

Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD



TOUR SERVICE
NTQF Level III



Ministry of Education
September 2012

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 Ethiopia Occupational Standard (EOS) is the 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: Tour Service

Occupational Code: CST TRS

NTQF Level III

CST TRS3 01 0912

Operate Online
Information System

CST TRS3 02 0912

Access and Interpret
Product Information

CST TRS3 03 0912

Prepare Quotations

CST TRS3 04 0912

Book and Coordinate
Supplier Services

CST TRS3 05 0912

Process Travel-
Related
Documentation

CST TRS3 06 0912

Control Reservations
or Operations Using
Computerized
System

CST TRS3 07 0912

Design and Produce
Business Documents

CST TRS3 08 0912

Source and Provide
Ethiopian and
International
Destination

CST TRS3 09 0912

Deal with Conflict
Situations

CST TRS3 10 0912

Produce Desktop
Published
Documents

CST TRS3 11 0912

Address Protocol
Requirements

CST TRS3 12 0912

Make Presentations

CST TRS3 13 0912

Create Electronic
Presentations

CST TRS3 14 0912

Design and Update
Databases

CST TRS3 15 0912

Develop and Use
Complex
Spreadsheets

CST TRS3 16 0912

Communicate
Electronically

CST TRS3 17 0912

Conduct Online
Transactions

CST TRS3 18 0912

Coordinate
Implementation of
Customer Service
Strategies

CST TRS3 19 0912

Implement and
Monitor
Environmentally
Sustainable Work
Practices

CST TRS3 20 0912

Process and Monitor
Event Registrations

CST TRS3 21 0912

Maintain Financial
Records

CST TRS3 22 0912
Interpret Financial
Information

CST TRS3 23 0912
Lead Tour Groups

CST TRS3 24 0912
Conduct Workplace
Oral Communication
in Two International
Languages in
Addition to English

CST TRS3 25 0912
Plan and Implement
Sales Activities

CST TRS3 26 0912
Coordinate
Production of
Brochures and
Marketing Materials

CST TRS3 27 0912
Maintain Product
Inventory

CST TRS3 28 0912
Identify Hazards, and
Assess and Control
Safety Risks

CST TRS3 29 0912
Receive and Process
Reservations

CST TRS3 30 0912
Apply Quality Control

CST TRS3 31 0912
Lead Workplace
Communications

CST TRS3 32 0912
Lead Small Teams

CST TRS3 33 0912
Improve Business
Practice

CST TRS3 34 1012
Maintain Quality
System and
Continuous
Improvement
Processes (Kaizen)

Occupational Standard: Tour Service Level III	
Unit Title	Operate Online Information System
Unit Code	<u>CST TRS3 01 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to operate an online information system, which can include the internet and any intranet system. It requires the ability to determine information requirements and locate, check and download information.

Elements	Performance Criteria
1. Access online information	<p>1.1 Identify information requirements.</p> <p>1.2 Identify sources of information and access the correct online information systems in an efficient manner.</p> <p>1.3 Select appropriate search methods for the type of information required.</p> <p>1.4 Use key words and phrases to search for required information.</p> <p>1.5 Use and manipulate the features of the system to access the full range of required information.</p>
2. Check and download information	<p>2.1 Ensure that the information accessed meets the required scope and purpose.</p> <p>2.2 Conduct a further search if information is insufficient.</p> <p>2.3 Select the required information.</p> <p>2.4 Place an order for any information required to be purchased.</p> <p>2.5 Download and save information according to system procedures and organization requirements.</p> <p>2.6 Organize information in a suitable format for use.</p> <p>2.7 Use information in an ethical manner and according to organization procedures and privacy, copyright and intellectual property requirements.</p>

Variable	Range
Online information systems will vary depending upon the organization and industry sector but could include:	<p>May include:</p> <ul style="list-style-type: none"> • internet • intranet • extranet • organization-designed systems • federal and regional government tourism authority information systems • international government tourism authority information systems • computerized reservations systems

Information may relate to a range of subjects, including	May include: <ul style="list-style-type: none"> • costs • rates • commissions payable • general destination information • general product information • transportation • accommodation • attractions • events and festivals • schedules for any tourism product or service • booking requirements
Features of the system may include:	May include: <ul style="list-style-type: none"> • different internet search engines • search function of a database

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> • ability to source and retrieve multiple types of information from an automated system, ideally as a component of integrated work activity and in response to multiple customer requests covering a range of tourism products and services • ability to manipulate the functions of the system to efficiently access the information • completion of activities to access and retrieve a range of information within typical workplace time constraints
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • role of online information systems in the tourism industry • functions of the information system • basic understanding of privacy, copyright and intellectual property requirements as they relate to copying and using online information
Underpinning Skills	Demonstrates: <ul style="list-style-type: none"> • basic keyboarding skills • electronic file handling skills, including saving, copying • literacy skills to determine and correctly spell key search words and phrases and to read and follow online instructions for searching and downloading information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Access and Interpret Product Information
Unit Code	<u>CST TRS3 02 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to access and interprets specific details about tourism products correctly and accurately. This unit does not cover detailed interpretation of airfare information which is covered by a range of other Tourism Sales and Operations units.

Elements	Performance Criteria
1. Identify and access product information	<p>1.1 Identify and access sources of product information.</p> <p>1.2 Select appropriate sources according to organization policy, commercial agreements and specific needs.</p> <p>1.3 Source specific product information to meet the particular sales or operational need.</p>
2. Interpret product information	<p>2.1 Interpret general information and apply this to meet the particular sales or operational need.</p> <p>2.2 Interpret specific details about the product and accurately apply this information to meet the particular sales or operational need.</p> <p>2.3 Interpret any special jargons or specifications in product information and accurately apply these to meet the particular sales or operational need.</p> <p>2.4 Identify and assess any customer, sales or operational risks that relate to the product and apply these to meet the particular sales or operational need.</p>

Variable	Range
Products and services offered within the tourism industry are diverse and	<p>May include:</p> <ul style="list-style-type: none"> • transportation • transfers • accommodation • entertainment • tours • cruises • entrance to attractions or sites • travel insurance • tour guiding services • activities • meals • functions • special items with customer's corporate branding

	<ul style="list-style-type: none"> • special events • venue facilities • convention facilities • speaker services • audiovisual services • meeting or event equipment • special event consumable items • food, beverage and catering • Currency and banking services.
Sources of product information	<p>May include:</p> <ul style="list-style-type: none"> • principal or supplier of the product • product library • internet, intranet and extranet • organization-designed information systems, e.g. inventory control database • federal and regional government tourism authority information systems • international tourism authority information systems • centralised reservations system (CRS) • global distribution system (GDS)
Specific product information	<p>May be found in:</p> <ul style="list-style-type: none"> • brochures • e-brochures • timetables • tariff sheets • confidential tariffs • sales kits • supplier information kits • product manuals • advertising flyers • manufacturer specifications
Particular sales or operational need	<p>May include:</p> <ul style="list-style-type: none"> • providing destination and specific product information and advice • providing specific information and advice about the credentials of the tourism operator in minimising negative environmental, social and cultural impacts • selling tourism products to the customer • preparing quotations • booking and coordinating a supplier service for the customer • receiving and processing a reservation from a customer • processing financial transactions • issuing customer travel documentation • issuing crew documentation, e.g. operational or technical itineraries • organising functions • processing and monitoring meeting or event registrations • purchasing promotional products

	<ul style="list-style-type: none"> • hiring special equipment
Specific details about the product	<p>May include:</p> <ul style="list-style-type: none"> • costs, tariffs and rates • additional taxes and levies imposed • currency applied to the cost • terms, conditions and rules • scheduling information • product codes • booking procedures • point of departure • route taken • point of conclusion or disembarkation • touring inclusions and exclusions • technical specifications for audiovisual and other meetings and events equipment • specifications for products to be branded with corporate details
Special jargon or specifications	<p>May include:</p> <ul style="list-style-type: none"> • industry terminology • common abbreviations used in the tourism industry • use of the 24-hour clock • technical capacity of equipment
Risks that relate to the product	<p>May include:</p> <ul style="list-style-type: none"> • product price increase • fluctuations in exchange rates • unclear product, tax and levy costs • unclear product provision, deposit, payment and cancellation terms and conditions • seasonal non-availability of the product • non-operation of the product (e.g. cancelled tour departure) • safety risk to customer in participating in touring activities, e.g. with adventure activities • limitations in participation due to incapacity, e.g. age, disability, gender (at some churches and monasteries) or special license requirements, such as driver's license or hunting license • products that cause negative environmental, cultural or social impacts such: <ul style="list-style-type: none"> ➤ damage to environmentally or culturally sensitive areas or sites ➤ disturbance or injury to fauna ➤ physical damage to flora ➤ introduction of exotic and feral species ➤ damage to roads, tracks and fire trails ➤ pollution from vehicle emissions and unmanaged waste ➤ noise disturbance to the local community ➤ Trivialization of culture.

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to access and interpret information on different categories of tourism products, ideally as a component of integrated work activity and to meet the different needs of multiple customers • knowledge of product terminology and procedures • project or work activities that show the candidates' ability to access and interpret product information within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes • accessing and interpreting product information within typical workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • sources of tourism product information and specific product types • major categories of tourism products and services • industry terminology and common abbreviations in relation to major product categories • specific legal issues relating to the interpretation of different types of tourism products
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • verbal and written use of the 24-hour clock • literacy to read and interpret complex product information, including terms and conditions of their sale • writing to summarise information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Prepare Quotations
Unit Code	<u>CST TRS3 03 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to calculate the costs of products and services accurately and to present quotations to customers. It requires the ability to provide quotations for products and services. As such it underpins in the package tourism products, which deals with the more advanced skills to actually source, price and package product.

Elements	Performance Criteria
1. Calculate costs of products and services	<p>1.1 Create records to administer the customer's details and requirements.</p> <p>1.2 Source and accurately select and interpret product and costing information required to prepare the quotation.</p> <p>1.3 If required, negotiate costs with suppliers according to commercial agreements and relationships, and within scope of individual responsibility.</p> <p>1.4 Calculate commissions or mark-up net costs according to organization procedures and requirements to determine a profitable selling price.</p> <p>1.5 Accurately calculate any additional taxes, special fees and other charges.</p> <p>1.6 Accurately calculate any required currency conversions.</p> <p>1.7 Accurately calculate the final cost to the customer.</p> <p>1.8 Check all calculations against all product and service components.</p> <p>1.9 Keep detailed and legible records of the method of calculation, according to organization formats.</p>
2. Provide quotations to customer	<p>2.1 Prepare the quotation to reflect all inclusions required by the customer.</p> <p>2.2 Promptly provide accurate quotation to the customer according to organization procedures and formats.</p> <p>2.3 Offer secondary quotations with options, as appropriate.</p> <p>2.4 Ensure all quotations include accurate details of the cost of product and service provision and the conditions and limitations of the quotation.</p> <p>2.5 Record all details of the quotation accurately and legibly and keep on file according to organization procedures.</p> <p>2.6 Minimize use of printed materials and maximize electronic</p>

	transmission and filing of all documents to reduce waste and negative environmental impacts.
3. Update and amend quotations.	<p>3.1 Adjust and update quotations to take account of changed requests or arrangements.</p> <p>3.2 Provide the most up-to-date quotation to customers inclusive of new conditions and limitations.</p> <p>3.3 Record all details of adjusted quotations and keep on file according to organization procedures.</p>

Variable	Range
Customer records	<p>May be:</p> <ul style="list-style-type: none"> • a computerized file • a manual file
Quotations:	<p>May be for a broad range of products and services, including:</p> <ul style="list-style-type: none"> • single product or service • multiple products and services making up a complete itinerary • inclusive products or optional touring products • groups and/or individuals • one-off touring arrangements • series tours • incentive tours • meetings • conferences <p>May be prepared:</p> <ul style="list-style-type: none"> ➤ manually ➤ using a computer <p>May be provided by:</p> <ul style="list-style-type: none"> ➤ telephone ➤ verbally in a face-to-face context ➤ fax ➤ email or other electronic transmission ➤ mail ➤ internal communication
Special fees and charges	<p>May include:</p> <ul style="list-style-type: none"> • service fee • transaction fee • itinerary preparation fee • visa and passport handling fee • loyalty program (e.g. frequent flyer) redemption fee • product booking fee • amendment fee • cancellation fee • reconfirmation fee • courier fee • credit card fee • communication fee

Some examples of products and services included in quotations are:	<ul style="list-style-type: none"> • domestic products and services • international products and services • transportation • transfers • accommodation • entertainment • tours • cruises • entrance to attractions or sites • tour guiding services • activities • meals • functions • special items with customer's corporate branding • venue hire • speaker services • audiovisual services • meeting or event equipment • special event consumable items • catering
Conditions and limitations of the quotation (initial and subsequent)	<p>May include:</p> <ul style="list-style-type: none"> • inclusions • exclusions • cost of items that are subject to availability • prices subject to change • inclusion of fees, taxes and levies • general conditions and rules • payment requirements • date of current quotation • life and expiry date of quotation • changes of conditions of pre-existing quotation or booking • changes to provision of pre-existing booking • legislative requirements such as cooling-off period after acceptance of quotation • methods of customer accepting quotation

Evidence Guide

Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to prepare and provide multiple accurate quotations in response to multiple customer requests covering a range of tourism products and services and ideally as a component of integrated work activity • knowledge of industry practices in relation to commissions, mark-up and fees • project or work activities that show the candidates' ability to prepare quotations within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment
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	<p>must cover a range of industry contexts to allow for a broad range of vocational outcomes</p> <ul style="list-style-type: none"> • completion of quotations within typical workplace time constraints and the deadlines determined by the customer and the organization
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key principles and elements of calculating costs and components of quotations • product knowledge appropriate to the specific tourism or hospitality industry sector and the products included in the quotation • negotiated cost of supply, contractual arrangements and preferred supplier arrangements in place • industry commission and mark-up procedures appropriate to the specific industry sector • quotation systems and procedures appropriate to the specific industry sector • broad and working knowledge of legal and consumer protection issues that relate to providing quotations and to the products covered by the quotation.
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy to read and interpret documents such as customer files, customer requests and complex product costing information • writing to create customer files and document complex customer requests, complex costing and complex written quotations, including the conditions specifically applicable to the quotation • numeracy to calculate complex costing components
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Tour Service Level III	
Unit Title	Book and Coordinate Supplier Services
Unit Code	<u>CST TRS3 04 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to make and administer bookings for tourism or hospitality products and services. It requires the ability to identify the customer's product requirements, request and confirm these with appropriate suppliers, and administer all bookings through to finalisation. It describes the coordination of bookings with suppliers, normally a business to business supply.

Elements	Performance Criteria
1. Administer customer file and identify booking requirements	<p>1.1 Interpret existing or create new records of the customer's booking requirements.</p> <p>1.2 Prepare and issue documents and other materials to the customer.</p> <p>1.3 Update the financial status of the customer's records accurately and according to organization procedures.</p> <p>1.4 Identify all supplier services to be booked according to customer's requirements and requests.</p> <p>1.5 Identify details of specific products and services which have been sold and confirmed to the customer.</p> <p>1.6 Where no specific product or service has been confirmed with the customer, select appropriate suppliers to ensure customer needs and prices quoted to the customer are met.</p> <p>1.7 Select suppliers according to predetermined organization negotiated arrangements and maximising the profitability of the sale.</p>
2. Request products and services	<p>2.1 Request products and services from suppliers using the appropriate method, format and according to organization procedures.</p> <p>2.2 Provide full details of the required booking to ensure the customer receives the correct product or service.</p> <p>2.3 Request returns confirmation of all details of the booking from the supplier.</p> <p>2.4 Make requests for multiple services in the most practical sequence.</p> <p>2.5 Seek and request alternatives if requested bookings are not available and identify and action flow-on impacts, making adjustments to other bookings as required.</p>
3. Record request and	<p>3.1 Keep accurate records of all bookings made, including request and confirmation, and file according to organization</p>

confirmation	<p>procedures.</p> <p>3.2 Monitor files to ensure that all confirmations have been received and follow up any outstanding confirmations.</p> <p>3.3 Note and schedule future action to be taken in relation to bookings according to system and organization procedures.</p>
4. Update and finalize bookings	<p>4.1 Make any necessary amendments or adjustments to bookings and accurately record these according to organization procedures.</p> <p>4.2 Action payment required by the supplier at the appropriate time according to organization procedures.</p> <p>4.3 Provide suppliers with any changes to the bookings according to agreed procedures and any contractual arrangements.</p> <p>4.4 Advise suppliers of final customer details and requirements according to the needs of particular bookings and organization procedures.</p>
5. Minimize waste of printed materials	<p>5.1 Minimize use of printed materials and maximize electronic transmission and filing of all customer, supplier booking, and confirmation and finalisation documents to reduce waste and negative environmental impacts.</p>

Variable	Range
Documents issued to customers	<p>May include:</p> <ul style="list-style-type: none"> • paper-based or electronically transmitted materials • invoices • credit notes • vouchers • receipts • confirmation letters • information packs
Updating the financial status of the customer's records	<p>May include:</p> <ul style="list-style-type: none"> • receiving, processing and recording payments • generating and issuing invoices and credit notes for changed arrangements • checking that the customer has fully paid
Supplier services to be booked can cover a broad range of products and services within the tourism industry, including:	<ul style="list-style-type: none"> • transportation • transfers • accommodation • airline flights • charter flights • entertainment • tours and cruises • entrance to attractions or sites • tour guiding services • activities • meals
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	<ul style="list-style-type: none"> • functions • special items with customer's corporate branding • venue bookings • speaker services • audiovisual services • staging equipment • meeting or event equipment • special event consumable items • catering
Service requests and return confirmations	<p>May be communicated via:</p> <ul style="list-style-type: none"> • telephone • fax • email • internet and intranet • mail • centralised reservations system (CRS) • global distribution system (GDS)
Full details	<p>Must include:</p> <ul style="list-style-type: none"> • customer details such as Passport detail, emergency contact, etc • date, time and location of commencement and conclusion of service • any pre-negotiated costs and payment details • nature of service to be provided • special requests or requirements
Bookings	<p>May be made for:</p> <ul style="list-style-type: none"> • a single product or service • multiple products and services making up a complete itinerary • inclusive tours or optional tours • groups • individuals • one-off touring arrangements • series tours • incentive tours • meetings • conferences
Return confirmation of details of the supply	<p>May include:</p> <ul style="list-style-type: none"> • cost • payment method and deadline • special requests
Necessary amendments or adjustments to bookings	<p>May include:</p> <ul style="list-style-type: none"> • cancellation of booking • change of date or time • change of location of commencement and conclusion of service • reduction or increase in number of bookings held

Processing payments required by the supplier	<p>May involve:</p> <ul style="list-style-type: none"> • requesting payment from the accounting department, e.g. cheque requisition or purchase order • self-administering the payment • issuing a miscellaneous charges order • sending payment by cheque or electronic transmission
Final customer details	<p>May include:</p> <ul style="list-style-type: none"> • final numbers for a group booking • arrival and departure times and flights (or any other form of transportation) • final name list • final rooming list • details of tour guides, tour managers and crew accompanying customers

Evidence Guide			
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to interpret and confirm the customer's requirements • ability to coordinate the booking process effectively from initial request to finalisation of the booking • ability to keep accurate records of bookings made • ability to process multiple bookings in response to multiple customer requests covering a range of tourism products and services and ideally as a component of integrated work activity • knowledge of industry booking systems and procedures for a range of products and services • project or work activities that show the candidates' ability to book and coordinate supplier services within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes • completion of customer bookings within typical workplace time constraints and deadlines determined by the customer and organization 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • in-depth product knowledge appropriate to the specific industry sector and product being booked for supply • booking systems and procedures appropriate to the specific industry sector • relationships between different sectors of the tourism industry that relate to making bookings with suppliers • negotiated costs, contractual arrangements and preferred supplier arrangements in place • working knowledge of the principles underpinning the particular booking administration system in use 		
Underpinning	Demonstrates skills to:		
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Skills	<ul style="list-style-type: none"> • interpretation of any quotations and specific services previously supplied to customer • verbal and written use of the 24-hour clock • verbal and written use of industry product and booking jargon, and system and product codes • literacy to read and interpret booking documentation such as customer files, customer requests and complex product and costing information and to interpret supplier confirmations and any conditions specifically applicable to the reservation • writing to create bookings, update customer files and succinctly and clearly document complex customer requests to the supplier • numeracy to interpret quotations supplied to the customer and costs confirmed by the supplier, and to create and maintain financial documentation required to administer the bookings
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Process Travel-Related Documentation
Unit Code	<u>CST TRS3 05 0212</u>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to process a range of travel documentation commonly used or issued within the tourism industry. It requires the ability to identify and interpret all documentation requirements and to prepare and despatch documents within designated deadlines.</p> <p>Travel-related documents can include air tickets. Organizations that issue air tickets must meet the requirements of rules and regulations of the respective Federal Government offices which, in most cases, require the tourism organization to hold a travel agent's licence. In many cases, managers and/or employees must have formally achieved competence in constructing and ticketing airfares through a registered training organization that must use this unit as the basis for their training.</p>

Elements	Performance Criteria
1. Interpret information required for processing of documentation .	<p>1.1 Identify deadline for preparation and dispatch of documents.</p> <p>1.2 Interpret existing reservation data held for the customer to identify all customer details correctly.</p> <p>1.3 Identify and interpret details of specific products and services that have been sold and confirmed to the customer and check prices quoted.</p> <p>1.4 Identify confirmed bookings held for customers and costs quoted by product and service suppliers.</p> <p>1.5 Identify sources of general information required to issue all necessary documents.</p> <p>1.6 Check payment status and take appropriate action.</p> <p>1.7 Check for and report any discrepancies in costs quoted to the customer and actual cost of services and take any follow-up action required to collect shortfall.</p> <p>1.8 Identify any operational documents required by personnel involved in delivering the tourism product.</p>
2. Process documentation .	<p>2.1 Prepare complete and accurate documentation within designated timeframes.</p> <p>2.2 Record required details on documentation with accuracy and according to the conditions applicable to the product.</p> <p>2.3 Make appropriate calculations and record any required costs within documents.</p> <p>2.4 Action payment required by the supplier at the appropriate</p>

	<p>time according to organization procedures.</p> <p>2.5 Check all documentation for accuracy prior to issue and amend as necessary.</p> <p>2.6 Process, file and dispatch <i>copies of documents</i> according to organization and <i>supplier</i> procedures and requirements.</p> <p>2.7 Dispatch documents according to customer and organization requirements.</p> <p>2.8 Reissue documentation where appropriate and process any required refunds or additional payments required according to conditions applicable to the product.</p>
3. Minimize waste of printed materials	3.1 Minimize use of printed materials and maximize electronic transmission and filing of all documents to reduce waste and negative environmental impacts.

Variable	Range		
Documents	May be produced: <ul style="list-style-type: none">manuallyusing a computer		
Reservation data for the customer	May be: <ul style="list-style-type: none">a computer filea manual file		
Customer details	May include: <ul style="list-style-type: none">passport detail such as: name, age, date of birth, nationality, etcspecial requirements to be noted on documentsagent's detailsaddress for delivery of documentsdate required for delivery of documentsemergency contacts		
Products and services	May be: <ul style="list-style-type: none">domesticinternational		
Sources of general information required to issue all necessary documents	May include: <ul style="list-style-type: none">timetablesbrochuresprice schedulescontracts with supplierscentralised reservations system (CRS)database of product suppliers and their detailsinternet sitesvisa guidesair travel information such as:<ul style="list-style-type: none">➤ airline schedules and timetables➤ airline fare manuals➤ tariffs from airlines		
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	<ul style="list-style-type: none"> ➤ tariffs from consolidators ➤ special bulletins issued by airlines and consolidators
Documentation:	<ul style="list-style-type: none"> • may be paper-based or electronically transmitted materials may include: <ul style="list-style-type: none"> ➤ air travel documents such as e-tickets, multi-purpose document (MPD), credit card charge forms and exchange tickets ➤ accommodation vouchers ➤ bus, coach or other form of transportation tickets ➤ car hire and motor home vouchers ➤ cruise vouchers ➤ tour vouchers ➤ vouchers for attraction or theme park entry ➤ vouchers for any tourism product or service ➤ meeting or event confirmation letters ➤ delegate information packs ➤ travel insurance documentation ➤ confirmation letters ➤ letters outlining terms, conditions and liability restrictions ➤ letters advising sources of information relating to health, safety and regulatory issues for the customer's attention ➤ product disclosure statements ➤ letter of commission disclosure ➤ confirmation vouchers ➤ commission vouchers ➤ visa and passport forms ➤ visas and passports ➤ travellers cheque requests ➤ passenger itineraries ➤ operational itineraries for crew ➤ briefing notes for crew ➤ passenger lists ➤ rooming lists ➤ sales returns • may be produced for: <ul style="list-style-type: none"> ➤ a single product or service ➤ multiple products and services making up a complete itinerary ➤ inclusive tours or optional tours ➤ groups ➤ individuals ➤ guests or delegates ➤ one-off touring arrangements ➤ series tours ➤ incentive tours ➤ meetings ➤ conferences

Processing payments required by the supplier	<p>May involve:</p> <ul style="list-style-type: none"> • requesting payment from the accounts department, e.g. cheque requisition or purchase order • self-administering the payment: • issuing a miscellaneous charges order • sending payment by cheque or electronic transmission
Copies of documents	<p>May be:</p> <ul style="list-style-type: none"> • paper-based or electronically transmitted materials <ul style="list-style-type: none"> ➤ for the file ➤ for the accounts department ➤ for the operational personnel involved in the delivery of a tour, e.g. tour guide and driver ➤ for the supplier of the service

Evidence Guide

Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to interpret and confirm the customer's requirements • ability to identify any documents required by operational or delivery personnel • ability to process and issue accurate tourism documentation • ability to process a range of different tourism product, service or operational documentation for multiple customer, tour or event files and ideally as a component of integrated work activity • understanding of the principles that apply to the processing of any type of documentation • project or work activities that show the candidates' ability to process tourism documentation within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes • issuing of documentation within typical workplace time constraints and the deadlines determined by the customer and the organization
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • procedures and principles underpinning the processing of documentation • documentation types and standard formats used in the tourism industry • basic product knowledge appropriate to the specific industry sector • relationships between different sectors of the tourism industry in relation to requirements for and acceptance of tourism documentation • basic understanding of the negotiated costs, contractual arrangements and preferred supplier arrangements in place

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpretation of customer and operational requirements • interpretation of quotations previously supplied to customer • literacy to read and interpret reservation and operational data, read and interpret complex itineraries and product information, and prepare accurate and clearly expressed travel-related documents • numeracy to calculate costs quoted to the customer, check payment status of customer files and issue documents with correct monetary value
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Control Reservations or Operations Using Computerized System
Unit Code	<u>CST TRS3 06 0212</u>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to use a computerised reservations or operations system to create, maintain and administer bookings for a range of products and services in tourism, hospitality or events. It requires the ability to use the system capabilities to fulfil a range of sales and operational functions.</p> <p>The unit concentrates on the specific computer skills required to apply many tourism operational functions. This unit does not cover specific core sales and operational skills which are fully covered in other individual units.</p>

Elements	Performance Criteria
1. Access and manipulate system information	<p>1.1 Access and interpret system displays.</p> <p>1.2 Use all system features to access a range of information.</p>
2. Create and process reservations	<p>2.1 Check availability of required booking according to system functions and requirements.</p> <p>2.2 Create new reservations containing accurate customer details and full requirements according to system procedures and features.</p> <p>2.3 Input all customer details in the format required by the computer system.</p> <p>2.4 Retrieve bookings as required, using the format required by the computer system.</p> <p>2.5 Make accurate updates and amendments to reservations and store as required.</p> <p>2.6 Download and file any required reservation details.</p>
3. Send and receive communications	<p>3.1 Create and process accurate communications to industry colleagues using the required features of the system.</p> <p>3.2 Access and interpret communications from industry colleagues at the appropriate time.</p>
4. Administer sales and operations functions using the system	<p>4.1 Use the system capabilities to meet the particular sales or operational need.</p> <p>4.2 Use the system capabilities to manage all required accounting processes that relate to a particular file, customer or reservation.</p> <p>4.3 Produce reports to meet sales and operational needs.</p>

5. Minimize waste of printed materials.	5.1 Minimize use of printed materials and maximize electronic transmission and filing of all documents to reduce waste and negative environmental impacts.
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Variable	Range
System	May be: <ul style="list-style-type: none"> • industry wide • organization-specific • Central Reservation System (CRS) • Global Distribution System (GDS) • reservations-based • operations-based
Information	May include: <ul style="list-style-type: none"> • costs of any tourism product or service, such as tours, hotels and car rentals • airfares • airport taxes • availability of products or services • size of vehicles • touring inclusions • product information • product rules • payment requirements • health • customs and immigration • general industry information
Reservations:	can be made for the diverse range of products and services offered within the tourism industry, including: <ul style="list-style-type: none"> • airline seats • hotel rooms and other accommodation • rental cars and other vehicles • transportation • transfers • entertainment • tours • cruises • entrance to attractions or sites • travel insurance • tour guiding services • activities • meals • functions • special items with customer's corporate branding • special events • venue facilities • convention facilities

	<ul style="list-style-type: none"> • speaker services • audiovisual services • meeting or event equipment • special event consumable items • food, beverage and catering <p>may be created for:</p> <ul style="list-style-type: none"> • groups and / or individuals • tour guides, crew and other touring personnel • domestic tourists • outbound tourists • inbound tourists • meetings and conference delegates • events attendees
Updates and amendments to reservations	<p>My involve:</p> <ul style="list-style-type: none"> • adding additional customers • splitting an existing reservation • cancelling a booking • changing an itinerary by adding or deleting products or services • changing customer names, if permitted • cross-referencing multiple bookings • entering invoicing details • entering payment details • entering ticketing or voucher details
Industry colleagues	<p>May include:</p> <ul style="list-style-type: none"> • any product or service supplier with whom the reservation is being made, such as airline and rental car company • other organization departments needing access to reservations or operations information
System capabilities	<p>May relate to:</p> <ul style="list-style-type: none"> • sales management functions • operational management functions
Particular sales or operational need	<p>May include:</p> <ul style="list-style-type: none"> • providing destination and specific product information and advice • accessing and interpreting product information • selling tourism products to the customer • preparing quotations • constructing airfares • booking and coordinating a supplier service for the customer • issuing customer travel documentation • issuing crew documentation, e.g. operational or technical itineraries • issuing air tickets • organising functions • processing and monitoring meeting or event registrations • purchasing promotional products • hiring special equipment

Accounting processes that relate to a particular file, customer or reservation	<p>May include:</p> <ul style="list-style-type: none"> • processing financial transactions • issuing invoices • issuing credit notes • managing the receipt of customer payments and refunds • reconciling all financial transactions • managing the application of transaction fees
Reports	<p>May be:</p> <ul style="list-style-type: none"> • paper-based or electronically transmitted materials • specific to a department • cover the whole organization • relate to sales generated by individual staff members • accounting reports • sales reports • reservation reports • cost comparisons for various product suppliers • usage rates for various product suppliers • used to negotiate rates • used to determine currency of information held in the system

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to use the features of a computerised reservations or operations system correctly and efficiently • ability to accurately operate a computer reservations system to make and process bookings in response to multiple customer requests covering a range of tourism products and services, ideally as a component of integrated work activity • ability to use a full range of system administrative capabilities relevant to the job role • project or work activities that show the candidates' ability to operate a computerised reservation or operations system used within the particular industry sector in which they are working or seeking work • completion of reservation or operational activities within typical workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • role of computerised reservations and operations systems within the tourism and hospitality industry • range of products and services controlled by the computer system • range of sales, operational and accounting functions that can be controlled by the system • procedures and codes required to enter and exit a system • common computerised reservation and operational entries, including encodes and decodes • mandatory fields

	<ul style="list-style-type: none"> • requirements for specific formatted entries • procedures for confirming, storing and retrieving reservations or operational data • procedures for amending and cancelling reservations • procedures for sending and receiving messages
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • basic computer and keyboarding • literacy to read and interpret complex product information controlled by the system which can include costs, terms and conditions of their sale; read, interpret and use system codes • writing to input reservation or operational data accurately • numeracy to interpret statistical data within the various reports produced and manage the accounting processes that relate to a particular file, customer or reservation
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Design and Produce Business Documents
Unit Code	<u>CST TRS3 07 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

Elements	Performance Criteria
1. Select and prepare resources	1.1. Select and use appropriate technology and software applications to produce required business documents 1.2. Select layout and style of publication according to information and organizational requirements 1.3. Ensure document design is consistent with company and/or client requirements, using basic design principles 1.4. Discuss and clarify format and style with person requesting document/publication
2. Design document	2.1. Identify, open and generate files and records according to task and organizational requirements 2.2. Design document to ensure efficient entry of information and to maximize the presentation and appearance of information 2.3. Use a range of functions to ensure consistency of design and layout 2.4. Operate input devices within designated requirements
3. Produce document	3.1. Complete document production within designated time lines according to organizational requirements 3.2. Check document produced to ensure it meets task requirements for style and layout 3.3. Store document appropriately and save document to avoid loss of data 3.4. Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production
4. Finalize document	4.1. Proofread document for readability, accuracy and consistency in language, style and layout prior to final output 4.2. Make any modifications to document to meet requirements 4.3. Name and store document in accordance with organizational requirements and exit the application without data/loss damage 4.4. Print and present document according to requirements

Variable	Range		
Technology	May include: <ul style="list-style-type: none">• Satellite telephones• Short range radio communication• computers• photocopiers• printers• scanners		
Software may include:	<ul style="list-style-type: none">• accounting packages• database packages• presentation packages• spreadsheet packages• word processing packages		
Business documents may include:	<ul style="list-style-type: none">• accounts statements• client databases• newsletters• project reviews• proposals• reports• web pages		
Organizational requirements	May include: <ul style="list-style-type: none">• budgets• correctly identifying and opening files• legal and organizational policies, guidelines and requirements• locating data• log-on procedures• manufacturers' guidelines• occupational health and safety (OHS) policies, procedures and programs• quality assurance and/or procedures manuals• saving and closing files• security• storing data		
Functions	May include: <ul style="list-style-type: none">• alternating headers and footers• editing• merging documents• spell checking• table formatting• using columns• using styles		
Input devices	May include: <ul style="list-style-type: none">• keyboard• mouse• numerical key pad• scanner		
Naming documents	May include: <ul style="list-style-type: none">• appropriate file type• authorised access• file names according to organizational procedure e.g. numbers rather than names• file names which are easily identifiable in relation to the content		
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	<ul style="list-style-type: none"> • file/directory names which identify the operator, author, section, date etc • filing locations • organizational policy for backing up files • organizational policy for filing hard copies of documents • security
Storing documents	<p>May include:</p> <ul style="list-style-type: none"> • storage in directories and sub-directories • storage on CD-ROMs, disk drives or back-up systems • storing/filing hard copies of computer generated documents • storing/filing hard copies of incoming and outgoing facsimiles • storing/filing incoming and outgoing correspondence

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document • using appropriate data storage options • knowledge of the functions and features of contemporary computer applications
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • appropriate technology for production requirements • functions and features of contemporary computer applications • organizational policies, plans and procedures • organizational requirements for document design e.g. style guide
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • keyboarding and computer to complete a range of formatting and layout tasks • literacy to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organizational requirements • numeracy to access and retrieve data • problem-solving to determine document design and production processes
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Tour Service Level III	
Unit Title	Source and Provide Ethiopian and International Destination Information and Advice
Unit Code	<u>CST TRS3 08 0212</u>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to source and provides information and advice for Ethiopian and international destinations, including general product information such as what types and/or styles of product can the destination offer.</p> <p>The unit requires the ability to identify appropriate information sources and research destinations in order to develop, update and maintain a general destination knowledge base relevant to the industry sector and job role.</p>

Elements	Performance Criteria
1. Develop knowledge of Ethiopian and International destinations	<p>1.1 Identify and access information sources with current and accurate information on Ethiopian and international destinations.</p> <p>1.2 Obtain information on features of the Ethiopian and international destination and the general style of tourism products available.</p> <p>1.3 Obtain key information on geographical features and current health and safety features of the Ethiopian and international destination.</p> <p>1.4 Identify and obtain general information on different tourism products available to meet different customer needs.</p> <p>1.5 Record and store destination information for future use according to organization systems.</p>
2. Update knowledge of Ethiopian and International destinations	<p>2.1 Use formal and informal research to update destination and general product knowledge.</p> <p>2.2 Seek feedback from colleagues and customers on experience with Ethiopian and international destinations and provide this to other organizations where appropriate.</p> <p>2.3 Share updated information with colleagues according to organization procedures.</p>
3. Provide information and advice on Ethiopian and International destinations	<p>3.1 Accurately identify the specific information and advice needs of the customer.</p> <p>3.2 Provide a range of current and accurate destination and general product information and advice in a timely manner and according to organization procedures.</p> <p>3.3 Refer customers to current sources of health and safety</p>

	<p>information.</p> <p>3.4 Ensure that the scope and depth of the information are appropriate to customer needs.</p> <p>3.5 Present the information and advice in an appropriate format and style.</p>
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Variable	Range
Sources of destination information	<p>May include:</p> <ul style="list-style-type: none"> • destination and product library • internet and intranet • state and federal government tourism authority information systems • international government tourism authority information systems
Features of the Ethiopian and international destination	<p>May include:</p> <ul style="list-style-type: none"> • major cities, towns and tourist areas and precincts • major man-made tourist attractions • Historical, Natural and Cultural attractions • major gateways for and transport networks within the region and destination • history • local economy • local customs • special regional features • areas of environmental, social or cultural significance or sensitivity • cultural elements • special features of the host community • local facilities • banking and currency information • facilities for customers with special needs
Key information on geographical features	<p>May include:</p> <ul style="list-style-type: none"> • location of the destination and the region in which it is located • climate and seasonal factors of the destination and its region • major geographic features of the destination and its region
Key information on current health and safety features	<p>May include:</p> <ul style="list-style-type: none"> • any current health risks, including diseases, epidemics, and animal or insect infestation • political uprisings and civil commotion • war • terrorism threats or current acts
General information on different tourism products:	<p>May include:</p> <ul style="list-style-type: none"> • styles of product available within the destination • seasonal availability of product • location of product within the destination <p>May be found in:</p>

	<ul style="list-style-type: none"> • brochures • e-brochures • sales kits • supplier information kits • product manuals • advertising flyers
Storage of destination information	<p>May include:</p> <ul style="list-style-type: none"> • card reference systems • files and notes of particular destinations • files and notes for specific touring routes or locations • files and notes for specific styles of customer group • Computerised database of information.
Formal and informal research	<p>May include:</p> <ul style="list-style-type: none"> • informal discussions with colleagues • undertaking formal study • accessing and reading promotional information, including travel guide books, and product brochures and updates • liaising with trade and general media • attending product launches • attending promotional seminars • direct contact with other organizations, including suppliers, principals and tourist information offices • familiarisations • accessing the internet and intranet • personal on-site observation or exploration • organising information from own memory and experiences • watching television, videos, films and documentaries • listening to radio • reading newspapers, books and other references
Health, safety and regulatory information	<p>May include:</p> <ul style="list-style-type: none"> • travel warning advice issued by the federal government for Ethiopian and international travelers • health advisory notices and vaccination information issued by local and international bodies

Evidence Guide

Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to research current, relevant and accurate information on Ethiopian and international tourism destinations and the styles of product offered in those destinations • knowledge of current industry information networks and sources • ability to source and provide tailored Ethiopian and international destination information and advice to meet the different requests of multiple customers, covering a range of Ethiopian and international tourism destinations; the breadth of destination knowledge required to provide advice to
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	<p>customers will vary according to the industry sector and workplace</p> <ul style="list-style-type: none"> • project or work activities that show candidates' ability to source and provide Ethiopian and international destination information and advice within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes • sourcing and providing information and advice within typical workplace time constraints and the deadlines determined by the customer
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • general sources of information on regions and destinations • industry information networks • understanding of the ways in which customers seek information • formats and styles of information presentation, including styles that cater for those with special needs (e.g. presenting information in large print or providing information electronically) • sources of information on current health and safety issues for the destination, including travel warning advice issued for Ethiopian and international travelers by the federal government, and health advisory notices and vaccination information issued by local and international bodies • sources of information on regulatory issues for the destination, including passport and visa requirements and restrictions for visiting that destination • ways that individuals update their knowledge in the tourism industry • breadth of Ethiopian and international destination knowledge appropriate to the sector or specific workplace (pre-vocational assessment must include coverage of all six continents, the major regions and destinations found within) • for each destination, the depth of knowledge must cover: <ul style="list-style-type: none"> ➤ key information on geographical features of the destination, including destination location, climate and seasonal factors of the destination and its region, and major geographical features of the destination and its region ➤ key information on cultural and related features of the destination, including major cities, towns and tourist areas and precincts; areas of environmental, social or cultural significance or sensitivity; major man-made tourist attractions; Historical, Natural and Cultural attractions; major gateways for and transport networks within the destination and its region; and very basic understanding of the history and cultural aspects of the host community, including cultural mix and language

	<p>spoken</p> <ul style="list-style-type: none"> ➤ key information on socioeconomic features of the destination, including current state of the economy, basis for the economy (e.g. key industries) and currency used
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • basic research • communication to identify the information needs of customers and seek and provide feedback on Ethiopian and international destinations; specifically actively listening, questioning and verbal summary of information • literacy to source, read and interpret general information on destinations and complex information of specific health, safety and regulatory issues that relate to international destinations
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Tour Service Level III	
Unit Title	Deal with Conflict Situations
Unit Code	<u>CST TRS3 09 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to resolve conflict situations with customers and colleagues. It also describes the resolution of escalated complaints. The unit covers the conflict resolution skills required to address conflicts that may arise in day-to-day work situations. It does not cover formal negotiation, counselling or conducting mediation.

Elements	Performance Criteria
1. Identify conflict situations	<p>1.1 Identify potential for conflict quickly and take swift and tactful action to prevent escalation.</p> <p>1.2 Identify quickly situations where personal safety of customers or colleagues may be threatened and organize appropriate assistance.</p> <p>1.3 Identify and use resources to assist in managing conflict where appropriate and according to organization policy and procedures.</p>
2. Resolve conflict situations	<p>2.1 Take responsibility for finding a solution to the conflict within scope of individual responsibility.</p> <p>2.2 Deal with conflict sensitively, courteously and discreetly and take steps to minimize impact on other colleagues and customers.</p> <p>2.3 Use effective communication skills to assist in management of the conflict.</p> <p>2.4 Encourage all points of view, acknowledge them and treat them with respect.</p> <p>2.5 Establish and agree on the nature and details of the conflict with all parties and assess the impact of the situation on them.</p> <p>2.6 Determine possible options to resolve the conflict and promptly analyze and decide on the best solution in agreement with all parties, taking into account any organization constraints.</p> <p>2.7 Use accepted conflict resolution techniques to manage the conflict situation and develop solutions.</p> <p>2.8 Complete any necessary documentation accurately and legibly within time constraints</p>
3. Evaluate conflict situations	<p>3.1 Seek and provide feedback on the conflict and its resolution where possible with the parties involved.</p> <p>3.2 Evaluate and reflect on the situation and effectiveness of the</p>

	<p>solution.</p> <p>3.3 Determine possible causes of workplace conflict and provide input for workplace enhancement and improvements</p>
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Variable	Range
Conflict situations	<p>May relate to:</p> <ul style="list-style-type: none"> customer complaints conflict among work colleagues refused entry drug or alcohol-affected persons ejection from premises problems or faults with a service or product delays or poor timing of product or service supply misunderstandings or communication barriers difficult or demanding customers customers with different or special needs or expectations
Situations where personal safety of customers or colleagues may be threatened and assistance required	<p>May involve:</p> <ul style="list-style-type: none"> drug or alcohol-affected persons people with guns or arms situations where someone has been or may be hurt people who appear to be violent or are threatening situations where customers refuse to leave or be pacified
Customers or colleagues may be from a range of cultural backgrounds and	<p>May include:</p> <ul style="list-style-type: none"> workmates hospitality or tourism customers outside contractors suppliers
Resources to assist in managing conflict	<p>May include:</p> <ul style="list-style-type: none"> senior staff other staff members internal security staff or police counsellors
Communication skills include:	<ul style="list-style-type: none"> listening and active listening questioning techniques, such as asking the right question to elicit the other parties' needs asking questions to gain information, clarify ambiguities and adequately understand requirements rephrasing and repeating questions, requests and statements to confirm that they have been correctly understood empathising with the colleague or customer's situation while upholding organization policy assertiveness non-verbal communication and recognition of non-verbal signs ability to speak clearly to be understood and use appropriate language, style and tone

Organization constraints	May include: <ul style="list-style-type: none"> • costs and budgets • organization policy on refunds or exchange • lack of availability of replacement items, services or tickets
Conflict resolution techniques	May include: <ul style="list-style-type: none"> • problem-solving • negotiation • use of appropriate communication skills • Understanding the origins of the customers' psychological make-up • Cross-checking both side stories
Causes of workplace conflict	May include: <ul style="list-style-type: none"> • Only one side information • poor communication • lack of information • changes to practices and procedures • cultural misunderstanding • lack of empathy • complaints • workplace problems and issues
Conflict situations	May relate to: <ul style="list-style-type: none"> • customer complaints • conflict among work colleagues • refused entry • drug or alcohol-affected persons • ejection from premises • problems or faults with a service or product • delays or poor timing of product or service supply • misunderstandings or communication barriers • difficult or demanding customers • customers with different or special needs or expectations

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • knowledge of conflict resolution techniques • ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the job role and workplace
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • types of conflict that typically occurs and typical causes • conflict theory, including signs, stages, levels, factors involved and results • group processes and roles people play • organizational structures, and workplace cultures and policies • organization policy and procedures on conflicts and complaints, including any reporting requirements • relevant regulatory, industrial and legislative requirements

	related to the handling of disputes, dealing with drug or alcohol-affected persons, situations where customers must be refused entry, ejection from premises and security provision
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to determine details and causes of the conflict through observation, questioning and active listening • conflict resolution skills and strategies incorporating communication skills of: <ul style="list-style-type: none"> ➤ assertiveness ➤ listening ➤ non-verbal communication ➤ language style ➤ problem-solving ➤ negotiation ➤ ability to follow procedures for handling complaints
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Produce Desktop Published Documents
Unit Code	<u>CST TRS3 10 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce desktop published documents.

Elements	Performance Criteria
1. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing ergonomic requirements and using work organization strategies 1.2. Use energy and resource conservation techniques 1.3. Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.4. Identify organizational and task requirements for desktop published documents to ensure consistency of style and image
2. Set up desktop published document	2.1. Design content structure and layout to ensure information and graphics are arranged according to related topics and logical sequences 2.2. Select appropriate formatting and create templates or master pages to ensure consistency of design and layout 2.3. Confirm layout with appropriate person
3. Create desktop published document	3.1. Prepare, format and enter required text 3.2. Import text from other applications and resolve any formatting issues 3.3. Scan or import graphics from other applications and resolve any formatting issues 3.4. Arrange text and graphics according to organizational and task requirements
4. Finalize desktop published document	4.1. Review text for possible errors and omissions, and resolve any issues 4.2. Check page order, structure and linkages 4.3. Produce completed document in required format 4.4. Name and store text documents, in accordance with organizational requirements and exit the application without information loss/damage 4.5. Prepare text documents within designated time lines and organizational requirements for speed and accuracy 4.6. Use manuals, user documentation and online help to overcome problems with document design and production

Variable	Range
Ergonomic requirements	<p>May include:</p> <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organization strategies	<p>May include:</p> <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques	<p>May include:</p> <ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents	<p>May include:</p> <ul style="list-style-type: none"> • brochures • calendars • faxes • flyers • forms • mail merge documents, including labels • memos • multi-page letters • promotional material • reports • schedules • tables
Organizational and task requirements	<p>May include:</p> <ul style="list-style-type: none"> • company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation • organization name, time, date, document title, filename or other fields in headers and footers • templates

Design	<p>May include:</p> <ul style="list-style-type: none"> • balance • diversity • relative positioning of graphics, headings and white space • simplicity • text flow • typography
Structure and layout	<p>May include:</p> <ul style="list-style-type: none"> • boxes • colour • columns • drawing • graphics • headings • letter and memo conventions • page layout • photographs • typeface • white space
Consistency of design and layout	<p>May include:</p> <ul style="list-style-type: none"> • annotated references • borders • bulleted and numbered lists • captions • consistency with other business documents • footnotes and endnotes • indentations • page numbers • spacing's • font styles and point size
Naming and storing documents	<p>May include:</p> <ul style="list-style-type: none"> • authorised access • file and folder names which identify requirements such as the operator, author, section or date • filing locations • file names according to organizational procedure • file names which are easily identifiable in relation to the content • organizational policy for backing up files storage in folders and sub-folders • organizational policy for filing hard copies of documents • security and password protection • storage on disk drives, USBs, CD-ROMs, DVDs, tape back-up to server
Designated time lines	<p>May include:</p> <ul style="list-style-type: none"> • time line agreed with internal or external client • time line agreed with supervisor or person requiring document • organizational time line e.g. deadline requirements

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • knowledge of document design and layout principles • producing desktop published documents
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • energy and resource conservation techniques • organizational requirements for ergonomics, work periods and breaks • organizational style guides • purposes, uses and functions of desktop publishing software • styles and their effect on formatting, readability and appearance of document
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to clarify requirements of documents • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • editing and proofreading skills to check own work for accuracy against original • keyboarding skills to enter text and numerical data • literacy skills to read and understand the organization's procedures and to use models or exemplars to produce a range of documents • problem-solving skills to edit documents and to resolve issues of consistency of design
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Tour Service Level III	
Unit Title	Address Protocol Requirements
Unit Code	<u>CST TRS3 11 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to address protocol requirements in a broad range of business activities. The unit focuses on basic research skills to acquire a knowledge and understanding of protocol requirements within diverse business, social and cultural contexts, as well as the ability to use that knowledge in a practical workplace context.

Elements	Performance Criteria
1. Source information on appropriate protocol	1.1 Assess the need for protocol to be followed in given work contexts . 1.2 Identify relevant sources of protocol information . 1.3 Interpret relevant protocol information to inform work practice.
2. Integrate appropriate protocol procedures into work activities	2.1 Identify specific work activities that require appropriate use of protocol in a timely manner. 2.2 Integrate the correct use of protocol into work activities. 2.3 Liaise with colleagues and other stakeholders to determine appropriate protocol requirements. 2.4 Provide appropriate information on protocol to relevant colleagues and stakeholders
3. Update knowledge of protocol	3.1 Identify and use opportunities to update protocol knowledge . 3.2 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day working activities

Variable	Range
Work contexts that require consideration of protocol issues may include:	<ul style="list-style-type: none"> • event organization, including: <ul style="list-style-type: none"> ➢ civic receptions ➢ formal parades ➢ freedom of city ceremonies ➢ national day receptions ➢ citizenship ceremonies ➢ private functions • general business administration • marketing
Sources of protocol information	May include: <ul style="list-style-type: none"> • libraries • internet

	<ul style="list-style-type: none"> • federal, regional, and local government protocol departments • Ministry offices and stakeholders such as: <ul style="list-style-type: none"> ➢ Ministry of Culture and Tourism ➢ Ministry of Foreign Affairs ➢ Revenue and Customs Authority ➢ Tourism Industry and related associations ➢ Other stakeholders • Office of the United Nations
Specific work activities that require integration of protocol	<p>May include:</p> <ul style="list-style-type: none"> • issuing invitations • preparing running sheets • preparing briefing papers • liaison with dignitaries and officials • correspondence to dignitaries and officials • providing various services during the conduct of an event, including on-site management and service of food and beverage
Opportunities to update protocol knowledge	<p>May include:</p> <ul style="list-style-type: none"> • informal networking with colleagues • reading relevant journals • internet research and etc.

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • knowledge of where to source accurate information on protocol for specific situations • knowledge of appropriate protocols • ability to apply protocol knowledge to a specific workplace requirement 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • importance and role of protocol in different business situations • key sources of information on protocol • main types of civic functions held in Ethiopia • National honors system, including order of precedence, ranks and forms of address, and wearing of honours and medals • appropriate protocols for the involvement of the Ethiopian Cultural groups in business activities • correct use of national anthems and flags (this includes the regional flags) • forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication • protocol procedures for different types of event, including: <ul style="list-style-type: none"> ➢ invitations to VIPs ➢ arrival procedures, including for heads of state or government officials ➢ introduction protocols and order of speakers ➢ order of precedence for official guests ➢ seating arrangements ➢ dress styles 		
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Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • research to identify and access information on protocol • literacy to interpret protocol information • numeracy to work with concepts around order and timing, such as for speakers or dignitaries
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Make Presentations
Unit Code	<u>CST TRS3 12 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare for and deliver effective presentations to a group of people. It requires the ability to plan presentations that are tailored to the audience needs and to deliver interesting and coherent presentations using appropriate aids, equipment and public speaking techniques.

Elements	Performance Criteria
1. Prepare for presentations	<p>1.1 Plan presentation in advance allowing adequate time for appropriate research and preparation.</p> <p>1.2 Research and select material based on presentation objective, audience characteristics, nature of the occasion and any special needs of the audience.</p> <p>1.3 Organize material in a clear and logical order and structure.</p> <p>1.4 Select and create or organize appropriate supporting materials and visual aids using appropriate technology and within required timeframes</p>
2. Make presentations	<p>2.1 Observe protocols appropriate to the audience and nature of the occasion.</p> <p>2.2 Enhance the quality of the presentation through appropriate use of public speaking techniques.</p> <p>2.3 Use visual aids and other presentation equipment correctly to enhance presentation.</p> <p>2.4 Involve the audience in the presentation and encourage feedback where possible.</p> <p>2.5 Assess audience needs and responses during the presentation and make adjustments to presentation accordingly.</p> <p>2.6 Complete presentation within the nominated timeframe.</p> <p>2.7 Seek feedback on presentation to incorporate in any future presentation preparation.</p>

Variable	Range
Audience characteristics	<p>May relate to:</p> <ul style="list-style-type: none"> • age • gender • seniority or status • commercial or other relationship

	<ul style="list-style-type: none"> • familiarity with presentation topic • culture • audience with special needs
Special needs	<p>May include:</p> <ul style="list-style-type: none"> • provision of an interpreter • provision of presentation materials in alternative formats, such as large print • provision of assistive technology, such as audio loops • use of pictures, diagrams, cartoons and photographs
Supporting materials and visual aids	<p>May include:</p> <ul style="list-style-type: none"> • slides • overheads • PowerPoint presentations • handouts • props • videos
Public speaking techniques must include appropriate use of:	<ul style="list-style-type: none"> • voice • eye contact • body language • dress • humour

Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • delivery of logical, well-structured presentations that show effective use of public speaking techniques and equipment • ability to tailor the presentation to specific audience needs, contexts and delivery situations • preparation and delivery of multiple presentations covering various topics that meet the needs of different audiences to ensure consistency of performance
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • methods for planning presentations, including structure and timing of effective presentations • knowledge and application of public speaking techniques, including: <ul style="list-style-type: none"> ➤ use of voice, including tone, volume, diction and expression ➤ appropriate eye contact ➤ appropriate body language ➤ impact of dress ➤ use of humor • features of typical equipment and software programs used to deliver presentations • subject matter for presentation

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpretation of the audience characteristics and information needs • use of appropriate technology and software programs to create suitable support materials that relate to the delivery of presentations • microphone techniques, as and when applicable to the context of delivering the presentation e.g. for a conference address • high-level literacy and communication skills to facilitate the gathering and analysis of complex information and to interpret this for accessible communication to the group • high-level verbal communication skills to present in an informative, engaging, educational and enjoyable manner and to interpret and answer group questions
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Create Electronic Presentations
Unit Code	<u>CST TRS3 13 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce electronic presentations for speakers, for self access and for online access.

Elements	Performance Criteria
1. Prepare to create presentation	<p>1.1 Organize personal work environment in accordance with <i>ergonomic requirements</i></p> <p>1.2 Determine purpose, audience and <i>mode of presentation</i> in consultation with content author or presenter</p> <p>1.3 Identify <i>presentation requirements</i> in terms of supporting documents, transparencies and equipment</p> <p>1.4 Apply <i>work organization strategies</i> and <i>energy and resource conservation techniques</i> to plan work activities</p>
2. Create presentation	<p>2.1 Design slides, notes and handout masters to incorporate <i>organizational and task requirements</i> in relation to image and preferred style, avoiding <i>distractions</i></p> <p>2.2 Use <i>software functions</i> for consistency of design and layout, to meet identified presentation requirements</p> <p>2.3 Balance <i>presentation features</i> for visual impact and emphasis</p> <p>2.4 Use <i>advanced software features</i> to streamline and customise the presentation for different audiences</p> <p>2.5 Prepare presentations within <i>designated time lines</i></p>
3. Finalize presentation	<p>3.1 Use manuals, user documentation and online help to overcome problems with design and production</p> <p>3.2 Check presentation for spelling, consistency in presentation features and style, in accordance with task requirements</p> <p>3.3 Print <i>presentation materials</i> in accordance with presenter or audience requirements</p> <p>3.4 <i>Store presentation</i>, in accordance with organizational requirements and exit the application without information loss or damage</p>

Variable	Range
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Ergonomic requirements	<p>May include:</p> <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Mode of presentation	<p>May include:</p> <ul style="list-style-type: none"> • available for browsing by individuals • display on one computer, control from another • online, internet, intranet • conference presentation • self-running presentation • speaker
Presentation requirements	<p>May include:</p> <ul style="list-style-type: none"> • 35 mm slides • annotation pen • computer equipment and peripherals for on-screen presentation • data show • digital pointer • handouts • internet access • laptop computer • network access • outlines • overhead projector • overhead transparencies • paper printouts of presentation or slide show • slide projector • speaker notes • video projector/s • world wide web documents
Work organization strategies	<p>May include:</p> <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques	<p>May include:</p> <ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • using power-save options for equipment

Organizational and task requirements	<p>May include:</p> <ul style="list-style-type: none"> • company colour scheme • company logo • corporate image • music • organization name, time, date, occasion etc. in header/footer • organizational video clip
Distractions	<p>May include:</p> <ul style="list-style-type: none"> • heavy colour • insufficient colour separation (background to text) • irrelevant animation • multiple transitions • overly busy background • overuse of sound • too many words or pictures per slide • too small fonts
Software functions	<p>May include:</p> <ul style="list-style-type: none"> • backgrounds • colour schemes • creating templates • handout master • importing outlines from other applications • importing images and graphics • notes master • placeholders • slide master
Presentation features	<p>May include:</p> <ul style="list-style-type: none"> • animation • charts • graphics • headlines or titles • illustrations • logos • music • objects • pace • pictures • sound • text content • timing • transitions • video clips
Advanced software features	<p>May include:</p> <ul style="list-style-type: none"> • agenda slides • presentation within a presentation - custom show

Designated time lines	<p>May include:</p> <ul style="list-style-type: none"> • organizational time line e.g. conference deadline requirements • timeline agreed with internal or external client • timeline agreed with supervisor or person requiring presentation
Presentation materials	<p>May include:</p> <ul style="list-style-type: none"> • handouts • outlines • overhead transparencies • paper printouts of presentation/slide show • speaker notes • 35 mm slides • world wide web documents
Storing presentations	<p>May include:</p> <ul style="list-style-type: none"> • authorised access • filing locations • organizational policy for backing up files • organizational policy for filing hard copies • security • storage in folders or sub-folders • storage on disk drives, USBs, CD-ROMs, DVDs, backup tapes, server

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • creating at least two electronic presentations
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety (OHS) ➤ effect of design features on readability and appearance of electronic presentations
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication to clarify requirements of documents • keyboarding to enter text and numerical data • literacy to read and understand organizational procedures, to use screen layout to support text structure, and to proofread and edit documents • problem-solving to use processes flexibly and interchangeably
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>

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

Occupational Standard: Tour Service Level III	
Unit Title	Design and Update Databases
Unit Code	<u>CST TRS3 14 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design, develop and update a database (including queries, forms and reports) to meet a defined need using existing data.

Elements	Performance Criteria
1. Design database	1.1. Review organizational and task requirements to confirm scope and functionality of database design, including data redundancy 1.2. Develop a logical data model to identify and classify data into types 1.3. Select appropriate software according to organizational and task requirements and required scope and functionality of database 1.4. Confirm database design with appropriate person
2. Develop database	2.1. Set field attributes according to data type and link databases by a common field in accordance with software procedures 2.2. Identify primary key to uniquely identify data 2.3. Identify foreign keys to establish associations between data 2.4. Use software functions and formulae to meet organizational and task requirements 2.5. Create password and access system according to organizational and task requirements
3. Develop queries, forms and reports	3.1. Develop queries as required by organizational and task requirements 3.2. Develop input screens or forms in order to access required data 3.3. Develop reports according to organizational and task requirements
4. Test and finalize database	4.1. Populate database with sample dataset for testing 4.2. Assess and document effectiveness of data relationships, queries forms and reports 4.3. Address any errors in database design 4.4. Name and store database in accordance with organizational requirements and exit the application without data loss or damage 4.5. Confirm database readiness with appropriate person

Variable	Range
Organizational and task requirements	<p>May include:</p> <ul style="list-style-type: none"> • business requirements • consistent corporate image, including colour schemes and company logo • established guidelines and procedures for data usage • existing database templates • final output requirements for data • house styles • observing copyright legislation • organization name, time, date, document title, filename or other fields in headers and footers • technical operating environment and platform
Scope and functionality of database	<p>May include:</p> <ul style="list-style-type: none"> • concurrency of access requirements • data relationships • data structures • forms • queries • reports • screens • security features • table relationships
Software	<p>May include:</p> <ul style="list-style-type: none"> • commercial software applications • organizational specific software
Appropriate person	<p>May include:</p> <ul style="list-style-type: none"> • clients • colleagues • supervisors • managers
Software functions	<p>May include:</p> <ul style="list-style-type: none"> • adding, deleting, moving, re-labeling fields • altering field widths • calculations, formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • macros <ul style="list-style-type: none"> ➤ append ➤ delete ➤ edit ➤ exit ➤ list ➤ print

	<ul style="list-style-type: none"> ➤ query ➤ report • repeating (if available) • table, form and report wizards
Formulae	<p>May include:</p> <ul style="list-style-type: none"> • formulae • addition • average • combinations of formulae • count • division • maximum • minimum • multiplication • subtraction • sum
Naming and storage	<p>May include:</p> <ul style="list-style-type: none"> • authorised access • filing locations • organizational policy for backing up files • organizational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disc drives, CD-ROMs, USBs, DVDs, tape or server back-up

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • producing a database containing a minimum of three tables and incorporating queries, reports and forms • knowledge of advanced functions of database software application • knowledge of updating the database in all aspects of the organization's performance
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • advanced functions of database software applications • impact of formatting and design on the presentation and readability of data • key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety (OHS) • Keep the database updated and ready for further use or reference

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy to interpret and evaluate the purposes and features of databases • numeracy to utilise software functions and formulae, and to establish data relationships and queries • planning and organising to establish database design • problem-solving to address inconsistencies in database design and data relationships • keep the database updated for quick reference
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Develop and Use Complex Spreadsheets
Unit Code	<u>CST TRS3 15 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to use spreadsheet software to complete business tasks and to produce complex documents.

Elements	Performance Criteria
1. Prepare to develop spreadsheet	1.1. Organize personal work environment in accordance with ergonomic requirements 1.2. Analyze task and determine specifications for spreadsheets 1.3. Identify organizational and task requirements in relation to data entry, storage, output, reporting and presentation requirements 1.4. Apply work organization strategies and energy and resource conservation techniques to plan work activities
2. Develop a linked spreadsheet solution	2.1. Utilized spreadsheet design software functions and formulae to meet identified requirements 2.2. Link spreadsheets in accordance with software procedures 2.3. Format cells and use data attributes assigned with relative and/or absolute cell references, in accordance with the task specifications 2.4. Test formulae to confirm output meets task requirements
3. Automate and standardize spreadsheet operation	3.1. Evaluate tasks to identify those where automation would increase efficiency 3.2. Create, use and edit macros to fulfill the requirements of the task and automate spreadsheet operation 3.3. Develop, edit and use templates to ensure consistency of design and layout for forms and reports, in accordance with organizational requirements
4. Use spreadsheets	4.1. Enter, check and amend data in accordance with organizational and task requirements 4.2. Import and export data between compatible spreadsheets and adjust host documents, in accordance with software and system procedures 4.3. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production 4.4. Preview, adjust and print spreadsheet in accordance with organizational and task requirements 4.5. Name and store spreadsheet in accordance with

	organizational requirements and exit the application without data loss or damage
5. Represent numerical data in graphic form	<p>5.1. Determine style of graph to meet specified requirements and manipulate spreadsheet data if necessary to suit graph requirements</p> <p>5.2. Create graphs with labels and titles from numerical data contained in a spreadsheet file</p> <p>5.3. Save, view and print graph within designated time lines</p>

Variable	Range
Ergonomic requirements	<p>May include:</p> <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Work organization strategies	<p>May include:</p> <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques	<p>May include:</p> <ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • using power-save options for equipment
Spreadsheet design	<p>May include:</p> <ul style="list-style-type: none"> • analysis • appropriateness • avoidance of blank rows and columns • embedding cell references in formulae • formulae • formatting and reformatting • functions • headers and footers • headings • headings and labels • identification and parameters • import and export of data • labels • linked formulae

	<ul style="list-style-type: none"> • multi-page documents • pivot tables • relative and absolute cell references • split screen operation
Functions	<p>May include:</p> <ul style="list-style-type: none"> • basic financial functions (if available) • date functions • logical functions (lookup, if, choose, true, false, conditions) • mathematical functions (square root, integer, absolute value, round) • simple nested functions • statistical functions (standard deviation, count, maximum, minimum)
Formulae	<p>May include:</p> <ul style="list-style-type: none"> • addition • average • comparison • division • exponentiation • multiplication • percentage • subtraction • combinations of above
Macros	<p>May include:</p> <ul style="list-style-type: none"> • printing sections of a spreadsheet
Templates	<p>May include:</p> <ul style="list-style-type: none"> • font types and sizes • forms • headers and footers • headings • page formats • reports
Importing and exporting data	<p>May include:</p> <ul style="list-style-type: none"> • proofreading • reformatting • split screen (if available)
Printing	<p>May include:</p> <ul style="list-style-type: none"> • charts • entire workbooks • selected data within a worksheet • worksheets
Naming and storing spreadsheets	<p>May include:</p> <ul style="list-style-type: none"> • authorised access • file naming conventions • filing locations • organizational policy for backing up files • organizational policy for filing hard copies of spreadsheets • security

	<ul style="list-style-type: none"> • storage in folders and sub-folders • storage on disk drives, CD-ROMs, USBs, DVDs, tape back-up, server
Graphs	<p>May include:</p> <ul style="list-style-type: none"> • bar • line • pie • scatter • stack • 3D
Creating graphs	<p>May include:</p> <ul style="list-style-type: none"> • data range • keys and legends • labels and titles • naming • sizing (if possible) • using graph menu • X and Y axis

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • developing complex spreadsheets • developing graphical representations of data contained in spreadsheets
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • advanced functions of spreadsheet software applications • impact of formatting and design on the presentation and readability of data • key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety (OHS) ➤ organizational policies and procedures
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • literacy skills to interpret and evaluate the purposes and uses of various features of spreadsheets and to use a variety of strategies for planning and reviewing own work • proofreading and editing skills to check for accuracy and consistency of information by consulting additional resources • numeracy skills to collate and present data, graphs and related references
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>

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

Occupational Standard: Tour Service Level III	
Unit Title	Communicate Electronically
Unit Code	CST TRS3 16 0212
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging.

Elements	Performance Criteria
1. Implement procedures to send and receive electronic mail	<p>1.1 Log in to software for sending and receiving email in accordance with organizational requirements</p> <p>1.2 Check outgoing email for accuracy and ensure any required attachments are prepared, in accordance with organizational and service provider requirements</p> <p>1.3 Identify urgent, confidential, personal, suspicious or potentially dangerous email and take appropriate actions</p> <p>1.4 Deal with returned email in accordance with organizational policies and procedures</p>
2. Manage electronic mail	<p>2.1. Set security levels and/or filters for incoming email in accordance with organizational requirements</p> <p>2.2. Create and maintain individual mailboxes in accordance with organizational requirements</p> <p>2.3. Store email and/or attachments in accordance with organizational requirements</p> <p>2.4. Empty inboxes and archive or permanently delete in accordance with organizational requirements</p> <p>2.5. Prepare and maintain electronic mailing lists in accordance with organizational requirements</p>
3. Collaborate online	<p>3.1 Identify software to be used in collaboration</p> <p>3.2 Ensure online collaboration is undertaken in accordance with organizational policy, procedures and net etiquette (netiquette-correct or acceptable way of using the internet)</p> <p>3.3 Respond to posts or communications in accordance with agreed parameters, organizational requirements and netiquette-correct or acceptable way of using the internet</p>

Variable	Range
Software	<p>May include:</p> <ul style="list-style-type: none"> • mobile or wireless software applications: <ul style="list-style-type: none"> ➤ personal digital assistants (PDA) ➤ mobile phones ➤ text messaging (SMS/TXT) ➤ instant messaging (IM) ➤ multimedia messaging (MMS) ➤ internet relay chat (IRC) • personal computer-based software applications: <ul style="list-style-type: none"> ➤ email applications ➤ web-based email services ➤ chat applications ➤ internet discussion groups/boards/chat rooms ➤ intranet discussion groups/boards/chat rooms
Organizational requirements	<p>May include:</p> <ul style="list-style-type: none"> • carbon copies or blind carbon copies • concise, relevant subject line • electronic signature • form of address • formality/informality of language, tone and structure • including original message in the reply • length of emails (i.e. short and to the point) • net ethics • net etiquette (netiquette-formal way of using internet) • requesting read receipt • sender's name and address
Checking outgoing email for accuracy	<p>May include checking:</p> <ul style="list-style-type: none"> • clarity of intended meaning • completeness • content • grammar • punctuation • recipient's address • spelling • structure
Attachments	<p>May include:</p> <ul style="list-style-type: none"> • PDFs • pictures • spreadsheets • word processed documents • any electronic file
Suspicious or potentially dangerous email	<p>May include:</p> <ul style="list-style-type: none"> • attachments • emails where sender is unknown, and subject line is enticing and/or personal (e.g. urging the receiver to open immediately) • particular file extensions • spams (unsolicited commercial emails or junk emails)

	<ul style="list-style-type: none"> unsolicited emails containing viruses
Dealing with returned email	<p>May include:</p> <ul style="list-style-type: none"> checking email address checking size of attachment/s re-sending sending message by other means e.g. facsimile, post telephoning addressee
Storing email	<p>May include:</p> <ul style="list-style-type: none"> email application software paper-based filing system specialised record-keeping, spreadsheet or database software
Mailing lists	<p>May include:</p> <ul style="list-style-type: none"> database or spreadsheet records electronic address books word processing tables or data files
Online collaboration	<p>May include:</p> <ul style="list-style-type: none"> chat rooms email communications instant messaging intranet
Net etiquette	<p>May include:</p> <ul style="list-style-type: none"> accepted (not mandated) rules for being a good net citizen (netizen-habitual user of internet) adjust to the style and tone of discussion groups be forgiving of other's mistakes do not abuse your power if you would not do it in real life do not do it in cyberspace keep flames under control (flaming is making personal attacks on others) look good online (spelling, grammar, and have something worth saying) protocols for discussion groups remember you are dealing with real people not computers respect copyright respect other people's privacy respect other's time and bandwidth share expert knowledge

Evidence Guide			
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> sending and receiving email for a range of purposes attaching and removing documents to email using software applications to collaborate online knowledge of relevant legislation 		
Underpinning Knowledge and	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> different methods of electronic communication 		
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Attitudes	<ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety (OHS)
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication to request advice, to receive feedback and to work with a team • literacy to identify work requirements; to understand and process basic, relevant workplace information; and to draft simple correspondence • problem-solving to solve routine technology problems
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Conduct Online Transactions
Unit Code	<u>CST TRS3 17 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake a range of online transactions, including banking, buying and selling products and services.

Elements	Performance Criteria
1. Identify and investigate online service provider	<p>1.1. Undertake online research to identify suppliers of required products/services</p> <p>1.2. Assess service provider confidentiality, security and privacy facilities in accordance with individual and organizational requirements</p>
2. Perform online transactions	<p>2.1. Confirm organizational requirements for services to be obtained or provided</p> <p>2.2. Ensure authentication information is secured in accordance with organizational requirements</p> <p>2.3. Use appropriate online functions to obtain or provide required services</p> <p>2.4. Report any difficulties in accessing or using online facilities to the service provider or customer</p> <p>2.5. Complete transaction and ensure that services are received or provided in accordance with terms of online transaction</p>
3. Maintain records of online transactions	<p>3.1. Maintain records of transactions in accordance with organizational policy, procedures and level of authority</p> <p>3.2. Compare organizational records with online records and deal with irregularities according to organizational policy and procedures</p>
4. Review online transactions	<p>4.1. Review services obtained and/or provided to determine quality, timeliness and level of customer service in relation to advertised profile</p> <p>4.2. Make recommendations regarding continued or future use of online customer or service provider, as supported by transaction history</p>

Variable	Range
Suppliers	<p>May include:</p> <ul style="list-style-type: none"> • banks or other financial institutions • e-auction • e-brokerage service

	<ul style="list-style-type: none"> • e-mail • e-procurement service • e-shop • third party marketplace
Products/services	<p>May include:</p> <ul style="list-style-type: none"> • financial services • goods for e.g. Vehicles of different types • insurance • loans • shares
Confidentiality, security and privacy	<p>May include:</p> <ul style="list-style-type: none"> • authentication services • disclaimers • firewall protection • jurisdiction • level of encryption • limit of liability • personal identification number (PIN) • physical site security of web server • receipting • terms and conditions of website use • use of 'cookies' - small files automatically downloaded from a web server to the computer of someone browsing a website - information stored in cookies can be accessed any time computer returns to the site • user name and password • warranties

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • identification and selection of appropriate services to meet defined needs • use of appropriate security considerations • knowledge of policies and procedures relating to the use of the internet and online activities (for e.g. hotel reservation and airline booking)
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety (OHS) • policies and procedures relating to use of the internet and online purchasing • service provider requirements

	<ul style="list-style-type: none"> • legal and ethical requirements relating to a range of online transactions
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • communication skills to negotiate with online service provider/s or potential customers • literacy skills to read and analyze information for its relevance and sufficiency, and to follow policies and procedures • numeracy skills to work with and evaluate monetary figures • technology skills to operate computer and software appropriate to transaction being performed
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Coordinate Implementation of Customer Service Strategies
Unit Code	<u>CST TRS3 18 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to advise on, carry out and evaluate customer service strategies, including the design of improvement strategies based on feedback.

Elements	Performance Criteria
1. Advise on customer service needs	1.1. Clarify and accurately assess customer needs using appropriate communication techniques 1.2. Diagnose problems matching service delivery to customers and develop options for improved service within organizational requirements 1.3. Provide relevant and constructive advice to promote the improvement of customer service delivery 1.4. Use business technology and/or online services to structure and present information on customer service needs
2. Support implementation of customer service strategies	2.1. Ensure customer service strategies and opportunities are promoted to designated individuals and groups 2.2. Identify and allocate available budget resources to fulfill customer service objectives 2.3. Promptly action procedures to resolve customer difficulties and complaints within organizational requirements 2.4. Ensure that decisions to implement strategies are taken in consultation with designated individuals and groups
3. Evaluate and report on customer service	3.1. Review client satisfaction with service delivery using verifiable data in accordance with organizational requirements 3.2. Identify and report changes necessary to maintain service standards to designated individuals and groups 3.3. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of client service strategies 3.4. Maintain systems, records and reporting procedures to compare changes in customer satisfaction

Variable	Range
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Customer needs	<p>May relate to:</p> <ul style="list-style-type: none"> • accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organization's products and services • refunding customers for services promised but not rendered • specific information
Communication techniques	<p>May include:</p> <ul style="list-style-type: none"> • analysing customer satisfaction surveys • analysing quality assurance data • conducting interviews • consultation methods, techniques and protocols • making recommendations • obtaining management decisions • questioning • seeking feedback to confirm understanding • summarising and paraphrasing
Customers	<p>May include:</p> <ul style="list-style-type: none"> • corporate customers • individual members of the organization • individual members of the public • internal or external • other agencies
Organizational requirements	<p>May include:</p> <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organizational policies, guidelines and requirements • Occupational Health and Safety (OHS) policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • replacement and refund policy and procedures • who is responsible for products or services
Business technology	<p>May include:</p> <ul style="list-style-type: none"> • answering machine • binder • computer • fax machine

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

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> identifying needs and priorities of the organization in delivering services to customers responding to and reporting on customer feedback designing strategies to improve delivery of products and services knowledge of the principles of customer service
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ environmental issues ➤ occupational health and safety (OHS) principles of customer service organizational business structure, products and services product and service standards and best practice models
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> literacy to read a variety of texts, to prepare general information and papers, and to write formal and informal letters according to target audience planning to develop implementation schedules problem-solving to diagnose organizational problems relating to customer services
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"> Interview / Written Test Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Implement and Monitor Environmentally Sustainable Work Practices
Unit Code	<u>CST TRS3 19 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively analyze the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

Elements	Performance Criteria
1. Investigate current practices in relation to resource usage	1.1. Identify environmental regulations applying to the enterprise 1.2. Analyze procedures for assessing compliance with environmental/sustainability regulations 1.3. Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate 1.4. Collect, analyze and organize information from a range of sources to provide information/advice and tools/resources for improvement opportunities 1.5. Measure and document current resource usage of members of the work group 1.6. Analyze and document current purchasing strategies 1.7. Analyze current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1. Seek input from stakeholders, key personnel and specialists 2.2. Access external sources of information and data as required 2.3. Evaluate alternative solutions to workplace environmental issues 2.4. Set efficiency targets
3. Implement performance improvement strategies	3.1. Source and use appropriate techniques and tools to assist in achieving efficiency targets 3.2. Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3. Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities

	<p>3.4. Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area</p> <p>3.5. Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate</p> <p>3.6. Implement costing strategies to fully value environmental assets</p>
4. Monitor performance	<p>4.1. Use and/or develop evaluation and monitoring, tools and technology</p> <p>4.2. Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders</p> <p>4.3. Evaluate strategies and improvement plans</p> <p>4.4. Set new efficiency targets, and investigate and apply new tools and strategies</p> <p>4.5. Promote successful strategies and reward participants where possible</p>

Variable	Range
Compliance	<p>May include:</p> <ul style="list-style-type: none"> meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): <ul style="list-style-type: none"> ➤ international ➤ commonwealth ➤ regional ➤ industry ➤ organization
Sources	<p>May include:</p> <ul style="list-style-type: none"> organization specifications regulatory sources relevant stakeholders resource use
Purchasing strategies	<p>May include:</p> <ul style="list-style-type: none"> influencing suppliers to take up environmental sustainability approaches researching and participating in programs such as a supply chain program to purchase sustainable products
Stakeholders, key personnel and specialists	<p>May include:</p> <ul style="list-style-type: none"> individuals and groups both inside and outside the organization who have direct or indirect interest in the organization's conduct, actions, products and services, including:

	<ul style="list-style-type: none"> ➤ customers ➤ employees at all levels of the organization ➤ government ➤ investors ➤ local community ➤ other organizations ➤ suppliers • key personnel within the organization, and specialists outside the organization who may have particular technical expertise
Techniques and tools	<p>May include:</p> <ul style="list-style-type: none"> • examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context
Environmental and resource efficiency improvement plans	<p>May include:</p> <ul style="list-style-type: none"> • addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • determining organization's most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • initiating and/or maintaining appropriate organizational procedures for operational energy consumption, including stationary energy and non-stationary (transport) • preventing and minimising risks, and maximising opportunities such as: <ul style="list-style-type: none"> ➤ improving resource/energy efficiency ➤ reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches such as: <ul style="list-style-type: none"> ➤ ecological foot printing ➤ Energy Efficiency Opportunities ➤ Global Reporting Initiative ➤ green office program - a cultural development program ➤ green purchasing ➤ Greenhouse Challenge ➤ Environmental management systems life cycle analyzes ➤ product stewardship ➤ supply chain management ➤ sustainability covenants/compacts ➤ triple bottom line reporting
Suggestions may include ideas that help to:	<ul style="list-style-type: none"> • prevent and minimize risks and maximize opportunities such as: <ul style="list-style-type: none"> ➤ usage of solar or renewable energies where appropriate ➤ reducing emissions of greenhouse gases ➤ reducing use of non-renewable resources ➤ making more efficient use of resources, energy and water • maximising opportunities to re-use, recycle and reclaim materials

	<ul style="list-style-type: none"> identifying strategies to offset or mitigate environmental impacts: <ul style="list-style-type: none"> ➤ purchasing carbon credits ➤ energy conservation ➤ reducing chemical use ➤ reducing material consumption expressing purchasing power through the selection of suppliers with improved environmental performance e.g. purchasing renewable energy eliminating the use of hazardous and toxic materials
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Evidence Guide

Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> knowledge of relevant compliance requirements within work area developing plans to make improvements planning and organising work group activities in relation to measuring current use and devising strategies to improve usage monitoring resource use and improvements for environmental performance relative to work area and supervision ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> best practice approaches relevant to own area of responsibility and industry compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures environmental and energy efficiency issues, systems and procedures specific to industry practice external benchmarks and support for particular benchmarks to be used within organization, including approaches to improving resource use for work area and expected outcomes OHS issues and requirements organizational structure and reporting channels and procedures quality assurance systems relevant to own work area strategies to maximize opportunities and to minimize impact relevant to own work area supply chain procedures terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities, employee, supervisor and employer rights, equal opportunity

Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • analytical skills to analyze problems, to devise solutions and to reflect on approaches taken • change management skills • communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency • communication/consultation skills to support information flow from stakeholders to the work group • innovation skills to identify improvements, to apply knowledge about resource use to organizational activities and to develop tools • literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes • numeracy skills to analyze data on organizational resource consumption and waste product volumes • planning and organising skills to implement environmental and energy efficiency management policies and procedures relevant to own work area • problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required • technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • supervisory skills to work effectively with a team
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Process and Monitor Event Registrations
Unit Code	<u>CST TRS3 20 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to process and monitor registration for any type of event.

Elements	Performance Criteria
1. Process registration information	<p>1.1 Identify and confirm <i>mechanism</i> for recording <i>registration information</i> in consultation with appropriate colleagues.</p> <p>1.2 Receive, interpret and accurately process <i>registration information</i> according to agreed procedures and timelines.</p> <p>1.3 Use appropriate features of technology to maximize work efficiency and speed.</p> <p>1.4 Organize all registration information in a clear and logical way.</p> <p>1.5 Provide accurate and relevant event information to clients and colleagues as required.</p> <p>1.6 Prepare and issue <i>documents and other materials</i> according to event requirements.</p> <p>1.7 Identify and follow up on missing information within appropriate timelines.</p>
2. Review and report registration information	<p>2.1 Monitor <i>registration information</i> and provide <i>attendance reports</i> to appropriate colleagues, clients and suppliers as required.</p> <p>2.2 Proactively identify issues or challenges emerging from attendance information and report accordingly.</p> <p>2.3 Take <i>action to address attendance issues</i> according to instructions and in consultation with colleagues.</p>
3. Finalize registration documentation	<p>3.1 Check and finalize registration documentation within agreed timelines.</p> <p>3.2 Produce accurate and complete <i>final attendance documentation</i> in agreed formats and styles.</p> <p>3.3 Distribute final registration documentation according to agreed procedures and within required timelines.</p> <p>3.4 Minimize use of printed materials and maximize electronic transmission of all documents and materials during the registration process to reduce negative environmental impacts.</p>

Variable	Range
Mechanism for processing registrations	May be: <ul style="list-style-type: none"> • automated • manual
Registration information	May relate to: <ul style="list-style-type: none"> • payment status • details of pre-booked sessions • travel and touring arrangements • accommodation details • special requests • medical information • further actions required at site or venue
Documents and other materials to be issued	May include: <ul style="list-style-type: none"> • paper-based or electronically transmitted materials (for e.g. details of the event action plan) • invoices • credit notes • receipts • service vouchers • tickets • confirmation letters • information or promotional packs • sponsor advertisements
Attendance reports	May include information on: <ul style="list-style-type: none"> • numbers • characteristics of attendees • source of attendees • progress towards attendance expectations
Action to address attendance issues	May include: <ul style="list-style-type: none"> • arrange special pass for the attendees from the respective offices • additional promotional activity • targeting of specific groups • holding of space for particular individuals or groups • advice of change of venue
Final attendance documentation	May be: <ul style="list-style-type: none"> • attendance lists with basic details of attendees • attendance lists with additional information, such as payment status and special requests • name tags • information satchels

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to accurately process registration information and to produce accurate attendance reports and related documentation • knowledge of administration systems and procedures for recording and reporting event attendance • demonstration of skills in registration processing and monitoring for more than one event • production of work within commercial workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • overview knowledge of the event management process, such as key components for any type of event • event attendance procedures and systems, including current technological developments in the relevant industry context • impact and importance of accurate registration information for operational and services quality • issues and problems that arise in the event registration process • type of information and reports that assist in the event management process • different types of clients for different types of events and the associated impact on attendance administration
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • organizational skills to collate, organize and process a wide range of information from varied sources • problem-solving to address typical registration requirements, discrepancies and anomalies • communication to liaise with event attendees and colleagues on registration issues • literacy to interpret general event and specific registration documentation • numeracy to determine attendance numbers and relationship to venue or event capacity
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Maintain Financial Records
Unit Code	<u>CST TRS3 21 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain financial records for a business. It includes maintaining daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger, and preparing a trial balance. It also includes activities associated with monitoring cash control for accounting purposes.

Elements	Performance Criteria
1. Maintain daily financial records	<p>1.1. Correctly maintain daily financial records and in accordance with organizational requirements for accounting purposes</p> <p>1.2. Identify and rectify or refer discrepancies or errors in documentation or transactions to designated persons in accordance with organizational requirements</p> <p>1.3. Accurately credit and debit transactions and promptly enter into journals in accordance with organizational requirements</p>
2. Maintain general ledger	<p>2.1. Maintain general ledger in accordance with organizational requirements</p> <p>2.2. Post transactions into general ledger in accordance with organizational reporting requirements</p> <p>2.3. Reconcile systems for accounts payable and receivable with general ledger</p> <p>2.4. Accurately prepare trial balance from general ledger in accordance with organizational requirements</p>
3. Monitor cash control	<p>3.1. Ensure cash flow is accurately accounted for in accordance with organizational requirements</p> <p>3.2. Make and receive payments in accordance with organizational requirements</p> <p>3.3. Collect or follow-up outstanding accounts within designated time lines</p> <p>3.4. Check payment documentation for accuracy of information and dispatch to creditors within designated time line</p>

Variable	Range
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Organizational requirements	<p>May include:</p> <ul style="list-style-type: none"> • designated time lines • guidelines for reconciling journals • legal and organizational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for totalling adjusted journals • quality assurance and/or procedures manuals • resolution procedures • security procedures
Discrepancies	<p>May relate to:</p> <ul style="list-style-type: none"> • bank charges • dishonoured cheques • errors in transposing between source documents and journals • interest
Documentation	<p>May include:</p> <ul style="list-style-type: none"> • purchase credit notes • purchase invoices • sales credit notes • sales invoices
Designated persons	<p>May include:</p> <ul style="list-style-type: none"> • bank • line management • organization's authorisations department • statutory body • supervisor
Journals	<p>May include:</p> <ul style="list-style-type: none"> • cash payments • cash receipts • purchases and purchase returns • sales and sales returns
Transactions	<p>May include:</p> <ul style="list-style-type: none"> • commencing business entries • correction of posting errors • interest expense • interest receivable • non-cash transactions (e.g. writing-off depreciation, stock losses) • purchase of a fixed asset on credit • sale of a fixed asset on credit • disposition of assets • withdrawal of stock/assets by owner • write-off a bad debt
Reconciling systems for accounts payable and receivable	<p>May include:</p> <ul style="list-style-type: none"> • checking accuracy of creditor account balances (e.g. cash payments journal, purchases journal, purchases returns journal, general journal) • checking accuracy of debtor account balances (e.g. cash receipts journal, sales return journal, general journal)

	<ul style="list-style-type: none"> • checking cash payments and receipt journals against bank statement • checking the total of the creditor's schedule equals the balance of the creditor's control account • checking the total of the debtor's schedule equals the balance of the debtor's control account
Payments	May include: <ul style="list-style-type: none"> • cash or cheque • credit card • direct debit
Designated time lines	May include: <ul style="list-style-type: none"> • by end-of-month • monthly • within agreed period • within organizational deadline

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> • identifying and responding to discrepancies and errors • transferring and recording financial data accurately • reconciling expenditures and revenue • knowledge of organizational policies and procedures relating to maintaining financial records
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ financial legislation ➤ occupational health and safety (OHS) ➤ organizational policies and procedures relating to maintaining financial records • definition of credits/creditors and debits/debtors • principles of double entry bookkeeping and accrual accounting • methods of presenting financial data
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • literacy to identify financial information; to read and understand the organization's accounting procedures; and to edit and proofread documents to ensure conformity and consistency of information • communication to clarify information and to refer errors or discrepancies to appropriate people • numeracy to read and interpret financial data and to prepare cash analysis sheets • problem-solving to reconcile figures

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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Interpret Financial Information
Unit Code	<u>CST TRS3 22 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret the types of financial information used by operational supervisors and managers in their day-to-day work activities. The unit focuses on understanding key financial terminology, different types of financial reports and on how financial information is used in the management of a business.

Elements	Performance Criteria
1. Access and interpret financial information.	<p>1.1 Identify and use relevant business performance indicators and benchmarks for decision-making purposes.</p> <p>1.2 Identify the range of financial information and reports required to monitor business performance effectively on a day-to-day operational management level.</p> <p>1.3 Access and review relevant financial information at appropriate times according to organization policy and financial reporting periods.</p> <p>1.4 Interpret financial information correctly.</p>
2. Apply financial information to work activities	<p>2.1 Identify financial information that applies to particular areas of work operation.</p> <p>2.2 Review financial information in terms of its impact on day-to-day work operations and take action accordingly.</p> <p>2.3 Share appropriate financial information with colleagues in a timely manner.</p>

Variable	Range
Financial information:	<p>Must include:</p> <ul style="list-style-type: none"> • source documents • journal entries • transaction reports • account summaries and balances • balance sheets • profit and loss statements • invoices • budget reports • expenditure reports (labour or non-labour) <p>May include:</p> <ul style="list-style-type: none"> • trial balance • receivable reports

	<ul style="list-style-type: none"> • purchase summary reports • stock reports • variance reports • wastage reports • sales reports • supporting reports, such as covers, occupancy rates, staff costs and units sold • business activity statements • labour and wages reports • cash flow reports • bank statements • bank deposit documentation • merchant statements • transaction exemption reports • cheque books • credit card transaction statements • banking summaries • merchant summaries
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Evidence Guide			
Critical aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> • understanding of the accounting process and of key accounting terminology • ability to interpret financial information and determine the relationship between the information and the performance of a business 		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • understanding of the basic features of accounting and how it provides information for business management, including: <ul style="list-style-type: none"> ➤ charts of accounts and account categories, such as assets, liabilities, equity, cost of sales, income and expense ➤ basic rules underpinning double-entry accounting and the concept of debits and credits ➤ accrual versus cash accounting ➤ profit and loss statements and balance sheets as key financial statements used to measure business performance, including their role; how these reports are generated; and the format, features and key information an operational manager should look for ➤ reporting periods, including variations different financial years observed by different businesses ➤ concept of reconciliations ➤ concept of costing, including fixed and variable costs • general features of computerised accounting packages, including the types of packages suitable for different industry sectors • overview of the financial record-keeping process and key 		
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	<p>terminology, including:</p> <ul style="list-style-type: none"> ➤ ledgers, subsidiary ledgers and journals ➤ transactions, receipts and disbursements ➤ invoices, accounts payable, debtors and creditors ➤ reconciliations, including purpose, different types of reconciliation and the impact of outstanding deposits and/or cheques, bank charges, direct debits and credits on reconciliations ➤ cash flow • financial terminology used specific to different industry sectors, e.g. average spend, cover, ullage and Travel Compensation Fund requirements ➤ overview of Goods and Services Tax (GST) accounting and reporting processes for business and the impact of this on day-to-day operations
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • critical thinking to evaluate financial information and determine its impact and importance for day-to-day workplace operations • literacy to interpret a wide range of business documentation • numeracy to interpret and use financial reports
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Tour Service Level III	
Unit Title	Lead Tour Groups
Unit Code	<u>CST TRS3 23 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate a group of touring customers. It focuses on the communication, leadership and conflict resolution skills required by guides. The unit requires the ability to coordinate the physical movement of groups.

Elements	Performance Criteria
1. Coordinate group movements.	<p>1.1 Maintain the tour schedule wherever possible through effective communication with the group.</p> <p>1.2 Use techniques to promptly attract group attention when required.</p> <p>1.3 Advise the group sensitively and accurately about ways in which minimum disruption and disturbance can be caused to other tour members, host communities and the environment.</p> <p>1.4 Complete physical group movements in an orderly manner, checking group numbers at appropriate times.</p> <p>1.5 Advise customers of appropriate procedures if they become separated from the group.</p> <p>1.6 Provide instructions in a manner and pace appropriate to the particular group.</p> <p>1.7 Encourage customers to seek clarification of instructions where necessary.</p> <p>1.8 Locate lost or late group members, ensure they rejoin the group and are advised of future need to comply with group movements.</p>
2. Encourage group morale and goodwill.	<p>2.1 Use techniques to build group cohesion during the tour.</p> <p>2.2 Balance the needs of individuals and the group in the conduct of the tour.</p>
3. Deal with conflicts and difficulties.	<p>3.1 Assess potential for conflict promptly and take swift and tactful action should conflict arise, to prevent escalation and assist resolution.</p> <p>3.2 Take appropriate action to deal with difficult tour members.</p> <p>3.3 Respond to conflicts and difficulties in a manner likely to optimize the goodwill and morale of the group.</p> <p>3.4 Follow procedures for controlling drug or alcohol-affected customers according to company guidelines and legal requirements.</p>

Variable	Range
Techniques to build group cohesion	<p>May include:</p> <ul style="list-style-type: none"> • encouraging interaction between group members • group activities or games • inviting individuals to address the group • using the skills of individual group members in the operation of the tour • focusing the group on shared experiences • using seat rotation systems
Conflicts and difficulties	<p>May involve:</p> <ul style="list-style-type: none"> • personal conflict between customers • dominant or disruptive customers • customers who cause disruption and disturbance to other tour members, host communities and the environment • negative customers • subgroups or cliques within the group • perception of favouritism by guide • dissatisfaction with the tour

Evidence Guide			
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • coordinating the movement of groups, using communication and leadership techniques that build group cohesion • responding to people management problems and issues during group tours or activities • knowledge of the range of conflict and people management issues that could arise during group tours or activities • leading multiple tour groups to ensure consistency of performance • leading group tours or activities of a duration that reflects local industry product and practice and of sufficient duration to allow the candidate to demonstrate techniques to build group cohesion 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • procedures for maximising efficiency of group movements • procedures for locating lost or late group members and coordinating reunion with the group • minimal impact practices to ensure minimum disruption and disturbance to host communities and the environment • principles of group management and group dynamics • communication and leadership techniques with particular application to guiding activities and building group cohesion • types of conflict and people management issues likely to arise in a group touring situation and typical causes • procedures for negotiating and resolving conflicts and difficulties • conflict theory, including signs, stages, levels, factors involved and resolution 		
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Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • high-level communication to communicate with customers about the tour or activity movements, provide clear instructions and advise on procedures they must adhere to • conflict resolution and strategies incorporating the skills and techniques of: <ul style="list-style-type: none"> ➤ assertiveness ➤ active listening ➤ non-verbal communication ➤ inclusive language style ➤ problem-solving ➤ negotiation ➤ numeracy skills to count tour members
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Conduct Workplace Oral Communication in Two International Languages in Addition to English
Unit Code	<u>CST TRS3 24 0212</u>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to carry out both predictable and non-routine and varied communication in tourism and hospitality workplaces in two international languages other than English involving daily transactions and interactions. It covers the speaking and listening skills required to provide customer service, conduct negotiations at a functional level, and establish and maintain customer relations.</p> <p>This unit can be used for training delivery and assessment of oral proficiency in any international languages other than English. There is no direct parity with any formal language proficiency ratings or assessment framework.</p>

Elements	Performance Criteria
1. Converse with customers and colleagues	<p>1.1 Use appropriate <i>courtesy expressions to extend interactions</i> by references to customers' and colleagues' wellbeing, comfort and satisfaction.</p> <p>1.2 Use non-verbal communication to convey an acceptance of and sensitivity towards customers or colleagues.</p> <p>1.3 Provide any required appropriate information about personal job roles and responsibilities.</p> <p>1.4 Provide explanations of problems and their cause, and elaborate on detail and offer apologies when required.</p> <p>1.5 Offer further assistance according to the business of the workplace to ensure full service is provided.</p> <p>1.6 Courteously request further information from customers or colleagues in order to satisfy their needs.</p> <p>1.7 Provide full and clear information to customers and colleagues.</p> <p>1.8 Support communication with comments on topical familiar matters, workplace business and events.</p>
2. Provide detailed information and advice	<p>2.1 Identify and understand the need for <i>detailed information and advice</i>.</p> <p>2.2 Convey detailed information and advice using narrative and descriptive statements as necessary to <i>communicate</i>.</p> <p>2.3 Repeat, paraphrase and clarify all communications to avoid misunderstanding and to explain difficult points.</p> <p>2.4 Use <i>workplace documents, materials and other references</i> to support explanations if required.</p>

3. Respond to unpredictable situations and problems	<p>3.1 Provide appropriate advice in response to requests, <i>unpredictable situations and problems</i>.</p> <p>3.2 Identify need for and seek assistance from others in order to better respond to the situation or problem.</p> <p>3.3 Accurately identify the nature and key facts of any problems and provide an appropriate solution by consulting and openly communicating with appropriate parties.</p> <p>3.4 Respond to all conflicts and complaints with sensitivity and in keeping with the social and cultural conventions of the specific language speaker.</p> <p>3.5 Convey appropriate apologies and expressions of regret for the situation and the specific language and culture.</p>
4. Conduct negotiations at a functional level	<p>4.1 Facilitate exchange of <i>negotiations at a functional level</i> through key information and agreement on details, including personnel, dates, quantities, products and services.</p> <p>4.2 Provide appropriate explanations about products and services.</p> <p>4.3 Achieve mutual understanding and agreement.</p>

Variable	Range
Courtesy expressions to extend interactions	<p>May relate to:</p> <ul style="list-style-type: none"> questioning about needs and preferences conversations about topical matters offers of additional assistance
Detailed information and advice	<p>May relate to:</p> <ul style="list-style-type: none"> workplace and local facilities, locations, guiding, activities and events roles and responsibilities of support personnel food and beverage products and services functions, meetings and event services tourism products and services workplace health and security shopping locations, including post office medical and emergency services timetables and itineraries
Communicate	<p>Must include:</p> <ul style="list-style-type: none"> providing information about the workplace conducting product and service transactions answering queries about products and services providing specialised assistance within the scope of responsibility
Workplace documents, materials and other references	<p>May include:</p> <ul style="list-style-type: none"> brochures, magazines, newspapers and price lists signs, maps, diagrams, forms, labels and tickets pamphlets, timetables, charts, price tags and menus

	<ul style="list-style-type: none"> • tour documentation and tickets • booking conditions • invoices • vouchers
Unpredictable situations and problems	<p>May include:</p> <ul style="list-style-type: none"> • lost luggage and stolen property • lost people • delays to vacation schedule, and changes and errors in itinerary • service quality issues, such as special dietary needs and dissatisfaction with room, room service or food • medical emergencies and minor injuries • breaches in security and workplace health and safety rules • non-functioning equipment • lack of other guests' awareness and knowledge of social and cultural conventions
Negotiations at a functional level	<p>may relate to arrangements for:</p> <ul style="list-style-type: none"> • conferences and functions • tours, guiding, cruises and visits to national parks • accommodation • restaurant services, including food and beverage • entertainment and shopping

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to use a range of extended non-verbal communication skills effectively, as well as verbal skills such as narrative and descriptive statements • ability to use repetition, clarification and paraphrasing techniques to clarify requirements, solve problems and conflict, and reassure customers and colleagues • ability to communicate constructively and sensitively in two international languages other than English to solve problems and conflict, and reassure customers and colleagues in a particular workplace
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key information and information sources relating to the particular tourism or hospitality circumstance • key information and standard procedures specific to negotiating in relation to operations and functions in a particular workplace
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • cross-cultural communication to participate in non-routine and varied communication situations • communication and interpersonal to allow for positive and courteous interactions with customers • positive and effective verbal and non-verbal communicative and interactive techniques to establish rapport, provide

	<p>detailed information and advice, be responsive to customers and deal with the needs of a particular workplace relevant to the languages being assessed</p> <ul style="list-style-type: none"> • problem solving and conflict resolution techniques
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Plan and Implement Sales Activities
Unit Code	<u>CST TRS3 25 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and implement sales activities. It requires the ability to identify and analyze market and customer needs, proactively target current and new customers, plan the operation of sales calls, make calls and prepare sales reports.

Elements	Performance Criteria
1. Plan sales activities	<p>1.1 Plan and schedule sales activities for existing and potential customers according to marketing plan or other organization systems.</p> <p>1.2 Identify, analyze and incorporate appropriate organization, customer and market information into the sales planning process.</p> <p>1.3 Proactively source prospects and create profiles accordingly.</p> <p>1.4 Estimate potential revenue, based on sound analysis of information and in consultation with appropriate colleagues.</p> <p>1.5 Plan activities to maximize opportunities to meet individual and team targets.</p> <p>1.6 Establish practical sales call patterns based on analysis of all relevant customer and market information.</p>
2. Prepare for sales calls	<p>2.1 Make sales call appointments in advance where appropriate.</p> <p>2.2 Develop sales call strategies and tactics based on market knowledge, current sales focus and consultation with appropriate operational colleagues.</p> <p>2.3 Gather specific information and support materials to support individual sales calls.</p>
3. Make sales calls	<p>3.1 Make sales calls according to agreed call patterns.</p> <p>3.2 Build relationships with customers through the use of effective interpersonal communication styles.</p> <p>3.3 Develop customer trust and confidence through the demonstration of personal and professional integrity.</p> <p>3.4 Proactively identify and resolve customer issues and problems.</p> <p>3.5 Use selling techniques to maximize opportunities to meet and exceed sales targets.</p> <p>3.6 Provide current, accurate and relevant information on product features and benefits according to current organization marketing focus.</p>

	3.7 Encourage feedback from customers and proactively seek market intelligence.
4. Review and report on sales activities	<p>4.1 Review all activities according to agreed evaluation methods and incorporate results into future sales planning.</p> <p>4.2 Prepare sales reports according to required timelines and organization procedures.</p> <p>4.3 Present market intelligence in a manner that provides clear and concise information to those responsible for sales and marketing planning.</p> <p>4.4 Share market intelligence with relevant colleagues in a timely fashion.</p>

Variable	Range
Information to be incorporated into the sales planning process	<p>May include:</p> <ul style="list-style-type: none"> • sales and marketing reports • financial statistics • market trends • competitive activity
Establishing practical sales call patterns	<p>May be affected by:</p> <ul style="list-style-type: none"> • specific sales and revenue targets • call intensity required • geographic considerations and restraints • current organization priorities • need for administration and reporting time
Sales call strategies and tactics	<p>May include or be based on:</p> <ul style="list-style-type: none"> • focus on specific products or offers • individual customer history • current sales figures for nominated periods • response to competitive activity
Information and support materials	<p>May include:</p> <ul style="list-style-type: none"> • brochures • tariff sheets • other handouts • internet and web pages • electronic updates • display material • giveaways • incentive material

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> project or work activities that show the candidate's ability to plan and implement sales activities for a specific business operation and to prepare sales reports use of effective communication skills during sales calls detailed knowledge of the industry, including structure and interrelationships, industry networks, information sources and distribution and marketing networks project or work activities conducted over a commercially realistic period of time so that the planning, analysis and reporting aspects of this unit can be assessed.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> in-depth knowledge of the principles of selling, sales communication and relationship building in-depth product knowledge sufficient to take a proactive sales role detailed knowledge of the industry, including structure and interrelationships, industry networks and information sources industry and market knowledge appropriate to the sector and organization, including: <ul style="list-style-type: none"> in-depth knowledge of distribution and marketing networks, especially those that support the product or service being promoted current customer and market trends, products and service style that would meet particular customer and market requirements and preferences links between sales and other areas of the organization's operations overall structure and content of marketing plans role of sales within the overall marketing mix broad and working knowledge of the legal liability and implications of consumer legislation and regulations on selling products appropriate to particular industry sectors
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> sales to sell diverse products and services in a range of industry contexts and environments planning and organizational skills that relate to the conduct of sales activities high-level verbal communication, specifically active listening and questioning conflict and problem resolution techniques in order to take a lead role in solving ongoing problems high-level literacy to interpret customer information and market trend information, and to read and prepare sales reports high-level numeracy to calculate potential sales revenues and create and interpret sales statistics

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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Coordinate Production of Brochures and Marketing Materials
Unit Code	<u>CST TRS3 26 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate the development of brochures and other marketing materials. It requires the ability to source information to be included; obtain production quotations; develop or outsource copy; and design, check and approve final content.

Elements	Performance Criteria
1. Plan the production of brochures and marketing materials	<p>1.1 Plan for the production of brochures and marketing materials according to organization objectives, marketing focus and other issues that impact on the production process.</p> <p>1.2 Consider factors in the planning of brochures.</p> <p>1.3 Create detailed action plans for the production process, including timelines, responsibilities and budget.</p>
2. Produce information for inclusion	<p>2.1 Produce or obtain from the appropriate source accurate and complete information for inclusion.</p> <p>2.2 Present information in a clear and easily understood format.</p> <p>2.3 Present information in a culturally appropriate way.</p>
3. Obtain quotations for artwork and printing as appropriate	<p>3.1 Provide accurate and complete specifications to quoting organizations within appropriate timeframe.</p> <p>3.2 Obtain comprehensive quotations with full details of potential variations to cost and conditions that may apply.</p>
4. Develop final copy for brochures and marketing materials	<p>4.1 Develop copy using basic creative writing techniques or outsource to sell the products presented.</p> <p>4.2 Produce copy that provides accurate practical and operational details.</p> <p>4.3 Present all costs accurately with notes about conditions that may apply.</p> <p>4.4 Present general conditions clearly and accurately according to organization policy.</p> <p>4.5 Check all copy for accuracy prior to submission to internal or external art house or printers.</p>
5. Coordinate the print production of brochures and marketing materials	<p>5.1 Liaise with production house or responsible staff members in a manner that permits accurate monitoring of production schedule.</p> <p>5.2 Check and correct all production work as required.</p> <p>5.3 Re-check and gain approval of appropriate authority only when totally accurate.</p>

	<p>5.4 Approve artwork according to organization guidelines prior to commencement of printing.</p> <p>5.5 Obtain and deliver brochures and marketing materials on schedule and establish contingency plans to allow for situations where timelines may be exceeded.</p>
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Variable	Range
Brochures and marketing materials	<p>May include:</p> <ul style="list-style-type: none"> • product brochures • destination guides • promotional flyers and leaflets • conference programs and registration forms • event prospectus • display materials • product support manuals • advertising materials • direct mail pieces • invitations
Factors that must be considered in the planning of brochures are:	<ul style="list-style-type: none"> • objectives of the material • market for which material is required • review of competitive materials • style and size of material • accessibility issues, such as the need to provide materials in alternative formats • time parameters • available budget • in-house production capabilities • internal and external distribution considerations • availability of required information • legal requirements or restrictions
Information for inclusion	<p>May be:</p> <ul style="list-style-type: none"> • supplier information • photos • maps • tariff details • special offers or incentives • advertisements • sponsor messages • logos
Accurate and complete specifications	<p>Must include:</p> <ul style="list-style-type: none"> • size • number of colours • type of paper • number of photographs • layout and style of text • total number required

	<ul style="list-style-type: none"> • conditions of contract • production and delivery deadlines
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Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • coordination of all elements of development and production process for brochures and marketing material • ability to produce materials that meet stated objectives, provide current and accurate information and are free of errors • knowledge and understanding of current production processes and terminology and copyright restrictions • production of brochures and marketing materials within typical workplace time constraints that meet determined deadlines
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • in-depth understanding of the objectives of the material and knowledge of the market for which material is required • general awareness of potential of material for use on websites • print production processes and terminology, including copy, film, artwork, 2-colour process, 4-colour process, final art, proofreading, bromide, print-ready, PDF file, author's corrections and transparencies • printing and industry conventions in relation to placement of information, page numbering and copyright information • quality indicators in brochure production, including readability, photographic quality, effective use of colour and spacing requirements • current production technology • creative writing techniques used for the content of brochures and other marketing materials • procedures and requirements for preparation and proofing of material • broad understanding of copyright laws and restrictions that apply to the inclusion of certain materials and content within brochures and other marketing materials • procedures for copyright clearance of restricted materials
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • high-level literacy to create copy or check quality of outsourced copy, to interpret quotations and conditions and to proofread all contents of draft materials • high-level verbal and written communication to explain complex requirements and specifications • high-level numeracy to calculate costs and quantities of materials to be produced, sizing of layouts and components, and total size of final materials
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>

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

Occupational Standard: Tour Service Level III	
Unit Title	Maintain Product Inventory
Unit Code	<u>CST TRS3 27 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain an inventory of tourism products. It requires the ability to access and interpret the required product information, enter and maintain accurate data and provide product inventory information to relevant personnel.

Elements	Performance Criteria
1. Obtain and interpret information for inventory	<p>1.1 Obtain information to be included in inventory from internal and external colleagues at the appropriate time.</p> <p>1.2 Interpret and review information prior to entry into inventory to ensure information is current and accurate.</p>
2. Enter data into inventory system	<p>2.1 Calculate costs accurately prior to entry and according to organization procedures and commercial agreements.</p> <p>2.2 Format all information and enter into the inventory system according to organization procedures and system requirements.</p>
3. Update inventory	<p>3.1 Monitor the currency of inventory information and update at designated times according to organization procedures.</p> <p>3.2 Monitor bookings, allotments or requests and adjust as required.</p> <p>3.3 Remove any out-of-date information from the inventory within designated timelines.</p>
4. Provide inventory information	<p>4.1 Prepare inventory information, updates and briefings within required timelines.</p> <p>4.2 Distribute reports and inventory information to appropriate colleagues according to organization procedures using electronic transmission, wherever possible, to reduce waste of printed materials and negative environmental impacts.</p> <p>4.3 Provide assistance to colleagues on inventory-related matters.</p>

Variable	Range
Information to be included in inventory	<p>May include:</p> <ul style="list-style-type: none"> • allotments of any type of tourism product, such as accommodation and seat in coach touring • rates, costs and tariffs • general product information • terms and conditions of sale • special packages • sales data

Inventory may	<p>Refer to products:</p> <ul style="list-style-type: none"> • within an organization • of other organizations (suppliers)
Reports	<p>May be:</p> <ul style="list-style-type: none"> • paper-based or electronically transmitted materials • sales reports • reservation reports • cost comparisons for various product suppliers • usage rates for various product suppliers • used to negotiate rates • used to determine currency of information held in the inventory

Evidence Guide			
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to create, update and produce reports on a product inventory system accurately and within typical workplace time constraints • knowledge of the role played by inventory systems within the organization and the wider tourism industry • ability to make and maintain accurate and multiple product inventory entries that cover the full range of products relevant to the industry sector or organization • project or work activities conducted over a period of time so that the management and monitoring aspects of maintaining an inventory can be assessed • project or work activities that show the candidates' ability to maintain a product inventory within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes. 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • role played by inventory systems within the organization and wider tourism industry • major categories of tourism products and services • sources of tourism product information and specific product types • industry terminology and common abbreviations in relation to major product categories • product knowledge appropriate to the specific tourism or hospitality industry sector and products to be included in inventory • negotiated cost of supply, contractual arrangements and preferred supplier arrangements in place • industry commission or mark-up procedures appropriate to the specific industry sector and the particular products controlled by the inventory • key principles and elements of calculating costs for the 		
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	components of products <ul style="list-style-type: none"> • broad and working knowledge of legal and consumer protection issues that relate to providing quotations and product information • uses of various reports within inventory systems
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • literacy to read and interpret complex product information, including costs and terms and conditions of their sale • writing to summarise information accurately and succinctly for inclusion in the product inventory and produce accurate inventory reports • numeracy to interpret and calculate complex product cost components
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Identify Hazards, and Assess and Control Safety Risks
Unit Code	<u>CST TRS3 28 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify hazards, assess the associated safety risks and take measures to eliminate or control and minimize the risk. It focuses on the processes necessary to control specific workplace safety risks. This risk management approach is central to compliance with Occupational Health and Safety (OHS) legislation, which imposes obligations on businesses (whether small, medium or large) in all Ethiopian regions to manage the safety of their workers and anyone else in the workplace. In the service industries, the workplace includes any location where the business operates and 'others' includes customers

Elements	Performance Criteria
1. Identify hazards	<p>1.1 Access and use <i>hazard identification tools and template documents</i> according to organization procedures.</p> <p>1.2 Use <i>appropriate methods to identify actual or foreseeable hazards</i> that have the potential to harm the health and safety of workers or <i>anyone else in the workplace</i>.</p> <p>1.3 Involve other personnel where appropriate in hazard identification process.</p> <p>1.4 Keep records of <i>hazards</i> identified according to organization procedures</p>
2. Assess the safety risk associated with a hazard	<p>2.1 Access and use risk assessment tools and template documents according to organization procedures.</p> <p>2.2 Consult with a range of personnel within the organization to achieve broad input into risk assessment process.</p> <p>2.3 Participate with or involve <i>other personnel where appropriate in the risk assessment process according to consultation requirements</i> of OHS legislation.</p> <p>2.4 Collect sufficient evidence of the type and level of risk that the identified hazard poses.</p> <p>2.5 Use a systematic and <i>four-staged hierarchical process</i> model to conduct a risk assessment.</p> <p>2.6 Document the outcome of the risk assessment and proposed actions.</p> <p>2.7 Keep records of risk assessments according to organization procedures</p>

3. Eliminate or control the risk	<p>3.1 Consult with a range of personnel within the organization to achieve broad input into risk control process.</p> <p>3.2 Implement control measures according to individual level of responsibility or refer to appropriate personnel for permission or further action.</p> <p>3.3 Where possible eliminate the risk and if not practical take actions to control the risk and using the <i>Five-step hierarchical approach</i>.</p>
4. Review the risk assessment process	<p>4.1 Identify inadequacies in hazard identification and risk assessment processes and resolve or report them to the appropriate person.</p> <p>4.2 Document any changes to the process and implement new processes for future risk management activities.</p>

Variable	Range
Hazard identification tools and risk assessment tools and template documents	<p>May include:</p> <ul style="list-style-type: none"> • self-designed tools developed for the organization as part of an OHS management system • tools and templates developed: <ul style="list-style-type: none"> ➤ by external consultancy services ➤ by industry associations for use by member businesses ➤ for public use and found within business management publications, including those developed by OHS regulatory authorities • self-designed tools
Appropriate methods to identify actual or foreseeable hazards include:	<ul style="list-style-type: none"> • conduct of site safety audits • completion of a safety checklist • inspections of the workplace • observation of daily activities • investigation of accidents and incidents • review of injury or illness registers • environmental monitoring of the workplace • investigation of staff complaints or reports of safety concerns • review of staff feedback via consultative processes, such as meetings, surveys or suggestion box submissions
Anyone else in the workplace	<p>May include:</p> <ul style="list-style-type: none"> • customers • visiting supplier representatives • contractors • colleagues
The workplace	<p>May include:</p> <ul style="list-style-type: none"> • operational offices of the business • retail outlet of any sort • warehouse • sport or recreation facility • performance venue

	<ul style="list-style-type: none"> • field location of the business where services are delivered to customers • any place where the organization normally conducts its business activities, for example: <ul style="list-style-type: none"> ➤ in a tourism business this could be any destination to which customers are taken on tour ➤ for an event it could be any location where the event happens
Hazard	<p>May include:</p> <ul style="list-style-type: none"> • beverage dispensing systems using inert gases • physical environment, for example: <ul style="list-style-type: none"> ➤ working space of workers ➤ lighting ➤ hot and cold environments ➤ climate, weather or exposure, such as insufficient shade and protection from rain, sun or wind ➤ exposure to flood, fire and storm ➤ prevailing noise levels ➤ electrical items ➤ flooring ➤ equipment designed to assist with or replace manual handling ➤ pests ➤ crowds ➤ wild animals and local wildlife ➤ customers' abilities to fully engage in all activities, e.g. health issues ➤ hazards associated with activities to be undertaken • plant, for example: <ul style="list-style-type: none"> ➤ machinery ➤ tools ➤ appliances ➤ equipment • working practices, for example: <ul style="list-style-type: none"> ➤ opening and closing procedures ➤ security procedures ➤ any standard operating procedures for work-related tasks ➤ inappropriate rostering and shift allocation ➤ length of time spent at certain task and allocation of breaks • security issues, for example: <ul style="list-style-type: none"> ➤ theft and robbery ➤ irrational or angry, drunk or drug-affected customers ➤ destinations with challenging weather conditions
Other personnel who participate in consultation, hazard identification, and risk assessment and control	<p>May include:</p> <ul style="list-style-type: none"> • staff under supervision • peers and colleagues • supervisors • managers • contractors • OHS representatives or OHS committee members.

Four-staged hierarchical process model	<p>Must include:</p> <ul style="list-style-type: none"> identifying the injury or illness consequences that could result from the hazard determining the exposure to the hazard estimating the probability that an incident or injury will occur determining an overall risk level for the identified hazard
Five-step hierarchical approach	<p>Must include:</p> <ul style="list-style-type: none"> substituting a system of work or equipment with something safer isolating the hazard introducing engineering controls using personal protective equipment implementing combined control methods to minimize risk

Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> project or work activities that show the candidate's ability to identify workplace hazards, and assess and control safety risks for a given service industry operation in line with regulatory requirements ability to access and use appropriate template documents for hazard identification and risk assessment ability to apply appropriate methods for hazard identification, and risk assessment and control knowledge and understanding of the consultative approach to hazard identification, assessment of associated safety risks and implementation of controls knowledge of OHS legislation requirements for hazard identification, and risk assessment and control ability to implement and monitor OHS management practices within the context of an established system where policies and procedures already exist knowledge of specific and relevant OHS legislative requirements demonstration of skills in conducting risk assessments for different hazard scenarios
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> broad and working knowledge of relevant state or territory OHS legislation, specifically requirements for: <ul style="list-style-type: none"> when, where and how hazards must be identified when, where and how risk assessments must be conducted incorporation of appropriate consultation in the hazard identification and risk assessment process record keeping OHS consultative mechanisms commonly used by organizations role of OHS committees or OHS representatives as mechanisms for consultation

	<ul style="list-style-type: none"> • context of risk assessments within an overall OHS management system • key elements of OHS risk assessments • format and use of appropriate hazard identification and risk assessment templates • range of methods for identifying hazards in the workplace • common methods applied to the assessment of safety risks, such as the four-staged process model recommended and published by state and territory OHS authorities • common methods applied to controlling risks, such as the five-stepped hierarchical process model recommended and published by state and territory OHS authorities • OHS record-keeping procedures • specific organizational policy and procedures for OHS management
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to access appropriate hazard identification and risk assessment templates • high-level communication to communicate and consult with colleagues on issues of hazard identification and assessment of risks associated with those hazards • literacy to read and interpret: <ul style="list-style-type: none"> ➤ complex materials describing regulatory requirements that relate to OHS management ➤ organizational policies and procedures and template documents ➤ literacy to write hazard identification and risk assessment documents ➤ critical thinking to allow for rational and logical evaluation of hazards and associated risks, and to apply or suggest effective controls while incorporating the views of other people consulted in the workplace
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Receive and Process Reservations
Unit Code	<u>CST TRS3 29 0212</u>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to receive and process reservations for a tourism or hospitality product or service offered for sale to agents or direct to the consumer. It requires the ability to determine the availability of the product or service, offer alternatives, accurately record the reservation details and administer the reservation through to finalisation.

Elements	Performance Criteria
1. Receive reservation request	<p>1.1 Determine the availability of the requested reservation and advise this to customer.</p> <p>1.2 Offer alternatives if the requested booking is not available, including waitlist options.</p> <p>1.3 Answer enquiries regarding costs and other product features.</p>
2. Record details of reservation	<p>2.1 Accurately record customer details against their reservation in a manner that ensures correct interpretation by others who may access the reservations details.</p> <p>2.2 Check for and make use of customer profile or history, if available, and use information to assist in making the reservation and enhancing customer service.</p> <p>2.3 Clearly record any special requests according to organization requirements.</p> <p>2.4 Confirm all details of the booking with the customer and ensure that they understand and agree to all details.</p> <p>2.5 File the reservation in a manner that ensures easy access by others and according to organization procedures.</p> <p>2.6 Prepare and issue documents and other material to the customer according to requirements of the specific reservation.</p>
3. Update reservations	<p>3.1 Update the financial status of the reservation accurately and according to organization procedures.</p> <p>3.2 Receive, process and record any amendments to or cancellations of reservations according to customer request and organization procedures.</p>
4. Advise others on reservation details	<p>4.1 Communicate general and specific customer requirements and reservation details to appropriate departments and colleagues.</p> <p>4.2 Compile and provide accurate and relevant reservation statistics on request.</p>

5. Minimize waste of printed materials	5.1 Minimize use of printed materials and maximize electronic transmission and filing of all documents to reduce waste and negative environmental impacts.
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Variable	Range
Customers	May be: <ul style="list-style-type: none"> • industry customers, e.g. retail travel consultants and inbound tour companies or operators • end users of the service, i.e. the consumer
Customer details may be recorded using:	<ul style="list-style-type: none"> • a computer file • a manual file
Reservation:	May be made by: <ul style="list-style-type: none"> • phone • facsimile • mail • face-to-face • internet May be for: <ul style="list-style-type: none"> • individuals • groups • VIPs • conference delegates
Customer profiles	May include: <ul style="list-style-type: none"> • full name and title • address • phone, fax, email, emergency contacts and other communication methods • special requirements • how the customer got to know about the organization's product • amount of business generated by the customer • usual mode of payment
Documents issued to customers	May include: <ul style="list-style-type: none"> • paper-based or electronically transmitted materials • invoices • credit notes • receipts • service vouchers • confirmation letters • information packs
Updating the financial status of the reservation	May include: <ul style="list-style-type: none"> • receiving, processing and recording payments • generating and issuing invoices and credit notes for changed reservations • checking and recording that the reservation has been fully paid

General and specific customer requirements and reservation details	<p>May include:</p> <ul style="list-style-type: none"> • special requests • timing details • special needs • payment arrangements • information of a style of customer, e.g. special interest group or VIP status • details of other services being used
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Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to make accurate reservations according to established systems and procedures and within typical workplace time constraints • ability to receive and process multiple reservations in response to multiple customer requests covering a range of tourism products and services and ideally as a component of integrated work activity • understanding of the different sources of reservations and the industry interrelationships that apply • project or work activities that show the candidates' ability to receive and process reservations within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • in-depth product knowledge appropriate to the specific industry sector and product being sold • reservations and bookings terminology • relationships between different sectors of the tourism industry that relate to reservations, including sources of reservations • working knowledge of the principles underpinning the particular reservations system in use
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • verbal and written use of the 24-hour clock and ability to translate for customers • verbal and written use of reservation jargon, system and product codes • literacy to read and interpret reservation information such as customer files, customer requests and complex product and costing information • writing to create customer files and succinctly document complex customer requests and any conditions specifically applicable to reservations • numeracy to prepare and present reservation statistics

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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Apply Quality Control
Unit Code	<u>CST TRS3 30 0212</u>
Unit Descriptor	This unit of competence covers the knowledge, attitudes and skills required in applying quality control in cement production process.

Elements	Performance Criteria
1. Establish quality standards	1.1 Quality standard procedures in service provision process, in accordance with the international or WTO standards, are developed and agreed upon. 1.2 Quality standard procedures are documented in accordance with the organization policy 1.3 Standard procedures are introduced to organizational staff / personnel 1.4 Standard procedures are revised / updated when necessary
2. Assess quality of service delivered	2.1 Services delivered are checked against organization quality standards and specifications 2.2 Service delivered are evaluated using the appropriate evaluation parameters 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	<ul style="list-style-type: none"> • Check against tour package design • Visual inspection • Physical inspection
Quality standards	May include but not limited to <ul style="list-style-type: none"> • materials • products • maintenance process
Quality parameters	<ul style="list-style-type: none"> • standard design • material specification • chemical composition • strength • size • moisture content

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • Checked completed work continuously against organization standard • Identified and isolated faulty or poor service • Checked service delivered against organization standards • Identified and applied corrective actions on the causes of identified faults or error • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended suitable preventive actions
Underpinning Knowledge	Demonstrates knowledge of: <ul style="list-style-type: none"> • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Relevant evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> • Interpret work instructions, specifications and standards appropriate to the required work or service • Carry out relevant performance evaluation • Maintain accurate work records in accordance with procedures • Meet work specifications and requirements • Communicate effectively within defined workplace procedures
Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> • Access to relevant workplace or appropriately simulated environment and materials relevant to the activity/ task
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Practical assessment • Interview • Written test

	<ul style="list-style-type: none"> • Observation • Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Lead Workplace Communication
Unit Code	<u>CST TRS3 31 0212</u>
Unit Descriptor	This unit of competence covers the skills required to exercise effective communication skills among staff and stake holders to support the delivery of staff and stakeholders services within the industry.

Elements	Performance Criteria
1. Identify relationship with in the organization internally and externally	<p>1.1 Develop, review and revise personal skills in communication as an ongoing priority to address organization standards</p> <p>1.2 Exercise caution in communicating personal information by oral and written means to ensure confidentiality of staff and stakeholders and staff matters</p> <p>1.3 Routinely apply workplace protocols and procedures in all workplace communication to support accuracy and understanding of information provided and received</p> <p>1.4 Recognize individual and cultural differences and make any adjustments needed to facilitate the achievement of identified outcomes</p> <p>1.5 Conduct interpersonal communication with team and client in a manner that enhances a staff and stakeholders centre within organization standards</p> <p>1.6 Take appropriate measures to resolve conflict and interpersonal differences in the workplace</p>
2. Exercise effective communication techniques within work environment and follow routine instructions	<p>2.1 Special needs of staff and stakeholders are identified and responded</p> <p>2.2 All communication with staff and stakeholders are ensured to reflect an understanding and respect for individual differences and needs</p> <p>2.3 Ensure communication is clear and relevant to situation, context and activities undertaken</p> <p>2.4 Seek advice about communication difficulties with staff and stakeholders or client from supervisor or other appropriate person and implement as required</p> <p>2.5 Adjust own style to incorporate advice that addresses performance issues to maintain the agreed standard of effective communication</p> <p>2.6 Ensure work place instructions are interpreted correctly and carried out within agreed timeframes</p> <p>2.7 Seek clarification of work instructions, tools and equipment when required to ensure understanding</p>

	2.8 Refer any difficulties in carrying out instructions to supervisor or appropriate person to ensure required work outcomes
3. Identify and provide effective response to staff and stakeholders enquiries	3.1 Evaluate practice to maintain a high standard of staff and stakeholders service 3.2 Identify and acknowledge enquirer's expectations 3.3 Discuss any unresolved concerns or issues with enquirers 3.4 Give feedback for staff and stakeholders according to workplace guidelines and ethics

Variable	Range
Communication	May include but not limited to <ul style="list-style-type: none"> • Appropriate language • communication aids • modes of communication • questioning • clarifying • advising, providing appropriate and accurate information • honesty and integrity
Special needs	May include but not limited to <ul style="list-style-type: none"> • Disability • Communication difficulties • Language difficulties
Tools and equipment	May include but not limited to: <ul style="list-style-type: none"> • Telephone • Fax • Computer
Individual differences :	May include but not limited to: <ul style="list-style-type: none"> • Developmental • Cultural • Physical • Emotional • Behavioral • Intellectual • Demographical

Evidence Guide	
Critical aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • Demonstrate compliance with accepted Drafting Standard • Apply conventional graphic quality • Demonstrate precision in dimensioning and accuracy in description • Demonstrate consistent style of presentation • Demonstrate ability in systematic filing and cataloguing • Demonstrate efficient use of space

	<ul style="list-style-type: none"> • Easy access to technical documents in soft copy or hard copy • specified essential knowledge as well as skills as specified in elements and performance criteria of the unit of competence
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Principles of computer aided drafting (Auto CAD, Terra model, Eagle point) • Techniques and sequence of design & drawing process • Principles of drafting standards • Techniques of technical report writing • Techniques of filing system • Procedures of submittal requirements • Basic management • Effective communication strategies • Principles and practices of services provided • Organization policies, procedures and guidelines • Legal and ethical issues relating to practitioner — staff and stakeholders relations
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Apply computer aided drafting • Verify technical data and documents • managing • Check technical documents
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment • Interview • Observation • Theoretical exam
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Lead Small Teams
Unit Code	<u>CST TRS3 32 0212</u>
Unit Descriptor	This unit of competence 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 <i>Learning and development needs</i> are systematically identified and implemented in line with <i>organizational requirements</i></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 Feedback on performance 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 Learning delivery methods 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	<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</p>

cooperation	agreed roles and responsibilities 4.3 Mutual concern and camaraderie are developed in the team
5. Facilitate accomplishment of organizational goals	5.1 Team members actively participated in team activities and communication processes 5.2 Teams members developed individual and joint responsibility for their actions 5.3 Collaborative efforts are sustained to attain organizational goals

Variable	Range
Learning and development needs	<ul style="list-style-type: none"> • Coaching, mentoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance appraisals • Workplace skills assessment • Recognition of prior learning
Organizational requirements	<ul style="list-style-type: none"> • Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	<ul style="list-style-type: none"> • Formal/informal performance appraisals • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery methods	<ul style="list-style-type: none"> • On the job coaching or mentoring • Problem solving • Presentation/demonstration • Formal course participation • Work experience • Involvement in professional networks • Conference and seminar attendance • Induction

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Identified and implemented learning opportunities for others • Gave and received feedback constructively • Facilitated participation of individuals in the work of the team • Negotiated learning plans to improve the effectiveness of learning • Prepared learning plans to match skill needs • Accessed and designated learning opportunities
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Coaching and mentoring principles • Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • Understanding how to facilitate team development and improvement • Understanding methods and techniques for eliciting and interpreting feedback • Understanding methods for identifying and prioritizing personal development opportunities and options • Knowledge of career paths and competence standards in the industry
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effectively • Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management • Planning skills to organize required resources and equipment to meet learning needs • Coaching and mentoring skills to provide support to colleagues • Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • Facilitation skills to conduct small group training sessions • Ability to relate to people from a range of social, cultural, physical and mental backgrounds
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Improve Business Practice
Unit Code	<u>CST TRS3 33 0212</u>
Unit Descriptor	This unit of competence covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	1.1 Data required for diagnosis is determined and acquired 1.2 Competitive advantage of the business is determined from the data 1.3 SWOT analysis of the data is undertaken
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified 2.2 Key indicators for benchmarking are selected in consultation with key stakeholders 2.3 Like indicators of own practice are compared with benchmark indicators 2.4 Areas for improvement are identified
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed 3.2 Cost-benefit ratios for required improvements are determined 3.3 Work flow changes resulting from proposed improvements are determined 3.4 Proposed improvements are ranked according to agreed criteria 3.5 An action plan to implement the top ranked improvements is developed and agreed 3.6 Organizational structures are checked to ensure they are suitable
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed 4.2 Practice objectives are developed/reviewed 4.3 Target markets are identified/refined 4.4 Market research data is obtained 4.5 Competitor analysis is obtained 4.6 Market position is developed/reviewed 4.7 Practice brand is developed 4.8 Benefits of practice/practice products/services are identified 4.9 Promotion tools are selected/developed

5. Develop business growth plans	5.1 Plans to increase <i>yield per existing client</i> are developed 5.2 Plans to add new clients are developed 5.3 Proposed plans are ranked according to agreed criteria 5.4 An action plan to implement the top ranked plans is developed and agreed 5.5 Practical work practices are reviewed to ensure they support growth plans
6. Implement and monitor plans	6.1 Implementation plan is developed in consultation with all relevant stakeholders 6.2 Indicators of success of the plan are agreed 6.3 Implementation is monitored against agreed indicators 6.4 Implementation is adjusted as required

Variable	Range
Data required includes:	<ul style="list-style-type: none"> • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue and revenue growth rate • level of commercial activity • expected revenue levels (short and long term) • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage includes:	<ul style="list-style-type: none"> • services/products • fees • location • timeframe
Objectives should be 'SMART', that	<ul style="list-style-type: none"> • Specific • Measurable • Achievable

	<ul style="list-style-type: none"> • Realistic • Time defined
Market research data includes:	<ul style="list-style-type: none"> • data about existing clients • data about possible new clients • data from external sources such as: <ul style="list-style-type: none"> ➢ trade associations/journals ➢ Yellow Pages small business surveys ➢ libraries ➢ Internet ➢ Chamber of Commerce ➢ client surveys ➢ industry reports ➢ secondary market research • primary market research such as: <ul style="list-style-type: none"> ➢ telephone surveys ➢ personal interviews ➢ mail surveys
Competitor analysis	<ul style="list-style-type: none"> • competitor offerings • competitor promotion strategies and activities • competitor profile in the market place
SWOT analysis includes:	<ul style="list-style-type: none"> • internal strengths such as staff capability, recognized quality • internal weaknesses such as poor morale, under-capitalization, poor technology • external opportunities such as changing market and economic conditions • external threats such as industry fee structures, strategic alliances, competitor marketing
Key indicators may include:	<ul style="list-style-type: none"> • salary cost and staffing • personnel productivity (particularly of principals) • profitability • fee structure • client base • size staff/principal • overhead/overhead control
Organizational structures include:	<ul style="list-style-type: none"> • legal structure (partnership, limited liability company, etc.) • organizational structure/hierarchy • reward schemes
Market position should include data on:	<ul style="list-style-type: none"> • product (the goods or services provided) • product mix: <ul style="list-style-type: none"> ➢ the core product - what is bought ➢ the tangible product - what is perceived ➢ the augmented product (total package of consumer features/benefits) ➢ product differentiation from competitive products ➢ new/changed products • price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • pricing objectives (profit, market penetration, etc.) • cost components

	<ul style="list-style-type: none"> • market position • distribution strategies • marketing channels • promotion: <ul style="list-style-type: none"> ➢ promotional strategies ➢ target audience ➢ communication ➢ promotion budget
Practice brand may include:	<ul style="list-style-type: none"> • practice image • practice logo/letter head/signage • phone answering protocol • facility decor • mottoes • templates for communication/invoicing • style guide • writing style • AIDA (attention, interest, desire, action)
Benefits may include:	<ul style="list-style-type: none"> • features as perceived by the client • benefits as perceived by the client
Promotion tools include:	<ul style="list-style-type: none"> • networking and referrals • seminars • advertising • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client may be increased by:	<ul style="list-style-type: none"> • raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide	
Critical Aspects of Competence	<p>The candidate must be able to demonstrate:</p> <ul style="list-style-type: none"> • knowledge of a wide range of available information sources • ability to: <ul style="list-style-type: none"> ➢ identify the key indicators of business performance ➢ identify the key market data for the business ➢ acquire information not readily available within a business ➢ analyze data and determine areas of improvement ➢ negotiate required improvements to ensure implementation ➢ evaluate systems against practice requirements, form and/or make recommendations ➢ assess the accuracy and relevance of information
Underpinning Knowledge and	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • data analysis

Attitudes	<ul style="list-style-type: none"> • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • data analysis and manipulation • acquire and interpret required data • current practice systems and structures • sources of relevant benchmarking data • methods of selecting relevant key benchmarking indicators • communication • working and consulting with others when developing plans for the business • negotiation and problem solving • using computers to manipulate, present and distribute information • planning
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"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tour Service Level III	
Unit Title	Maintain Quality System and Continuous Improvement Processes (Kaizen)
Unit Code	CST TRS3 34 1012
Unit Descriptor	This unit of competence covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices. It covers responsibility for the day- to-day operation of the work/functional area and ensuring that quality system requirements are met and that continuous improvements are initiated and institutionalized.

Elements	Performance Criteria
1. Develop and maintain quality framework within work area	1.1 Distribute and explain information about the enterprise's quality system to personnel 1.2 Encourage personnel to participate in improvement processes and to assume responsibility and authority 1.3 Allocate responsibilities for quality within work area in accordance with quality system 1.4 Provide coaching and mentoring to ensure that personnel are able to meet their responsibilities and quality requirements
2. Maintain quality documentation	2.1 Identify required quality documentation, including records of improvement plans and initiatives 2.2 Prepare and maintain quality documentation and keep accurate data records 2.3 Maintain document control system for work area 2.4 Contribute to the development and revision of quality manuals and work instructions for the work area 2.5 Develop and implement inspection and test plans for quality controlled products
3. Facilitate the application of standardized procedures	3.1 Ensure all required procedures are accessible by relevant personnel 3.2 Assist personnel to access relevant procedures, as required 3.3 Facilitate the resolution of conflicts arising from job 3.4 Facilitate the completion of required work in accordance with standard procedures and practices

4. Provide training in quality systems and improvement processes	4.1 Analyze roles, duties and current competency of relevant personnel 4.2 Identify training needs in relation to quality system and continuous improvement processes (kaizen) 4.3 Identify opportunities for skills development and/or training programs to meet needs 4.4 Initiate and monitor training and skills development programs 4.5 Maintain accurate training record
5. Monitor and review performance	5.1 Review performance outcomes to identify ways in which planning and operations could be improved 5.2 Use the organization's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved 5.3 Enhance customer service through the use of quality improvement techniques and processes 5.4 Adjust plans and communicate these to personnel involved in their development and implementation
6. Build continuous improvement process	6.1 Organize and facilitate improvement team 6.2 Encourage work group members to routinely monitor key process indicators 6.3 Build capacity in the work group to critically review the relevant parts of the value chain 6.4 Assist work group members to formalize improvement suggestions 6.5 Facilitate relevant resources and assist work group members to develop implementation plans 6.6 Monitor implementation of improvement plans taking appropriate actions to assist implementation where required.
7. Facilitate the identification of improvement opportunities	7.1 Analyze the job completion process 7.2 Ask relevant questions of job incumbent 7.3 Encourage job incumbents to conceive and suggest improvements 7.4 Facilitate the trying out of improvements, as appropriate
8. Evaluate relevant components of quality system	8.1 Undertake regular audits of components of the quality system that relate to the work area 8.2 Implement improvements in the quality system in accordance with own level of responsibility and workplace procedures 8.3 Facilitate the updating of standard procedures and

	practices
	8.4 Ensure the capability of the work team aligns with the requirements of the procedure

Variable	Range
Coaching and mentoring	May refer to: <ul style="list-style-type: none"> • providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Continuous improvement processes may include:	May include: <ul style="list-style-type: none"> • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organization to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders • Kaizen • Enterprise-specific improvement systems
Technology	May include: <ul style="list-style-type: none"> • computerized systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Customer service	May be: <ul style="list-style-type: none"> • internal or external • to existing, new or potential clients
Key process indicators	Key process indicators may include: <ul style="list-style-type: none"> • statistical process control data/charts • orders • lost time, injury and other OHS records • equipment reliability charts, etc.
Continuous improvement tools	May include: <ul style="list-style-type: none"> • statistics • cause and effect diagrams • fishbone diagram • Pareto diagrams • run charts

	<ul style="list-style-type: none"> • X bar R charts • PDCA • Sigma techniques • balanced scorecards • benchmarking • performance measurement • upstream and downstream customers • internal and external customers immediate and/or final
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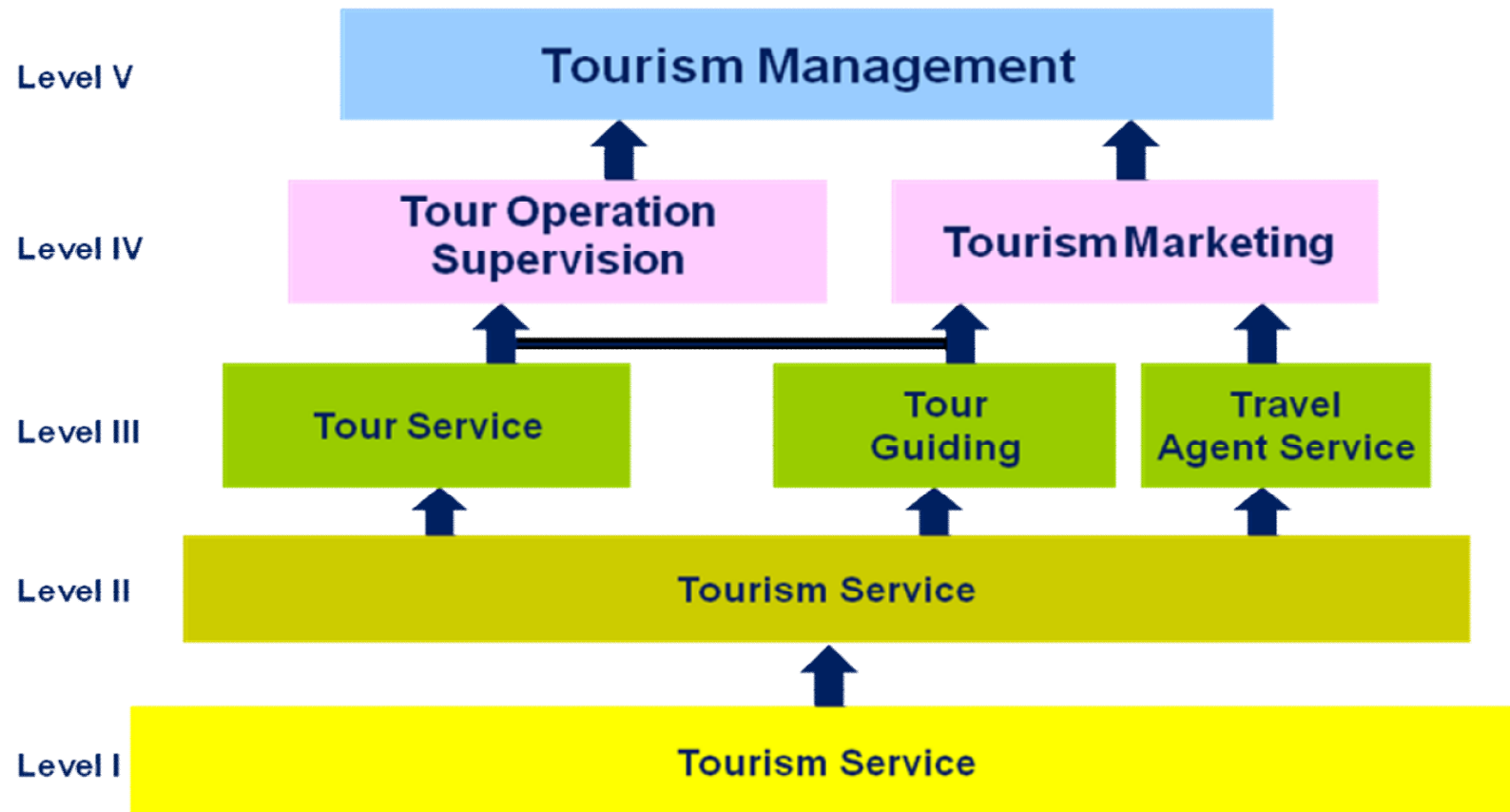
Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes • assist others to follow standard procedures and practices • assist others make improvement suggestions • standardize and sustain improvements <p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • implement and monitor defined quality system • requirements and initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems in the work area • initiate quality processes to enhance the quality of performance of individuals and teams in the work area • gain commitment of individuals/teams to quality principles and practices • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes • analyze training needs and implement training programs • prepare and maintain quality and audit documentation
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles and techniques associated with: <ul style="list-style-type: none"> – benchmarking – best practice – change management – continuous improvement systems and processes – quality systems • range of procedures available and their application to

	<p>different jobs</p> <ul style="list-style-type: none"> • applicability of TAKT time and MUDA to jobs • identification and possible causes of variability in jobs • continuous improvement process for organization • questioning techniques • methods of conceiving improvements • suggestion and try out procedures • relevant OHS • quality measurement tools for use in continuous improvement processes • established communication channels and protocols • communication/reporting protocols • continuous improvement principles and process • enterprise business goals and key performance indicators • enterprise information systems management • enterprise organizational structure, delegations and responsibilities • policy and procedure development processes • relevant health, safety and environment requirements • relevant national and international quality standards and protocols • standard operating procedures (SOPs) for the technical work performed in work area • enterprise quality system
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • coach and mentor team members • gain the commitment of individuals and teams to continuously improve • innovate or design better ways of performing work • communicate with relevant people • prioritize and plan tasks related to encouraging and improving use of standardized procedures • negotiate with others to resolve conflicts and gain commitment to standardized procedures • facilitate other employees in improvement activities • implement and monitor defined quality system requirements • initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes • analyze training needs and implementing training programs • prepare and maintain quality and audit documentation

Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the candidate • documentation and information in relation to production, waste, overheads and hazard control/management • enterprise quality manual and procedures • quality control data/records
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of procedures and contingency management; principles and techniques associated with change management • review of the audit process and outcomes generated by the candidates <p>Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competence which are difficult to assess directly.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated workplace setting / environment.</p>

Sector: Culture, Sports and Tourism
Sub-Sector: Travel and Tours



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