises and coordinates stock movement to ensure that inventory is available to meet business needs</li> <li>• completes relevant business documentation accurately, in a timely manner and in agreed format as required</li> <li>• competently organises and coordinates stock takes and cyclical counts to monitor and review inventory levels, identify discrepancies and develop solutions to stock loss</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• business policy and procedures with regard to: <ul style="list-style-type: none"> <li>➤ stock control</li> <li>➤ stock replenishment and reordering</li> <li>➤ reporting of stock discrepancies and damage</li> <li>➤ receipt and dispatch of goods, including inspection for quality and quantity</li> <li>➤ identifying and recording stock losses</li> <li>➤ identifying and recording discrepancies</li> <li>➤ impact of business planning and sales forecasts on inventory</li> <li>➤ market trends and impact of special events of inventory</li> <li>➤ inter- and intra-business transfers</li> <li>➤ legislation and statutory requirements, including consumer law</li> <li>➤ industry codes of practice, including food handling codes</li> </ul> </li> <li>• OHS legislation and codes of practice, including: <ul style="list-style-type: none"> <li>➤ manual handling regulations and codes of practice</li> <li>➤ plant and equipment regulations</li> <li>➤ knowledge of organisation and referral mechanisms for facilitating inventory demand monitoring</li> </ul> </li> </ul>		
Underpinning Skills	Demonstrate skills of:		
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	<ul style="list-style-type: none"> <li>• safe use of available business technology</li> <li>• application of standards applicable to inventory control</li> <li>• interpersonal communication skills</li> <li>• planning and prioritising work schedule</li> <li>• interpersonal communication skills to: <ul style="list-style-type: none"> <li>➤ provide information to staff, including allocating tasks and providing clear directions through clear and direct communication</li> <li>➤ ask questions to identify and confirm requirements</li> <li>➤ share information</li> <li>➤ give instructions</li> <li>➤ use language and concepts appropriate to cultural differences</li> <li>➤ use and interpret non-verbal communication</li> </ul> </li> <li>• literacy and numeracy skills in regard to: <ul style="list-style-type: none"> <li>➤ reading and understanding a range of workplace documents</li> <li>➤ maintaining records</li> <li>➤ maintaining stock ordering and recording systems</li> <li>➤ mapping inventory demands</li> <li>➤ checking product labeling to ensure compliance</li> <li>➤ collecting, analysing and organising 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: Wholesaling Level III	
Unit Title	Maintain Store Safety
Unit Code	<a href="#">TRD WLG3 07 0714</a>
Unit Descriptor	This unit is based on the National Occupational Health and Safety (NOHS) guidelines and describes the performance outcomes, skills and knowledge required to maintain store safety in a retail environment.

Elements	Performance Criteria
1. Inform team members	<p>1.1 <b>Store policy and procedures</b> are clearly and accurately explained in regard to OHS and <b>emergency procedures to team members</b>.</p> <p>1.2 Access for team members is ensured to store <b>OHS policy and procedures</b>.</p> <p>1.3 Relevant provisions of OHS legislation and codes of practice are clearly and accurately explained to team members.</p> <p>1.4 Clear and accurate information on identified <b>hazards</b> and risk control procedures is regularly provided to team members.</p>
2. Involve team members	<p>2.1 <b>Opportunities and processes</b> are provided according to store policy for team members to consult and contribute on OHS issues.</p> <p>2.2 Issues raised are promptly resolved or referred to relevant personnel according to store policy.</p> <p>2.3 Outcomes of issues raised on OHS matters are promptly conveyed to team members.</p>
3. Monitor and maintain a safe work environment	<p>3.1 Store policy and procedures are implemented with regard to identification, prevention and reporting of potential hazards.</p> <p>3.2 Prompt action is taken to deal with hazardous events according to store policy.</p> <p>3.3 Unsafe or hazardous events are investigated to identify cause and any inadequacies in risk control measures</p> <p>3.4 <b>Resource allocation</b> is reported to <b>relevant personnel</b> for risk control.</p> <p>3.5 Control measures are implemented and monitored to prevent recurrence and risks of unsafe and hazardous events according to store policy and the <b>hierarchy of control</b>.</p> <p>3.6 <b>Hazardous goods</b> are handled and stored according to</p>

	<p>store policy and OHS regulations.</p> <p>3.7 <b>Equipment</b> is maintained according to store policy and OHS regulations.</p> <p>3.8 Team performance is monitored to ensure <b>safe manual handling techniques</b>.</p>
4. Implement emergency procedures	<p>4.1 <b>Store emergency policy</b> is promptly implemented in the event of an emergency.</p> <p>4.2 <b>Procedures</b> are promptly implemented in the event of an emergency.</p>
5. Identify need for OHS training	<p>5.1 OHS training needs, specifying gaps between OHS competencies required and those held by team members are identified.</p> <p>5.2 <b>Training</b> is organized and arranged according to store policy.</p>
6. Maintain OHS records	<p>6.1 OHS <b>records</b> regarding occupational injury and disease are completed and maintained according to store policy and <b>legislative requirements</b>.</p> <p>6.2 Information from records is used to identify hazards and risk control procedures are monitored according to store policy.</p>

Variable	Range
Store policy and procedures	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• OHS</li> <li>• emergency procedures</li> <li>• reporting procedures</li> <li>• issue resolution procedures</li> </ul>
Emergency procedures	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• sickness</li> <li>• accidents</li> <li>• fire</li> <li>• store evacuation involving staff or customers</li> <li>• product recall and contamination</li> <li>• bomb threat</li> <li>• cyclones</li> <li>• flooding</li> <li>• dealing with dangerous customers</li> </ul>
Team members	<p>May include:</p> <ul style="list-style-type: none"> <li>• new or existing staff</li> <li>• full-time, part-time, casual or contract</li> <li>• people with varying levels of language and literacy</li> <li>• people from a range of cultural, social and ethnic backgrounds</li> </ul>
OHS policy and procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• reporting procedures</li> </ul>
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	<ul style="list-style-type: none"> <li>• issue resolution procedures</li> <li>• basic safety procedures</li> <li>• emergency procedures</li> <li>• safe manual handling and lifting</li> <li>• dangerous goods</li> <li>• customers</li> <li>• staff</li> <li>• equipment and tools</li> <li>• premises</li> <li>• stock</li> </ul>
Hazards	<p>May include:</p> <ul style="list-style-type: none"> <li>• unguarded equipment</li> <li>• electricity and water</li> <li>• fires</li> <li>• chemical spills</li> <li>• sharp cutting tools and instruments</li> <li>• broken or damaged equipment</li> <li>• damaged packing material or containers</li> <li>• manual handling</li> <li>• stress</li> </ul>
Opportunities and processes	<p>May include:</p> <ul style="list-style-type: none"> <li>• staff meetings</li> <li>• OHS meetings</li> <li>• identification of health and safety representatives</li> <li>• suggestions from staff for improving existing tasks and procedures</li> </ul>
Resource allocation	<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>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• safety representative</li> <li>• supervisor</li> <li>• team leader</li> <li>• manager</li> </ul>
Hierarchy of control	<p>May include:</p> <ul style="list-style-type: none"> <li>• elimination of hazards</li> <li>• substitution</li> <li>• isolating hazards</li> <li>• use of engineering controls</li> <li>• use of administrative controls</li> <li>• appropriate use of personal protective clothing and equipment</li> </ul>
Hazardous goods	<p>May include:</p> <ul style="list-style-type: none"> <li>• electrical equipment</li> </ul>

	<ul style="list-style-type: none"> <li>• chemicals</li> <li>• flammable goods</li> <li>• waste</li> </ul>
Equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• point of sale terminals</li> <li>• printers</li> <li>• EFTPOS terminals</li> <li>• computers</li> <li>• wrapping and packing equipment such as shrink wrapping</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> </ul>
Safe manual handling techniques	<p>May include:</p> <ul style="list-style-type: none"> <li>• lifting or shifting practices</li> <li>• use of equipment such as ladders and trolleys</li> <li>• job procedures</li> </ul>
Store emergency policy and procedures	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• alarm systems and procedures</li> <li>• firefighting procedures</li> <li>• store evacuation procedures for staff and customers</li> <li>• transport arrangements for sick or injured persons</li> <li>• medical attention procedures</li> <li>• events likely to endanger staff, contractors, customers or visitors</li> <li>• product recall and contamination</li> </ul>
Training	<p>May include:</p> <ul style="list-style-type: none"> <li>• first aid</li> <li>• emergency procedures</li> <li>• evacuation procedures</li> <li>• manual handling techniques</li> <li>• stress management</li> <li>• reporting procedures</li> </ul>
Records	<p>May include:</p> <ul style="list-style-type: none"> <li>• manual</li> <li>• electronic</li> <li>• departmental</li> <li>• centralized</li> </ul>
Legislative requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• OHS regulations</li> <li>• privacy legislation</li> <li>• workers' compensation regulations</li> <li>• federal, state or territory and local legislation.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Supply and monitor store policy, industry codes of practice, relevant legislation and statutory requirements in regard to OHS and emergency procedures</li> <li>• Apply and monitor safe working practices in the handling and moving of stock, according to OHS legislation and codes of practice</li> <li>• Interpret and monitor the implementation of manufacturer instructions with regard to handling stock and using relevant equipment</li> <li>• Apply and monitor safe working practices in the handling, storage and disposal of unsafe or hazardous materials</li> <li>• Identify OHS training needs and maintain OHS records.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Job role and responsibilities</li> <li>• Store policies and procedures, in regard to: <ul style="list-style-type: none"> <li>➢ OHS</li> </ul> </li> <li>• Emergency procedures</li> <li>• Unsafe or hazardous goods</li> <li>• Handling and storage</li> <li>• Disposal</li> <li>• Bomb threat procedures</li> <li>• Store evacuation</li> <li>• Manual handling and safe lifting techniques</li> <li>• Possible fire and safety hazards</li> <li>• Sickness and accident procedures</li> <li>• Location of nearest first aid assistant or facility</li> <li>• Hierarchy of risk control: <ul style="list-style-type: none"> <li>➢ Elimination of hazards</li> <li>➢ Engineering controls to reduce risk</li> <li>➢ Administrative controls</li> <li>➢ Use of personal protective equipment</li> <li>➢ Relevant OHS legislation and codes of practice</li> <li>➢ Principles and techniques in interpersonal communication</li> </ul> </li> </ul>
Underpinning Skills	<p>Must demonstrate skills on:</p> <ul style="list-style-type: none"> <li>• Interpersonal communication skills to: <ul style="list-style-type: none"> <li>➢ Providing information, coaching and feedback to team members</li> <li>➢ Involving team members</li> <li>➢ Referring issues to appropriate personnel through clear and direct communication</li> <li>➢ Using and interpreting non-verbal communication</li> <li>➢ Motivating and leading a team</li> </ul> </li> <li>• Locating and using safety alarms, fire extinguishers and emergency exits</li> <li>• Identifying hazardous goods and substances</li> </ul>



	<ul style="list-style-type: none"> <li>• Interpreting symbols used for OHS signage</li> <li>• Identifying broken or damaged equipment</li> <li>• Manual handling procedures</li> <li>• Literacy and numeracy in regard to: <ul style="list-style-type: none"> <li>➤ Interpreting and applying OHS regulations</li> <li>➤ Reading and understanding store policy and procedures</li> </ul> </li> <li>• Generating reports.</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: Wholesaling Level III	
<b>Unit Title</b>	<b>Apply Store Security Systems and Procedures</b>
<b>Unit Code</b>	<a href="#">TRD WLG3 08 0714</a>
<b>Unit Descriptor</b>	It involves the maintenance and use of store security equipment, ensuring the safety and well being of staff and customers, the detection and apprehension of thieves and the application of post-apprehension procedures according to State and Territory laws.

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

Variable	Range
Security equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• alarms</li> <li>• surveillance equipment such as cameras and closed-circuit television</li> <li>• security tags</li> <li>• security bar codes</li> </ul>
Store policy and procedures	<p>May include:</p> <ul style="list-style-type: none"> <li>• apprehension of thieves</li> <li>• operation and maintenance of security equipment</li> </ul>
Legislative requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• privacy or confidentiality laws</li> <li>• Trade Practices and Fair Trading Acts</li> <li>• consumer law</li> <li>• awards and agreements</li> <li>• property offences</li> <li>• credit laws</li> <li>• reporting procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• criminal law</li> </ul>
Security data	<p>May include:</p> <ul style="list-style-type: none"> <li>• observation</li> <li>• interviews</li> <li>• records of complaint</li> <li>• inventory reports</li> <li>• financial reports</li> <li>• surveillance footage</li> </ul>
Reporting	<p>May include:</p> <ul style="list-style-type: none"> <li>• verbally</li> <li>• in writing</li> <li>• formally</li> <li>• informally</li> </ul>

<b>Evidence Guide</b>				
Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> <li>• consistently operates and maintains store security equipment</li> <li>• identifies and reports potential security risks according to store policy</li> </ul>			
Underpinning Knowledge and Attitudes	<p>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>➢ dealing with theft and other property offences, including customer bag checking procedures</li> <li>➢ dealing with other property offences, including criminal deception (false pretences) and criminal (wilful) damage</li> <li>➢ operation and maintenance of store security equipment, taking into account manufacturer maintenance and operating procedures</li> </ul> </li> <li>• surveillance techniques</li> <li>• relevant law and industry codes of practice and their application in relation to store policy and procedures, including privacy and the checking of customers' bags and purchases</li> <li>• reporting methods</li> </ul>			
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• surveillance techniques</li> <li>• literacy and numeracy skills in relation to: <ul style="list-style-type: none"> <li>➢ interpreting legal documents</li> <li>➢ interpreting store policy</li> <li>➢ recording security data</li> </ul> </li> <li>• generating reports</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>			
Page 34 of 99	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Ministry of Education Copyright</td> <td style="width: 33%; text-align: center;">Wholesaling Ethiopian Occupational Standard</td> <td style="width: 33%; text-align: center;">Version 1 July 2014</td> </tr> </table>	Ministry of Education Copyright	Wholesaling Ethiopian Occupational Standard	Version 1 July 2014
Ministry of Education Copyright	Wholesaling Ethiopian Occupational Standard	Version 1 July 2014		

Occupational Standard: Wholesaling Level III	
Unit Title	Purchase Goods and Services
Unit Code	<a href="#">TRD WLG3 09 0714</a>
Unit Descriptor	This unit specifies the outcomes required to determine purchasing requirements, and make and receive purchases.

Elements	Performance Criteria
1. Understand purchasing and own requirements	<p>1.1 Organization's <b>purchasing strategies</b> are read, understood and clarified as required.</p> <p>1.2 Own role and <b>limits</b> of authority are determined in consultation with <b>relevant personnel</b>.</p>
2. Make purchases	<p>2.1 Purchase specifications are received from relevant personnel and clarified as required.</p> <p>2.2 <b>Purchasing methods</b> most appropriate to particular purchases are selected within limits of own role.</p> <p>2.3 Approvals for purchases are obtained as required.</p> <p>2.4 Quotations are obtained from suppliers as required.</p> <p>2.5 Suppliers are selected, orders placed and purchases made.</p>
3. Receive purchases	<p>3.1 Goods are received or arrangements made to receive services.</p> <p>3.2 Relevant personnel are advised of receipt of purchase.</p> <p>3.3 Goods received are checked for compliance with specifications.</p> <p>3.4 Action is taken to resolve non-compliance with specifications.</p> <p>3.5 Registration of new assets is facilitated.</p> <p>3.6 <b>Purchase records</b> are filed and stored.</p>

Variable	Range
Purchasing strategies	<p>May include:</p> <ul style="list-style-type: none"> <li>• criteria for making purchasing decisions</li> <li>• legal requirements and policies and procedures that underpin strategies and that are relevant to role</li> <li>• policies, procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organisation, partners, alliance members and local and distant suppliers</li> </ul>
Limits	<p>May include:</p> <ul style="list-style-type: none"> <li>• approval processes for purchases</li> </ul>

	<ul style="list-style-type: none"> <li>• expenditure approval limits</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• CEOs</li> <li>• managers</li> <li>• leaders</li> <li>• coordinators</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 members</li> <li>• specialist personnel involved in purchasing, asset maintenance and finance</li> </ul>
Purchasing methods	<p>May include:</p> <ul style="list-style-type: none"> <li>• credit card purchases</li> <li>• direct purchases from retail outlets</li> <li>• online purchases</li> <li>• petty cash</li> <li>• purchases using standing agreements or accounts with suppliers</li> <li>• written and/or verbal quotations</li> <li>• written and/or verbal supply agreements</li> </ul>
Purchase records	<p>May include:</p> <ul style="list-style-type: none"> <li>• corporate credit card transaction documentation</li> <li>• invoices, statements and payment requests</li> <li>• petty cash vouchers</li> <li>• purchase requests and orders</li> <li>• receipt advices for goods and services</li> <li>• records of supplier performance</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> <li>• obtaining quotes from prospective suppliers for a low risk, low expenditure good to be purchased</li> <li>• selection of appropriate purchasing methods for a low risk, low expenditure purchase</li> <li>• receipt, checking and documentation of a low risk, low expenditure purchase</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• codes of ethics and conduct</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>• consumer protection legislation</li> <li>• contract law</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• import of goods and services, where relevant</li> <li>• sale of goods legislation</li> <li>• Trade Practices Act</li> <li>• organisation policy and procedures relating to: <ul style="list-style-type: none"> <li>• purchasing strategies</li> <li>• record-keeping systems related to purchasing and assets</li> <li>• standard contracting arrangements</li> <li>• product knowledge about the goods and services being supplied</li> </ul> </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 skills to liaise with suppliers and end users of purchases</li> <li>• literacy skills to document purchases and write reports on purchasing activities</li> <li>• information management and research skills to analyse and assess purchasing options and offers</li> <li>• technology skills to use of software to keep records of purchases made</li> <li>• data collection skills to keep records related to purchasing</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: Wholesaling Level III	
Unit Title	Process Product and Service Data
Unit Code	<a href="#">TRD WLG3 10 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain and process business-to-business sales, customer service and related product data using the existing business technology and systems.

Elements	Performance Criteria
1. Source and process product and service data.	<p>1.1 <b>Product and service data</b> are sourced and reported using <b>business technology and systems</b>.</p> <p>1.2 <b>Data</b> is stored, retrieved and relayed according to business technology, information management systems and procedures.</p> <p>1.3 Product and service data are processed according to confidentiality, security and systems access requirements.</p>
2. Monitor customer sales.	<p>2.1 Product mix for each <b>customer</b> is monitored to identify potential add-on sales.</p> <p>2.2 Customer sales figures are monitored to identify success of current <b>sales and supply targets</b>.</p> <p>2.3 Information affecting future forecasts is entered into the database in an accurate and timely manner.</p> <p>2.4 <b>New technologies</b> are used to gather data from the field to expedite the sales and real time feedback is provided to customers.</p>
3. Maintain product database.	<p>3.1 Accurate and current details of products and services including deleting old items and inserting new items are maintained <b>product database</b>.</p> <p>3.2 Latest data is collected and correctly processed.</p> <p>3.3 Security procedures are applied to database for access.</p> <p>3.4 Data records are built and maintained according to <b>business policy and procedures</b>.</p> <p>3.5 Information is collected to convey product or service information for reporting purposes using appropriate technology.</p> <p>3.6 <b>Reports</b> are generated in line with business requirements.</p>
4. Determine customer preferences.	<p>4.1 Volume of products purchased by individual customers is evaluated to anticipate future requirements and preferences.</p>

	4.2 Timely and accurate reports on information are provided to enhance decision making on provision of products and services to customers.
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Variable	Range
Product and service data	May include: <ul style="list-style-type: none"> <li>• evaluation documentation</li> <li>• financial statements</li> <li>• invoices and payment requests</li> <li>• offer and contract documents</li> <li>• purchase requests and orders</li> <li>• records of conversation</li> <li>• records of supplier performance</li> <li>• statements and petty cash vouchers</li> <li>• tender submissions and proposals</li> </ul>
Business technology and systems	May include: <ul style="list-style-type: none"> <li>• Electronic Data Interchange (EDI)</li> <li>• information management systems</li> <li>• numerical keyboard equipment, including calculators</li> <li>• personal computers or terminals (stand-alone or networked)</li> <li>• point-of-sale terminals</li> <li>• portable data entry</li> <li>• printers</li> <li>• sales and distribution systems</li> <li>• scanners</li> <li>• software, including:               <ul style="list-style-type: none"> <li>➤ word processing</li> <li>➤ databases</li> <li>➤ spreadsheets</li> <li>➤ financial</li> <li>➤ inventory</li> </ul> </li> </ul>
Data	May be: <ul style="list-style-type: none"> <li>• annual reports</li> <li>• electronic and hard copy</li> <li>• internal or external</li> <li>• public</li> <li>• secure</li> <li>• statistical reports</li> <li>• verbal</li> </ul>
Customer	May include: <ul style="list-style-type: none"> <li>• business customers</li> <li>• customers with routine or special requests</li> <li>• internal and external contacts</li> <li>• new or repeat contacts</li> <li>• people from a range of social, cultural and ethnic backgrounds</li> <li>• people with varying physical and mental abilities</li> </ul>



Sales and supply targets	<p>May include:</p> <ul style="list-style-type: none"> <li>• customer retention</li> <li>• market share</li> <li>• positioning with local businesses</li> <li>• presentation or merchandising of products or services</li> <li>• price</li> <li>• quality</li> <li>• shift in sales demographics</li> <li>• volume of sales</li> </ul>
New technologies	<p>May be used for a range of sales purposes, including:</p> <ul style="list-style-type: none"> <li>• real time: <ul style="list-style-type: none"> <li>➢ checking stock arrival times</li> <li>➢ checking stock levels</li> <li>➢ processing orders</li> </ul> </li> <li>• sales presentation</li> <li>• scheduling visits and service calls</li> <li>• web-product demonstrations</li> </ul>
Details recorded in product database	<p>May include:</p> <ul style="list-style-type: none"> <li>• dimensions and characteristics</li> <li>• manufacturer or supplier</li> <li>• packaging</li> <li>• seasonal variations</li> <li>• special events</li> <li>• trends</li> <li>• wholesale and retail prices</li> </ul>
Business policy and procedures	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• data security and privacy</li> <li>• evaluation of product and service performance</li> <li>• operation and maintenance of business technology reporting mechanisms</li> <li>• supply and distribution of products or services</li> <li>• use and maintenance of customer and sales data</li> </ul>
Reports	<p>May be:</p> <ul style="list-style-type: none"> <li>• annual reports</li> <li>• electronic or hard copy</li> <li>• internal or external</li> <li>• statistical reports</li> <li>• verbal or written</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• Use business technology and systems to perform accurate data processing, storage and retrieval, according to data and systems security requirements and business policy and procedures</li> <li>• Collect and organise information to maintain accurate and current details of products and services in database</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use database to perform accurate product or service performance evaluations and report accurate information on customer preferences across a range of customers and products or services, according to business policy and procedures</li> <li>• Interpret customer preference and product or service performance information to forecast customer preferences and requirements.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• Business policy and procedures in regard to:</li> <li>• Data security and privacy</li> <li>• Evaluation of product and service performance</li> <li>• Reporting mechanisms</li> <li>• Supply and distribution of products or services</li> <li>• Use and maintenance of customer and sales data</li> <li>• Data processing requirements</li> <li>• Factors determining customer preferences</li> <li>• Work Health and Safety (WHS) with relation to use of computer equipment</li> <li>• Range of customers, and product and services offered</li> <li>• Storage and security of data and hardware or records systems</li> <li>• Types of data</li> <li>• Procedures for the use and maintenance of business technology and systems</li> </ul>
Underpinning Skills	<p>Must demonstrate skills on:</p> <ul style="list-style-type: none"> <li>• Literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➢ Analyze and evaluate information</li> <li>➢ Interpret sales data</li> <li>➢ Produce reports</li> <li>➢ Read and interpret a range of written material initiative and enterprise skills to apply security procedures for business technology and systems</li> </ul> </li> <li>• Planning and organising skills to collect and organise information</li> <li>• Time management skills to generate reports in a timely manner</li> <li>• Technology skills to use business technology and systems to: <ul style="list-style-type: none"> <li>➢ Generate reports to business requirements</li> <li>➢ Input and process product and service data</li> <li>➢ Maintain product databases</li> <li>➢ Monitor customer preferences and sales and develop sales and supply targets</li> <li>➢ Retrieve and use data appropriately</li> <li>➢ Use business technology systems during security procedures</li> </ul> </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: Wholesaling Level III	
Unit Title	Maintain Business to Business Relationships
Unit Code	<a href="#">TRD WLG3 11 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain enduring relationships with business customers, focusing on identification of customer needs.

Elements	Performance Criteria
1. Maintain close contact with business customers.	<p>1.1 <b>Relevant contact personnel</b> are confirmed for each business or account customer.</p> <p>1.2 <b>Team members'</b> efforts are made participatory and contributed to service business customers.</p> <p>1.3 External relationships are built to improve <b>supply chain efficiency</b>.</p> <p>1.4 Business customer contact is maintained to be consistent with <b>business policy and procedures</b>.</p>
2. Identify business customer needs.	<p>2.1 Means are confirmed to <b>identify business customer needs</b>.</p> <p>2.2 Relevant customer contacts are consulted to review business needs.</p> <p>2.3 Current business and <b>promotional activities</b> are analyzed and future directions are determined.</p> <p>2.4 <b>Trading terms</b> are outlined and confirmed for specific customers.</p> <p>2.5 Pricing policy and procedures are confirmed.</p> <p>2.6 Business reviews is processed using latest forecasts of current and future trends.</p>
3. Improve business customer outcomes and business relationships.	<p>3.1 The needs of business customers are reported, promoted and advocated and consumers are ended within the organisation.</p> <p>3.2 Quality assurance and compliance procedures are established and used to qualify and quantify business customer needs.</p> <p>3.3 Judgement is used to guide the standards of quality required to meet business customer service needs and expectations.</p> <p>3.4 Future business customer needs and factor are anticipated into management activities.</p>

	3.5 Regular, effective and targeted feedback is provided to business customers regarding the services and the value that is provided.
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Variable	Range
Relevant contact personnel	May include: <ul style="list-style-type: none"> <li>• internal and external contacts</li> <li>• new or repeat contacts</li> <li>• people from a range of social, cultural and ethnic backgrounds</li> <li>• people with varying physical and mental abilities.</li> </ul>
Team members'	May include: <ul style="list-style-type: none"> <li>• full-time, part-time, casual or contract staff</li> <li>• people from a range of cultural, social and ethnic backgrounds</li> <li>• people with a range of responsibilities and job descriptions</li> <li>• people with varying degrees of language and literacy.</li> </ul>
Supply chain efficiency	May be influenced by factors, including: <ul style="list-style-type: none"> <li>• account management</li> <li>• effectiveness and timeliness of product or service supply</li> <li>• efficacy of supply arrangements and distribution systems</li> <li>• product management</li> <li>• quality, accuracy and timeliness of information provision and communications.</li> </ul>
Business policy and procedures	In relation to: <ul style="list-style-type: none"> <li>• client relationship management</li> <li>• interaction with customers</li> <li>• pricing arrangements</li> <li>• sale and distribution of products and services</li> <li>• trading terms.</li> </ul>
Methods to identify business customer needs	May include: <ul style="list-style-type: none"> <li>• appropriate questioning and active listening</li> <li>• observation</li> <li>• review of sales records</li> <li>• verbal or non-verbal communication with: <ul style="list-style-type: none"> <li>➤ customer contacts</li> <li>➤ staff</li> <li>➤ supervisors and management</li> <li>➤ suppliers.</li> </ul> </li> </ul>
Promotional activities	May include: <ul style="list-style-type: none"> <li>• advertising</li> <li>• catalogues</li> <li>• corporate or locally-based activities</li> <li>• dealing with advertising agencies and consultants</li> <li>• internal and external activities</li> <li>• internet</li> </ul>

	<ul style="list-style-type: none"> <li>• newspapers</li> <li>• posters</li> <li>• radio or television</li> <li>• suppliers</li> <li>• website.</li> </ul>
Trading terms	<p>May be influenced by:</p> <ul style="list-style-type: none"> <li>• continuous improvement</li> <li>• due diligence requirements</li> <li>• infrastructure and capital outlay requirements</li> <li>• intellectual property and technology rights</li> <li>• market position</li> <li>• organisational systems integration and compatibility</li> <li>• planning cycles and timing</li> <li>• risk sharing</li> <li>• supply chain management</li> <li>• terms and conditions agreed</li> <li>• value for money.</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>• build sustainable relationships with business customers that deliver agreed business outcomes</li> <li>• identify key contact personnel for businesses with a given territory or customer account</li> <li>• describe and use a range of means to identify specific needs of business customers</li> <li>• confirm trading terms for customers according to business policy and procedures</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• business policy and procedures for building relationships with business customers</li> <li>• information sources on product and supply arrangements for customers</li> <li>• relevant legislation and statutory requirements, including Work Health and Safety (WHS)</li> <li>• pricing policies</li> <li>• trading terms</li> </ul>
Underpinning Skills	<p>Must demonstrate skills on:</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to facilitate: <ul style="list-style-type: none"> <li>➢ building relationships with business customers</li> <li>➢ consultation</li> <li>➢ dispute resolution</li> <li>➢ negotiation</li> <li>➢ presentation</li> </ul> </li> <li>• literacy skills to read, analyse and interpret a range of business policy and procedures, documents and research</li> </ul>

	<p>information</p> <ul style="list-style-type: none"> <li>• planning and organising skills to: <ul style="list-style-type: none"> <li>➤ collecting and organize information</li> <li>➤ prioritizing work schedule</li> <li>➤ processing business forecasts for implementation</li> <li>➤ reviewing business needs and basic forecasts</li> <li>➤ problem-solving to anticipate future business customer needs</li> </ul> </li> <li>• self-management skills to: <ul style="list-style-type: none"> <li>➤ confirming trading terms, pricing policies and other relevant procedures to customers</li> <li>➤ flexibility when communicating within teams and responding to customers</li> <li>➤ identifying and maintaining key contact personnel at customer businesses</li> <li>➤ teamwork to contribute to team service to specific customers</li> <li>➤ technology to use technology effectively</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: Wholesaling Level III	
Unit Title	Dispatch Stock
Unit Code	<a href="#">TRD WLG3 12 0714</a>
Unit Descriptor	This unit involves the skills and knowledge required to despatch stock in accordance with workplace requirements including analysing orders to identify work requirements, following workplace order picking processes to prepare goods for despatch, and completing despatch tasks in accordance with workplace procedures and schedules.

Elements	Performance Criteria
1. Analyse order to identify work requirements	1.1 Order request and consignment note documentations are interpreted 1.2 Required schedules for despatch are identified 1.3 Product(s) is/are identified in order 1.4 Workplace and product knowledge is used to plan sequence of work 1.5 Appropriate materials handling equipment is selected within required OHS regulations and timeframe for the despatch
2. Follow workplace order picking processes to prepare goods for despatch	2.1 <b>Goods</b> for despatch are selected by checking against product knowledge, labels and other identification systems 2.2 Products are sorted, assembled and consolidated 2.3 Orders are secured and placed in storage/despatch zones, in accordance with schedule 2.4 Order is checked against despatch schedule and order form <b>customers</b>
3. Complete despatch following workplace procedures and schedules	3.1 Workplace records are completed, and labels and appropriate documentation attached 3.2 Load labels and documentation are checked and loading is organised in accordance with workplace procedures. 3.3 Final check of load labels and documentation is completed in accordance with requirements 3.4 Transportation requirements are described to driver where appropriate

Variable	Range
Goods	May involve <ul style="list-style-type: none"> <li>special handling, location, storage and/or packaging</li> </ul>



	requirements, including temperature controlled goods, dangerous goods or hazardous substances
Customers	<p>May be internal or external.</p> <ul style="list-style-type: none"> <li>• Workplaces may comprise: <ul style="list-style-type: none"> <li>➤ large, medium or small worksites</li> </ul> </li> <li>• Work may be conducted in: <ul style="list-style-type: none"> <li>➤ limited or restricted spaces</li> <li>➤ exposed conditions</li> <li>➤ controlled or open environments</li> </ul> </li> </ul>
Problems that may occur when despatching an order	<p>Include:</p> <ul style="list-style-type: none"> <li>• wrong stock is despatched</li> <li>• wrong carton for order</li> <li>• incorrect location</li> <li>• damaged stock</li> <li>• no stock at location</li> <li>• incorrect quantity</li> <li>• failing to meet a special order requirement</li> <li>• failing to meet customer's delivery requirements</li> </ul>
Special order requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• pricing</li> <li>• special packing</li> <li>• specific size of carton</li> <li>• special categories of stock</li> </ul>
Hazards in the work area	<p>May include:</p> <ul style="list-style-type: none"> <li>• chemicals</li> <li>• dangerous or hazardous substances</li> <li>• movements of equipment, goods and materials</li> <li>• oil or water on floor</li> <li>• a fire or explosion</li> <li>• damaged packaging or pallets</li> <li>• debris on floor</li> <li>• faulty racking</li> <li>• poorly stacked pallets</li> <li>• faulty equipment</li> </ul>
Communication in the work area	<p>May include:</p> <ul style="list-style-type: none"> <li>• phone</li> <li>• Electronic Data Interchange (EDI)</li> <li>• fax</li> <li>• e-mail</li> <li>• Internet</li> <li>• RF communications</li> <li>• barcode readers</li> <li>• oral, aural or signed communications</li> </ul>
Depending on the type of organisation concerned and the local terminology	<p>May include:</p> <ul style="list-style-type: none"> <li>• company procedures</li> <li>• enterprise procedures</li> <li>• organisational procedures</li> </ul>

used, workplace procedures	<ul style="list-style-type: none"> <li>• established procedures</li> </ul>
Personal protection equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• safety headwear and footwear</li> <li>• safety glasses</li> <li>• two-way radios</li> <li>• high visibility clothing</li> </ul>
Consultative processes	<p>May involve:</p> <ul style="list-style-type: none"> <li>• workplace personnel</li> <li>• supervisors and managers</li> <li>• customers/clients</li> <li>• drivers and agents</li> <li>• contractors</li> <li>• official representatives</li> </ul>

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Critical Aspects of Competence	<p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• locate, interpret and apply information relevant to despatch operations</li> <li>• identify purpose of component parts of order forms</li> <li>• identify products and relevant handling requirements</li> <li>• organise own despatch operations</li> <li>• provide customer/client service and work effectively with others</li> <li>• convey information in written and oral form</li> <li>• maintain workplace records and documentation</li> <li>• select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• Regulations relevant to despatch operations or other legislative requirements</li> <li>• Relevant OHS and environmental protection procedures and guidelines</li> <li>• Workplace procedures and policies for the organising of despatch operations</li> <li>• Focus of operation of work systems, equipment, management and site operating systems for despatching goods</li> <li>• Problems that may occur when despatching goods and appropriate action that can be taken to resolve the problems</li> <li>• Documentation and record requirements for despatch operations</li> <li>• Equipment used during despatch operations and the precautions and procedures that should be followed in its use</li> <li>• Housekeeping standards procedures required in the</li> </ul>

	<p>workplace</p> <ul style="list-style-type: none"> <li>• Site layout and obstacles</li> <li>• Focus of operation of work system for orders and the relationships and requirements in respect of related systems</li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• select and use relevant equipment and communications technology when organising despatch operations</li> <li>• modify activities depending on differing workplace contexts, risk situations and environments</li> <li>• read and comprehend simple statements in English</li> <li>• read and interpret instructions, procedures and labels relevant to the organising of despatch operations</li> <li>• use required personal protective clothing and equipment conforming to industry and OHS standards</li> <li>• Ability to identify relevant stock and goods coding and labelling</li> <li>• estimate the size, shape and special requirements of goods/loads</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: Wholesaling Level III	
Unit Title	Confirm Wholesale Business Practices
Unit Code	<a href="#">TRD WLG3 13 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and maintain relationships with customers and to operate within the wholesale workplace.

Elements	Performance Criteria		
1. Outline the structure and scope of the wholesale industry	<p>1.1 Key roles and activities are identified within the wholesale industry.</p> <p>1.2 Structure and key focus of sectors are confirmed within the wholesale industry.</p> <p>1.3 Responsibilities of employers are determined in relation to new employees in the industry.</p> <p>1.4 Responsibilities of new employees are determined within the industry.</p> <p>1.5 Role and importance of <b>service</b> are determined within the wholesale industry.</p> <p>1.6 Nature and types of career pathways are identified within the wholesale and related business operations.</p> <p>1.7 Key wholesale industry bodies are determined.</p> <p>1.8 Features of a specific workplace context are compared and contrasted with other workplaces within the wholesale industry.</p> <p>1.9 Common industry terminology is defined and used.</p>		
2. Follow workplace practices	<p>2.1 Communication and reporting chain is identified and explained within a workplace.</p> <p>2.2 Relevant awards and agreements are identified and interpreted accurately.</p> <p>2.3 Business employment policy and procedures are confirmed.</p> <p>2.4 Work schedule and rosters are identified.</p> <p>2.5 Work schedule and rosters are completed to business requirements.</p> <p>2.6 <b>Tasks and routines</b> are organized to meet workplace duties.</p> <p>2.7 Personal dress and presentation are maintained according to business policy and procedures.</p> <p>2.8 Personal hygiene is maintained according to business</p>		
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	<p>policy and legislation.</p> <p>2.9 Non-discriminatory attitudes are displayed when interacting with customers, staff and management.</p> <p>2.10 Non-discriminatory language is used.</p>
3. Identify customers within the business supply chain	<p>3.1 Types of business products and services are confirmed.</p> <p>3.2 Position of business in supply chain is determined.</p> <p>3.3 Nature of supply chain is determined from product or service origin to consumer use.</p> <p>3.4 Customers internal are determined to the business and the supply chain and external customers.</p> <p>3.5 Effective service environment is created through verbal and non-verbal communication according to business policy.</p>

Variable	Range
Service	<p>May involve:</p> <ul style="list-style-type: none"> <li>• interacting with customers</li> <li>• interacting with supervisors and other staff members</li> <li>• handling telephone enquiries</li> <li>• organising and maintaining work areas</li> <li>• maintaining merchandise and displays</li> <li>• preparing goods for delivery</li> <li>• assisting other team members</li> <li>• working within required timelines.</li> </ul>
Tasks and routines	<p>May be:</p> <ul style="list-style-type: none"> <li>• regular</li> <li>• roster</li> <li>• recurring</li> <li>• irregular.</li> </ul>

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Critical Aspects of Competence	<p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• define and explain distinguishing features of: <ul style="list-style-type: none"> <li>➤ the wholesale industry</li> <li>➤ sectors within the industry</li> <li>➤ characteristics of a specific workplace</li> <li>➤ customers serviced by a wholesale business operation</li> <li>➤ plans and documents a personal career pathway</li> </ul> </li> <li>• know employee's own rights and responsibilities in regard to awards and agreements</li> <li>• access, comprehends and processes information accurately according to business policy and procedures</li> <li>• participate actively and positively within a workplace team</li> <li>• identify and discusses customers by type and requirements</li> </ul>

	<ul style="list-style-type: none"> <li>• plan personal work routines and uses time effectively</li> <li>• use correct industry terminology.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• supply chain for business and the roles of different players at every stage within the supply chain.</li> <li>• industry terminology</li> <li>• business organisational structure</li> <li>• rights and responsibilities of employers and employees in wholesale workplace</li> <li>• forms of work in wholesale industry</li> <li>• major changes affecting wholesale workplaces</li> <li>• basic operational requirements, including those affecting products and services</li> <li>• legislation and statutory requirements, such as: <ul style="list-style-type: none"> <li>➢ equal opportunity legislation</li> <li>➢ anti-discrimination legislation</li> <li>➢ industry awards and agreements</li> </ul> </li> <li>• business policy and procedures in regard to: <ul style="list-style-type: none"> <li>➢ external and internal customer contact</li> <li>➢ hygiene and self-presentation</li> <li>➢ verbal and non-verbal presentation</li> <li>➢ codes of conduct</li> <li>➢ allocated duties and responsibilities</li> <li>➢ collecting, organizing and processing information</li> <li>➢ OHS aspects within the industry.</li> </ul> </li> </ul>
Underpinning Skills	<p>Must demonstrate on:</p> <ul style="list-style-type: none"> <li>• literacy skills in regard to the comprehension of workplace documents</li> <li>• numeracy skills in regard to: <ul style="list-style-type: none"> <li>➢ addition and subtraction</li> <li>➢ multiplication and division</li> <li>➢ percentages</li> <li>➢ calculating cash amounts</li> <li>➢ performing credit checks</li> <li>➢ calculating ordering amounts</li> <li>➢ estimating storage space</li> <li>➢ time management</li> <li>➢ working as part of a team</li> <li>➢ application of relevant policy and procedures in a workplace</li> <li>➢ organisation of personal task completion.</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: Wholesaling Level III	
Unit Title	Manage Debtor Processes
Unit Code	<a href="#">TRD WLG3 14 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage debtor accounts and processing procedures to minimise loss and maximise debt recovery within a wholesale business.

Elements	Performance Criteria
1. Control consumer debt from direct sale of products or services.	<p>1.1 <b>Information</b> on trading terms and credit levels are sourced for <b>purchasers</b>.</p> <p>1.2 Trading terms are confirmed for individual purchaser of products or services according to <b>organisation policy</b>.</p> <p>1.3 <b>Trading history</b> of individual purchaser of products or services is analyzed.</p> <p>1.4 <b>Payment procedures</b> for business, account and individual customers are confirmed according to workplace policy and <b>relevant legislation</b>.</p> <p>1.5 Confirmed payment policy and procedures for business, account and individual customers are <b>communicated</b> to other <b>team members</b>.</p>
2. Remove financial risk.	<p>2.1 <b>Financial risk</b> is determined to both business and customer.</p> <p>2.2 Options available are examined to remove financial risk in <b>sales transactions</b>.</p> <p>2.3 Action is taken to remove financial risk.</p>
3. Implement debt recovery strategy.	<p>3.1 Procedures are applied to determine if a customer account is in arrears within set workplace timeframes.</p> <p>3.2 Capacity of customer is ascertained to adhere to <b>debt recovery strategy</b>.</p> <p>3.3 Trading terms are reconfirmed with customer.</p> <p>3.4 Action is taken to avoid future debt relationships with the customer.</p>

Variable	Range
Information	<p>May include:</p> <ul style="list-style-type: none"> <li>• legislation and regulations</li> <li>• workplace policy and procedures</li> <li>• supplier or customer instructions</li> <li>• industry codes of practice</li> <li>• feedback from managers and supervisors</li> </ul>

	<ul style="list-style-type: none"> <li>• non-verbal communication</li> <li>• online or hard copy resources</li> </ul>
Purchaser	<p>May include:</p> <ul style="list-style-type: none"> <li>• new or repeat contacts</li> <li>• external and internal contacts</li> <li>• other businesses or end consumers serviced through business customers or directly</li> <li>• purchasers with routine or special requests</li> <li>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities</li> </ul>
Organisation policy	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• operational procedures</li> <li>• acquisition and sale of products and services</li> <li>• management structure and communication relationships</li> <li>• interaction with customers</li> <li>• debt recovery and financial governance</li> </ul>
Trading history	<p>May accessed via:</p> <ul style="list-style-type: none"> <li>• manual files and reports</li> <li>• electronic files and reports</li> <li>• database</li> <li>• external agents</li> </ul>
Payment procedures	<ul style="list-style-type: none"> <li>• direct credit</li> <li>• credit card</li> <li>• cheque</li> <li>• standing offers</li> <li>• cash</li> <li>• agreed means</li> </ul>
Relevant legislation	<p>May include:</p> <ul style="list-style-type: none"> <li>• application of GST</li> <li>• Ethiopian Competition and Consumer Commission provisions</li> <li>• Trade Practices and Fair Trading Acts</li> <li>• privacy legislation</li> <li>• WHS</li> <li>• workplace relations</li> <li>• industry codes of practice</li> <li>• licence, patent or copyright arrangements</li> <li>• anti-discrimination law</li> </ul>
Communicating	<p>May include:</p> <ul style="list-style-type: none"> <li>• speaking and listening</li> <li>• reading and writing</li> <li>• electronic media, such as email</li> <li>• telephone</li> <li>• body language</li> <li>• facial expression</li> <li>• using languages other than English including , local community languages, Indigenous languages</li> <li>• using forms of visual communication such as sign language</li> </ul>



	<ul style="list-style-type: none"> <li>• using assistive technology such as TTY</li> </ul>
Team members	<p>May include:</p> <ul style="list-style-type: none"> <li>• managers and supervisors</li> <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 levels of language and literacy</li> <li>• people with a range of responsibilities and job descriptions</li> </ul>
Financial risk	<p>may vary according to:</p> <ul style="list-style-type: none"> <li>• types of products and services provided</li> <li>• size, type and location of business</li> <li>• business merchandise range</li> <li>• strategic measurement and evaluation systems and processes</li> <li>• characteristics of the specific products or services</li> <li>• business service range</li> </ul>
Sales transactions	<p>May be completed:</p> <ul style="list-style-type: none"> <li>• face-to-face</li> <li>• on the telephone</li> <li>• online</li> <li>• by order form</li> </ul>
Debt recovery strategies	<p>May include:</p> <ul style="list-style-type: none"> <li>• electronic or manual forms of contact with the debtor</li> <li>• letters of intent</li> <li>• legal letters</li> <li>• contracted help from debt recovery agencies</li> <li>• alteration to trading terms</li> <li>• legal action</li> <li>• financial remedies</li> </ul>

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Critical Aspects of Competence	<p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• identify and access relevant and accurate information to confirm trading terms and credit levels for customers</li> <li>• consistently apply business procedures to confirm trading terms and credit levels with customers</li> <li>• determine financial risk to avoid debt and recognise, remove and control the risk of bad debts</li> <li>• identify, describe and avoid debt exposure</li> <li>• consistently apply formal debt recovery strategy according to business policy and legislative requirements.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• features of a debt recovery strategy</li> <li>• debtor reporting protocols</li> <li>• credit exposure and risk strategies</li> <li>• liabilities and factors indicating bad debt</li> <li>• profit and the impact of debt on cash flow</li> </ul>

	<ul style="list-style-type: none"> <li>• business policy and procedures relating to:</li> <li>• corrective actions</li> <li>• communicating with staff and customers</li> <li>• financial governance</li> <li>• relevant sources of information on trading terms and credit levels for customers</li> <li>• legal and legislative requirements affecting debt recovery</li> </ul>
Underpinning Skills	<p>Must demonstrate skills on:</p> <ul style="list-style-type: none"> <li>• managing compliance with credit levels and trading terms</li> <li>• formalising credit and trading term request and enquiry processes</li> <li>• minimising liability and risk</li> <li>• managing debt to achieve strategic and budget outcomes</li> <li>• monitoring debit history for a customer, product or service</li> <li>• assessing financial risk</li> <li>• configuring business technology to report customer history, credit levels and trading terms</li> <li>• interpersonal communication skills to: <ul style="list-style-type: none"> <li>➢ communicate with team members through clear and direct communication</li> <li>➢ ask questions to identify and confirm requirements</li> <li>➢ share information</li> <li>➢ give instructions</li> <li>➢ use language and concepts appropriate to cultural differences</li> <li>➢ use and interpret non-verbal communication</li> </ul> </li> <li>• literacy skills in regard of: <ul style="list-style-type: none"> <li>➢ planning, organizing and analyzing information</li> <li>➢ documenting policy and procedures</li> </ul> </li> <li>• numeracy skills in regard of: <ul style="list-style-type: none"> <li>➢ financial processes and planning</li> <li>➢ recording and reporting information</li> <li>➢ analysing financial risks</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: Wholesaling Level III	
Unit Title	Market Products
Unit Code	<a href="#">TRD WLG3 15 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to market concepts, products or services to penetrate a market segment targeted by a wholesale business.

Elements	Performance Criteria
1. Establish wholesale customer requirements.	<p>1.1 Existing and potential <b>customers</b> are researched to establish demand.</p> <p>1.2 Requirements for business customers and customers of those businesses are determined and compared.</p> <p>1.3 Systems are devised and implemented to receive, respond and address customer feedback.</p> <p>1.4 <b>Market research information</b> is assessed against the aims and targets of the <b>business plan</b>.</p> <p>1.5 Customer requirements and preferences are recorded in relation to business products or services and factor into marketing strategies.</p>
2. Develop marketing strategies.	<p>2.1 Marketing strategies are devised to optimise sales and profit in line with aim and targets of the business plan, customer requirements, benefits to business partners, market position, logistical capacity, capacity and resources of the business and forecasts relating to demand</p> <p>2.2 Segmentation, targeting and positioning of a product are accurately completed.</p> <p>2.3 Resource requirements are determined for implementation of marketing plans.</p> <p>2.4 Cost of promotional activities is accurately set to reach identified and potential customers.</p> <p>2.5 Marketing mix is accurately determined.</p> <p>2.6 Promotional and distribution methods are determined to reach the identified market segments.</p>
3. Implement marketing strategies.	<p>3.1 Marketing strategies are implemented and aimed at improving the wholesale business's competitive position.</p> <p>3.2 Business resources required are allocated to effectively implement marketing strategies.</p> <p>3.3 Internal and external personnel are coordinated to implement marketing strategies.</p>

<p>4. Monitor marketing strategies.</p>	<p>4.1 Systems are established for regularly <b>monitoring marketing activities</b> and <b>evaluating marketing strategies</b>.</p> <p>4.2 Analysis of marketing strategies is completed to ascertain emerging or changing business opportunities.</p> <p>4.3 Achievement of performance targets is monitored for a marketing plan.</p> <p>4.4 Barriers are identified and addressed to attain marketing strategy outcomes.</p>
<p>5. Evaluate marketing strategies and customer satisfaction.</p>	<p>5.1 Customer reaction is secured to all aspects of the marketing mix to guide future marketing activities.</p> <p>5.2 Sales and service levels are evaluated to determine opportunities for change and marketing activities are improved to business or direct customers.</p> <p>5.3 Sales and <b>marketing outcomes</b> are evaluated to guide future product and service development, change and improvement.</p> <p>5.4 Recommendations are sought for improvement in performance in relation to specific marketing effort from staff and business customers.</p>

Variable	Range
Customers	<p>May include:</p> <ul style="list-style-type: none"> <li>• new and existing customers</li> <li>• business customers</li> <li>• end customers</li> <li>• internal or external customers</li> <li>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities</li> <li>• customers with routine or special needs</li> </ul>
Market research information	<p>may be:</p> <ul style="list-style-type: none"> <li>• electronic, e.g. database, intranet, virtual private network, ultra net, internet search</li> <li>• written, e.g. newspapers, annual reports, Ethiopian Bureau of Statistics reports</li> <li>• visual media, e.g. videos, television news</li> </ul>
Elements of the business plan	<p>May include:</p> <ul style="list-style-type: none"> <li>• sales</li> <li>• marketing</li> <li>• purchasing and procurement</li> <li>• disposal</li> <li>• human resources</li> <li>• public relations</li> <li>• contingency</li> </ul>

	<ul style="list-style-type: none"> <li>• risk management</li> <li>• environmental impact</li> </ul>
Marketing strategies	<p>May vary according to:</p> <ul style="list-style-type: none"> <li>• product or service</li> <li>• business relationships</li> <li>• strategic imperative</li> <li>• sales strategy</li> <li>• promotional strategies and their duration, cycle, territory coverage and product or service focus demographics</li> <li>• economics</li> <li>• competition</li> <li>• social and cultural factors</li> <li>• political influences</li> <li>• legal factors</li> <li>• natural factors</li> <li>• technology</li> </ul>
Resource requirements	<p>May include:</p> <ul style="list-style-type: none"> <li>• people</li> <li>• materials</li> <li>• equipment and technology</li> <li>• budget</li> <li>• time</li> </ul>
Marketing mix	<p>May include:</p> <ul style="list-style-type: none"> <li>• promotions</li> <li>• product</li> <li>• price</li> <li>• place</li> </ul>
Monitoring marketing activities	<p>May include:</p> <ul style="list-style-type: none"> <li>• market control</li> <li>• market information</li> <li>• market planning</li> <li>• market structure</li> <li>• market share</li> </ul>
Evaluating marketing strategies	<p>May include:</p> <ul style="list-style-type: none"> <li>• location</li> <li>• product and service mix</li> <li>• packaging or presentation</li> <li>• quality factors (time, cost, variations)</li> <li>• access</li> <li>• continuity</li> </ul>
Marketing outcomes	<p>May be mapped or measured against:</p> <ul style="list-style-type: none"> <li>• key performance indicators</li> <li>• strategic objectives</li> <li>• market share</li> <li>• price</li> <li>• market and sales indicators</li> <li>• brand value</li> </ul>

	<ul style="list-style-type: none"> <li>• quality standards and criteria</li> <li>• performance benchmarks</li> <li>• milestones</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>• the ability to map how marketing strategies affect purchasing, inventory management, logistics, distribution, and sale of products and services</li> <li>• completion of accurate customer profiles by product or service</li> <li>• the development of effective marketing strategies based on existing data</li> <li>• accurate determination of market mix</li> <li>• implementation of marketing strategies to achieve targets</li> <li>• coordination and understanding of internal and external personnel implementing marketing strategy</li> <li>• maintenance of customer satisfaction</li> <li>• evaluation and review of marketing strategies to improve market share and profitability of specific products or services</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• research methods</li> <li>• principles and practices of marketing, including: <ul style="list-style-type: none"> <li>➢ product development cycle</li> <li>➢ price adjustment strategies</li> <li>➢ segmentation, targeting and positioning</li> </ul> </li> <li>• business policy and procedures, in regard to: <ul style="list-style-type: none"> <li>➢ marketing, sales, promotion and advertising</li> </ul> </li> <li>• appropriate marketing strategies for a range of products and specific markets</li> <li>• planning integration of development and maintenance functions</li> <li>• logistics</li> <li>• determining customer needs, expectations and satisfaction levels</li> <li>• relevant legislation affecting marketing activities.</li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• interpersonal communication skills to: <ul style="list-style-type: none"> <li>➢ coordinate personnel</li> <li>➢ seek feedback through clear and direct communication</li> <li>➢ ask questions to identify and confirm requirements</li> <li>➢ share information</li> <li>➢ give instructions</li> <li>➢ use language and concepts appropriate to cultural differences</li> <li>➢ use and interpret non-verbal communication:</li> </ul> </li> <li>• literacy and numerical skills related to:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ reading and understanding business policy and procedures</li> <li>➤ reading and interpreting a range of written documentation</li> <li>➤ recording data</li> <li>➤ data analysis</li> <li>➤ pricing</li> <li>• research skills related to: <ul style="list-style-type: none"> <li>➤ investigation of previous marketing campaigns and historical data</li> <li>➤ planning marketing strategy consistent with principles and practices of marketing</li> <li>➤ developing effective segmentation, targeting and positioning strategies for a specific product based on available information</li> <li>➤ developing and implementing marketing strategies and campaigns in an analytic and efficient manner</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: Wholesaling Level III	
Unit Title	Optimize Customer and Territory Coverage
Unit Code	<a href="#">TRD WLG3 16 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to efficiently plan and service business customers within a defined territory and seeks opportunities to improve territory coverage.

Elements	Performance Criteria
1. Establish coverage plan for a territory.	<p>1.1 Coverage plans are ensured that meet business <b>performance objectives</b> and service standards.</p> <p>1.2 <b>Territory coverage plans</b> are set to ensure <b>customer coverage</b> in a timely and effective manner.</p>
2. Report on business visits.	<p>2.1 Business visits are completed according to <b>territory</b> plan.</p> <p>2.2 Procedures for field team are established to collect and <b>customer information</b> and <b>feedback</b> is reported.</p> <p>2.3 <b>Customer feedback information</b> is analysed and acted upon from a territory, or sent to relevant territory or management personnel for action.</p> <p>2.4 Required <b>documentation</b> is immediately prepared after each business visit.</p> <p>2.5 Documentation is collated from business visits and kept in a secure location.</p> <p>2.6 Documentation is prepared and submitted according to agreed timeframe, format and level of detail.</p>
3. Improve customer or territory coverage.	<p>3.1 Needs and expectations of business customers are determined.</p> <p>3.2 Current satisfaction levels are determined with service and product.</p> <p>3.3 Actions are initiated to improve business customer satisfaction levels.</p> <p>3.4 Opportunities are seized to optimise coverage of a territory.</p> <p>3.5 Opportunities are seized to optimise coverage for a customer.</p> <p>3.6 Opportunities are confirmed for merchandising improvements or joint <b>promotional activities</b> with business customers and reported to relevant supervisor.</p>



<b>Variable</b>	<b>Range</b>
Performance objectives	<p>May include:</p> <ul style="list-style-type: none"> <li>• market share</li> <li>• positioning with local businesses</li> <li>• price</li> <li>• quality</li> <li>• volume of sales</li> <li>• presentation or merchandising of products or services</li> <li>• customer retention</li> <li>• shift in sales demographics</li> </ul>
Territory coverage plans	<p>May take into account:</p> <ul style="list-style-type: none"> <li>• relevant business policy and procedures</li> <li>• relevant legislation and statutory requirements</li> <li>• types of products and services provided</li> <li>• size, type and location of business</li> <li>• business merchandise range</li> <li>• characteristics of the specific products or services</li> <li>• customer demographics</li> <li>• customer confidence and expectations</li> </ul>
Customer	<p>May include:</p> <ul style="list-style-type: none"> <li>• business customers or individuals</li> <li>• new or repeat contacts</li> <li>• external and internal contacts</li> <li>• customers with routine or special requests</li> <li>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities</li> </ul>
Territory	<p>May be defined by:</p> <ul style="list-style-type: none"> <li>• size, type and location of stores</li> <li>• demographic parameters</li> <li>• territory size, location and geographic spread</li> <li>• account customers</li> </ul>
Customer information	<p>May include:</p> <ul style="list-style-type: none"> <li>• name and contact details</li> <li>• transaction records</li> <li>• needs and preferences</li> <li>• details of items bought or returned</li> </ul>
Feedback	<p>May be sought and given:</p> <ul style="list-style-type: none"> <li>• verbally</li> <li>• in writing</li> <li>• in groups</li> <li>• individually</li> </ul>
Customer feedback information	<p>May include:</p> <ul style="list-style-type: none"> <li>• competitor activities</li> <li>• pricing</li> <li>• satisfaction levels</li> <li>• needs, preferences and requests</li> </ul>

	<ul style="list-style-type: none"> <li>• product turnover</li> <li>• recalls</li> <li>• product problems</li> <li>• display disputes</li> <li>• end consumer complaints</li> </ul>
Documentation	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• shelf management</li> <li>• missing tickets</li> <li>• missing lines</li> </ul>
Promotional activities	<p>May include:</p> <ul style="list-style-type: none"> <li>• manufacturer product or service campaigns</li> <li>• loyalty programs</li> <li>• seasonal campaigns</li> <li>• events</li> <li>• sales discounts</li> <li>• special displays</li> <li>• gift merchandise and promotional materials</li> <li>• staff uniforms, badges, hats, etc.</li> <li>• advertising materials</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• Identify and describe business performance objectives and service standards</li> <li>• visit and communicate effectively with business customers to capture accurate and relevant feedback for an assigned territory as frequently as required</li> <li>• prepare accurate and insightful reports on customer feedback and business visits according to agreed timelines, format and level of detail</li> <li>• arrange joint promotional activities to enhance business customer and end consumer satisfaction levels and attain sales targets</li> <li>• identify and seize opportunities to improve territory coverage or service efficiency</li> <li>• complete all tasks in a satisfactory and timely manner, and in consideration of sales and service standards and objectives.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• territory characteristics and features</li> <li>• types of business customers</li> <li>• range of products and services for each customer within a territory</li> <li>• customer needs</li> <li>• business policy and procedures for servicing customers</li> <li>• competitor activity</li> <li>• customer satisfaction levels</li> </ul>

	<ul style="list-style-type: none"> <li>• relevant contact personnel in businesses</li> <li>• merchandise and sales strategies within territory</li> <li>• OHS aspects of job</li> <li>• relevant commercial law and legislation.</li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• collect, analyze and organize information</li> <li>• establish territory coverage plan</li> <li>• research information on which to base improvement of territory coverage</li> <li>• determine customer needs accurately</li> <li>• personal task and priority planning</li> <li>• time management</li> <li>• collect and report information and feedback</li> <li>• read and interpret information</li> <li>• document procedures for improving sales.</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: Wholesaling Level III	
Unit Title	Analyze and Achieve Sales Targets
Unit Code	<a href="#">TRD WLG3 17 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to set, analyse and achieve personal sales targets to guide performance and monitor the progress of sales against business objectives.

Elements	Performance Criteria
1. Analyse sales targets	<p>1.1 <b>Team sales targets</b> are confirmed according to <b>business policy and procedures</b>.</p> <p>1.2 Personal sales targets are analyzed against <b>agreed parameters</b>.</p>
2. Determine factors affecting attainment of sales targets	<p>2.1 Progress is regularly monitored towards sales targets.</p> <p>2.2 <b>Factors affecting sales performance</b> are evaluated against the agreed sales targets.</p> <p>2.3 Factors are likely anticipated and addressed to impinge upon attainment of sales targets.</p> <p>2.4 Amended or new sales targets are approved according to business policy and procedures.</p> <p>2.5 Sales targets are attained and succeeded under normal circumstances.</p>

Variable	Range
A team	<p>May include:</p> <ul style="list-style-type: none"> <li>• small work teams</li> <li>• business team</li> <li>• full-time, part-time, casual or contract staff</li> <li>• people with varying degrees of language and literacy</li> <li>• people from a range of cultural, social and ethnic backgrounds</li> <li>• people with a range of responsibilities and job descriptions.</li> </ul>
Sales targets	<p>May vary according to:</p> <ul style="list-style-type: none"> <li>• product or service</li> <li>• merchandising and sales strategy</li> <li>• sales strategy</li> <li>• promotional strategies and their duration, cycle, territory coverage and product or service focus.</li> </ul>
Business policy and procedures	<p>In relation to:</p> <ul style="list-style-type: none"> <li>• sale of products and services</li> <li>• sales planning and evaluation</li> </ul>

	<ul style="list-style-type: none"> <li>• approval processes</li> <li>• interaction with customers</li> <li>• interaction with colleagues.</li> </ul>
Agreed parameters	<p>May include:</p> <ul style="list-style-type: none"> <li>• volume</li> <li>• price</li> <li>• territory</li> <li>• customer accounts</li> <li>• trading terms</li> <li>• market share</li> <li>• customer satisfaction.</li> </ul>
Factors affecting sales performance	<p>May include:</p> <ul style="list-style-type: none"> <li>• customer requirements</li> <li>• market share</li> <li>• competitor activities</li> <li>• quality of products or services</li> <li>• presentation or merchandising of the product</li> <li>• associated sales</li> <li>• associated promotions</li> <li>• promotional tie-ins or co-location</li> <li>• merchandise availability</li> <li>• logistics.</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• collect and organize information to review and analyse personal sales outcomes against agreed sales targets according to business policy and procedures</li> <li>• identify factors affecting sales performance and develops strategies to attain sales targets</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• parameters determining successful attainment of personal sales targets</li> <li>• factors affecting sales</li> <li>• territory characteristics and features</li> <li>• types of business customers</li> <li>• range of products and services</li> <li>• customer needs</li> <li>• relevant business policy and procedures</li> <li>• business plans and targets affecting personal sales targets</li> <li>• business policy and procedures</li> <li>• OHS aspects of job</li> <li>• relevant consumer law, commercial law and legislation.</li> </ul>
Underpinning Skills	<p>Must demonstrate skills of:</p> <ul style="list-style-type: none"> <li>• collecting, analysing and organising information of: <ul style="list-style-type: none"> <li>➤ confirming and implementing sales targets</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ establish personal sales targets against agreed parameters</li> <li>➤ monitoring progress towards sales targets</li> <li>➤ determining factors affecting sales performance</li> <li>➤ personal task and priority planning</li> <li>➤ time management</li> <li>➤ verbal and non-verbal interpersonal communication skills</li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ review personal sales outcomes</li> <li>➤ read and interpret information</li> <li>➤ document procedures for improving sales.</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: Wholesaling Level III	
Unit Title	Plan Inventory Levels
Unit Code	<a href="#">TRD WLG3 18 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and control inventory levels for a business.

Elements	Performance Criteria
1. Forecast inventory demands	<p>1.1 Links between <b>enterprise planning</b>, sales <b>forecasts</b> and stock levels are identified.</p> <p>1.2 Means are determined to forecast <b>demands on inventory</b>.</p> <p>1.3 Importance of monitoring market trends and technology changes is established as part of managing inventory demands.</p> <p>1.4 Impact of <b>special events</b> is anticipated on future inventory demands.</p>
2. Implement inventory control systems	<p>2.1 The role of <b>inventory control systems</b> is identified and described in inventory management.</p> <p>2.2 Operational <b>performance standards or benchmarks</b> are established to measure and control inventory levels.</p> <p>2.3 Scheduling is managed to assist <b>logistics</b> planning and inventory levels are controlled.</p> <p>2.4 Relationship between distribution systems and inventory control is established and controlled.</p> <p>2.5 Different approaches to the management and control of inventory levels are compared and contrasted to achieve specific operational outcomes.</p> <p>2.6 Operations management approaches are adopted to achieve wholesale business and inventory plans, including the use of material resource planning, manufacturing requirements planning and just in time.</p> <p>2.7 Maintenance plans or processes are devised for <b>inventory equipment, tools and facilities</b>.</p> <p>2.8 <b>Purchasing systems</b> are established.</p> <p>2.9 <b>Inventory supply arrangements</b> are ensured to meet demand.</p>
3. Monitor and improve inventory plans	<p>3.1 Relationship between inventory control systems and competitive advantage is determined for the business.</p> <p>3.2 Existing ordering and inventory control tools and</p>

	<p>procedures are regularly reviewed.</p> <p>3.3 Industrial standards or performance benchmarks are continually improved for inventory control systems.</p> <p>3.4 Stock control and monitoring systems are reviewed and improved.</p> <p>3.5 Strategies are identified to improve inventory control systems and reported to <b><i>relevant personnel</i></b>.</p>
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Variable	Range
Enterprise planning	<p>May include:</p> <ul style="list-style-type: none"> <li>• sales</li> <li>• marketing</li> <li>• strategic</li> <li>• business</li> <li>• purchasing and procurement</li> <li>• disposal</li> <li>• human resources</li> <li>• public relations</li> <li>• contingency</li> <li>• risk management</li> <li>• environmental</li> </ul>
Forecasts	<p>May be based on:</p> <ul style="list-style-type: none"> <li>• database or internet searches</li> <li>• modelling</li> <li>• telephone</li> <li>• fax</li> <li>• mail</li> <li>• formal discussions</li> <li>• formal and informal correspondence</li> </ul>
Demands on inventory	<p>May vary according to:</p> <ul style="list-style-type: none"> <li>• customer demand</li> <li>• seasonal cycles</li> <li>• selling approaches</li> <li>• environmental factors</li> <li>• quality demands</li> <li>• advances in technology</li> </ul>
Special events	<p>May include:</p> <ul style="list-style-type: none"> <li>• sales and discounting</li> <li>• holiday periods</li> <li>• product launches</li> <li>• supplier and enterprise promotions</li> </ul>
Inventory control systems	<p>May include:</p> <ul style="list-style-type: none"> <li>• manual or electronic inventory tracking systems</li> <li>• stocktaking</li> <li>• monitoring stock levels</li> </ul>



	<ul style="list-style-type: none"> <li>• cyclical counts</li> <li>• minimisation of out-of-date stock</li> <li>• quality control</li> </ul>		
Performance standards or benchmarks	<p>May include:</p> <ul style="list-style-type: none"> <li>• international standards</li> <li>• professional standards</li> <li>• industry standards</li> <li>• performance indicators</li> <li>• quality measures and criteria</li> <li>• planning milestones and timeframes</li> <li>• design brief</li> <li>• manufacturer and supplier standards</li> </ul>		
Logistics	<p>May include:</p> <ul style="list-style-type: none"> <li>• phases or stages of the supply and distribution chain</li> <li>• timeframes</li> <li>• milestones</li> <li>• payment schedule</li> <li>• targets</li> <li>• outputs</li> <li>• infrastructural resources</li> <li>• levels of service</li> </ul>		
Inventory equipment, tools and facilities	<p>May include:</p> <ul style="list-style-type: none"> <li>• electronic bar coding equipment</li> <li>• weighing machines</li> <li>• thermometers</li> <li>• climate control</li> <li>• cold storage units</li> <li>• storage fixtures</li> <li>• trolley return equipment</li> <li>• portable data entry</li> <li>• cutting equipment</li> <li>• protective clothing</li> </ul>		
Purchasing systems	<p>May include:</p> <ul style="list-style-type: none"> <li>• requisitions</li> <li>• tenders</li> <li>• competitive bids</li> <li>• production schedules</li> <li>• Electronic Data Interchange (EDI)</li> <li>• just in time</li> <li>• ordering</li> <li>• bills of materials</li> <li>• stock and supply agreements</li> </ul>		
Inventory supply arrangements	<p>May include:</p> <ul style="list-style-type: none"> <li>• delivery of products</li> <li>• provision of services</li> <li>• maintenance and support agreements</li> <li>• leasing agreements and consultancies</li> </ul>		
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	<ul style="list-style-type: none"> <li>• research and development</li> </ul>
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> <li>• employees</li> <li>• supervisors</li> <li>• human resources personnel</li> <li>• team and area manager</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• maintenance of accurate and appropriate inventory levels</li> <li>• accurate forecasts of inventory demand</li> <li>• plans for inventory required to meet special events or contingencies</li> <li>• implementation of appropriate operations, inventory control and monitoring approaches</li> <li>• ongoing review and improvement of inventory plans</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• inventory and operations management approaches</li> <li>• inventory control</li> <li>• systems and equipment for inventory recording and control</li> <li>• relationships between inventory and distribution</li> <li>• relationships between marketing and inventory management</li> <li>• forecasting as it affects inventory</li> <li>• special events affecting specific business operations or planning cycles</li> <li>• legal, administrative and business supply requirements</li> <li>• industrial or performance standards systems used to measure and monitor inventory levels and performance</li> <li>• business policy and procedures in regard to:</li> <li>• inventory control and distribution systems</li> <li>• OHS.</li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• report strategies to improve inventory control systems to relevant personnel through clear and direct communication</li> <li>• use language and concepts appropriate to cultural differences</li> <li>• use and interpret non-verbal communication</li> <li>• evaluating and analysing: <ul style="list-style-type: none"> <li>➤ market trends and projections</li> <li>➤ inventory levels</li> <li>➤ projected demands on inventory</li> <li>➤ inventory control systems</li> <li>➤ time management</li> <li>➤ complex planning</li> </ul> </li> <li>• literacy skills in regard to: <ul style="list-style-type: none"> <li>➤ generating reports</li> <li>➤ maintaining inventory recording systems</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ numeracy skills in regard to assessing, analysing and recording inventory figures</li> <li>➤ implement inventory control procedures</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
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: Wholesaling Level III	
Unit Title	Process Payroll
Unit Code	<a href="#">TRD WLG3 19 0714</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to process payroll from provided data using manual and computerised payroll systems.

Elements	Performance Criteria
1. Record payroll data	<p>1.1 Payroll data is checked and discrepancies are clarified with <b>designated persons</b>.</p> <p>1.2 Employee <b>pay period details</b> and any <b>deductions and allowances</b> in <b>payroll system</b> are entered in accordance with <b>source documents</b>.</p> <p>1.3 Payment due to individual employees is calculated to reflect standard pay and <b>variations</b> in accordance with employee source data.</p>
2. Prepare payroll	<p>2.1 <b>Payroll is prepared</b> within designated time lines in accordance with organizational policy and procedures</p> <p>2.2 Total wages are reconciled for pay period, irregularities are checked or corrected or referred to designated persons for resolution.</p> <p>2.3 Arrangements are made for payment in accordance with organizational and individual requirements.</p> <p>2.4 Authorization of payroll and individual pay advice are obtained in accordance with organizational requirements.</p> <p>2.5 <b>Payroll records</b> are produced, checked and stored in accordance with organizational policy and security procedures.</p> <p>2.6 Security procedures are followed for processing payroll and for maintaining payroll records.</p>
3. Handle payroll enquiries	<p>3.1 Payroll <b>enquiries</b> are responded in accordance with organizational and legislative requirements.</p> <p>3.2 Information is provided in accordance with organizational and legislative requirements.</p> <p>3.3 All enquiries outside area of responsibility and knowledge are ensured to refer to designated persons for resolution.</p> <p>3.4 Additional information is completed or action followed-up within designated time lines in accordance with organizational policy and procedures.</p>

<b>Variable</b>	<b>Range</b>
Designated persons	May include: <ul style="list-style-type: none"> <li>• immediate supervisor</li> <li>• those who have the authority to approve payroll decisions</li> </ul>
Pay period details	May include: <ul style="list-style-type: none"> <li>• bonus</li> <li>• casual wage</li> <li>• commission</li> <li>• contract</li> <li>• piecework</li> <li>• salary</li> <li>• wage</li> </ul>
Deductions and allowances	May include: <ul style="list-style-type: none"> <li>• car allowance</li> <li>• health insurance</li> <li>• income tax</li> <li>• meal allowance</li> <li>• superannuation contributions</li> <li>• travel allowance</li> <li>• union dues</li> </ul>
Payroll system	May include: <ul style="list-style-type: none"> <li>• manual</li> <li>• computerised</li> </ul>
Source documents	May include: <ul style="list-style-type: none"> <li>• employee earnings and payroll register</li> <li>• employee records or history</li> <li>• employee timesheets</li> </ul>
Variations	May include: <ul style="list-style-type: none"> <li>• holiday loading</li> <li>• long service leave</li> <li>• overtime</li> <li>• paid leave</li> <li>• rates of pay</li> <li>• sick leave</li> <li>• taxation</li> <li>• unpaid leave</li> </ul>
Preparing payroll	May include: <ul style="list-style-type: none"> <li>• calculation of gross pay</li> <li>• cash analysis</li> <li>• electronic funds transfer</li> <li>• net pay</li> <li>• preparing cheques</li> <li>• preparing pay advice slips</li> <li>• taxation and other deductions</li> </ul>
Payroll records	May include: <ul style="list-style-type: none"> <li>• cash analysis sheets</li> </ul>

	<ul style="list-style-type: none"> <li>• electronic funds transfer</li> <li>• employee summary report</li> <li>• end of month reports</li> <li>• end of year reports</li> <li>• group certificates</li> <li>• pay advice slips</li> <li>• taxation reports</li> </ul>
Enquiries	<p>May include:</p> <ul style="list-style-type: none"> <li>• email</li> <li>• face-to-face</li> <li>• fax</li> <li>• telephone</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrates knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• perform payroll calculations</li> <li>• apply organisational guidelines relating to security and confidentiality of information</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• ethical principles</li> <li>• codes of practice</li> <li>• financial legislation</li> <li>• privacy laws</li> <li>• occupational health and safety</li> <li>• organisational policy and procedures</li> <li>• types of payroll systems</li> </ul>
Underpinning Skills	<p>Must demonstrate skills 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>• literacy skills to: <ul style="list-style-type: none"> <li>➢ read and understand organization's financial policies and procedures, and any procedures based on legislative requirements</li> <li>➢ write cheque or salary authorizations</li> <li>➢ prepare pay advice slips</li> <li>➢ maintain records</li> </ul> </li> <li>• numeracy skills to perform calculations and to reconcile figures</li> <li>• problem-solving skills to reconcile figures and to resolve employee enquiries within scope of own responsibility</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: Wholesaling Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	<a href="#">TRD WLG3 20 0714</a>
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Elements	Performance Criteria
1. Monitor and improve workplace operations	<p>1.1 Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.</p> <p>1.3 Quality <b>problems</b> and issues are promptly identified and adjustments are made accordingly.</p> <p>1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5 Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organise workflow	<p>2.1 Current workload of colleagues is accurately assessed.</p> <p>2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5 Input is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 <b>Workplace records</b> are accurately completed and submitted within required timeframes.</p> <p>3.2 Where appropriate completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make decisions	<p>4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2 Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.</p>

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

Evidence Guide			
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• ability to effectively monitor and respond to a range of common operational and service issues in the workplace</li> <li>• understanding of the role of staff involved in workplace monitoring</li> <li>• knowledge of quality assurance, principles of workflow planning, delegation and problem solving</li> </ul>		
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• roles and responsibilities in monitoring work operations</li> <li>• overview of leadership and management responsibilities</li> <li>• principles of work planning and principles of delegation</li> <li>• typical work organization methods appropriate to the sector</li> <li>• quality assurance principles and time management</li> <li>• problem solving and decision making processes</li> <li>• industrial and/or legislative issues which affect short term work organization as appropriate to industry sector</li> </ul>		
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> <li>• monitor and improve workplace operations</li> <li>• plan and organize workflow</li> <li>• maintain workplace records</li> </ul>		
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.		
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>		
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.		
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Occupational Standard: Wholesaling Level III	
Unit Title	Apply Quality Control
Unit Code	<a href="#">TRD WLG3 21 0714</a>
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

Elements	Performance Criteria
1. Implement quality standards	1.1 Agreed quality standard and procedures are acquired and confirmed. 1.2 Standard procedures are introduced to organizational staff/personnel. 1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy. 1.4 Standard procedures are revised / updated when necessary.
2. Assess quality of service delivered	2.1 Services delivered quality is <b>checked</b> against organization <b>quality standards</b> and specifications. 2.2 Service delivered are evaluated using the appropriate evaluation <b>quality parameters</b> and in accordance with organization standards. 2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures.
3. Record information	3.1 Basic information on the quality performance is recorded in accordance with organization procedures. 3.2 Records of work quality are maintained according to the requirements of the organization.
4. Study causes of quality deviations	4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures. 4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output.
5. Complete documentation	5.1 Information on quality and other indicators of service performance is recorded. 5.2 All service processes and outcomes are recorded.

Variable	Range
Quality check	May include but not limited to:

	<ul style="list-style-type: none"> <li>• Check against design / specifications</li> <li>• Visual inspection and Physical inspection</li> </ul>
Quality standards	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Materials</li> <li>• Components</li> <li>• Process</li> <li>• Procedures</li> </ul>
Quality parameters	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Standard Design / Specifications</li> <li>• Material Specification</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Check completed work continuously against organization standard</li> <li>• Identify and isolate faulty or poor service</li> <li>• Check service delivered against organization standards</li> <li>• Identify and apply corrective actions on the causes of identified faults or error</li> <li>• Record basic information regarding quality performance</li> <li>• Investigate causes of deviations of services against standard</li> <li>• Recommend suitable preventive actions</li> </ul>
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Relevant quality standards, policies and procedures</li> <li>• Characteristics of services</li> <li>• Safety environment aspects of service processes</li> <li>• Evaluation techniques and quality checking procedures</li> <li>• Workplace procedures and reporting procedures</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• interpret work instructions, specifications and standards appropriate to the required work or service</li> <li>• carry out relevant performance evaluation</li> <li>• maintain accurate work records</li> <li>• meet work specifications and requirements</li> <li>• communicate effectively within defined workplace 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 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: Wholesaling Level III	
<b>Unit Title</b>	<b>Lead Workplace Communication</b>
<b>Unit Code</b>	<a href="#">TRD WLG3 22 0714</a>
<b>Unit Descriptor</b>	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

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

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

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

Occupational Standard: Wholesaling Level III	
Unit Title	Lead Small Teams
Unit Code	<a href="#">TRD WLG3 23 0714</a>
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the work group.

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

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

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

	<ul style="list-style-type: none"> <li>• Work experience and Involvement in professional networks</li> <li>• Conference/seminar attendance and induction</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• identify and implement learning opportunities for others</li> <li>• give and receive feedback constructively</li> <li>• facilitate participation of individuals in the work of the team</li> <li>• negotiate learning plans to improve the effectiveness of learning</li> <li>• prepare learning plans to match skill needs</li> <li>• access and designate learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• coaching and mentoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques for eliciting and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>• receive feedback and report, maintain effective relationships and conflict management</li> <li>• organize required resources and equipment to meet learning needs</li> <li>• provide support to colleagues</li> <li>• organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• facilitation skills to conduct small group training sessions</li> <li>• relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Wholesaling Level III	
Unit Title	Improve Business Practice
Unit Code	<a href="#">TRD WLG3 24 0714</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	<p>1.1 <b>Sources data</b> is identified; <b>data required</b> for diagnosis is determined and acquired based on the business diagnosis toolkit.</p> <p>1.2 Value chain analysis is conducted.</p> <p>1.3 <b>SWOT analysis</b> of the data is undertaken.</p> <p>1.4 <b>Competitive advantage</b> of the business is determined from the data.</p>
2. Benchmark the business	<p>2.1 Product or service to be benchmarked is identified and selected.</p> <p>2.2 Sources of relevant benchmarking data are identified.</p> <p>2.3 <b>Key indicators</b> are selected for benchmarking in consultation with key stakeholders.</p> <p>2.4 Key indicators of own practice are compared with benchmark indicators.</p> <p>2.5 Areas of improvements are identified.</p>
3. Develop plans to improve business performance	<p>3.1 A consolidated list of required improvements is developed.</p> <p>3.2 Cost-benefit analysis is determined for required improvements.</p> <p>3.3 Work flow changes resulting from proposed improvements are determined.</p> <p>3.4 Proposed improvements are ranked according to agreed criteria.</p> <p>3.5 An action plan is developed and agreed to implement the top ranked improvements.</p> <p>3.6 <b>Organizational structures</b> are checked to ensure they are suitable.</p>
4. Develop marketing plans	<p>4.1 The practice vision statement is reviewed.</p> <p>4.2 Practice <b>objectives</b> are developed/ reviewed.</p> <p>4.3 Market research is conducted and result is obtained.</p> <p>4.4 Target markets are identified/ refined.</p> <p>4.5 <b>Market position</b> is developed/ reviewed.</p>



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

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

	<ul style="list-style-type: none"> <li>• Competitor products</li> </ul>
SWOT analysis	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Internal strengths such as staff capability, recognized quality</li> <li>• Internal weaknesses such as poor morale, under-capitalization, poor technology</li> <li>• External opportunities such as changing market and economic conditions</li> <li>• External threats such as industry fee structures, strategic alliances, competitor marketing</li> </ul>
Competitive advantage	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Quality</li> <li>• Pricing</li> <li>• Cost</li> <li>• Location</li> <li>• Technology</li> <li>• Delivery</li> <li>• Timeframe</li> <li>• Promotion</li> <li>• Niche marketing</li> <li>• Support from government</li> </ul>
Key indicators	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Cost and expenses</li> <li>• Personnel productivity (particularly of principals)</li> <li>• Goodwill</li> <li>• Profitability</li> <li>• Price structure</li> <li>• Customers base</li> <li>• Productivity</li> <li>• Quality</li> <li>• System</li> </ul>
Organizational structures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Lines of authority and reporting relationship</li> </ul>
Objectives	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Market share growth</li> <li>• Revenue growth</li> <li>• Profitability</li> <li>• Productivity</li> <li>• Innovation</li> </ul>
Market position	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• The goods or service provided</li> <li>• Product mix</li> <li>• The core product - what is bought</li> <li>• The tangible product - what is perceived</li> <li>• The augmented product - total package of consumer</li> <li>• Features/benefits</li> <li>• Product differentiation from competitive products</li> </ul>

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

<b>Evidence Guide</b>			
Critical Aspects of Competence	Demonstrates skills and knowledge of: <ul style="list-style-type: none"> <li>• Identifying the key indicators of business performance</li> <li>• Identifying the key market data for the business</li> <li>• A wide range of available information sources</li> <li>• Acquiring information not readily available within a business</li> <li>• Analyzing data and determine areas of improvement</li> <li>• Negotiating required improvements to ensure implementation</li> <li>• Evaluating systems against practice requirements</li> <li>• Forming recommendations and/or make recommendations</li> <li>• Assessing the accuracy and relevance of information</li> </ul>		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Data gathering and analysis</li> <li>• Value chain analysis</li> <li>• SWOT analysis</li> <li>• Competitive advantage</li> <li>• Cost benefit analysis</li> <li>• Target market</li> <li>• Marketing principles</li> <li>• Organizational structure</li> <li>• Marketing mix</li> <li>• Promotion mix</li> <li>• Market position</li> <li>• Branding</li> </ul> Profitability Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Data gathering and analysis</li> <li>• Value chain analysis</li> <li>• SWOT analysis</li> <li>• Competitive advantage</li> <li>• Cost benefit analysis</li> <li>• Target market</li> <li>• Marketing principles</li> <li>• Organizational structure</li> <li>• Marketing mix</li> <li>• Promotion mix</li> <li>• Market position</li> <li>• Branding</li> <li>• Profitability</li> </ul>		
Underpinning Skills	Demonstrates skill in: <ul style="list-style-type: none"> <li>• Benchmarking skills</li> <li>• Communication skills</li> <li>• Computers skills to manipulate data and present information</li> <li>• Negotiation skills</li> <li>• Preparing action plan</li> <li>• Conducting market research</li> <li>• Identifying target market</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Identifying suitable marketing mix</li> <li>• Preparing promotional tools</li> <li>• Problem solving</li> <li>• Planning skills</li> <li>• Monitoring and evaluation</li> <li>• Ability to acquire and interpret relevant data</li> <li>• Use of market intelligence</li> <li>• Development and implementation strategies of promotion and growth plans</li> <li>• Ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data</li> <li>• Applying methods of selecting relevant key benchmarking indicators</li> <li>• Communication skills</li> <li>• Working and consulting with others when developing plans for the business</li> <li>• Negotiation skills</li> <li>• Using computers to manipulate, present and distribute information</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Wholesaling Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	<a href="#">TRD WLG3 25 0714</a>
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her their workplace. It covers responsibility for the day-to-day operation of the work and ensures Kaizen elements are continuously improved and institutionalized.

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

<p>4. Prevent occurrence of wastes/MUDA.</p>	<p>4.1 Plan of MUDA prevention is prepared and implemented.</p> <p>4.2 Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.</p> <p>4.3 Occurrences of wastes/MUDA are prevented by using <b>visual and auditory control methods</b>.</p> <p>4.4 Waste-free workplace is created using <b>5W and 1H</b> sheet.</p> <p>4.5 The completion of required operation is done in accordance with standard procedures and practices.</p> <p>4.6 The updating of standard procedures and practices is facilitated.</p> <p>4.7 The capability of the work team that aligns with the requirements of the procedure is ensured.</p>
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Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances.</li> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.</li> </ul>
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• dust masks / goggles</li> <li>• glove</li> <li>• working cloth</li> <li>• first aid</li> <li>• safety shoes</li> </ul>
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Plant Layout</li> <li>• Process flow</li> <li>• Other Analysis tools</li> <li>• Do time study by work element</li> <li>• Measure Travel distance</li> </ul>

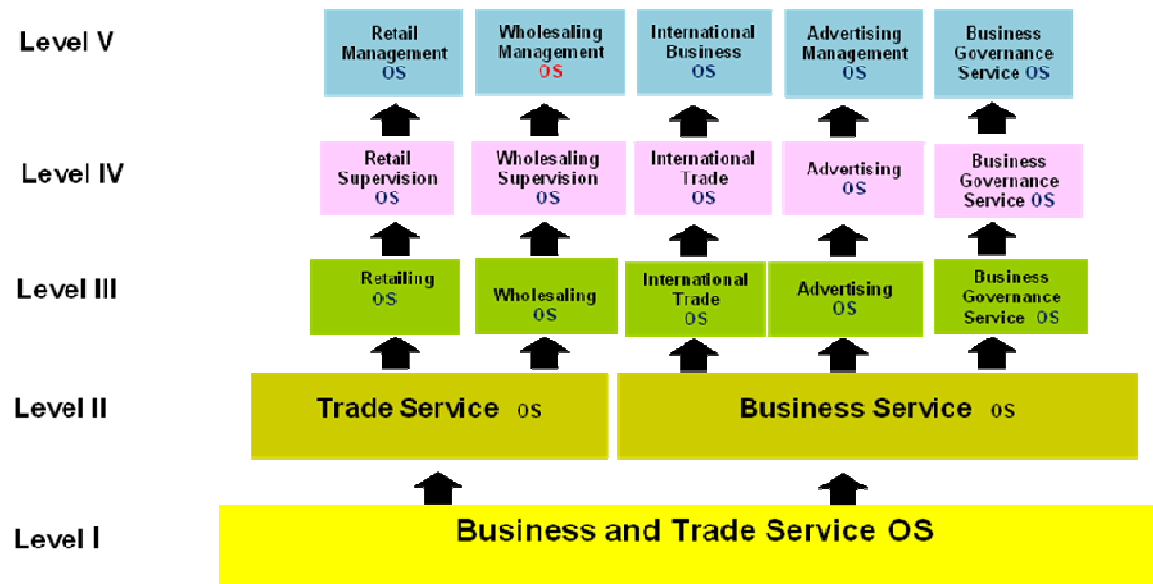
	<ul style="list-style-type: none"> <li>• Take a photo of workplace</li> <li>• Measure Total steps</li> <li>• Make list of items/products, who produces them and who uses them &amp; those in warehouses, storages etc.</li> <li>• Focal points to Check and find out existing problems</li> <li>• 5S</li> <li>• Layout improvement</li> <li>• Brainstorming</li> <li>• Andon</li> <li>• U-line</li> <li>• In-lining</li> <li>• Unification</li> <li>• Multi-process handling &amp; Multi-skilled operators</li> <li>• A.B. control (Two point control)</li> <li>• Cell production line</li> <li>• TPM (Total Productive Maintenance)</li> </ul>
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Make waste visible</li> <li>• Be conscious of the waste</li> <li>• Be accountable for the waste.</li> <li>• Measure the waste.</li> </ul>
The ten basic principles for improvement	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Throw out all of your fixed ideas about how to do things.</li> <li>• Think of how the new method will work- not how it won.</li> <li>• Don't accept excuses. Totally deny the status quo.</li> <li>• Don't seek perfection. A 50 percent implementation rate is fine as long as it's done on the spot.</li> <li>• Correct mistakes the moment they are found.</li> <li>• Don't spend a lot of money on improvements.</li> <li>• Problems give you a chance to use your brain.</li> <li>• Ask "why?" at least five times until you find the ultimate cause.</li> <li>• Ten people's ideas are better than one person's.</li> <li>• Improvement knows no limits.</li> </ul>
Visual and auditory control methods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Red Tagging</li> <li>• Sign boards</li> <li>• Outlining</li> <li>• Andons</li> <li>• Kanban, etc.</li> </ul>
5W and 1H	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Who</li> <li>• What</li> <li>• Where</li> <li>• When</li> <li>• Why</li> <li>• How</li> </ul>



<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• discuss why wastes occur in the workplace</li> <li>• discuss causes and effects of wastes/MUDA in the workplace</li> <li>• analyze the current situation of the workplace by using appropriate tools and techniques</li> <li>• identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques</li> <li>• use 5W and 1H sheet to prevent</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Targets of customers and manufacturer/service provider</li> <li>• Traditional and kaizen thinking of price setting</li> <li>• Kaizen thinking in relation to targets of manufacturer/service provider and customer</li> <li>• value</li> <li>• The three categories of operations</li> <li>• the 3“MU”</li> <li>• waste/MUDA</li> <li>• wastes occur in the workplace</li> <li>• The 7 types of MUDA</li> <li>• The Benefits of identifying and eliminating waste</li> <li>• Causes and effects of 7 MUDA</li> <li>• Procedures to identify MUDA</li> <li>• Necessary attitude and the ten basic principles for improvement</li> <li>• Procedures to eliminate MUDA</li> <li>• Prevention of wastes</li> <li>• Methods of waste prevention</li> <li>• Definition and purpose of standardization</li> <li>• Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement</li> <li>• Methods of visual and auditory control</li> <li>• TPM concept and its pillars.</li> <li>• Relevant Occupational Health and Safety (OHS) and environment requirements</li> <li>• Plan and report</li> <li>• Method of communication</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• draw &amp; analyze current situation of the work place</li> <li>• use measurement apparatus (stop watch, tape, etc.)</li> <li>• calculate volume and area</li> <li>• use and follow checklists to identify, measure and eliminate wastes/MUDA</li> <li>• identify and measure wastes/MUDA in accordance with</li> </ul>

	<p>OHS and procedures</p> <ul style="list-style-type: none"> <li>• use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure</li> <li>• apply 5W and 1H sheet</li> <li>• update and use standard procedures for completion of required operation</li> <li>• work with others</li> <li>• read and interpret documents</li> <li>• observe situations</li> <li>• solve problems</li> <li>• communicate</li> <li>• gather evidence by using different means</li> <li>• report activities and results using report formats</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

# TRADE SERVICE



## Acknowledgement

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

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

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