Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

TOURISM MARKETING

NTQF Level IV

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 Ethiopia 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 Ethiopia Occupational Standard which 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 title
- Unit code
- 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:

- the chart with an overview of all Units of Competence for the respective occupation including the Unit Codes and the Unit Titles
- the 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: Tourism Marketing		
Occupational Code: CST TOM		

NTQF Level-IV

CST TOM4 01 0912 Coach Others in Job Skills	**CST TOM4 02 0912** Monitor Work Operations	**CST TOM4 03 0912** Implement and Monitor Workplace Health, Safety and Security Practices
CST TOM4 04 0912 Establish and Conduct Business Relationships	**CST TOM4 05 0912** Coordinate and Monitor Marketing Activities	**CST TOM4 06 0912** Plan and Manage Meetings
CST TOM4 07 0912 Analyze and Present Research Information	**CST TOM4 08 0912** Deal with Conflict Situations	**CST TOM4 09 0912** Build and Launch a Website for a Small Business
CST TOM4 10 0912 Design Databases	**CST TOM4 11 0912** Produce and Manipulate Digital Images	**CST TOM4 12 0912** Review and Maintain a Website
CST TOM4 13 0912 Develop and Monitor Customer Service Strategies	**CST TOM4 14 0912** Investigate and Design E-Business Solutions	**CST TOM4 15 0912** Develop, Implement and Review Purchasing Strategies
CST TOM4 16 0912 Develop Workplace Policy and Procedures for Sustainability	**CST TOM4 17 0912** Prepare and Monitor Budgets	**CST TOM4 18 0912** Develop and Update Legal Knowledge Required for Business Compliance
CST TOM4 19 0912 Manage Extended Touring Programs	**CST TOM4 20 0912** Research and Share General Information on Ethiopian Tourism Heritages	**CST TOM4 21 0912** Read and Write Workplace Documents in Two International Languages in Addition to English

CST TOM4 22 0912 Create a Promotional Display or Stand	**CST TOM4 23 0912** Profile the Market	**CST TOM4 24 0912** Propose Solutions to the Identified Hazards and Control Safety Risks
CST TOM4 25 0912 Develop Host Community Awareness program on Tourism	**CST TOM4 26 0912** Construct Advanced International Airfares	**CST TOM4 27 0912** Plan and Organize Work
CST TOM4 28 0912 Migrate to New Technology	**CST TOM4 29 0912** Establish Quality Standards	**CST TOM4 30 0912** Develop Individuals and Team
CST TOM4 31 0912 Utilize Specialized Communication Skills	**CST TOM4 32 0912** Manage and Maintain Small/Medium Business Operations	**CST TOM4 33 1012** Manage Continuous Improvement System

Occupational Standard: Tourism Marketing Level IV	
Unit Title	**Coach Others in Job Skills**
Unit Code	**CST TOM4 01 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. This unit has no parity with units in Training and Assessment Training Package, but reflects the situation in many workplaces where buddy systems and on-the-job coaching are extremely common.

Elements	Performance Criteria
1. Prepare for on-the-job coaching.	1.1 Identify the need for coaching based on a range of ***factors***.
	1.2 Identify specific coaching needs through discussion with colleague to be coached.
	1.3 Where appropriate, organize ***coaching sessions*** according to organization policy.
2. Coach colleagues on the job.	2.1 Explain the overall purpose of coaching to colleague.
	2.2 Explain and demonstrate the specific ***skills*** to be coached.
	2.3 Communicate clearly any ***underpinning knowledge*** required and check colleague's understanding.
	2.4 Provide colleague with opportunity to practice the skill and ask questions.
	2.5 Provide feedback in a constructive and supportive manner.
3. Follow up coaching.	3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required.
	3.2 Report progress to the appropriate person as required.
	3.3 Identify ***performance problems or difficulties*** with the coaching and rectify them or refer them to the appropriate person for follow-up.

Variable	Range
Factors that could influence the decision whether or not to conduct coaching	May include: • request for coaching from colleague to be coached • own observation and workplace experience • direction from colleagues • trainees assigned from education institution for cooperative training

Coaching sessions could be conducted in a range of contexts, including:	• on-the-job during work hours • before or after work • in a simulated location away from the actual workplace
Skills to be coached are generally those not requiring formal or extended training sessions, but short, commonly-used tasks such as:	• customer service skills • technical or practical skills, such as operating equipment, making something or completing documentation • selling or promoting products and services
Underpinning knowledge refers to the essential knowledge required to carry out tasks or undertake skills effectively, such as:	• ingredients or components of items • knowledge of products or services • principles underpinning skills such as communication and selling • reasons for undertaking various tasks • legislative, OHS and hygiene requirements • applying correct performance appraisal technique to evaluate tasks of work colleagues
Performance problems or difficulties may be due to:	• shyness or lack of confidence • breakdown in communication • language or cultural barriers • insufficient opportunity to practice • inappropriate circumstances for coaching

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • ability to provide supportive on-the-job coaching with constructive and supportive feedback • clarity in oral communication • knowledge of basic training principles • demonstration of coaching skills under normal workplace conditions, including real work tasks to coach others in and use of suitable equipment and materials
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • context for workplace coaching, performance appraisal technique, including objectives, scope and relationship to other workplace activities • basic principles of training, such as explanation, demonstration, review, trainee explanation, trainee demonstration and feedback • equal employment opportunity (EEO) and other relevant

	legislation impacting on workplace coaching
Underpinning Skills	Demonstrates skills to: • communication specifically the use of questioning techniques and clarity in oral communication • interpersonal to facilitate participation and encourage effective coaching outcomes • literacy to interpret workplace documentation as required by the job role
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Monitor Work Operations**
Unit Code	**CST TOM4 02 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to oversee and monitor the quality of day-to-day work operations within a tourism or hospitality context. As such it includes fundamental knowledge of management roles and responsibilities.

Elements	Performance Criteria
1. Monitor and improve workplace operations.	1.1 Monitor efficiency and service levels on an ongoing basis through close contact with day-to-day operations.
	1.2 Ensure that workplace operations support overall organization goals and *quality assurance initiatives*.
	1.3 Identify quality problems and issues promptly and make appropriate adjustments, with relevant approvals.
	1.4 Adjust *procedures and systems* in consultation with colleagues to improve efficiency and effectiveness.
	1.5 Proactively consult with colleagues about ways to improve efficiency and service levels, including potential for new technologies.
	1.6 Provide feedback to colleagues and management to inform future planning.
	1.7 Identify and take opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation.
	1.8 Organize and record feedback.
2. Plan and organize workflow.	2.1 Assess current workload of colleagues accurately.
	2.2 Schedule work in a manner that enhances efficiency and customer service quality.
	2.3 Delegate work to appropriate people according to *principles of delegation*.
	2.4 Assess workflow and progress against agreed objectives and timelines.
	2.5 Assist colleagues in prioritization of workload through supportive feedback and coaching.
	2.6 Provide timely input to appropriate management regarding staffing needs.

3. Maintain workplace records.	3.1 Complete **workplace records** accurately and submit within required timeframes.
	3.2 Where appropriate, delegate and monitor completion of records prior to submission.
4. Solve problems and make decisions.	4.1 Identify **workplace problems** promptly and analyze from an operational and customer service perspective.
	4.2 Initiate short-term action to resolve the immediate problem where appropriate.
	4.3 Analyze problems for any long-term impact, and assess and action potential solutions in consultation with relevant colleagues.
	4.4 Where a team member raises a problem, encourage the individual's participation in solving it.

Variable	Range
Quality assurance initiatives	May be: • formal • informal • standards
Procedures and systems	May relate to: • service standards • work practices • use of technology • administrative standards and procedures • health and safety issues
Principles of delegation	May relate to: • knowledge of team strengths and weaknesses • knowledge of context-specific factors, such as resource constraints • self-knowledge • communication • evaluation
Workplace records	May include: • staff records • regular performance reports
Workplace problems	May include: • difficult customer service situations • equipment breakdown or technical failure • failure to deliver promised service to customers • procedural inadequacies or failures • unrealistic or impractical product development or marketing resulting in operational difficulties • inadequate staffing

	- poor rostering - inadequate financial resources - delays and time difficulties

Evidence Guide

Critical aspects of Competence	Evidence of the following is essential: - ability to monitor effectively and respond to a range of common operational and service issues in the workplace - understanding of the role of staff involved in workplace monitoring - knowledge of quality assurance, workflow planning, delegation and problem-solving required in a frontline management role - project or work activities conducted over an operationally realistic period of time so that the planning, evaluation and monitoring aspects of this unit can be assessed
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: - leadership and management roles and responsibilities within the relevant industry sector - key concepts of quality assurance and how it is managed and implemented in the workplace - typical work organization and work planning methods appropriate to the industry sector - time management principles and their application to leaders and managers - principles of effective delegation - problem-solving and decision making processes and techniques and their application to typical workplace issues - features of relevant record-keeping systems appropriate to the industry sector - industrial or legislative issues that affect short-term work organization appropriate to the industry sector
Underpinning Skills	Demonstrates skills to: - problem-solving to anticipate and respond to a wide range of unpredictable problems and situations at an operational level - communication and leadership to provide positive support to a team - literacy to interpret and develop wide-ranging workplace documentation - numeracy to develop schedules and timelines
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.

Methods of Assessment	Competency may be assessed through: • 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 Operation Supervision Level IV	
Unit Title	**Implement and Monitor Workplace Health, Safety and Security Practices**
Unit Code	**CST TOM4 03 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to implement predetermined OHS policies and procedures and to monitor OHS practices as a supervisory function.

Elements	Performance Criteria
1. Provide information on health, safety and security.	1.1 Accurately and clearly explain to personnel relevant **OHS information**, including organization-specific policies and procedures.
	1.2 Make all current and updated OHS information readily accessible to staff in a timely and regular manner, according to organizational procedures.
2. Monitor safe work practices.	2.1 Monitor adherence to organizational **OHS procedures** and OHS signage.
	2.2 Monitor ongoing compliance with safe work practices.
	2.3 Take prompt and appropriate action to address non-compliance with procedures, **safe work practices** and non-adherence to signage.
	2.4 Monitor the effectiveness of work practices in maintaining the health, safety and security of personnel through close contact with day-to-day operations.
3. Coordinate consultative arrangements for the management of health, safety and security issues.	3.1 Coordinate any scheduled consultation sessions and the operation of any and all **consultative processes**.
	3.2 Provide the opportunity for staff members to contribute their views on current and future OHS management practices, including views on how to eliminate or control risks.
	3.3 Action, resolve or refer issues raised through OHS consultation to the appropriate person.
	3.4 Provide timely staff and own feedback on OHS management practices to the designated person according to organization procedures.
4. Implement and monitor procedures for identifying hazards, and assessing	4.1 Coordinate any scheduled hazard identification activities ensuring hazards are identified at **times designated by legislation**.
	4.2 Identify any **hazards** on an ongoing basis through close contact with day-to-day operations in the workplace and

	react to reports of hazards by others workers.
and controlling risks.	4.3 Coordinate the conduct of risk assessments and, participate by taking a lead role in assessing risks associated with identified hazards according to consultative requirements of OHS legislation.
	4.4 Implement any risk control methods according to organization's policies and procedures or refer to appropriate person if control is outside scope of responsibility.
	4.5 Monitor the effectiveness of control measures, promptly identify any inadequacies and resolve or report them to the appropriate person.
5. Implement and monitor health, safety and security training.	5.1 Identify **OHS training needs** accurately based on regular workplace monitoring.
	5.2 Make timely arrangements for fulfilling training needs in consultation with appropriate management and according to organization policies and procedures.
	5.3 Monitor effectiveness of training in the workplace and make adjustments as required.
6. Maintain OHS records and reports.	6.1 Complete **OHS records and reports** accurately and legibly and store according to organization and legal requirements.
	6.2 Use data and reports to provide reliable and timely input to the management of workplace health, safety and security.

Variable	Range
OHS information on*:*	May include: • organization's overall OHS policy • any OHS policy and procedure but especially hazard identification • roles and responsibilities of employers and employees in OHS management practices • legal obligations and ramifications of failure to comply • consultative arrangements for OHS • use of hazard identification reporting documents • use of risk assessment template documents • specific existing control measures relevant to the workplace • specific regulations and codes of practice of Ethiopia • OHS training information and updates • location of first aid kit and emergency evacuation plan
OHS procedures	May involve*:* • emergency, fire and accident • incident or accident reporting • consultation

	• hazard identification
	• risk assessment and control
	• security including:
	  ➢ documents
	  ➢ cash
	  ➢ equipment
	  ➢ people
	  ➢ key control systems

Safe work practices	May include: • use of personal protective clothing and equipment • safe posture including sitting, standing and bending • using safe manual handling, including lifting and transferring • taking designated breaks • rotating tasks • using knives and equipment, handling hot surfaces • taking account of the dangers associated with inert gases used in beverage dispensing systems • using computers and electronic equipment • safe handling of chemicals, poisons and dangerous materials • using ergonomically sound furniture and workstations • clearing any hazards from immediate work area • paying attention to safety signage
Consultative processes	May involve: • consultation with employees during the course of each business day • a diary, whiteboard or suggestion box used by staff to report any issue of concern • recording issues in a management diary • regular staff meetings that involve OHS discussions • special staff meetings or workshops to specifically address OHS issues • staff handbook which includes OHS information • surveys or questionnaires that invite feedback on OHS issues • informal meetings with notes • fact sheets to fully inform personnel about OHS rights and responsibilities • formal meetings with agendas, minutes and action plans • formal OHS representatives and committees • involvement of personnel in writing parts of OHS policies and procedures
Times designated by legislation for systematic hazard identification	May include: • when changes to the workplace are implemented, for example: • before the premises are used for the first time • before and during the installation or alteration of any plant

	• before changes to work practices are introduced • when any new information relating to health and safety risk becomes available

Hazards	May include:
	• physical environment, for example:
	   ➢ working space of any workers
	   ➢ lighting
	   ➢ hot and cold environments
	   ➢ exposure to elements of weather, such as sun, wind and rain
	   ➢ prevailing noise levels
	   ➢ electrical items
	   ➢ flooring
	   ➢ equipment designed to assist with or replace manual handling
	   ➢ pests
	   ➢ crowds
	• plant, for example:
	   ➢ tools
	   ➢ appliances
	   ➢ equipment
	• working practices, for example:
	   ➢ opening and closing procedures
	   ➢ security procedures
	   ➢ any standard operating procedures for work-related tasks
	   ➢ rostering of staff and shift allocation
	   ➢ length of time spent at certain task and allocation of breaks
	• security issues, for example:
	   ➢ theft and robbery
	   ➢ irrational or angry customers
	   ➢ terrorism

OHS training needs	May include: • OHS policy and procedure induction training • coaching or mentoring in safe work practices • formal training programs in safe work practices • provision of information, fact sheets and signage to ensure safe work practices • OHS representative or committee training • hazard identification and risk assessment and control training
OHS records and reports	May include documentation of : • training action plans • training undertaken • consultation records, such as: • hazard identification records • risk assessments • risk control actions

	• incident or accident, near miss reports and related statistics
	• incident and accident notifications to OHS regulatory authorities
	• monitoring reports and recommendations for change, including effectiveness of:
	➢ diaries of meetings
	➢ agendas for and minutes of meetings
	➢ committee members
	➢ consultation decisions and follow-up actions
	➢ risk controls
	➢ safe work practices
	➢ consultation processes
	➢ OHS information provided to personnel.

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential:
	• project or work activities that show the candidate's ability to implement and monitor OHS management practices within the context of an established system where policies and procedures already exist for a given service industry operation and in line with regulatory requirements
	• knowledge of specific and relevant OHS legislative requirements
	• project or work activities conducted over a commercially realistic period of time so that the implementation, monitoring and reporting aspects of this unit can be assessed
Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• in-depth knowledge of the contents of the organization's OHS policies, procedures and reporting processes
	• in-depth knowledge of employee responsibilities in relation to ensuring safety of self, other workers and other people in the workplace
	• in-depth knowledge of employer's responsibilities under relevant state or territory OHS legislation, especially:
	➢ requirement to consult and acceptable consultation mechanisms
	• requirements for the use of OHS representatives and committees, and their roles and responsibilities
	➢ requirements for hazard identification, risk assessment, risk control and acceptable mechanisms
	➢ requirements for record keeping and acceptable record keeping mechanisms
	• provision of information and training
	➢ issue resolution
	➢ in-depth knowledge of employee's responsibility to participate in OHS practices and consultation under relevant federal and regional OHS legislation

	➢ ramifications of failure to observe OHS policies and procedures and legislative requirements ➢ in-depth knowledge of the particular consultation, hazard identification and risk assessment methods used in the particular workplace
Underpinning Skills	Demonstrates skills to: • high-level communication to communicate with colleagues on issues of OHS responsibility and discipline non-compliance, to conduct OHS consultation activities, and to provide all OHS procedural information and information on safe work practices • high-level literacy to read and interpret sometimes complex materials describing regulatory requirements that relate to OHS management and to read and interpret organizational policies and procedures • writing to develop reports and complete OHS records • critical thinking to allow for a rational and logical evaluation of the effectiveness of OHS management practices and to incorporate 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.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Establish and Conduct Business Relationships**
Unit Code	**CST TOM4 04 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage business relationships with customers or suppliers. It requires the ability to establish and maintain business relationships, conduct formal negotiations and make and manage agreements or contracts.

Elements	Performance Criteria
1. Build business relationships.	1.1 Establish relationships within appropriate cultural context in a manner that promotes goodwill and trust between the organization, its customers and suppliers.
	1.2 Build trust and respect in business relationships through use of effective communication skills and techniques.
	1.3 Identify and take up **opportunities to maintain regular contact with customers and suppliers**.
	1.4 establish formal business relationship with internal customers to provide standardized service
2. Conduct negotiations.	2.1 Conduct negotiations in a professional manner within relevant cultural context with customers and suppliers.
	2.2 Conduct negotiations in the context of current organization marketing focus.
	2.3 Maximize benefits for all parties in the negotiation through use of established **negotiation techniques** and in context of establishing long-term relationships.
	2.4 Incorporate feedback and input from colleagues into the negotiation where appropriate.
	2.5 Communicate results of negotiations to appropriate colleagues, higher officials and stakeholders within appropriate timeframes.
3. Make formal business agreements.	3.1 Confirm agreements in writing, using formal contracts where appropriate and according to organization requirements.
	3.2 Check and gain appropriate approvals for all aspects of formal agreements according to organization procedures.
	3.3 Identify the need for and seek specialist advice in the development of contracts where appropriate.
4. Foster and maintain	4.1 Proactively seek, review and act upon information needed

	to maintain sound business relationships.
business relationships.	4.2 Honor agreements within the scope of individual responsibility, complying with agreed terms and meeting key performance indicators (KPIs).
	4.3 Make adjustments to agreements in consultation with customer or supplier and share information with appropriate colleagues.
	4.4 Nurture relationships through regular contact and use of effective interpersonal and communication styles.

Variable	Range
Opportunities to maintain regular contact with customers and suppliers	May include: • informal social occasions • industry functions • association membership • cooperative promotions • program of regular telephone contact
Negotiation techniques	May include: • identification of KPIs, goals and limits • clarification of needs of all parties • identifying points of agreement and points of difference • preparatory research of facts, statistics, KPIs and product usage rates • active listening and questioning • non-verbal communication techniques • appropriate language • bargaining • developing options • confirming agreements • appropriate cultural behaviour

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • project or work activities that show the candidate's ability to successfully establish and maintain business relationships, conduct formal negotiations and make and manage agreements and contracts for a specific business operation • detailed knowledge of KPIs for the industry, industry structure and interrelationships, industry networks, information sources, and distribution and marketing networks • knowledge and understanding of role of contracts within a given business operation • project or work activities conducted over a commercially

	realistic period of time so that the planning and relationship-building aspects of this unit can be assessed
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • detailed knowledge of KPIs for the industry, industry structure and interrelationships, industry networks, information sources, sources of supply, and in-depth knowledge of distribution and marketing networks • principles of negotiation, stages in the negotiating process and different techniques that can be applied • legal issues that affect negotiations and contracts in the relevant industry sector • general and working knowledge of contracts and basic understanding of contract law
Underpinning Skills	Demonstrates skills to: • high-level negotiation and techniques appropriate to negotiations that may be of significant commercial value • high-level interpersonal and communication to establish and nurture ongoing relationships • high-level literacy to outline specific written requests clearly and succinctly; read complex agreements, conditions and contracts; and confirm formal details in writing • numeracy to prepare statistics, KPIs or usage figures that might relate to the negotiation of costs and calculate any costs related to agreements and contracts
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Coordinate and Monitor Marketing Activities**
Unit Code	**CST TOM4 05 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and coordinate and monitor a range of marketing and promotional activities at an operational level. The unit incorporates knowledge of marketing principles.

Elements	Performance Criteria
1. Plan, organize and monitor marketing promotional activities.	1.1 Plan and schedule ***marketing and promotional activities*** according to marketing plan or other organization systems. 1.2 Identify, analyze and incorporate relevant market ***information*** into short-term planning. 1.3 ***Assess invitations*** to participate in promotional activities based on current marketing focus, targets and other relevant information. 1.4 Develop and implement detailed action plans for promotional activities at the appropriate time to address ***operational details*** and meet the requirements of target market. 1.5 apply appropriate promotional tools to meet the requirements of the market 1.6 monitor and evaluate marketing activities to ensure the organization objectives are met
2. Undertake a general public relations role.	2.1 Establish and conduct relationships with industry and media colleagues in a manner that enhances positive image of organization. 2.2 Use networks to assist in the implementation of promotional activities. 2.3 Develop public relations resources where appropriate, including media releases and industry or media support materials.
3. Review and report on promotional activities.	3.1 Review all activities according to agreed evaluation methods and incorporate results into future planning. 3.2 Prepare reports according to organization policy and required timeframes. 3.3 Present current market intelligence in a manner that provides clear and concise information to those responsible for planning sales and marketing.

	3.4 Make informal reports to relevant colleagues to Maximize opportunity to meet team targets.

Variable	Range
Marketing and promotional activities	May include: • events • display and signage initiatives • trade and journalist familiarisations • limited product development within scope of individual responsibility • market research • advertising • sales promotion • personal selling • public relation • word-of-mouth recommendations • trade fairs • industry and public relations activities • web-based activities
Information to be incorporated into the planning process	May include: • marketing reports • sales reports • financial statistics • marketplace trends • competitive activity
Assessment of invitations to participate in activities	May relate to: • consistency with overall marketing direction • level of exposure to be achieved • matching of attendees to target markets • financial resource issues • human resource requirements • timing of the activity or event
Operational details to be considered	May include: • objectives and nature of the activity • budget availability • public relations implications • staffing requirements and briefings • availability of brochures and other promotional material • equipment requirements • contracting of other services, such as display • travel arrangements

	• strategies to ensure maximum benefits
	• potential to conduct cooperative marketing activities
	• proactive or reactive approaches
	• need for external assistance
	• fulfilling administrative and procedural requirements
	• available technology
	• potential e-business opportunities

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential:
	• project or work activities that show the candidate's ability to plan and coordinate multiple marketing activities for a specific business operation and to prepare marketing reports
	• logical and detailed activity planning supported by relevant action plans
	• knowledge of marketing principles and their application to practical workplace activities
	• detailed knowledge of the industry, including structure and interrelationships, industry networks, information sources, and distribution and marketing networks
	• knowledge of the types of promotional activities commonly used within the tourism and hospitality industry and specific major industry marketing and promotional events
	• 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	Demonstrates knowledge of:
	• in-depth product knowledge sufficient to support typical industry marketing activities
	• overall content and structure of marketing plans
	• broad and working knowledge of key marketing principles
	• 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:
	➢ in-depth knowledge of distribution and marketing networks, especially those that support the product or service being promoted, including e-business options
	➢ current customer and market trends, products and service style that would meet particular customer and market requirements and preferences
	• general knowledge of the types of promotional activities commonly used in the service industries including:
	➢ trade and consumer shows
	➢ in-house promotions
	➢ advertising

	> public relations > familiarizations > signage and display • general knowledge of major industry marketing and promotional events relevant to the industry sector • broad and working knowledge of legal liability and implications of consumer legislation and regulations on the promotion of products appropriate to the particular industry sector
Underpinning Skills	Demonstrates skills to: • sales techniques • planning and organizational that relate to the conduct of marketing activities • high-level verbal communication to establish and conduct public relations activities • high-level literacy to interpret market trend information, develop detailed action plans for promotional activities, prepare media releases, and read and prepare marketing reports
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Plan and Manage Meetings**
Unit Code	**CST TOM4 06 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and conduct structured meetings involving multiple participants. It requires the ability to write and distribute agendas, chair meetings and write minutes.

Elements	Performance Criteria
1. Plan and prepare for meetings.	1.1 Identify the need for ***meetings*** and who should attend.
	1.2 Decide on style of meeting and required level of formality according to meeting purpose, occasion, nature of participants and organization procedures.
	1.3 Make arrangements for meeting according to organizational requirements and within designated timelines, including provision for people with special needs.
	1.4 Develop an agenda that reflects meeting purpose.
	1.5 Research or obtain information on agenda items to enable informed discussion at the meeting.
	1.6 Prepare meeting papers and dispatch to participants before the meeting, where appropriate, and within appropriate timeframes.
2. Conduct meetings.	2.1 Chair meetings according to organization procedures and meeting protocols.
	2.2 Encourage open and constructive communication by using appropriate interpersonal and communication styles.
	2.3 Reach agreement with meeting participants on meeting goals and conduct.
	2.4 Present information and ideas clearly and concisely.
	2.5 Give all participants the opportunity to contribute.
	2.6 Manage meetings to maintain focus on agreed goals.
	2.7 Conduct meetings within agreed times, or adjust times with the agreement of participants.
	2.8 Record minutes of meetings where appropriate.
	2.9 When issues are out of agenda guide participants to stick on points raised on the agenda.
	2.10 Able to minimize conflicts among participants and reach

	on common understanding.
3. Debrief and follow up meetings.	3.1 Process and distribute ***documentation from meetings***. 3.2 Inform colleagues regarding the outcomes of meetings. 3.3 Incorporate work resulting from meetings into the current work schedule, with tasks prioritized and actioned as appropriate.

Variable	Range
Meetings	May include: • one-off • regular • teleconferences • videoconferences • committee meetings • board meetings • annual general meetings • project management meetings • formal staff meetings
Documentation from meetings	Must include: • agendas • minutes

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • project or work activities that show the candidate's ability to plan for and conduct effective and structured meetings using appropriate procedures, protocols and documentation • ability to use effective communication skills in the conduct of meetings

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• different types and formats of meetings, including general awareness of procedures for formal meetings
	• standard procedures for formal meetings, including:
	  ➢ agenda format and order
	  ➢ types of seating arrangements
	  ➢ meeting terminology
	  ➢ minutes
	  ➢ role of chairperson and other office bearers

	• group dynamics

Underpinning Skills	Demonstrates skills to:
	 • meeting management and chairing skills, including:
	    ➢ active listening
	    ➢ questioning
	    ➢ conflict management
	    ➢ time keeping
	 • oral communication skills specific to the conduct of meetings, including presentation skills
	 • written communication skills specific to writing agendas, supporting notes and minutes
	 • summarising and minute taking

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Analyze and Present Research Information**
Unit Code	**CST TOM4 07 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to research gather, organize and present workplace information using available systems.

Elements	Performance Criteria
1.Gather and organize information	1.1. Gather and organize ***information*** in a format suitable for analysis, interpretation and dissemination in accordance with ***organizational requirements***
	1.2. Access information held by the organization ensuring accuracy and relevance in line with established organizational requirements
	1.3. Ensure that ***methods of collecting information*** are reliable and make efficient use of resources in accordance with organizational requirements
	1.4. Identify research requirements for combining online research with non-electronic sources of information
	1.5. Use ***business technology*** to access, organize and monitor information in accordance with organizational requirements
	1.6. Update, modify, maintain and store information, in accordance with organizational requirements
2. Research and analyze information	2.1. Clearly define ***objectives of research*** ensuring consistency with organizational requirements
	2.2. Ensure that data and ***research strategies*** used are valid and relevant to the requirements of the research and make efficient use of available resources
	2.3. Identify ***key words and phrases*** for use as part of any online search strategy, including other search tools
	2.4. Use reliable ***methods of data analysis*** that are suitable to research purposes
	2.5. Ensure that assumptions and conclusions used in analyzes are clear, justified, supported by evidence and consistent with research and ***business objectives***
3. Present information	3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology

	3.2. Structure and format reports in a clear manner that conforms to organizational requirements
	3.3. Report and distribute research findings in accordance with organizational requirements
	3.4. Obtain *feedback* and comments on suitability and sufficiency of findings in accordance with organizational requirements

Variable	Range
Information	May include: • demographic data • existing and new attraction sites • service delivery records • computer databases (library catalogue, customer records, subscription database, internet) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • financial figures • forms (insurance forms, membership forms) • information on training needs • invoices (from suppliers, to debtors) • marketing reports/plans/budgets • personnel records (personal details, salary rates) • production targets • sales records (monthly forecasts, targets achieved) • primary and secondary sources
Organizational requirements	May include: • anti-discrimination and related policy • business and performance plans • Code of Conduct/Code of Ethics • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • information protocols • legal and organizational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
Methods of collecting information	May include: • checking research provided by others • checking written material including referrals and client files

	• individual research • information from other organizations • interviews with community members, colleagues/customers • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Business technology	May include: • answering machine • computer • fax machine • photocopier • telephone
Objectives of research	May include: • comparative analysis • hypothesis testing • identification of trends • industry pricing policies • process mapping • situational diagnosis
Research strategies	May include: • data analysis • documentation reviews • focus groups • interviewing colleagues and clients • online searching • product sampling • subscription databases
Key words and phrases	May include: • cultural or geographic terms • using different thesauri in different databases
Boolean operators	May include: • exclude - / NOT • include +/ AND • or • phrase searching " "/( ) • variations, depending on the resource being used
Methods of data analysis	May include: • data sampling • feedback on results • peer review • review of previous research • statistical analysis
Business objectives	May include: • community capacity building • community development • service provision

	• business planning • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organizational values and behaviours • people management • work procedures and quality assurance manuals
Feedback	May include: • audit documentation and reports • comments from community, board members, clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • presenting information and data • maintaining and handling data and documents systematically • analysing and interpreting data to support organizational activities • knowledge of research processes and strategies to identify new sources of information

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
	   ➢ anti-discrimination legislation
	   ➢ ethical principles
	   ➢ codes of practice
	   ➢ privacy laws
	   ➢ occupational health and safety (OHS)
	• organizational record keeping/filing systems, security procedures and safe recording practices
	• organizational policies and procedures relating to distribution of workplace information, and legal and ethical obligations
	• research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively

Underpinning Skills	Demonstrates skills to: • literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information • problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate

	• technology skills to select and use technology appropriate to a task • research skills to identify and access 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	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Deal with Conflict Situations**
Unit Code	**CST TOM4 08 0912**
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.	1.1 Identify potential for **conflict** quickly and take swift and tactful action to prevent escalation.
	1.2 Identify quickly **situations where personal safety of customers or colleagues may be threatened** and organize appropriate assistance.
	1.3 Identify and use **resources to assist in managing conflict** where appropriate and according to organization policy and procedures.
2. Resolve conflict situations.	2.1 Take responsibility for finding a solution to the conflict within scope of individual responsibility.
	2.2 Deal with conflict sensitively, courteously and discreetly and take steps to minimize impact on other colleagues and customers.
	2.3 Use effective **communication skills** to assist in management of the conflict.
	2.4 Encourage all points of view, acknowledge them and treat them with respect.
	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.
	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**.
	2.7 Use accepted **conflict resolution techniques** to manage the conflict situation and develop solutions.
	2.8 Complete any necessary documentation accurately and

	legibly within time constraints.
3. Evaluate conflict situations.	3.1 Seek and provide feedback on the conflict and its resolution where possible with the parties involved.
	3.2 Evaluate and reflect on the situation and effectiveness of the solution.
	3.3 Determine possible *causes of workplace conflict* and provide input for workplace enhancement and improvements.

Variable	Range
Conflict situations	May relate to: • 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	May involve: • 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	May include: • workmates • hospitality or tourism customers • outside contractors • suppliers
Resources to assist in managing conflict	May include: • senior staff • other staff members • internal security staff or police • counsellors

Communication skills include:	• 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: • costs and budgets • organization policy on refunds or exchange • lack of availability of replacement items, services or tickets
Conflict resolution techniques	May include: • problem-solving • negotiation • use of appropriate communication skills
Causes of workplace conflict	May include: • poor communication • lack of information • changes to practices and procedures • cultural misunderstanding • lack of empathy • complaints • workplace problems and issues

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • 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: • 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	Demonstrates skills to: • 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: ➢ 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.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Build and Launch a Website for a Small Business**
Unit Code	**CST TOM4 09 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to build a basic website to meet business needs, including selecting a hosting service and appropriate web development software, planning the website structure and undertaking the actual construction of the site. It requires the technical skills and knowledge typically needed by a business that elects to develop its own site rather than access the services of IT professionals.

Elements	Performance Criteria
1. Plan website structure.	1.1 Develop website style and structure to suit the ***business purpose*** and intended target audience according to business website strategy.
	1.2 Identify and include appropriate ***features and capabilities*** within the website structure.
	1.3 Determine layout and navigation requirements in relation to appearance, readability, links and ***ease of operation***.
	1.4 Identify and apply accessibility requirements for website to ensure maximum accessibility.
	1.5 Document structure clearly and accurately to facilitate an efficient development process.
	1.6 Develop and integrate appropriate interactive forms into the website structure to capture customer data.
	1.7 Select ***authoring tools and software*** based on website requirements.
	1.8 Identify and integrate website ***security requirements*** into the development process.
2. Develop website content.	2.1 Select and use business information to create website content according to business website strategy.
	2.2 Define appropriate information for inclusion in interactive forms based on the purpose of the form.
	2.3 Adapt information for inclusion on the web to ensure site is clear, scan able and readable.
	2.4 Use language style and tone suited to business image to be conveyed and intended target audience.
	2.5 Integrate ***content features*** into the website according to

		website structure and plan.
	2.6	Check content for accuracy, currency and relevance according to website plan and purpose.
3. Create website pages.	3.1	Create a plan for website pages and active links to meet layout and navigation requirements.
	3.2	Select page titles and key words to reflect business purpose and website content, and to assist access via search engines.
	3.3	Improve *page presentation* by adding *features* to enhance web pages.
	3.4	Develop *linked web pages* according to website plan, ensuring links are clearly named and unambiguous.
	3.5	Use appropriate techniques to create interactive forms within website pages.
	3.6	Create all pages to be consistent with site design specifications.
4. Select and use a web hosting service.	4.1	Identify *relevant sources of information on web hosting options*.
	4.2	Evaluate different web hosting services and select according to business and technical requirements.
	4.3	Upload files to selected web hosting service according to technical requirements and business agreements.
5. Test and critically evaluate website.	5.1	Test website functions, processes and navigation to confirm operational status, appearance, accuracy and ease of operation.
	5.2	Evaluate effectiveness of interactive forms to ensure that required sales data is collected for the business.
	5.3	Evaluate website according to business website strategy to ensure it projects a business image suited to the e-business model.
	5.4	Identify any problems, develop a range of strategies to solve them and select appropriate and sustainable solutions.

Variable	Range

Business purpose	May include: • promotion • sales • contracting and procurement • auctions • provision of information • collaboration • support to multiple businesses • change to supply chain integration • electronic payments • consultancy services • certification
Website features and capabilities	May involve: • marketing features • legal requirements • privacy and confidentiality requirements • security requirements • authentication facility or link • customer service requirements • shopping cart facilities • electronic payment facilities • online catalogues and brochures • knowledge bases • frequently asked questions (FAQs) • thumbnails • active links • navigation buttons • colour, sound, video, images and graphics • downloadable files • search facility • facility of user feedback on content and operation of website • text and tags in HTML • cut down versions of web pages in wireless markup language (WML) for access by wireless application protocol (WAP) telephones
Ease of operation	May include: • homepage download time • time to download files • difficulty in navigation
Authoring tools and software may include a wide range of text editors and commercial applications such as:	• WordPad • Notepad • FrontPage • Dreamweaver • Adobe Photoshop.

Security requirements	May include:
	• password protection
	• limited viewing of rates
	• limited downloading of images or image encoding
	• payment mechanism
Content features	May include:
	• knowledge bases
	• products and services
	• catalogues and brochures
	• thumbnails
	• FAQs
	• company profile
	• staff profiles
	• business history
	• client testimonials
	• published materials
Page presentation	May include:
	• animated sequences
	• sound
	• movie sequence
	• plug ins
	• downloadable files
	• use of bold, italics, subscript, superscript and strikethrough
	• different fonts and font sizes
	• colour
	• images, e.g. photographs and graphics
	• bulleted or numbered lists
	• tables
	• interactive forms for bookings or enquiries
Features to enhance web pages may include use of:	• frames
	• colour
	• photographic images
	• graphics
	• text enhancement
Linked pages:	May include:
	• relative links: between a page and the home page
	• fully qualified uniform resource locator (URL) link: to a page on another website
Relevant sources of information on web hosting options	May include:
	• internet service providers (ISPs)
	• industry associations
	• IT media reviews and articles.

Evidence Guide	
Critical aspects of	Evidence of the following is essential:

Competence	• ability to build a website to meet a specific business need through the integration and application of appropriate business and technical skills • knowledge of the key features and functions to be incorporated into a business website

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• general understanding of the internet and world wide web and their application and relevance to individual businesses
	• current e-business environment for a particular business context
	• general overview of different services and operation systems used by internet service providers
	• general principles of website architecture and design
	• role of a website in the marketing mix and ways in which the marketing effectiveness of a website can be enhanced
	• key features of a marketing-oriented website
	• general features of browsers, search engines and web crawlers, including how these impact on website design, decisions and meta-tags
	• relationships between content and site design
	• functions and features of micro-content elements such as headings, highlighted words and hyperlink text
	• underlying impact of hypertext mark-up language (HTML) and cascading style sheets on site design
	• features and uses of frames, forms and tables within a website
	• privacy issues, codes of practice and legislative requirements in relation to the development of a website including:
	   ➢ OECD Guidelines for Consumer Protection in the Context of Electronic Commerce
	   ➢ World Wide Web Consortium (W3C) guidelines
	   ➢ copyright laws
	   ➢ defamation laws
	   ➢ privacy legislation and confidentiality requirements
	   ➢ intellectual property
	   ➢ legal and regulatory policies affecting e-business

Underpinning Skills	Demonstrates skills to: • techniques for using colour and enhancing text within a website • techniques for capture and manipulation of digital images and graphics, including insertion into a website • writing skills to develop and review website content for diverse purposes and audiences
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.

Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Design Databases**
Unit Code	**CST TOM4 10 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develops 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	may include: • 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	May include: • concurrency of access requirements • data relationships • data structures • forms • queries • reports • screens • security features • table relationships
Software	May include: • commercial software applications • organizational specific software
Appropriate person	May include: • clients • colleagues • supervisors
Software functions	May include: • 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:
	  ➢ append
	  ➢ delete
	  ➢ edit
	  ➢ exit
	  ➢ list
	  ➢ print
	  ➢ query
	  ➢ report
	• repeating (if available)
	• table, form and report wizards

Formulae	May include: • formulae • addition • average • combinations of formulae • count • division • maximum • minimum • multiplication • subtraction • sum
Naming and storage	May include: • 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-ROM, USBs, tape or server back-up

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • producing a database containing a minimum of three tables and incorporating queries, reports and forms • knowledge of advanced functions of database software app.

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• 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:
	  ➢ anti-discrimination legislation
	  ➢ ethical principles
	  ➢ codes of practice
	  ➢ privacy laws
	  ➢ occupational health and safety

Underpinning Skills	Demonstrates skills to: • 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
Resources Implication	Assessment must ensure: • access to office equipment and resources • access to sample data
Assessment Methods	Competency may be assessed through: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of database design • review of database testing • demonstration of techniques
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tourism Marketing Level IV	
Unit Title	**Produce and Manipulate Digital Images**
Unit Code	**CST TOM4 11 0912**
Unit Descriptor	This unit describes the skills and knowledge required to produce and manipulate digital images for a multimedia production within the tourism industry.

Elements	Performance Criteria
1. Assess digital camera qualities	1.1 Assess camera software compatibility with hardware systems and select appropriate software for the production
	1.2 Match pixel resolution of the camera to the required quality and resolution of outcome
	1.3 Check the RAM capacity of the camera to see that it is appropriate to the number of images required to be captured
	1.4 Assess shutter speed, focal lengths and camera feature modes as suitable to the quality of and use of photographic image required
	1.5 Handle and store lithium batteries in accordance with occupational health and safety requirements
2. Photograph and upload a digital image	2.1 Consider focus and exposure in operation of the digital camera to ensure capture of image meets production requirements
	2.2 Ensure correct use of digital image software including entering and exiting the selected software
	2.3 Save and retrieve digital photographs using designated file formats
	2.4 Load and operate the digital camera in accordance with manufacturer's specifications and appropriate to the quality of image to be photographed
	2.5 Upload the IBM-PC or Macintosh card interface/disk onto the relevant computer and save the image on hard disk
	2.6 Create and store photographic image files of the computer in accordance with software procedures
	2.7 Enhance, crop and alter photographic images electronically to deliver the required image
	2.8 Check photographic images for fitness of purpose to comply with specifications
	2.9 Assess photographic images for the relevant delivery mode

	(print, CD-ROM, visual appeal and effectiveness) and deliver appropriately
3. Incorporate digital photography into a multimedia sequence	3.1 Create graphics that incorporate the principles of design using the designate software
	3.2 Edit, enhance, amend and save digital images using the designated software
	3.3 Combine digital images into a designated multimedia sequence
	3.4 Integrate digital images into a designated multimedia sequence
	3.5 Evaluate the outcome for visual impact, effectiveness and fitness for purpose

Variable	Range
Multimedia productions may include or be included in:	• aspects or sections of film/video production: ➢ feature ➢ documentary ➢ short film and/or video ➢ animations ➢ commercials ➢ live or pre-recorder performances ➢ music video ➢ television production of any type (eg music, drama, comedy, variety, sport) ➢ live or pre-recorded television production ➢ educational product ➢ game ➢ promotional product ➢ Information product ➢ training product ➢ e-commerce ➢ a range of others
Equipment used:	• appropriate hardware • software and communication packages • LANs • organization's backup systems
Multimedia components:	• 2D Graphics • 3D Graphics • videos • sound • text animation • scanned images
Industry standard software	May include: • a wide range of programs, some current examples of which

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	may be: ➢ Photoshop ➢ Page mill ➢ Front page ➢ Dreamweaver ➢ Flash ➢ Director ➢ Hyper Studio NOTE: These programs are constantly being upgraded and replaced, and appropriate up-to-date programs should be selected.
Camera feature modes	May include: • flash • scroll age • icon menu • close-up • wide angle and telephoto capacity

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • able to assess the capacity to upload and process digital image s using industry hardware and software, to deliver a designated quality of image outcome • ability to interpret a brief
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • knowledge of selected digital image software • knowledge of the limiting factors of computer hardware • knowledge of computers and computer operating systems
Underpinning Skills	Demonstrates skills to: • interpreting and communicating production specifications • interpreting simple scripts (texts), specifications and instructions • basic principles of photography and visual design
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Review and Maintain a Website**
Unit Code	**CST TOM4 12 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake data analysis, review website content and update and maintain a website.

Elements	Performance Criteria
1. Review website content and use	1.1. Monitor and analyze customer and user feedback in accordance with organizational timelines
	1.2. Analyze automatically collected website data and identify trends
	1.3. Make recommendations on changes to the website and its content in response to **feedback and data analysis** and approve changes scheduled for implementation
	1.4. Review cost implications of the recommended changes to determine their viability
2. Update website	2.1. Replace superseded and inaccurate information with current information and add additional material in accordance with organizational requirements
	2.2. Follow protocols for ensuring the accuracy and authenticity of information
	2.3. Remove services no longer available or required and add new ones in accordance with organizational requirements
	2.4. Check **off-line information** against that posted on the website and rectify discrepancies in accordance with organizational timelines
	2.5. Follow **security procedures** for updating the website
3. Carry out non technical site maintenance	3.1. Analyze user feedback to confirm that faults have resulted from the site and are not user problems
	3.2. Rectify faults and make improvements to the site in response to user feedback approved by the organization
	3.3. Add new web pages and/or active links and remove redundant pages and links in accordance with organizational requirements
	3.4. Make site changes in response to changes in marketing strategy in accordance with organizational requirements and consideration of cost benefits

Variable	Range

Feedback and data analysis	May include:
	• feedback in relation to content, ease of navigations and appropriateness/usefulness of content
	• statistical data in relation to usage, including;
	   ➢ hits
	   ➢ page views
	   ➢ visits

Offline information	May include: • information available in other forms, such as; • brochures • databases • knowledge management systems • news letters • records systems
Security procedures	May include: • access protocols • password protected areas

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • website and its content continues to meet the requirements of the business after maintenance changes • identification and resolution of faults, errors and/or complaints with website

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• identification and overview knowledge of key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
	• anti-discrimination legislation
	• ethical principles
	   ➢ codes of practice
	   ➢ privacy laws
	   ➢ Occupational Health and Safety
	• basic principles of website design and maintenance
	• online security issues

Underpinning Skills	Demonstrates skills to: • literacy to interpret policies and procedures, provide recommendations to others and to draft text in a logical sequence and structure appropriate for an online format • numeracy for basic statistical analysis of website usage data • communication for consultation with users and customers

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Develop and Monitor Customer Service Strategies**
Unit Code	**CST TOM4 13 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop, 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 and identify *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 and clearly identify customer service strategies and opportunities are promoted to *designated individuals and groups*
	2.2. Identify and allocate available budget resources to fulfil 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
Customer needs	May relate to: • accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing time of organization's products and services • returning organization's products and services • specific information
Communication techniques	May include: • analysing customer satisfaction surveys • analysing quality assurance data and setting standards • conducting interviews • consultation methods, techniques and protocols • making recommendations • obtaining management decisions • questioning • seeking feedback to confirm understanding • summarising and paraphrasing
Customers	May include: • corporate customers • individual members of the organization • individual members of the public • internal or external • other agencies such as inbound and out bound tour operators
Organizational requirements	May include: • 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 • 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	May include: • answering machine • binder • computer • fax machine • photocopier • printer • shredder • telephone
Online services	May include: • 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	May include: • colleagues • committee • customers • external organization • line management • supervisor
Procedures to resolve customer difficulties	May include: • external agencies (e.g. Ombudsman) • item replacement • referrals to supervisor • refund of monies • review of products or services • using conflict management techniques

Customer complaints	May include:
	• administrative errors such as incorrect invoices or prices
	• customer satisfaction with service quality and standard
	• damaged goods or goods not delivered
	• delivery errors
	• products not delivered on time
	• service errors
	• specific e-business problems and issues:
	  ➢ difficulty accessing services
	  ➢ inactive links

	➤ not appreciating differing hardware and software ➤ services not available ➤ supply errors such as incorrect product delivered ➤ time taken to access services ➤ unfriendly website design ➤ website faults • warehouse or store room errors such as incorrect product delivered
Customer service strategies	May include: • courtesy/politeness • delivery times • merchandise characteristics • price offers • product/refund guarantees • product/service availability

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • identifying needs and priorities of the organization in delivering services to customers and setting strategies • 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	Demonstrates knowledge of: • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: ➤ anti-discrimination legislation ➤ 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	Demonstrates skills to: • literacy to read a variety of texts, to prepare general information and papers, and to write formal and informal letters according to target audience and designing a quality service strategy • 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	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Investigate and Design E-Business Solutions**
Unit Code	**CST TOM4 14 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate e business models and strategies, and to incorporate the results of these evaluations into the design of an e business solution.

Elements	Performance Criteria
1. Investigate e business opportunities	1.1. Undertake a competitive analysis to determine the likely impact of **new capabilities that** will have on industry sectors and competitors
	1.2. Complete and assess **value chain analysis** to identify **processes and relationships** that may benefit from the adoption of e-business solutions
	1.3. Identify **threats and opportunities** to e-business implementation and evaluate potential **contributions to the business**
	1.4. Conduct resource analysis to identify cost and revenue implications in developing opportunities
	1.5. Identify and evaluate legal and ethical issues relating to e-business opportunities
2. Evaluate e business models	2.1. Identify and analyze **business-to-business**, **business-to-consumer**, intra-organizational e-business applications and **e-business models**
	2.2. Rank compatible e-business models in terms of their strengths and weaknesses, considering resourcing, technical and security requirements of each
	2.3. Assess cost implications of implementation of e-business models
	2.4. Determine an e-business model most appropriate in relation to business plan
3. Design an e business	3.1. Formulate purpose, objectives and values for the e-business
	3.2. Identify target market, and value chain structure in

	accordance with chosen e-business model
	3.3. Identify and obtain **technical needs and expertise** required to implement e-business model
	3.4. Investigate and develop plan to address cultural change issues to manage transition to an e-business
4. Implement an e business strategy	4.1. Develop **policies and guidelines** to support customers, supply chain and staff to ensure successful implementation
	4.2. Monitor performance of business goals and adjust policies and procedures to respond to changing needs of customers, staff and supply chain
	4.3. Review e-business systems and models, seeking feedback from users and personnel responsible for e-business implementation
	4.4. Incorporate evaluation results and feedback to improve future e-business strategies

Variable	Range
New capabilities	May include: • 24-hour operation • automated marketing efforts • communication • distribution channel • global reach • online customer service • online inventory • online payments • online purchasing • online sales systems • supply chain

Value chain analysis	May include:
	• an analysis of a series of primary activities, such as:
	  ➢ inbound logistics
	  ➢ marketing and sales
	  ➢ operations
	  ➢ outbound logistics
	  ➢ service support
	• and their support activities, such as:
	  ➢ business infrastructure
	  ➢ human resources management
	  ➢ procurement
	  ➢ technological development

Processes and relationships	May include: • customer service • delivery of core services • delivery of government services • delivery of products • development of new products, services and markets • organizational structures • trading communities
Threats and opportunities	May include: • business to government (B2G) opportunities where e-business is conducted between an enterprise and the government • business-to-business (B2B) opportunities where e-business is conducted between companies • business-to-consumer (B2C) opportunities where e-business is conducted between an enterprise and a customer • business-to-local community where e-business is conducted between an enterprise and local community • competition legislation • disintermediation threats/opportunities where the role of 'middlemen' or other middle supply chain elements is reduced or made redundant as newer more efficient supply chain technologies are implemented • infrastructure requirements: disaster recovery, failsafe systems • internal business opportunities that improve productivity utilising e-business development • re-intermediation opportunities, where e-business creates new value between producers and consumers • risk management: payments, fraud etc.
Contributions to the business	May include effect on: ➢ customer satisfaction ratings ➢ growth ➢ market share ➢ profitability ➢ return on investment ➢ sales ➢ staff morale i.e. using efficient technologies to enhance workplace ➢ staff productivity and professional development
Business-to-business	May include: • involves e-business between organizations • B2G (business to government)
Business-to-consumer	May include: • involves e-business between an enterprise and a customer

E-business models	May include: • aggregator models • collaboration partners • competitor cooperation model • e-auction • e-government • e-mall • e-office • e-procurement • e-shop/e-tailing • information brokers • micro-payments business model • multilevel marketing • portal • tender services • third party marketplaces • trust services • value chain integrators • value chain service providers • virtual community • web rings
Technical needs and expertise	May include: • advice on existing business strategy and base business versus growth business • advice on staffing arrangements • advice on technology issues/compatibility • banking information for electronic funds transfer • contact person • feedback loops • new protocols relating to legal or security issues for e-business • open and international standards • personal identification and password for online access to business processes e.g. purchasing or supply
Policies and guidelines	May include: • business ethics • confidentiality • electronic communication • fraud prevention and detection • human resources management • information management • intellectual property • legal issues e.g. jurisdiction, contract validity, taxation • outsourcing • performance management • privacy • risk management

	• security

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • evaluation of e-business opportunities involving new business models and not simply electronic versions of existing businesses • rationale and supporting evidence for choice of e-business solution • knowledge of relevant legislation

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• features of a range of software and hardware systems
	• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
	   ➢ anti-discrimination legislation
	   ➢ ethical principles
	   ➢ codes of practice
	   ➢ privacy laws
	   ➢ copyright
	   ➢ occupational health and safety
	• organizational policies and procedures relating to the systems, products and/or service being worked with

Underpinning Skills	Demonstrates skills to: • analytical and problem-solving to assess information and apply to identified business needs • communication to collaborate with technical experts and other staff • literacy to identify and interpret market and product 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	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Develop, Implement and Review Purchasing Strategies**
Unit Code	**CST TOM4 15 0912**
Unit Descriptor	This unit specifies the outcomes required to develop, implement and evaluate an organization's purchasing strategies, and implement improvements to those strategies.

Elements	Performance Criteria
1. Determine purchasing objectives	1.1. Research and analyze the suitability of industry benchmarks for purchasing for the organization
	1.2. Analyze organization's purchasing data and information
	1.3. Undertake consultations with **relevant stakeholders** and **personnel** to inform development of purchasing objectives
	1.4. Draft purchasing objectives in line with organization's goals
	1.5. Gain approval from relevant personnel for purchasing objectives
2. Develop purchasing strategies	2.1. Develop **purchasing strategies**, taking into account **legal requirements** and purchasing objectives
	2.2. Develop human resource, financial and other plans to support implementation of purchasing strategies
	2.3. Make changes resulting from feedback from relevant personnel about purchasing plans and strategies
	2.4. Gain approval for plans to implement purchasing plans and strategies
3. Implement purchasing strategies	3.1. Communicate purchasing strategies to relevant personnel and stakeholders
	3.2. Access **resources** needed to implement purchasing strategies
	3.3. Provide **support** to implement purchasing strategies
	3.4. Monitor implementation of purchasing strategies by the organization
	3.5. Identify and address problems and issues arising during implementation of purchasing strategies
	3.6. Provide reports to relevant personnel and stakeholders on the implementation of purchasing strategies
4. Evaluate purchasing strategies and	4.1. Review implementation of purchasing strategies
	4.2. Identify improvements to purchasing strategies from review

	process
implement improvements	4.3. Gain approval to implement improvements to purchasing strategies
	4.4. Communicate improvements to relevant stakeholders and provide support to implement improvements
	4.5. Monitor and review implementation of improvements to determine their effectiveness

Variable	Range
Relevant stakeholders	May include: • clients • contractors • customers • suppliers • tenderness
Personnel	May include: • Board members • coordinators • internal users of purchased goods and services • leaders • managers • owners • relevant staff in other work sections • staff in own work section, team members and colleagues • supervisors
Purchasing strategies	May include: • criteria for evaluating purchasing performance • different policies, procedures and strategies for different birr values of purchases • key performance indicators for purchasing • limits of authority to approve purchases • methodology for evaluating purchasing performance • organizational and industry codes of conduct and ethics • policies, procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organization, partners, alliance members and local and distant suppliers • requirements for fairness and transparency in purchasing
Legal requirements may include issues in relation to:	• access and equity • accreditation, licence, patent and copyright • codes of practice • data collection, storage and retrieval • ethical conduct and governance • industrial relations • insurance

	• occupational health and safety • operation, maintenance and service of tools, equipment, plant and machinery • planning • privacy and confidentiality • professional development • standards (Ethiopian and international) • warranties

The five rights are:	• right supplier:
	  ➢ demonstrable expertise and experience
	  ➢ due diligence requirements
	  ➢ ethical conduct requirements
	  ➢ evidence of past legal compliance
	  ➢ requirements to use organizations linked by ownership, partnership, alliance or other arrangements
	• right price:
	  ➢ cost/price analysis
	  ➢ value-for-money
	• right quantity:
	  ➢ supply guarantees
	• right quality:
	  ➢ confidentiality and probity requirements
	  ➢ key performance indicators
	  ➢ measures to manage risk
	  ➢ quality accreditation
	• right time:
	  ➢ supply guarantees

Resources may include human, physical and other resources such as:	• documentation required for purchasing, such as proformas, order forms, standard tender documentation and basic standard contracts • software systems for inventory management or online purchasing • staff to undertake or assist with purchasing
Support	May include: • information sessions and briefings • training programs • written information including procedures and internet or intranet-based information

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • development of purchasing objectives and strategies for an organization • implementation of those purchasing strategies in an organization • evaluation and implementation of improvements to

	purchasing strategies in an organization

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
	  ➢ consumer protection legislation
	  ➢ contract law
	  ➢ import of goods and services, where relevant
	  ➢ sale of goods legislation
	  ➢ Trade Practices Act
	• information about industry benchmarks for purchasing, including information from:
	  ➢ peak bodies and industry associations
	• Ethiopian Standards organization policies and procedures related to:
	  ➢ business terms and conditions for purchasing, tendering and contracting
	  ➢ contracting and tendering
	  ➢ ethical behavior
	  ➢ purchasing
	• product knowledge related to goods and services required by the organization
	• range of software programs used in online purchasing

Underpinning Skills	Demonstrates skills to: • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • communication and negotiation skills to liaise with suppliers and relevant stakeholders and negotiate agreement appropriate purchasing strategies • literacy skills to write purchasing policies and procedures and reports containing complex concepts • financial management skills to create and manage a budget framework for conducting purchasing activities • technology skills to operate software relating to online purchasing
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Develop Workplace Policy and Procedures for Sustainability**
Unit Code	**CST TOM4 16 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a strategic workplace sustainability policy. It requires the ability to define the scope of the policy, and develop policy content and procedures that reflect the organization's commitment to sustainability, communicate and implement the policy and review and modify it to suit changed circumstances.

Elements	Performance Criteria
1. Develop workplace sustainability policy.	1.1 Define **scope of sustainability policy**.
	1.2 Identify and consult with **stakeholders** as a key component of the policy development process and evaluate opportunities for stakeholders to participate in partnership sustainability practices.
	1.3 Include in the policy, **strategies** for minimizing resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches at all stages of work.
	1.4 Recommend policy options based on likely effectiveness, timeframes and cost.
	1.5 Develop policy that reflects the organization's commitment to socio-cultural, environmental and economic sustainability as an integral part of the business planning and as a business opportunity.
	1.6 Agree on appropriate methods of implementation.
	1.7 Consider and evaluate relevant inclusions from established industry benchmark standards and codes of conduct.
2. Communicate the policy.	2.1 Promote the policy and its expected outcomes to key stakeholders and agree on implementation.
	2.2 Inform those involved in implementing the policy on outcomes to be expected, activities to be undertaken and assigned responsibilities.
	2.3 Develop mechanisms and systems to maximise opportunities to capture feedback.
3. Implement the policy.	3.1 Develop and communicate procedures to help implement the policy.

	3.2 Implement strategies for continuous improvement in resource efficiency.
	3.3 Establish and assign responsibilities relating to record systems for tracking continuous improvements in sustainability approaches.
4. Review policy implementatio n.	4.1 Document outcomes and provide feedback to key personnel and stakeholders.
	4.2 Investigate the success or otherwise of policy.
	4.3 Monitor records to identify trends that may require remedial action and to promote continuous improvement of performance.
	4.4 Modify policy and procedures to ensure improvements.

Variable	Range

Scope of sustainability policy may include:	• integrated approach to sustainability that includes environmental, economic and social aspects, or a narrower one to focus on each aspect individually
	• parts of the enterprise to which it is to apply, including whether it is for the whole enterprise, one site, one work area or a combination of these
	• investigation of particular business and market context of the industry and enterprise
	  ➢ addressing sustainability initiatives through reference to standards, guidelines and approaches, such as:
	  ➢ ISO Environment Management System
	  ➢ life cycle analyzes
	  ➢ global reporting initiative
	  ➢ ecological footprint assessment
	  ➢ triple bottom line reporting
	  ➢ product stewardship

Stakeholders may include:	• individuals and groups inside and outside the organization that have some direct interest in the enterprise's conduct, actions, products and services, including:
	  ➢ employees at all levels of the organization
	  ➢ customers
	  ➢ suppliers
	  ➢ regulators
	  ➢ other organizations

Strategies may include:	• awareness raising among stakeholders • training staff the principles and techniques of sustainability • promotional and educational activities • conducting audits of energy and waste within initial development of policy and procedures and their subsequent review

	• minimising environmental impacts through:
	  ➢ technological solutions
	  ➢ education
	  ➢ restricting and minimizing use of particular resources
	  ➢ reducing use of energy through energy-saving devices
	  ➢ reducing waste
	  ➢ involving clients, stakeholders and other persons in contributing to sustainable practices

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • project or work activities that show the candidate's ability to develop, implement and review strategic and integrated sustainability policies and procedures according to regulatory requirements for a given service industry operation • knowledge of specific and relevant legislative and industry regulatory requirements • knowledge of environmental, economic, social or cultural impacts and issues associated with the candidate's industry sector and the particular environments of operation • project or work activities conducted over a commercially realistic period of time so that the implementation and evaluation aspects of this unit can be assessed; for example, a sustainability policy can be established, evaluated and reviewed
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • components of policies and procedures • policy development processes and practices • consultation and communication mechanisms used by organizations to develop and implement procedural systems • in-depth knowledge of legislation and regulations imposed by relevant land management agencies and federal, regional, and local governments and their relevance to the particular industry sector and workplace • how to access industry codes of practice, standards and accreditation scheme requirements; and in-depth knowledge of their contents and organizational compliance requirements • principles, practices and available tools and techniques of sustainability management relevant to the particular industry sector and workplace • best practice approaches relevant to the particular industry sector and workplace • relevant systems and procedures to aid in the achievement of sustainability in the workplace • quality assurance systems relevant to the particular industry sector and workplace

	• awareness of enterprise policies, procedures and protocols from other related industries
	• equal employment opportunity, equity and diversity, and OHS implications of policy being developed
	• general awareness of global environmental issues and environmental ethics
	• in-depth knowledge of environmental, economic, social or cultural impacts relevant to the particular industry sector and workplace
	• in-depth knowledge of ways to enhance sustainable work practices, such as minimising impact through efficient and effective:
	   ➢ waste disposal
	   ➢ resource and energy use
	   ➢ involvement of sustainable practices in all areas of operation

Underpinning Skills	Demonstrates skills to: • ability to research, analyze and present information • ability to prepare written reports that are concise, well articulated and suited to intended audience • high-level literacy skills to read and interpret complex materials describing legislative and industry regulatory requirements that relate to environmental, economic and cultural sustainability • high-level written literacy skills to develop comprehensive sustainability business management practices and systems inclusive of detailed yet easily accessible policies and procedures • high-level communication skills to conduct consultation with a variety of stakeholders, deal with different points of view and dissenting stakeholders and adjust communication to suit different audiences • ability to work as a member of a team to consult on and validate policy • ability to respond to diversity, including gender and disability
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Prepare and Monitor Budgets**
Unit Code	**CST TOM4 17 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare and monitor budgets. It builds on the skills and Manage finances within a budget. While the nature of the budget may vary, the unit focuses on the key managerial skills of analysing financial information to inform developing a budget, drafting a budget and monitoring budget performance over time. This unit requires researching and analyzing financial and other business information and applying it to budget planning, development, negotiation and monitoring. It requires sound knowledge of accounting principles, budget development methods, and presentation formats for different types of budget.

Elements	Performance Criteria
1. Prepare budget information.	1.1 Determine and confirm scope and nature of budgetary planning activity with **relevant colleagues**.
	1.2 Identify, access and interpret **data and data sources** required for **budget** preparation.
	1.3 Analyze **internal and external factors** for potential impact on budget.
	1.4 Provide relevant colleagues with adequate notice of the opportunity to contribute to the budget planning process.
2. Prepare budget.	2.1 Draft budget, based on analysis of all available information and according to organization policy.
	2.2 Estimate income and expenditure and support with valid, reliable and relevant information, including income and expenditure for previous time periods.
	2.3 Assess and present options where appropriate.
	2.4 Present recommendations clearly, concisely and in an appropriate format.

	2.5 Reflect organization objectives appropriately within the draft budget.	
	2.6 Circulate the draft budget to appropriate individuals for comment.	
3. Finalize budget.	3.1 Negotiate budget according to organization policy and procedures.	
	3.2 Agree and incorporate modifications accurately and in consultation with colleagues.	
	3.3 Complete final budget in required format within designated timelines.	
	3.4 Inform colleagues of final budget decisions and their application within the relevant work area, including reporting and financial management responsibilities.	
4. Monitor and review budget.	4.1 Review budget regularly to assess actual performance against estimated performance and prepare accurate **financial reports**.	
	4.2 Incorporate all financial commitments promptly and accurately into budget and all budget reports.	
	4.3 Investigate and take appropriate action on significant deviations.	
	4.4 Analyze changes in the internal and external environment during budget review, and make adjustments accordingly.	
	4.5 Collect and record relevant information to assist in future budget preparation.	

Variable	Range
Data and data sources required for budget preparation	May include: • performance data from previous periods • financial proposals from key stakeholders • financial information from suppliers • customer or supplier research • competitor research • management policies and procedures • organization budget preparation guidelines • declared commitments in given areas of operation • grant funding guidelines or limitations

Budgets	May include:
	• cash budgets
	• departmental budgets
	• wage and salary budgets
	• project budgets
	• event budgets
	• sales budgets
	• cash flow budgets
	• grant funding budgets
	• budgets for micro, small, medium or large businesses
Internal and external factors that could impact on budget development	May include:
	• organizational and management restructures
	• organizational objectives
	• new legislation or regulation
	• growth or decline in economic conditions
	• significant price movement for certain commodities or items
	• shift in market trends
	• scope of the project
	• venue availability and cost (for events)
	• human resource requirements
Financial reports	May include:
	• periodic reports showing budget versus year-to-date actual and financial commitments
	• periodic sales reports
	• taxation commitments
	• funding acquittals in relation to grants received

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential:
	• understanding of the technical processes and procedures that must be followed in budget preparation
	• sound analysis of the factors that impact the budget and budget development process
	• ability to prepare realistic and accurate budgets within relevant workplace context
	• preparation of multiple budgets to meet specific and differing workplace needs
	• project or work activities conducted over an operationally realistic period of time so that the planning and evaluation aspects of preparing and monitoring a budget can be assessed
Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• role and nature of the budget development process within different businesses and contexts
	• accounting terminology, principles and practices relevant to budget preparation in any context and for different types of

	budgets
	• budget preparation and monitoring principles, practices and techniques, including:
	➢ information required for budget preparation
	➢ components of a budget and a budget performance report
	➢ techniques for making budget estimates
	➢ type of supporting information required
	➢ use of software for preparing and monitoring budgets
	➢ how to present budgets and budget reports
	➢ budget deviation management, including common reasons for deviations
	➢ regulatory issues that may impact on budget development in the relevant work context
Underpinning Skills	Demonstrates skills to:
	• planning and organizational skills to organize a timely, efficient and consultative budget development process
	• communication and negotiation to liaise with colleagues on potential complex and conflicting budget development issues
	• critical thinking and problem-solving skills to develop different options for addressing budgetary challenges
	• literacy to interpret and analyze information that deals with complex ideas and concepts
	• numeracy to interpret and analyze financial information, including forecasts and previous performance data, and to develop financial estimates and scenarios
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through:
	• 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: Tourism Marketing Level IV	
Unit Title	**Develop and Update Legal Knowledge Required for Business Compliance**
Unit Code	**CST TOM4 18 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to ensure business compliance with legislation across a broad range of operational areas. Ability to research and apply relevant legal information to business operations is the key focus of the unit. This is combined with a general knowledge of the legal framework in which businesses in different contexts operate.

Elements	Performance Criteria
1. Research the legal information required for business compliance.	1.1 Identify **sources of relevant legal and licensing information** and advice. 1.2 Determine compliance needs for the business by accessing, selecting and analyzing all information on relevant **legal and licensing requirements**. 1.3 Determine risks, penalties and consequences of non-compliance.
2. Ensure compliance with legal requirements.	2.1 Assess the need for specialist legal advice and seek assistance where appropriate. 2.2 Record and distribute relevant legal information to colleagues at appropriate times and in suitable formats for the intended audience. 2.3 Organize information updates and training for colleagues and staff where appropriate. 2.4 Establish and monitor *workplace systems and procedures*, including a risk management approach to ensure compliance with legal requirements. 2.5 Identify aspects of operations that may infringe or potentially infringe laws and solicit advice on how to develop and implement modifications.
3. Update legal knowledge.	3.1 Use formal and informal research to update the legal knowledge required for business compliance. 3.2 Share updated knowledge with colleagues and incorporates into workplace planning and operations.

Variable	Range

Sources of relevant legal and licensing information	May include: • reference books • media • industry and employer associations • industry journals • internet • customers and suppliers • legal experts • regulatory authorities • local government officers • federal, regional and local government departments
Legal and licensing requirements	May relate to: • liquor • businesses preparing and selling food • gaming • sale of travel products • security • OHS • industrial relations • taxation • EEO • anti-discrimination • trades • access to protected areas
Workplace systems and procedures to ensure compliance with legislation	May relate to: • recruitment, termination and other human resource management issues • food safety programs • inspections and auditing • risk assessments • consumer complaint and dispute resolution processes • training practices • approval processes and protocols for various work activities • general work practices and work organization approaches • workplace design • distribution of information within the organization • signage

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • general knowledge of the legislation that affects business operations in a particular industry sector • knowledge of how to access and update the legal information required for business compliance or seek professional assistance on legal matters

	• demonstrated application of legal knowledge to specific workplace situations and problems

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• general knowledge of compliance provisions of legislation in the following areas to the level of depth required by an operational manager or owner-operator and in the specific context of a tourism, hospitality or events organization:
	  ❯ legal responsibilities and liabilities of managers and directors within varying business structures
	  ❯ consumer protection and trade practices: key features of trade practices and fair trading legislation, its application in different regions and key areas in which tourism and hospitality businesses must ensure compliance
	  ❯ licensing: licenses needed by various businesses and individuals within those businesses; license application procedures; ongoing requirements to maintain license, auditing and inspection regimes; and reasons for cancellation of licenses
	  ❯ contracts: differences between contracts; impacts of contract law on operators, including the specific terms and obligations of contract; methods of contractual agreement, exclusion clauses and termination of contracts
	  ❯ insurance: key business insurances required by different tourism and hospitality businesses, including public liability and workers' compensation
	  ❯ superannuation: employer responsibilities in relation to payment of superannuation for employees
	  ❯ industrial relations: rights and responsibilities of employees and employers under industrial relations legislation
	  ❯ taxation: overview of statutory reporting requirements for businesses
	  ❯ equal employment opportunity (EEO) and anti-discrimination: including key features, employer responsibilities and consequences of operating contrary to legislation
	  ❯ examples of specific legislation and local government regulations impacting on particular sectors or contexts: such as Responsible Service of Alcohol, local, regional, and federal food regulations and standards
	• sources of legal information and advice in particular industry sectors

Underpinning Skills	Demonstrates skills to: • research to source and access legal information and advice • critical thinking to evaluate and apply complex information to a particular operational context

	• literacy to interpret complex information from varied sources
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Manage Extended Touring Programs**
Unit Code	**CST TOM4 19 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to coordinate an extended touring program of more than one day's duration. It requires the ability to manage all tour logistics taking a holistic approach to the touring program and to solve touring and group member problems. It also requires the ability to ensure the ongoing welfare and satisfaction of group tour members and to develop and maintain group cohesion and rapport throughout the touring program.

Elements	Performance Criteria
1. Manage touring arrangements.	1.1 Manage all tour logistics taking a holistic approach to the whole ***touring program*** at all times.
	1.2 Conduct touring program according to the prearranged touring itinerary.
	1.3 Make forward ***reconfirmations and bookings*** progressively throughout the program.
	1.4 Reconfirm or arrange ***operational details*** progressively throughout the program.
	1.5 ***Reorganize and adjust touring arrangements*** when required within the scope of individual responsibility.
	1.6 Make major adjustments within budget according to ***controlling office*** guidelines.
	1.7 Make adjustments to touring arrangements in the context of the whole program.
	1.8 Maintain ongoing contact with controlling office and forward suppliers as required.
2. Liaise and negotiate with others.	2.1 Maximize operational efficiency and customer service levels by effective ***liaison and negotiation*** with all those contributing to the operation of the program.
	2.2 Conduct negotiations in a businesslike and professional manner within the relevant cultural context.
	2.3 Conduct negotiations in the context of the entire touring program.
	2.4 Conduct negotiations to take account of the overall relationship between the organization and the other stakeholders.

	2.5 Select communication and negotiation style appropriate to the circumstance.
	2.6 Use negotiation and communication techniques to maximise the chances of an acceptable outcome for all parties.
	2.7 Note and confirm accurately in writing all agreements as required by specific circumstances.
	2.8 Provide relevant information to the controlling office promptly and as required by organization guidelines.
3. Develop and maintain group rapport.	3.1 Develop and maintain a team spirit for the duration of the program.
	3.2 Gain the trust and confidence of the group through the demonstration of professional competence and integrity and ensure customer satisfaction with the touring program.
	3.3 Use leadership and communication skills to foster group cohesion.
	3.4 Encourage customer participation and group interaction.
	3.5 Identify and assess potential conflict within the group promptly and should conflict arise, take appropriate action to assist resolution.
4. Solve problems that arise on tour.	4.1 Identify and consider *problems* promptly from both an operational and customer service perspective in the context of the entire touring program.
	4.2 Initiate short-term action to resolve the immediate problem where appropriate.
	4.3 Analyze problems for any long-term commercial impact and assess and action solutions.
	4.4 Present a positive image of the organization and its contracted suppliers at all times.
	4.5 Take responsibility for resolving the problem within the scope of individual authority and to ensure customer satisfaction.
	4.6 Consult the controlling office when required and appropriate to resolve problems outside scope of guidelines and responsibility.
	4.7 Take appropriate follow-up action to monitor the effectiveness of chosen solutions.

Variable	Range

Types of extended touring programs	May include: • general sightseeing tours • eco tours • adventure tours • camping tours • cultural and historical tours • boat tours • pre and post-conference tours
Reconfirmations and bookings may be for any touring product or service component and	May include: • accommodation venues • restaurants • catering providers • ground transport • airlines • charter airlines • scenic flights • trains • retail outlets • attractions • guided tours within attractions and sites • boats • local tour guides • optional tours

Operational details	May include:
	• management of passenger travel documentation, such as:
	  ➤ airline tickets and vouchers
	  ➤ seat allocations or boarding passes
	  ➤ travel vouchers
	• luggage coordination
	• documentation preparation
	• group currency requirements
	• customs and immigration procedures and requirements
	• seat rotation
	• check-in and check-out procedures
	• local touring liaison

Reorganization and adjustment of touring arrangements	May include: • developing alternative routes • re-booking one or multiples services • organising new or replacement documentation • renegotiating cost
Controlling office refers to the tourism operator that has engaged the tour manager as its representative for	May include: • inbound tour operator • tour operator • outbound tour wholesaler • event management organization • professional conference organizer • destination marketing company

the delivery of the tour and	

Liaison and negotiation	May be with:
	• coach drivers
	• local guides
	• tour leaders accompanying group from home country
	• interpreter guides
	• traditional owners
	• airlines
	• tour operators
	• hotels
	• restaurants
	• attractions
	• retail locations
	• government authorities, including:
	   ➢ land management agencies
	   ➢ customs
	   ➢ immigration

Problems	May include:
	• unexpected delay
	• missed connection
	• hotel or supplier overbooking situation
	• change of accommodation
	• supplier driven change of date and time of supply or change to alternative supplier
	• passenger sickness, injury or death
	• loss of personal valuables and documents e.g. passport
	• passenger robbery
	• lost luggage
	• equipment and transportation in contingency situations, e.g. coach breakdown
	• lost passengers
	• late passengers
	• group conflict or dissatisfaction
	• customers who cause disruption and disturbance to other tour members, host communities and the environment
	• service complaints
	• poor supplier performance
	• political unrest in area of tour
	• inclement weather conditions, such as:
	   ➢ fire
	   ➢ flood
	   ➢ earthquake
	   ➢ volcano

	• lack of access to tour areas, including:
	   ➢ road closures
	   ➢ road blockages
	• entrance at some religious sites

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • holistic management of all tour logistics for an extended touring program • ability to ensure the ongoing welfare and satisfaction of group tour members and develop and maintain group cohesion and rapport throughout the touring program • ability to apply effective negotiation and contingency management techniques to deal with the range of practical and people-related problems and issues that arise during the operation of an extended tour • knowledge of communication, negotiation, leadership and motivation techniques • delivery of an extended touring program of a duration that reflects local industry product and practice and of sufficient duration to allow the candidate to demonstrate techniques that build group rapport
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • in-depth product knowledge appropriate to the specific touring itinerary and its component products and services • the key features of culturally or environmentally sensitive areas to be visited and use of fundamental minimal impact practices to protect and sustain these • policies, procedures and guidelines issued by the controlling tourism operator • tourism industry, supplier networks and interrelationships that impact on the conduct of an extended touring program • in-depth knowledge of planning the delivery logistics of an extended touring program and the management processes and procedures to be undertaken before, during and at the completion of a tour to maximise the efficiency of extended touring programs • negotiation techniques and their application to different tour managing contexts • leadership, motivation and communication techniques and their application to different tour managing contexts
Underpinning Skills	Demonstrates skills to: • interpretation of the specific needs of customers, their level of expectation and satisfaction with touring arrangements • critical thinking to facilitate rational and logical analysis of such things as customer dissatisfaction and logistical touring problems, and appropriate solutions to be applied

	• high-level communication and negotiation to deal with customers, industry colleagues and suppliers about touring logistics and complex issues, such as itinerary changes • literacy to read and interpret customer and operational information, such as travel vouchers, customer and technical itineraries provided by tourism operators, and manifests provided by suppliers, e.g. rooming lists • numeracy to calculate tour component times, to translate from the 24-hour to 12-hour clock for customer use, and to calculate the cost of changes to itineraries
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Research and Share General Information on Ethiopian Tourism Heritages**
Unit Code	**CST TOM4 20 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to research and share information about Ethiopian tourism heritages in a culturally appropriate way. It focuses on information that is widely available to the general community and customer. The unit recognises that there is no single Ethiopian tourism heritage and emphasises the importance of culturally appropriate behaviour and local community consultation.

Elements	Performance Criteria
1. Research general information on Ethiopian tourism heritages	1.1 Identify sources of ***information*** and conduct accurate ***research*** on Ethiopian tourism heritages.
	1.2 Interpret written sources of information; extract the required information, and check for accuracy and any required permission to disseminate to local communities prior to use.
	1.3 Access information from other than written sources in a culturally appropriate way.
	1.4 Demonstrate behavior that shows respect for local Ethiopian tourism heritages and follow correct protocols when seeking information.
	1.5 Share knowledge gained with work colleagues to increase cultural awareness and understanding in the organization.
2. Share general information on Ethiopian tourism heritages with customers.	2.1 Identify and use tourism heritages interpreters where possible and within scope of individual responsibility.
	2.2 Provide customers with guidance on appropriate behaviors when interacting with heritages interpreters or communities.
	2.3 Share accurate information on Ethiopian tourism heritages with customers.
	2.4 Include reference to the diversity of Ethiopian tourism heritages when sharing information.
	2.5 Share information in a manner respectful of local community values and customs.
	2.6 Share information in a manner that enhances customer understanding of Ethiopian tourism heritages.

	2.7 Answer customer questions in a polite and friendly manner and according to community wishes about what information can be shared with customers.
	2.8 Respond to culturally inappropriate customer behavior promptly and in a manner that minimizes the likelihood of offence being taken.

Variable	Range
Information:	May be about: • Ethiopian tourism heritages in general • specific Ethiopian tourism heritages May cover the following topics: • traditional life and culture • contemporary heritage life and culture • art and music • dance • local food and traditional medicine • tools and implements • land ownership • natural sites • cultural sites, which may include galleries, cultural centres, natural sites and occupation sites like middens
Research	May include: • talking and listening to Ethiopian people • organising information from personal memory and experiences • watching television, videos and films • listening to radio • reading books and other references • internet • museum research

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • researching and sharing accurate information about Ethiopian tourism heritages / societies in a culturally appropriate way • knowledge of the protocols that apply to researching and sharing information generally available about Ethiopian tourism heritages • general knowledge of Ethiopian tourism heritages and specific cultures within a regional location • ability to source different types of information covering multiple topics to ensure a breadth of knowledge • ability to share general information about Ethiopian tourism

	heritages with customers on numerous occasions to ensure consistency of performance
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • protocols for researching and sharing information about Ethiopian tourism heritages • copyright and intellectual property issues associated with the sharing of information • general knowledge of Ethiopian tourism heritages in general • general knowledge of the specific Ethiopian tourism heritages within the particular regional location
Underpinning Skills	Demonstrates skills to: • basic research and techniques for acquiring and maintaining current information generally available about Ethiopian tourism heritages • literacy to source, read and interpret sometimes complex information on Ethiopian tourism heritages • communication , including cross-cultural skills and awareness to communicate with local communities
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Read and Write Workplace Documents in Two International Languages in Addition to English.**
Unit Code	**CST TOM4 21 0912**
Unit Descriptor	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 including writing and reading simple sentences. It covers the speaking, listening, writing and reading skills required to provide customer service, conduct negotiations at a functional level, and establish and maintain customer relations. 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, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) .

Elements	Performance Criteria
1. Write, read and Converse with customers and colleagues.	1.1 Use appropriate ***courtesy expressions to extend interactions*** by references to customers' and colleagues' wellbeing, comfort and satisfaction.
	1.2 Use non-verbal communication to convey an acceptance of and sensitivity towards customers or colleagues.
	1.3 Provide any required appropriate information about personal job roles and responsibilities.
	1.4 Provide explanations of problems and their cause, and elaborate on detail and offer apologies when required.
	1.5 Offer further assistance according to the business of the workplace to ensure full service is provided.
	1.6 Courteously request further information from customers or colleagues in order to satisfy their needs.
	1.7 Provide full and clear information to customers and colleagues.
	1.8 Support communication with comments on topical familiar matters, workplace business and events.
	1.9 Read and write simple correspondence letters to communicate with customers.
2. Provide	2.1 Identify and understand the need for ***detailed information***

detailed information and advice.		**and advice**.
	2.2	Convey detailed information and advice using narrative and descriptive statements as necessary to **communicate**.
	2.3	Repeat, paraphrase and clarify all communications to avoid misunderstanding and to explain difficult points.
	2.4	Use **workplace documents**, **materials and other references** to support explanations if required.
3. Respond to unpredictable situations and problems.	3.1	Provide appropriate advice in response to requests, **unpredictable situations and problems**.
	3.2	Identify need for and seek assistance from others in order to better respond to the situation or problem.
	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.
	3.4	Respond to all conflicts and complaints with sensitivity and in keeping with the social and cultural conventions of the specific language speaker.
	3.5	Convey appropriate apologies and expressions of regret for the situation and the specific language and culture.
4. Conduct negotiations at a functional level.	4.1	Facilitate exchange of **negotiations at a functional level** through key information and agreement on details, including personnel, dates, quantities, products and services.
	4.2	Provide appropriate explanations about products and services.
	4.3	Achieve mutual understanding and agreement.

Variable	Range
Courtesy expressions to extend interactions may relate to:	May relate to: • questioning about needs and preferences • conversations about topical matters • offers of additional assistance
Detailed information and advice	May relate to: • 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 • negotiating with customers
Communicate	Must include: • 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	May include: • brochures, magazines, newspapers and price lists • signs, maps, diagrams, forms, labels and tickets • pamphlets, timetables, charts, price tags and menus • tour documentation and tickets • booking conditions • invoices
Unpredictable situations and problems	May include: • 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	May relate to arrangements for: • conferences and functions • tours, guiding, boating and visits to attraction sites and with customers • accommodation • restaurant services, including food and beverage • entertainment and shopping

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • 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	Demonstrates knowledge of: • 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	Demonstrates skills to: • 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 detailed information and advice, be responsive to customers and deal with the needs of a particular workplace relevant to the languages being assessed • 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	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Create a Promotional Display or Stand**
Unit Code	**CST TOM4 22 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to create a display or stand for the promotion of a product or service. It requires the ability to identify the objectives of the promotion, determine who the audience will be, select all display components and assemble the display or stand.

Elements	Performance Criteria
1. Create the display.	1.1 Identify display or stand objectives in consultation with appropriate colleagues.
	1.2 Obtain operational ***information to assist in display or stand preparation*** to allow time for adequate planning.
	1.3 Plan display or stand to meet the needs of target audience.
	1.4 Select and organize adequate ***display supplies*** and transportation arrangements according to display plan.
	1.5 Identify the need for and seek assistance from display specialists where appropriate.
2. Make preparations for display or stand.	2.1 Create or dress the display or stand, making creative use of available materials and supplies.
	2.2 Use established ***display techniques*** to maximize the visual appeal of the display and reflect the nature of product or service being sold.
	2.3 Use display equipment correctly and safely.
	2.4 Check display or stand to ensure safety of colleagues and customers.

Variable	Range
Information to assist in display or stand preparation	May include: • nature of display area, including booth and stage • floor plans • type of surface on which display is to be created • set-up times and duration • OHS requirements • budget allocation • need for utilities, such as electricity and water

	• need for waste management • security
Display supplies	May include: • furniture • collateral materials, such as brochures, posters, banners and organizational colours and logo • coffee beans and powder • Pictures and images of an attraction site. • CD brochure • scissors • adhesives and velcro • pins • string • audiovisual systems, including videos and sound systems • floral arrangements and potted plants • balloons and other decorations • mobiles • computers
Display techniques must include the use of:	• fabric • flags • signs • printed materials • three-dimensional materials • freestanding display options • product samples • local produce • cultural artefacts

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • creation of a display or dressing of a promotional stand to meet specific objectives using accepted display techniques • ability to create display or stand in a well-organized and safe manner • creation of a display or dressing of a promotional stand within typical workplace time constraints that meet determined deadlines
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • typical tourism industry contexts in which displays are used and explained, such as trade and consumer shows, shopping centre promotions, information centre displays, window displays and promotional functions and travel trade shows. • range of materials and equipment used for display in different locations and settings, such as stages, exhibition booths, permanent displays and window displays

Underpinning Skills	Demonstrates skills to: • safe OHS practices that relate to transporting, carrying, assembling and monitoring the display or stand • basic visual selling techniques for creating displays with typically available materials, including techniques for maximising the effectiveness of commonly-used displays, including brochures and posters • literacy to collect and interpret information about the needs of the target audience and operational aspects of the display or stand
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Profile the Market**
Unit Code	**CST TOM4 23 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies.

Elements	Performance Criteria
1. Segment the market	1.1. Identify **criteria** for use in segmenting the market in accordance with the marketing plan
	1.2. Identify and access **sources of information for segmenting and profiling markets** in accordance with the marketing plan
	1.3. Segment the market in accordance with identified criteria
	1.4. Review market segments for their usefulness in terms of factors such as their **size**, **potential**, **distinctive needs**, **easy identification of members** or **distinctive media use patterns**
	1.5. Select **market segments** to meet marketing objectives, and choose and apply new segmentation criteria if required
2. Identify the target market	2.1. Evaluate **approaches** to determining and describing the total market for a product or service
	2.2. Define the target market in terms of the consumers to be included as **prospective users** of a product or service, and the selected market segments
	2.3. Use **segment descriptors** to describe the target market
	2.4. Identify available **strategic marketing options** and select **targeting strategies** that best meet the requirements of the marketing plan
3. Profile the target audience	3.1. Describe the total market and selected market segments in the form of a consumer profile
	3.2. Identify consumer characteristics in **standard statistical terms** and/or the descriptive terms used in media selection in the consumer profile
	3.3. Use **demographic** and/or **psychographic descriptions** in the consumer profile in accordance with the requirements of the marketing plan

	3.4. Describe consumer attitudes to products or services being offered
	3.5. Ensure profile meets organizational requirements in terms of language, format, content and level of detail
4. Develop a positioning strategy	4.1. Identify available **positioning strategies** and choose a strategy to meet **marketing requirements** and consumer profile
	4.2. Write a positioning implementation plan containing several options, in accordance with organizational requirements
	4.3. Submit plan to supervisor within specified time lines and make appropriate adjustments based on feedback

Variable	Range
Criteria may include:	• attitude • average order value in units and dollars • desired benefits • business characteristics • consumer needs • demographics • geography • lifestyle • lifetime value in units, dollars and number of transactions • product or service usage • psychographics • behavioural • recency and frequency of response to direct marketing activities • social and cultural factors
Sources of information for segmenting and profiling markets may include:	• advertising sales representatives • existing research data • industry sources • media representatives • original a priori research (where the market segments are assumed at the beginning and research is used to confirm them) • original response based research • customers needs and wants • owners or brokers of mail, email and phone lists • sales representatives • website operators
Usefulness in terms of size may include:	• segments which are large enough to justify the expense of creating distinctive offers and creative executions • small segments which are viable if telephone and email are used as communication media rather than other types of

	media
Potential may include:	• high response of market segment members to test campaigns • high response to previous campaigns by members of market segments

Distinctive needs may include:	• specific price points
	• specific products or services
	• specific response vehicles such as:
	  ➤ organization visiting only
	  ➤ website only response
	• specific timing of communications such as:
	  ➤ day of week
	  ➤ seasonality
	  ➤ time of day

Easy identification of members may include:	• flags such as:
	postcode
	  ➤ date of last purchase
	• geographical location of segment members, such as:
	  ➤ city
	  ➤ metropolitan region
	  ➤ regional centre
	  ➤ rural region
	  ➤ federal or regional
	• spending habits such as:
	  ➤ one-off purchasers
	  ➤ subscribers
	  ➤ membership

Distinctive media use patterns may include:	• age • email use • television, newspapers and radio • gender • internet use • mobile phone use • special interests • printed and electronic
Selection of market segments may be contingent upon:	• expected frequency of purchase • expected lifetime as customers • expected volume of purchase • how efficiently segment members can be reached with targeted communications • one or more segments

Approaches may include:	• describing total market in monetary value or unit terms as gross sales of all other products or services similar to those offered by the organization • describing total market in prospect terms as those most similar to current customers • identifying consumers with relevant needs • identifying current users of a product or service • identifying people with related characteristics
Prospective users may include:	• market segment users most similar to current customers
Segment descriptors may include:	• demographic descriptions • geographic descriptions • historic descriptions such as: • volume of purchase • frequency of purchase • psychographic descriptions

Strategic marketing options may include:	• advertising strategies such as:
	  ➢ most cost effective creative executions
	  ➢ most cost effective media or media vehicle for each segment
	  ➢ most cost-effective media or media vehicle
	• distribution strategies such as:
	  ➢ one-step
	  ➢ multi-step
	  ➢ innovative strategies

Targeting strategies may include:	• anniversary of first purchase • concentrated, differentiated, undifferentiated and mass strategies • de-duping (deception) prospect lists against customer lists • differentiation and segmentation • ease of entry • frequency of purchase • gender • geography of home or workplace • growth considerations • innovation • market share • media usage • niche markets • price sensitivity • purchasing power • recency of purchase • sales volume

Standard statistical terms may include:	• media selection terms such as: ➢ behaviouristics ➢ demographics ➢ geo-demographic analysis of census data available from proprietary research suppliers ➢ geographic selections and segmentations
Demographic descriptions may include:	• age • date and place of birth • disability • education • first language • gender • household income • languages spoken at home • marital status • nationality • number and age of children • occupation
Psychographic descriptions may include:	• activities • affiliations • attitudes • interests • lifestyle • opinions • political views • values
Positioning strategies may include:	• competitive positioning • conspicuous positioning • convenience of use • convenience to buy • image perceptions • market follower positions • market leader positions • prestige and exclusive positioning • pricing • quality • repositioning • service positioning • uniqueness • value positioning
Marketing requirements may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • developing a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	 • data collection and analysis techniques
	 • industry knowledge including:
	   ➢ components of the marketing mix
	   ➢ elements of marketing planning
	 • marketing communications concepts and processes
	 • organizational structures, roles, responsibilities, business and marketing plans
	 • product and service standards and best practice models
	 • relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination

Underpinning Skills	Demonstrates skills to:
	 • creativity and innovation skills to select targeting and positioning strategies that meet organization's requirements
	 • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
	 • key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
	   ➢ media Industry Code of Practice
	   ➢ privacy laws
	   ➢ sweepstakes regulations
	   ➢ Trade Practices Act
	 • literacy skills to prepare reports and to interpret internal and external marketing information
	 • research skills to identify and analyze market segments and target markets

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Propose Solutions to the Identified Hazards and Control Safety Risks**
Unit Code	**CST TOM4 24 0912**
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 OHS legislation, which imposes obligations on businesses (whether small, medium or large) in all Ethiopian regions and territories 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	1.1 Access and use *hazard identification tools and template documents* according to organization procedures.
	1.2 Use *appropriate methods to identify actual or foreseeable hazards* that have the potential to harm the health and safety of workers or *anyone else in the workplace*.
	1.3 Involve other personnel where appropriate in hazard identification process.
	1.4 Keep records of *hazards* identified according to organization procedures
2. Assess the safety risk associated with a hazard	2.1 Access and use risk assessment tools and template documents according to organization procedures.
	2.2 Consult with a range of personnel within the organization to achieve broad input into risk assessment process.
	2.3 Participate with or involve *other personnel where appropriate in the risk assessment process according to consultation requirements* of OHS legislation.
	2.4 Collect sufficient evidence of the type and level of risk that the identified hazard poses.
	2.5 Use a systematic and *four‐staged hierarchical process* model to conduct a risk assessment.
	2.6 Document the outcome of the risk assessment and proposed actions.
	2.7 Keep records of risk assessments according to organization procedures

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

Variable	Range

Hazard identification tools and risk assessment tools and template documents	May include:
	• self-designed tools developed for the organization as part of an OHS management system
	• tools and templates developed:
	  ➤ by external consultancy services
	  ➤ by consulting the local communities
	  ➤ 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:	• 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	May include: • customers • visiting supplier representatives • contractors
The workplace	May include: • operational offices of the business • retail outlet of any sort • warehouse • sport or recreation facility

	- performance venue - field location of the business where services are delivered to customers - any place where the organization normally conducts its business activities, for example: ➢ 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	May include: - beverage dispensing systems using inert gases - physical environment, for example: ➢ 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 natural hazards such as flood and fire ➢ 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: ➢ machinery ➢ tools ➢ appliances ➢ equipment - working practices, for example: ➢ 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: ➢ theft and robbery ➢ irrational or angry, drunk or drug-affected customers ➢ terrorism
Other personnel who jointly participate in consultation,	May include: - staff under supervision - peers and colleagues - supervisors

hazard identification, and risk assessment and control	• managers • contractors • OHS representatives • OHS committee members.
Four-staged hierarchical process model	Must include: • 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

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • 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	Demonstrates knowledge of:
	• broad and working knowledge of relevant regional OHS legislation, specifically requirements for:
	  ➢ 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

	• 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 • OHS record-keeping procedures • specific organizational policy and procedures for OHS management

Underpinning Skills	Demonstrates skills to:
	• 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:
	  ➢ 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	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Develop Host Community Awareness program on Tourism**
Unit Code	**CST TOM4 25 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop a host community's awareness program on tourism, including its costs and benefits. It requires the ability to educate and inform the community about tourism and to conduct community consultation.

Elements	Performance Criteria
1. Liaise with stakeholders.	1.1 Set objectives for the education of the local community according to the goals of the organization and the community.
	1.2 Choose **appropriate communication methods depending on federal and regional context**, and devise and implement **strategies and programs to maximize the opportunity to inform** all sections of the community about tourism.
	1.3 Communicate **costs and benefits of tourism** to the community on an ongoing basis.
2. Educate and inform the community on tourism.	2.1 Identify the main **stakeholders** in the host community.
	2.2 Seek views and opinions of stakeholders on an ongoing basis in relation to tourism activities.
	2.3 Assess and apply input from stakeholders in the planning and organization of tourism activities.
	2.4 Identify **potential community conflict** relating to tourism and seek solutions in consultation with relevant parties and ensure benefit sharing from tourism activity to the local community.

Variable	Range
Appropriate communication methods	May involve: • using interpreters • following cultural protocols • face-to-face meetings • limiting the amount of jargon and printed material and using as much visual information as possible

Strategies and programs to maximise the opportunity to inform the community	May include: • media strategies, e.g. regular tourism column in local newspaper • networking activities, e.g. regular functions between tourism operators and communities • educational activities, e.g. speaking at local schools • sponsorship activities, e.g. tourism sponsorship of local community activities • community representation on relevant tourism committees and boards • regular planning activities in conjunction with the local community • information on the internet

Costs and benefits of tourism to communities	May include:
	 • benefits:
	   ➢ economic benefits to local community
	   ➢ improved local facilities
	   ➢ improved living standard of the local community
	   ➢ employment opportunities
	   ➢ cultural benefits, including cultural preservation
	   ➢ visitor education
	   ➢ greater understanding between host and visitor cultures
	   ➢ preservation and conservation of natural environment
	 • costs:
	   ➢ trivialization of culture
	   ➢ effect on social structures
	   ➢ damage to environmentally or culturally sensitive areas

Stakeholders	May include: • general public • elected officials • senior bureaucrats • community groups • elders of local communities • tourism operators • tourism industry associations • land management and protection authorities • federal, regional or local government regulatory authorities • trade unions • media • international organizations such as united nation world tourism organization(UNWTO)
Potential community conflict	May relate to: • competition for local government resources • conflicting opinions about tourism development options • perceived threat to local amenities by high visitor numbers • conflicting opinions regarding local government levies for tourism • conflict between environmental and business groups

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • understanding the role of tourism within host communities, the impact of tourism and the role of major stakeholders • ability to develop and implement strategies for effective communication of tourism issues to a specific local community • ability to consult and communicate with the broad community
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • in-depth knowledge of the community impact of tourism, both costs and benefits • issues and problems that relate to host communities and tourism • in-depth knowledge of the main stakeholders in local, regional, federal, and national tourism industry and structures of tourism organizations at each level • in-depth understanding of the social, cultural and economic aspects of the particular local host community and the main stakeholders • the key features of environmentally or culturally sensitive areas in the local or regional area • in-depth knowledge of strategic and tactical community communication processes

Underpinning Skills	Demonstrates skills to:
	• high-level communication skills to:
	  ➢ conduct comprehensive consultation with key stakeholders
	  ➢ develop, implement and deliver information programs to maximize tourism, such as information sessions and written tactical public relations documents
	• critical thinking to facilitate rational and logical analysis of input from key stakeholders
	• high-level written literacy to develop both complex and plain English documents, including communication strategies, consultation questionnaires and information 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.
Methods of Assessment	Competency may be assessed through: • 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: Tourism Marketing Level IV	
Unit Title	**Construct Advanced International Airfares**
Unit Code	**CST TOM4 26 0912**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to construct international air itineraries and cost fares using advanced international airfare rules and procedures. It requires the ability to accurately interpret airfare information and configure air itineraries that create optimum airfare costs. In most organizations that sell air tickets must meet the requirements of relevant federal or regional Department or Office of Fair Trading which, in most cases, requires the tourism organization to hold a travel agent's license. In many cases managers must have formally achieved competence in constructing airfares through a registered training organization that must use this unit as the basis for their training.

Elements	Performance Criteria
1. Construct mixed class fares.	1.1 Identify options where mixed class combinations are allowed and appropriate to meet customer needs. 1.2 **Configure air itineraries** and calculate mixed class fare costs accurately and in accordance with IATA regulations.
2. Apply minimum checks.	2.1 Apply minimum checks to appropriate itineraries. 2.2 **Calculate fares** and document according to IATA procedures.
3. Calculate international pre-paid ticket advices.	3.1 Calculate pre-paid ticket advice for journeys commencing outside the country of sale according to IATA procedures.
4. Apply indirect travel limitation rules.	4.1 Calculate sectorised journeys and side trips with complete accuracy and document according to IATA procedures.
5. Construct round the world journeys.	5.1 Identify situations where round the world fares are appropriate to meet the needs of the customer. 5.2 Accurately calculate fares and apply round the world minimum checks according to IATA procedures.
6. Construct fares for open jaw journeys.	6.1 Identify options where open jaw journeys are allowed and appropriate to meet the needs of the customer. 6.2 Accurately calculate open jaw journey fares according to IATA procedures.

| 7. Apply the pricing unit concept. | 7.1 Divide a single or return fare journey into separate pricing units. |
| | 7.2 Calculate the lowest combination of fares for a series of pricing units. |

Variable	Range
Configure air itineraries must include the following types of fares:	- through fares incorporating add-ons - mixed class fares - round the world fares - round, circle and open jaw trips - fares incorporating intermediate points - fares incorporating sectorised journeys and side trips - fares incorporating airport taxes and other surcharges, which may include: - domestic head tax - noise tax - fuel surcharge - Q surcharge.
Calculate fares must include coverage of the following types of calculations and checks:	- neutral units of construction (NUA) - local currency fares (LCF) - global indicators (GI) - journeys commencing outside the country of sale - mileage system: - maximum permitted mileages (MPMs) - ticketed point mileages (TPMs) - extra mileage allowance (EMA) - excess mileage surcharges (EMS) - higher intermediate points (HIPs) - one way backhaul checks (BHA) - circle trip minimum fare checks (CTM) - compliance with indirect travel limitations rule - re-routing

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: - knowledge of how to access information on the current range of international airfares and ability to interpret conditions applicable to specific fares - ability to calculate airfares accurately and according to current airline and IATA regulations and conditions applicable to specific fares - ability to apply advanced international airfare rules and procedures - ability to accurately calculate multiple airfares covering range

	of different air routes, using advanced rules and procedures, and to meet varying customer requirements • completion of airfare calculations within typical workplace time constraints and deadlines determined by the customer or the organization
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • familiarity with content and format of text-based tariffs and supporting manuals or automated fare systems • encoding and decoding of airport and airline codes • how to access information on the different types of current international fares and the applicable rules and conditions • how to access information on current airline and IATA regulations • advanced fare construction principles and procedures, including currency and neutral units of construction (NUA) conversion
Underpinning Skills	Demonstrates skills to: • interpretation of fare schedules and other airline or consolidator guidelines • interpretation of rules and conditions applicable to fares • interpretation of current airline and IATA regulations • literacy to read and interpret complex airfare schedules, airline and IATA regulations, costings and applicable rules and conditions • numeracy to perform complex airfare calculations
Resources Implication	Assessment must ensure: • demonstration of skills using appropriate computers, printers, publications and reservations systems currently used in the tourism industry to assist with airfare quotations • use of industry-current documentation or computer data such as airline, IATA and consolidator schedules, tariffs and bulletins outlining fares, rules, conditions and regulations.
Assessment Methods	Competency may be assessed through: • fare construction activities and case studies to assess ability to apply advanced fare construction principles to different circumstances and customer requirements • review of fare calculation worksheets completed by the candidate • written and oral questioning or interview to test knowledge of rules and conditions applicable to specific fares • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Tourism Marketing Level IV	
Unit Title	**Plan and Organize Work**
Unit Code	**CST TOM4 27 0912**
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

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

	4.6 Files are established and maintained in accordance with standard operating procedures
5. Review and evaluate work plans and activities	5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information
	5.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback
	5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities
	5.4 Performance appraisal is conducted in accordance with organization rules and regulations
	5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.
	5.6 Recommendations are prepared and presented to *appropriate personnel/authorities*
	5.7 *Feedback mechanisms* are implemented in line with organization policies

Variable	Range		
Objectives	• Specific • General		
Resources	• Personnel • Equipment and technology • Services	• Supplies and materials • Sources for accessing specialist advice • Budget	
Schedule of work activities	• Daily • Work-based • Contractual • Regular	•	
Work methods and practices	• Legislated regulations and codes of practice • Industry regulations and codes of practice • Occupational health and safety practices		
Work plans	• Daily work plans • Project plans • Program plans • Resource plans • Skills development plans • Management strategies and objectives		
Standards	• Performance targets • Performance management and evaluation systems • Occupational standards		

	• Employment contracts • Client contracts • Discipline procedures • Workplace assessment guidelines • Internal quality assurance • Internal and external accountability and auditing requirements • Training Regulation Standards • Safety Standards
Appropriate personnel/ authorities	• Appropriate personnel include: • Management • Line Staff
Feedback mechanisms	Feedback mechanisms include: • Verbal feedback • Informal feedback • Formal feedback • Questionnaire • Survey • Group discussion

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: • set objectives • planned and scheduled work activities • implemented work plans • monitored work activities • reviewed and evaluated work plans and activities
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities • Organizations policies, strategic plans, guidelines related to the role of the work unit • Team work and consultation strategies
Underpinning Skills	Demonstrates skill of: • Planning • Leading • Organizing • Coordinating • Communication Skills • Inter-and intra-person/motivation skills • Presentation skills
Resource Implications	Workplace or fully equipped location with necessary tools and equipment as well as consumable materials.

Methods of Assessment	Competence may be accessed through: • Interview / Written exam • Observation / Demonstration
Context for Assessment	Competence may be assessed in the workplace or in simulated workplace setting.

Occupational Standard: Tourism Marketing Level IV	
Unit Title	**Migrate to New Technology**
Unit Code	**CST TOM4 28 0912**
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

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

Variables	Range
Environmental Considerations	May include but is not limited to recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body

Feedback	May include surveys, questionnaires, interviews and meetings.

Evidence Guide

Evidence Guide	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	• Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols) • Knowledge of product directions • Ability to locate appropriate sources of information regarding new technologies applied in the tourism industry. • Current industry products/services, procedures and techniques with knowledge of general features • Information gathering techniques
Underpinning Skills	• Research skills for identifying broad features of new technologies • Ability to assist in the decision making process • Literacy skills in regard to interpretation of technical manuals • Ability to solve known problems in a variety of situations and locations • Evaluate and apply new technology to assist in solving organizational problems • General analytical skills in relation to known 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	Competence may be assessed through: • Interview / Written Test • Demonstration/ Observation with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Tourism Marketing Level IV	
Unit Title	**Establish Quality Standards**
Unit Code	**CST TOM4 29 0912**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications and standards for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

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

	4.4	Staff and contractors are given in-service training relevant to their allocated procedures.
5. Monitor quality of work outcome	5.1	Quality requirements are identified
	5.2	Inputs are inspected to confirm capability to meet quality requirements
	5.3	Work is conducted to produce required outcomes
	5.4	Work processes are monitored to confirm quality of output and/or service
	5.5	Processes are adjusted to maintain outputs within specification.
6. Participate in maintaining and improving quality at work	6.1	Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements
	6.2	Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements
	6.3	Corrective action is taken within level of responsibility, to maintain quality standards
	6.4	Quality issues are raised with designated personnel
7. Report problems that affect quality	7.1	Recognize potential or existing quality problems.
	7.2	Identify instances of variation in quality from specifications or work instructions.
	7.3	Report variation and potential problems to supervisor/manager according to enterprise guidelines.

Variable	Range
Sourced	• End-users • Customers or stakeholders
Legislated requirements	• Verification of product quality as part of consumer legislation or specific legislation related to product content or composition.
Safety procedures.	• Use of tools and equipment for fabrication/production/manufacturing works • Workplace environment and handling of material safety, • Following occupational health and safety procedures designated for the task • Respect the policies, regulations, legislations, rule and procedures for manufacturing/production/fabrication works

Evidence Guide

Critical Aspect of Competence	Assessment requires evidence that the candidate: • Monitored quality of work • Established quality specifications for product • Participated in maintaining and improving quality at work • Identified hazards and critical control points in the production of quality product • Assisted in planning of quality assurance procedures • Reported problems that affect quality • Implemented quality assurance procedures
Underpinning Knowledge	Demonstrates knowledge of: • work and product quality specifications • quality policies and procedures • improving quality at work • hazards and critical points of operation • obtaining and using information • applying federal and regional legislation within day-today work activities • accessing and using management systems to keep and maintain accurate records • requirements for correct preparation and operation • technical writing
Underpinning Skills	Demonstrates skills in: • monitoring quality of work • establishing quality specifications for product • participating in maintaining and improving quality at work • identifying hazards and critical control points in the production of quality product • assisting in planning of quality assurance procedures • reporting problems that affect quality • implementing quality assurance procedures
Resource Implications	The following resources must be provided: • Workplace or fully equipped environment with necessary tools and equipment as well as consumable materials
Methods of Assessment	Competence may be assessed through: • Interview/ Written exam / Oral questioning • Observation/Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Tourism Marketing Level IV	
Unit Title	**Develop Individuals and Team**
Unit Code	**CST TOM4 30 0912**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

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

4. Develop team commitment and cooperation	4.1 Open communication processes to obtain and share information is used by team
	4.2 Decisions are reached by the team in accordance with its 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	• Coaching, monitoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance evaluation • Workplace skills assessment • Recognition of prior learning
Organizational requirements	• 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	• Formal/informal performance evaluation • 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	• On the job coaching or monitoring • Problem solving • Presentation/demonstration • Formal course participation • Work experience and involvement in professional networks

	• Conference and seminar attendance

Evidence Guide

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: • identified and implemented learning opportunities for others • gave and received feedback constructively • facilitated participation of individuals in the work of the team • negotiated plans to improve the effectiveness of learning • prepared learning plans to match skill needs • accessed and designated learning opportunities
Underpinning Knowledge and Attitude	Demonstrates knowledge of: • coaching and monitoring 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 to obtain 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	Demonstrates skills in: • reading and understanding a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management • communication 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 to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • facilitation to conduct small group training sessions • relating 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
Methods of Assessment	Competence may be accessed through: • Interview / Written exam

| | • Observation / Demonstration | |
| Context of Assessment | Competence may be assessed in the workplace or in a simulated workplace setting. | |

Occupational Standard: Tourism Marketing Level IV	
Unit Title	**Utilize Specialized Communication Skills**
Unit Code	**CST TOM4 31 0912**
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

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

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

Variable	Range
Strategies	• Recognizing own limitations • Utilizing techniques and aids • Providing written drafts • Verbal and non verbal communication
Effective group interaction	• Identifying and evaluating what is occurring within an interaction in a non-judgmental way • Using active listening • Making decision about appropriate words, behavior • Putting together response which is culturally appropriate • Expressing an individual perspective • Expressing own philosophy, ideology and background and exploring impact with relevance to communication
Types of Interview	• Related to staff issues • Evidential • Routine • Non-structured • Confidential • structured
Interview situations	• Establish rapport • obtain facts and information • Facilitate resolution of issues • Develop action plans • Diffuse potentially difficult situation

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: • Demonstrated effective communication skills with clients and work colleagues accessing service • Adopted relevant communication techniques and strategies to meet client particular needs and difficulties
Underpinning Knowledge and Values	Demonstrates knowledge of: • communication process • dynamics of groups and different styles of group leadership • communication skills relevant to client groups

Underpinning Skills	Demonstrates skills to:
	• full range of communication techniques including:
	  ➢ active listening
	  ➢ feedback
	  ➢ interpretation
	  ➢ role boundaries setting
	  ➢ negotiation
	  ➢ establishing empathy
	  ➢ communication strategies
	• communication required to fulfill job roles as specified by the organization

Resource Implications	Access to appropriate workplace where assessment can take place
Methods of Assessment	Competence may be assessed through • Direct observation / demonstration • Oral Interview
Context for Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Tour Operation Supervision Level IV	
Unit Title	**Manage and Maintain Small/Medium Business Operations**
Unit Code	**CST TOM4 32 0912**
Unit Descriptor	This unit covers the operation of day-to-day business activities in a micro or small business. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

Elements	Performance Criteria
1. Identify daily work requirements	1.1 Work requirements for a given time period are identified taking into consideration **resources** and constraints
	1.2 Work activities are prioritized based on business needs, requirements and deadlines
	1.3 If appropriate, work is allocated to relevant staff or contractors to optimize efficiency
2. Monitor and manage work	2.1 People, resources and/or equipment are coordinated to provide optimum results
	2.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to **business goals** or timelines
	2.3 **Problem solving techniques** are applied to work situations to overcome difficulties and achieve positive outcomes
3. Develop effective work habits	3.1 Work and personal priorities are identified and a balance is achieved between competing priorities using appropriate **time management strategies**
	3.2 Input from **internal and external sources** is sought and used to develop and refine new ideas and approaches
	3.3 Business or inquiries are responded to promptly and effectively
	3.4 Information is presented in a format appropriate to the industry and audience
4. Interpret financial information	4.1 Relevant documents and reports are identified
	4.2 Documents and reports are read and understood and any implications discussed with appropriate persons
	4.3 Data and numerical calculations are analyzed, checked, evaluated, organized and reconciled
	4.4 Daily financial records and cash flow are maintained

		correctly and in accordance with legal and accounting requirements
		4.5 Invoices and payments are prepared and distributed in a timely manner and in accordance with legal requirements
		4.6 Outstanding accounts are collected or followed-up on
5.	Evaluate work performance	5.1 Opportunities for improvements are monitored according to business demands
		5.2 Work schedules are adjusted to incorporate necessary modifications to existing work and routines or changing needs and requirements
		5.3 Proposed changes are clearly communicated and recorded to aid in future planning and evaluation
		5.4 Relevant codes of practice are used to guide an ethical approach to workplace practices and decisions

Variable	Range
Resources may include:	• staff • equipment • money • space • time
Business goals may include:	• sales targets • budgetary targets • team and individual goals • production targets • reporting deadlines
Problem solving techniques may include:	• gaining additional research and information to make better informed decisions • looking for patterns • considering related problems or those from the past and how they were handled • eliminating possibilities • identifying and attempting sub-tasks • collaborating and asking for advice or help from additional sources
Time management strategies may include:	• prioritizing and anticipating • short term and long term planning and scheduling • creating a positive and organized work environment • clear timelines and goal setting that is regularly reviewed and adjusted as necessary • breaking large tasks into smaller tasks • getting additional support if identified and necessary
Internal and external sources may include:	• staff and colleagues • management, supervisors, advisors or head office • relevant professionals such as lawyers, accountants, management consultants • professional associations

	• customers

Evidence Guide	
Critical Aspects of Competence	A person must be able to demonstrate: • ability to identify daily work requirements and allocate work appropriately • ability to interpret financial documents in accordance with legal requirements
Underpinning Knowledge and Attitudes	• Federal and Local Government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity, industrial relations and anti-discrimination • technical or specialist skills relevant to the business operation • relevant industry code of practice • planning techniques to establish realistic timelines and priorities • identification of relevant performance measures • quality assurance principles and methods • relevant marketing, management, sales and financial concepts • methods for monitoring performance and implementing improvements • structured approaches to problem solving, idea management and time management
Underpinning Skills	• interpret legal requirements, company policies and procedures and immediate, day-to-day demands • communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • numeracy skills for performance information, setting targets and interpreting financial documents and reports • technical and analytical skills to interpret business document, reports and financial statements and projections • ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • problem solving skills to develop contingency plans • using computers and software packages to record and manage data and to produce reports • evaluation skills for assessing work and outcomes • observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	The following resources should be provided: • Access to relevant workplace documentation, financial records, and equipment
Methods of Assessment	Competence may be assessed through: • Interview / Written exam

	• Observation/Demonstration with Oral questioning
Context for Assessment	Competence may be assessed in the workplace or in a simulated work environment.

Occupational Standard: Tour Operation Supervision Level IV	
Unit Title	**Manage Continuous Improvement System**
Unit Code	**CST TOM4 33 1012**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

Elements	Performance Criteria
1. Review programs, systems and processes	1.1 Establish strategies to monitor and evaluate performance of key systems and processes
	1.2 Undertake detailed analyses of supply chains, operational and product/service delivery systems
	1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness
	1.4 Analyze performance reports and variance from plans for all key result areas of the organization
	1.5 Identify and analyze changing trends and opportunities relevant to the organization
	1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition
	2.2 Foster **creative climate** and **organizational learning** through the promotion of interaction within and between work groups
	2.3 Encourage, test and recognize new ideas and entrepreneurial behavior where successful
	2.4 Accept failure of an idea during trialing, and recognize, celebrate and embed success into systems
	2.5 Undertake **risk management** and **cost benefit analyses** for each option/idea approved for trial
	2.6 Approve innovations through agreed organizational processes
3. Implement innovative processes	3.1 Promote continuous improvement as an essential part of doing business
	3.2 Address impact of change and consequences for people, and implement transition plans

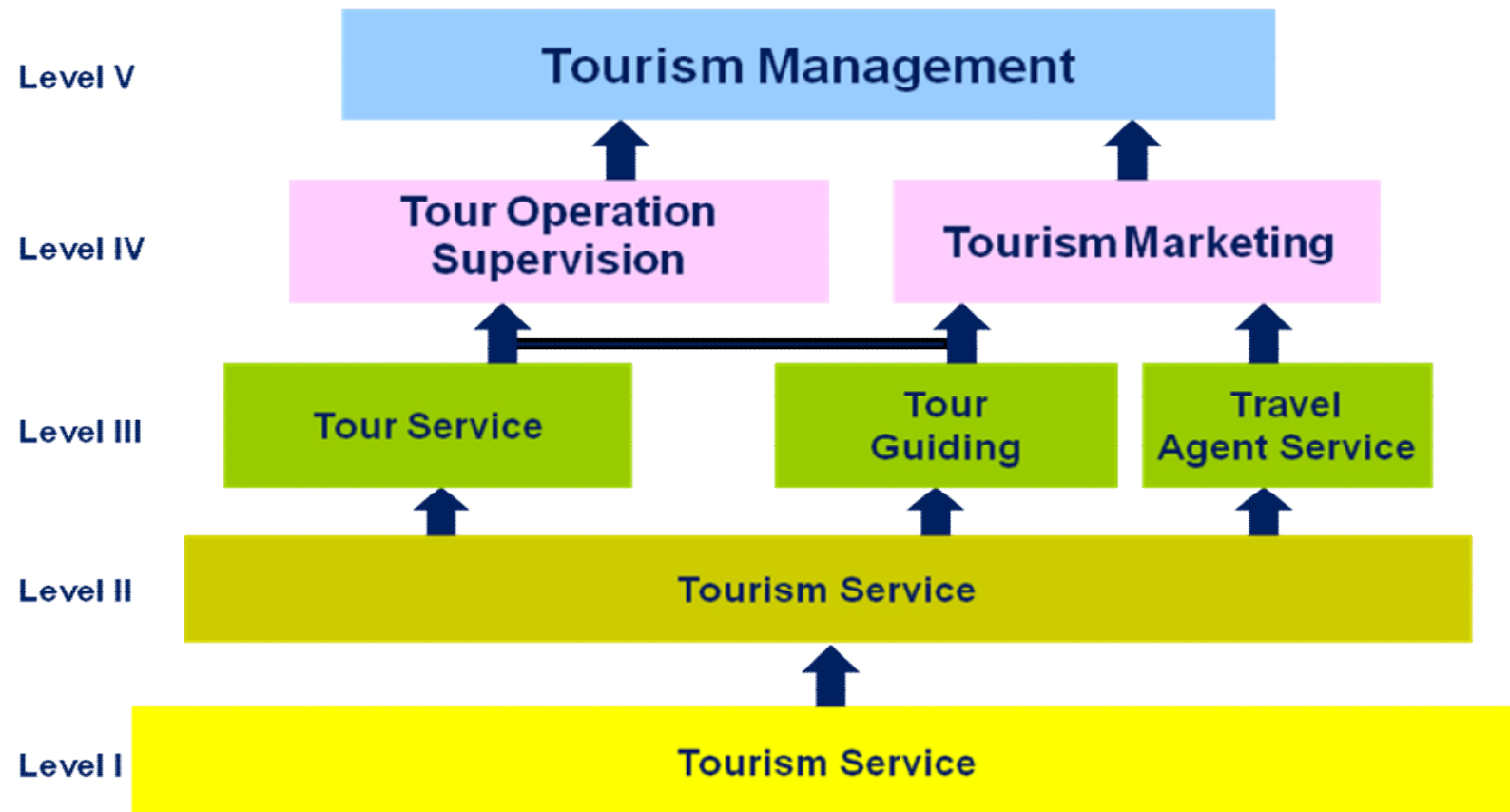| | 3.3 Ensure objectives, timeframes, measures and communication plans are in place to manage implementation |
	3.4 Implement contingency plans in the event of non-performance
	3.5 Follow-up failure by prompt investigation and analysis of causes
	3.6 Manage emerging challenges and opportunities effectively
	3.7 Evaluate continuous improvement systems and processes regularly
	3.8 Communicate costs and benefits of innovations and improvements to all relevant groups and individuals

Variable	Range
Sustainability may include:	- 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 - complying with regulations and corporate social responsibility considerations for sustainability to enhance the organization's standing in business and community environments - determining organization's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment - implementing ecological footprint - implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses - implementing government initiatives, - improving resource and energy efficiency - initiating and maintaining appropriate organisational procedures for operational energy consumption - introducing a green office program - a cultural change program - introducing green purchasing - introducing national and international reporting initiatives, - introducing product stewardship - reducing emissions of greenhouse gases - reducing use of non-renewable resources - referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting

	• supporting sustainable supply chain
Supply chains include:	• network of facilities that procures raw materials, transforms them into intermediate products or services and then finished goods or service, and delivers them through a distribution system • procurement, production and distribution, viewed as interlinked not as discrete elements
Performance reports may include:	• budget or cost variance • customer service • environmental • financial • OHS • quality • other operating parameters

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential: • demonstration of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan • generation of an idea or concept which exhibits creative thinking and which offers the possibility of advantaging the organization • how the concept or idea was introduced, tested and evaluated - the idea or concept does not have to have been shown to work or to be adopted by the business • knowledge of quality management and continuous improvement theories
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • quality management and continuous improvement theories • creativity/innovation theories/concepts • risk management • cost-benefit analysis methods • creativity and innovation theories and concepts • organizational learning principles • quality management and continuous improvement theories • risk management • sustainability practices
Underpinning Skills	Demonstrates skills to: • analytical skills to identify improvement opportunities in relation to • the services/products delivered or concepts/ideas developed • flexibility and creativity skills to think laterally • leadership skills to foster a commitment to quality and an openness to innovation

	• teamwork and leadership skills to foster a commitment to quality and an openness to innovation
Resources Implication	Access may be required to: • workplace procedures and plans relevant to work area • appropriate documentation and resources normally used in the workplace
Methods of Assessment	Competence in this unit may be assessed by using a combination of the following to generate evidence: • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of principles and techniques associated with change management • evaluation of strategies established to monitor and evaluate performance of key systems and processes • review of briefing of groups on performance improvement strategies and innovation 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. In all cases, practical assessment should be supported by questions to assess essential knowledge and those aspects of competence which are difficult to assess directly.
Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.

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

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