



Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD

## COOPERATIVE MARKETING

NTQF Level IV



*Ministry of Education*  
*January 2018*

## Introduction

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

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

This document details the mandatory format, sequencing, wording and layout for the 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 and NTQF level
- Unit title
- Unit code
- Unit descriptor
- Element and Performance criteria
- Variable and Range
- 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 occupation with all the key components of a Unit of Competence:

- Chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles
- Contents of each Unit of Competence (competence standard)
- Occupational map providing the 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: Cooperative Marketing			
Occupational Code: <b>AGR CMT4</b>			
<i>NTQF Level IV</i>			
<a href="#">AGR CMT4 01 1217</a> Produce Legal Documents	<a href="#">AGR CMT4 02 1217</a> Conduct Market Research	<a href="#">AGR CMT4 03 1217</a> Develop Business Plan	
<a href="#">AGR CMT4 04 1217</a> Develop Marketing Strategy	<a href="#">AGR CMT4 05 1217</a> Develop Product Knowledge for Cooperatives Marketing	<a href="#">AGR CMT4 06 1217</a> Monitor Advertising and Production	
<a href="#">AGR CMT4 07 1217</a> Develop Sales and Service Delivery Plan for Cooperative Marketing	<a href="#">AGR CMT4 08 1217</a> Manage Merchandise and Store Arrangement	<a href="#">AGR CMT4 09 1217</a> Apply Electronic Marketing	
<a href="#">AGR CMT4 10 1217</a> Apply Commission Based Marketing	<a href="#">AGR CMT4 11 1217</a> Develop Value Chain for Market Oriented Products	<a href="#">AGR CMT4 12 1217</a> Improve Supply and Distribution Chain	
<a href="#">AGR CMT4 13 1217</a> Apply Export Market for Cooperative	<a href="#">AGR CMT4 14 1217</a> Implement and Monitor Materiel Sustainment Plan	<a href="#">AGR CMT4 15 1217</a> Inspect and Provide Support for Cooperative Marketing	
<a href="#">AGR CMT4 16 1217</a> Identify and Apply Marketing Risk Management	<a href="#">AGR CMT4 17 1217</a> Plan and Organize Work	<a href="#">AGR CMT4 18 1217</a> Migrate to New Technology	
<a href="#">AGR CMT4 19 1217</a> Establish Quality Standards	<a href="#">AGR CMT4 20 1217</a> Develop Individuals and Team	<a href="#">AGR CMT4 21 1217</a> Utilize Specialized Communication Skills	
<a href="#">AGR CMT4 22 1217</a> Manage Micro, Small and Medium Enterprises (MSMEs)	<a href="#">AGR CMT4 23 1217</a> Apply Problem Solving Techniques and Tools		
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Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Produce Legal Documents
Unit Code	<a href="#">AGR CMT4 01 1217</a>
Unit Descriptor	This unit describes the knowledge, skills and attitude to determine legal nature and relevance of documents for cooperative, prepare legal document for cooperative, review document against cooperative needs and check document for accuracy is required to produce legal documents for cooperative.

Element	Performance Criteria
1. Determine legal nature and relevance of documents for cooperative	<p>1.1. The legal nature of the document is interpreted for cooperatives' use</p> <p>1.2. The structure, function and significance of the document are determined in cooperative.</p> <p>1.3. Statutory and general law principles governing the document and its function are interpreted and applied in cooperative.</p>
2. Prepare legal document for cooperative	<p>2.1. Rules governing construction and interpretation of <b>contracts</b>, bylaws and other <b>legal documents</b> are identified and applied for cooperative</p> <p>2.2. Cooperative rules for use of precedents, standard form contracts, and statutory forms are identified and applied</p> <p>2.3. Principles of legal drafting, including the use of plain language are used to prepare the document for cooperative</p>
3. Review document against cooperative needs	<p>3.1. Terms essential is interpreted and drafted to protect cooperative interests</p> <p>3.2. Any lack of conformity with the <b>cooperative laws</b> is rectified</p>
4. Check document for accuracy	<p>4.1. Parties, property information and factual details are checked for accuracy</p> <p>4.2. Annexure to the document are checked for accuracy and relevance of cooperative</p> <p>4.3. Gaps, lack of certainty or ambiguity in language are corrected</p> <p>4.4. Non-compliance with legal principles is reviewed and rectified within the document of cooperative</p>

Variable	Range
Contracts	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Selling agreement</li> <li>• Purchasing agreement</li> <li>• Loan agreement</li> </ul>

	<ul style="list-style-type: none"> <li>• Membership agreement</li> <li>• Employment agreement</li> <li>• Transport and warehouse agreement</li> <li>• Memorandum of understanding /marketing linkage</li> </ul>
Legal documents	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Cooperative proclamation</li> <li>• Directives</li> <li>• By laws</li> <li>• Contract</li> <li>• Coop policy</li> </ul>
Cooperative laws	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Proclamation</li> <li>• By law</li> <li>• Regulation and directives</li> <li>• Internal by laws and Coop policy</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify and amend the appropriate legal documents for cooperatives</li> <li>• Improve legal document handling</li> <li>• Provide legal services to cooperatives</li> <li>• Prepare legal document for cooperative society</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• The cooperative concept, principles, values, and scope cooperative</li> <li>• Internal and bylaws of the cooperative</li> <li>• Legal system in cooperative</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Applying cooperative values/ethical values, principles, concept, bylaws of the cooperative, communication, report writing, organizing procedures and basic marketing concepts</li> <li>• Enhancing technical and legal skills</li> <li>• Data collection and documentation</li> <li>• Apply legal system in cooperatives</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

<b>Occupational Standard: Cooperative Marketing Level IV</b>	
<b>Unit Title</b>	<b>Conduct Market Research</b>
<b>Unit Code</b>	<a href="#"><u>AGR CMT4 02 1217</u></a>
<b>Unit Descriptor</b>	This unit describes the knowledge, skills and attitude required to conduct market research using interview and survey methodologies (not specialist statistical design and analysis) and to report on findings.

<b>Element</b>	<b>Performance Criteria</b>
1. Conduct desk research to gather background market information	<p>1.1. Initial desk research is conducted using <b>appropriate sources</b> to gather background market information.</p> <p>1.2. Options are identified for <b>information collection and collation tools and methods</b>.</p> <p>1.3. Approval is determined and sought for <b>reporting formats</b> for market research documentation.</p> <p>1.4. Initial research findings are reported in approved formats in accordance with organizational procedures.</p>
2. Develop research methodology and objectives	<p>2.1. Hypotheses and research objectives are developed for market research.</p> <p>2.2. Options are identified for quantifying data.</p> <p>2.3. <b>Market research methodology</b> is identified and required <b>survey tools</b> determined, developed, tested and amended.</p> <p>2.4. Methods of data extraction, collation and analysis are determined and tested.</p>
3. Recruit respondents	<p>3.1. Market research plans are interpreted to identify <b>potential respondents</b> and their requirements.</p> <p>3.2. Respondents are identified in line with <b>research and organizational requirements</b>.</p> <p>3.3. Respondents are recruited in line with the agreed research methodology and organizational requirements.</p>
4. Gather data and information from respondents	<p>4.1. <b>Resources for data gathering</b> are prepared and arranged.</p> <p>4.2. Data and information are gathered using survey tools.</p> <p>4.3. Data and information gathered are recorded in approved formats, in accordance with organizational procedures.</p> <p>4.4. Survey information and data are stored and safeguarded in accordance with organizational procedures.</p>
5. Analyse research information	<p>5.1. <b>Checks</b> are conducted on quality of data and information collected.</p> <p>5.2. <b>Appropriate techniques</b> are selected to summarize data and information.</p>

	<p>5.3. <b>Software files</b> are designed for entering data and information.</p> <p>5.4. Data is processed using a method appropriate to research design.</p> <p>5.5. <b>Data and information</b> including <b>categorization</b> are interpreted and aggregated, to provide observations relevant to research objectives.</p>
6. Prepare research reports	<p>6.1. Findings are collated and assessed for relevance and usefulness to research objectives.</p> <p>6.2. <b>Research reports</b> are prepared.</p> <p>6.3. Research findings are communicated to relevant personnel and stakeholders in accordance with organizational procedures.</p>

Variable	Range
Appropriate sources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Published (including on the internet) data and information from: <ul style="list-style-type: none"> <li>➤ Articles and advertisements</li> <li>➤ Business advisors</li> <li>➤ Clients and suppliers</li> <li>➤ Conferences</li> <li>➤ Government bodies</li> <li>➤ Industry associations and trade media</li> <li>➤ Other research projects</li> <li>➤ Reports from trade or professional associations annual reports</li> <li>➤ Reports to regulatory or funding bodies</li> <li>➤ Speeches</li> </ul> </li> <li>• Enterprise information such as: <ul style="list-style-type: none"> <li>➤ Sales data</li> <li>➤ Attendance figures</li> </ul> </li> </ul>
Information collection and collation tools and methods	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Forms for recording information sources reviewed,</li> <li>• Procedures for abstracting key information and citing sources,</li> <li>• Rules for including or not including information and data reviewed,</li> </ul>
Reporting formats	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Prose reports</li> <li>• Verbal presentations</li> <li>• Visual aids, such as: <ul style="list-style-type: none"> <li>➤ Charts</li> <li>➤ Photographs and tables</li> </ul> </li> </ul>
Market research	<p>May include, but not limited to:</p>

methodology	<ul style="list-style-type: none"> <li>• Brand equity research,</li> <li>• Brand name testing,</li> <li>• Concept testing,</li> <li>• Consumer decision process research,</li> <li>• Depth interviews,</li> <li>• Descriptive techniques,</li> <li>• Experimental techniques,</li> <li>• Focus groups,</li> <li>• Mystery shopping,</li> <li>• Observational techniques,</li> <li>• Projective techniques,</li> <li>• Qualitative research,</li> <li>• Quantitative research,</li> <li>• Random sampling</li> </ul>
Survey tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Handouts,</li> <li>• One-on-one discussions,</li> <li>• Overhead transparencies,</li> <li>• Questionnaires,</li> <li>• Small group discussions,</li> </ul>
Potential respondents	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Current, past or potential clients,</li> <li>• Key stakeholders,</li> <li>• Persons identified from lists or directories,</li> <li>• Staff,</li> </ul>
Research and organizational requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Legal requirements,</li> <li>• Need for respondent to meet demographic or psychographic criteria,</li> <li>• Need for respondent to represent an organization have specific expertise or knowledge, or meet other criteria,</li> <li>• Quality assurance policy and procedures,</li> <li>• Requirements for statistical validity in sampling,</li> </ul>
Resources for data gathering	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate venues and rooms,</li> <li>• Organization of tables, chairs, audio and visual equipment refreshments</li> <li>• Audio-visual recording and display devices,</li> <li>• Telecommunications equipment and facilities,</li> </ul>
Checks	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Ensuring data is: <ul style="list-style-type: none"> <li>➤ A true record of interview,</li> <li>➤ Accurate,</li> <li>➤ Adequately expressed,</li> <li>➤ Authentic,</li> <li>➤ Complete,</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>➤ Not fabricated,</li> <li>• Ensuring others collecting data and information have studied and understood instructions</li> <li>• Keeping records on data sources, copyright and privacy information</li> <li>• Rejecting inadequate data and resurveying to overcome gaps</li> <li>• Reporting to senior personnel on issues and problems in data collection</li> <li>• Where required, verifying records of interview with respondents</li> </ul>
Appropriate techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Charts and tables</li> <li>• Coefficient of variation</li> <li>• Mean</li> <li>• Median</li> <li>• Mode</li> <li>• Percentile</li> <li>• Prose commentary</li> <li>• Range</li> <li>• Standard deviation</li> <li>• Statistical analysis</li> <li>• Statistical overview and Variance</li> </ul>
Software files	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Databases with specified forms and fields,</li> <li>• Spreadsheets with specified axes,</li> <li>• Word processing programs with specified heading structures, text and table formats,</li> </ul>
Data and information	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Development of further hypotheses based on initial processing of raw data, and statistical tests of these hypotheses,</li> <li>• Bringing together data or datasets,</li> <li>• Statistical analysis of raw data using general or specialist software,</li> </ul>
Categorisation	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Creation of a preliminary report table of contents with headings and subheadings under which data and information could be organized,</li> <li>• Data tabulation in a format appropriate for the type of analysis to be performed,</li> <li>• Development of basic market segmentation categories by demographic or psychographic characteristics,</li> </ul>
Research reports	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Detailed data analysis,</li> <li>• Explanation of methodology,</li> </ul>

	<ul style="list-style-type: none"> <li>• Key observations and findings,</li> <li>• Key summaries of data,</li> <li>• Recommendation and implementation issues,</li> <li>• Recommendations for future research,</li> <li>• References, citations and other correct acknowledgement for all non-original material,</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>The candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Develop and implement a market research survey tool,</li> <li>• Record accurately and securely storing survey data in accordance with organizational procedures,</li> <li>• Utilize a range of methodologies to analyze market research information,</li> <li>• Document market research activities and findings in a research report.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as: <ul style="list-style-type: none"> <li>➢ Anti-discrimination legislation and principles of equal opportunity, equity, and diversity,</li> <li>➢ Ethical principles,</li> <li>➢ Privacy laws,</li> </ul> </li> <li>• Marketing communications concepts and processes,</li> <li>• Market research principles and practices including: <ul style="list-style-type: none"> <li>➢ Data processing methods and data analysis techniques,</li> <li>➢ Design of samples,</li> <li>➢ Development and use of hypotheses,</li> <li>➢ Research reporting formats,</li> <li>➢ Roles and uses of qualitative and quantitative research,</li> <li>➢ Use of survey instruments,</li> </ul> </li> <li>• Requirements of house or other style manuals or protocols for written communication,</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities,</li> <li>• Information management skills to categorize, store and retrieve market research information,</li> <li>• Innovation and creativity skills to conceptualize, test and refine qualitative and quantitative questionnaires and other tools,</li> <li>• Literacy skills to prepare reports containing complex ideas,</li> <li>• Research and data collection skills to locate information sources, to design and analyze a market research strategy.</li> </ul>

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

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Develop Business Plan
Unit Code	<a href="#">AGR CMT4 03 1217</a>
Unit Descriptor	This unit describes the knowledge, skills and attitude required to develop tactical and operational plans and review business plan.

Element	Performance Criteria
1. Develop operational plans	<p>1.1. Pre- operational plans have been reviewed and evaluated based on evaluation report.</p> <p>1.2. Objectives are analyzed; interpreted and relevant project management protocols for the organization are developed based on work requirement.</p> <p>1.3. Consultation with appropriate groups and individuals is built into plans based on participatory approach.</p> <p>1.4. Requirements of internal/external customers are identified through consultation and documented.</p> <p>1.5. Plans including methods for measuring customer satisfaction and obtaining feedback are developed based on activities to be done.</p> <p>1.6. Operational performance objectives, measures and criteria are developed through consultation with cooperative management and individuals.</p> <p>1.7. <b>Operational plans</b> are developed based on work requirement to identify financial, human and physical resource requirements.</p> <p>1.8. 8 Scheduling of activities are done based on customer/marketing requirements.</p> <p>1.9. Clear profitability, productivity and performance targets for key result areas are included in plan based on expectations.</p> <p>1.10.Plans that are concise, logical and comply with organization requirements are developed based on feasibility.</p> <p>1.11.Plans that address all relevant operational issues, including internal/external environmental factors are developed following work procedure.</p> <p>1.12.Operational plans have been subject to risk assessment and analyses, and include risk management plans based on existing and forecasted risks.</p>
2. Review business systems	2.1. Reviews are undertaken regularly of the implementation of operational plans based on plans and standards.

	<p>2.2. Information/reports are available to compare plans, budgets and forecasts to actual performance.</p> <p>2.3. Systems are reviewed in consultation with users and people responsible for implementing the business plans based on work procedure</p> <p>2.4. Reviews are undertaken regularly of the business operation</p>
3. develop monitoring system	<p>3.1. Monitoring schedule is developed</p> <p>3.2. Activities are followed up timely</p> <p>3.3. Appropriate corrective measures are taken</p>

Variable	Range
Operational plans	Are plans for specific tactical responses to the marketplace and the day-to-day plans associated with the production and delivery of a product or service

Evidence Guide	
Critical Aspects of Competence	<p>Assessment must confirm one's ability to:</p> <ul style="list-style-type: none"> <li>• Review pre existing tactical and operational plan</li> <li>• Develop scheduling of activities</li> <li>• Develop tactical and operational plan</li> <li>• Review tactical and operational plan</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Business plan development</li> <li>• Management</li> <li>• Accounting</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Cooperative</li> <li>• Communication skills and</li> <li>• Basic computer skills</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Develop Marketing Strategy
Unit Code	<a href="#">AGR CMT4 04 1217</a>
Unit Descriptor	This unit covers knowledge, skills and attitudes required for developing marketing strategy and implementation.

Element	Performance criteria
1. Determine the market	<p>1.1. Cooperative marketing strategy is established or reviewed and marketing tools are developed within the budget and timelines.</p> <p>1.2. Business and its key products or services are analyzed to determine the focus of marketing activities in accordance with objectives of the overall organizational strategy.</p> <p>1.3. Target market or target customers for business are determined and evaluated based on market analysis as a basis for marketing strategies.</p> <p>1.4. Alternative market segmentation criteria are determined based on customer research.</p> <p>1.5. The large target market is segmented in to submarkets.</p> <p>1.6. Marketing objectives and strategies are determined with professional consultation.</p> <p>1.7. Departments and individuals involved in the marketing effort are briefed on their roles and responsibilities to ensure the success of marketing strategies.</p>
2. Develop Promotion strategy	<p>2.1. <b>Promotional approaches</b> are identified, analyzed and determined based on the organization requirements.</p> <p>2.2. Promotional methods and specific promotional tools are identified, analyzed and determined.</p> <p>2.3. Advertising schedule is determined to show the time and frequency of advertising.</p> <p>2.4. Superior values and features of product/services to be advertised are identified.</p>
3. Determine pricing strategy	<p>3.1. <b>Factors of pricing</b> are identified and analyzed.</p> <p>3.2. Pricing objective is set based on the organization requirements.</p> <p>3.3. <b>Pricing techniques for undifferentiated and differentiated products</b> are identified, analyzed and selected.</p> <p>3.4. Price setting is performed according to selected technique.</p>
4. Develop sales plan	<p>4.1. Cash markets are evaluated and projected price trends assessed based on existing market and situations.</p>

	<p>4.2. Forward contract information is obtained and assessed based on work requirement.</p> <p>4.3. Futures prices are obtained and assessed following work procedure.</p> <p>4.4. Options are evaluated against price objectives and assessment of price movement risk.</p> <p>4.5. Taxation and cash flow implications are assessed following financial regulations.</p> <p>4.6. Appropriate mix of sale options is developed based on market strategy.</p> <p>4.7. Contingency plans are developed to address possible shifts in price trend based on forecasted market situations.</p>
<p>5. Determine distribution strategy</p>	<p>5.1. <b>Scope of distribution</b> is determined based on the organization requirement and capacity.</p> <p>5.2. <b>Direct marketing and Intermediary distribution channel Alternatives</b> are identified, analyzed and determined.</p> <p>5.3. <b>Functional and promotional packaging</b> standards are determined.</p> <p>5.4. Delivery scheduling and handling are determined based on customer demand.</p> <p>5.5. Product/Service are distributed through identified channels.</p>
<p>6. Monitor and improve marketing performance</p>	<p>6.1. Method of evaluation/monitoring is selected according to marketing strategy.</p> <p>6.2. Feedback is collected from stakeholders in line with method of monitoring identified.</p> <p>6.3. Market information is monitored and marketing strategy adjusted according to contingency plans.</p> <p>6.4. Ongoing monitoring of marketing activities and evaluation of business performance is conducted according to objectives and targets of business plan.</p> <p>6.5. Performance gaps analyzed and corrective action taken or new targets set based on desired performance.</p> <p>6.6. All relevant people are encouraged to propose ways to improve marketing performance based on our objective.</p> <p>6.7. Customer reaction to all aspects of the marketing mix is sought and analyzed to improve targeting and outcomes based on work requirement.</p> <p>6.8. Changes in market opportunities are monitored and investigated in line with marketing strategy for new business opportunities to aid business development.</p>

<b>Variable</b>	<b>Range</b>
Promotional approaches	May include, but not limited to: <ul style="list-style-type: none"> <li>• Business image promotion</li> <li>• Product promotion</li> </ul>
Factors of pricing	May include, but not limited to: <ul style="list-style-type: none"> <li>• Prevailing market prices and</li> <li>• Your costs</li> </ul>
Pricing techniques for differentiated and undifferentiated products	May include, but not limited to: <ul style="list-style-type: none"> <li>• Competitive pricing</li> <li>• Cost-oriented pricing</li> <li>• Flexible or variable pricing</li> <li>• Penetration or promotional pricing</li> <li>• Product line pricing</li> <li>• Relative pricing</li> <li>• Skimming or skim pricing</li> <li>• Contract pricing for specialty commodities</li> <li>• Advance pricing prior to harvest</li> <li>• Cash pricing at harvest</li> <li>• Delayed pricing after harvest</li> </ul>
Scope of distribution	May define how widely we plan to distribute our products.
Direct marketing	May include, but not limited to: <ul style="list-style-type: none"> <li>• Community Supported Agriculture</li> <li>• Farmers' markets</li> <li>• Home delivery service</li> <li>• Internet sales</li> <li>• Mail order</li> <li>• Roadside stands</li> </ul>
Intermediary distribution channel alternatives	May include, but not limited to: <ul style="list-style-type: none"> <li>• Retailers</li> <li>• Wholesalers</li> <li>• Distributors</li> <li>• Brokers</li> </ul>
Functional and promotional packaging	May include, but not limited to: <ul style="list-style-type: none"> <li>• Display ads</li> <li>• Billboards</li> <li>• Yellow pages</li> <li>• Mailings</li> <li>• Flyers</li> <li>• Catalogues</li> </ul>

<b>Evidence Guide</b>	
Critical aspects of Assessment	The candidate must demonstrate the ability: <ul style="list-style-type: none"> <li>• Determine the market</li> <li>• Develop Promotion strategy</li> <li>• Determine pricing strategy</li> </ul>



	<ul style="list-style-type: none"> <li>• Develop sales plan</li> <li>• Determine distribution strategy</li> <li>• Monitor and improve marketing performance</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Concept and functions of marketing,</li> <li>• Marketing strategies,</li> <li>• Strategic planning,</li> <li>• Strategic planning,</li> <li>• Marketing mix analysis.</li> </ul>
Underpinning Skills	<p>Demonstrate Skills to:</p> <ul style="list-style-type: none"> <li>• Determine alternative market segmentation criteria based on customer research,</li> <li>• Segment the large target market in to submarkets,</li> <li>• Identify, analyze and determine promotional methods and specific promotional tools,</li> <li>• Determine advertizing schedule to show the time and frequency of advertising,</li> <li>• Identify, analyze and determine pricing techniques for undifferentiated and differentiated products,</li> <li>• Identify, analyze and determine direct Marketing and Intermediary distribution channel alternatives,</li> <li>• Determine functional and promotional packaging standards,</li> <li>• Monitor market information and adjust marketing strategy according to contingency plans,</li> <li>• Conduct ongoing monitoring of marketing activities and evaluation of business performance according to objectives and targets of business plan.</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Develop Product Knowledge for Cooperatives Marketing
Unit Code	<a href="#">AGR CMT4 05 1217</a>
Unit Descriptor	This unit describes the knowledge, skills and attitude required to develop product knowledge in preparation for the sales process.

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

Variable	Range
Information sources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Associations</li> <li>• Catalogues</li> <li>• Claims of competitive sales people</li> <li>• Competitor websites</li> <li>• Competitor sales literature</li> <li>• External sales data sources such as warehouse withdrawals</li> <li>• Internal sales data records</li> <li>• Other company personnel</li> <li>• Sales conventions</li> <li>• Trade association magazines</li> </ul>

	<ul style="list-style-type: none"> <li>• Trade shows</li> </ul>
Products	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Goods</li> <li>• Ideas</li> <li>• Services</li> </ul>
Features	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Brand</li> <li>• Colour</li> <li>• Country of origin</li> <li>• Covenant</li> <li>• Manufacturer</li> <li>• Product care details</li> <li>• Safety aspect</li> <li>• Shelf life</li> <li>• Size</li> <li>• Style</li> <li>• Warnings</li> </ul>
Organizational requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Level of client service required,</li> <li>• Policies and procedures which are formally documented and available for reference within the workplace</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>The candidate demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Compare the key features and benefits of product/s with competitor offerings,</li> <li>• Demonstrate product knowledge offered by an organisation,</li> <li>• Present key features and benefits of own product/s.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Features, benefits, strengths and weaknesses of own organisation's and competitors' products,</li> <li>• Industry competitors, trends and developments,</li> <li>• Organizational structure/s, roles and responsibilities, policies, procedures, product labelling and descriptions,</li> <li>• Potential buyer markets,</li> <li>• Processes used when buying and selling products and services,</li> <li>• Identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➢ Anti-discrimination</li> <li>➢ Consumer protection</li> <li>➢ Contract law legislation</li> </ul> </li> <li>• Ethical principles <ul style="list-style-type: none"> <li>➢ Privacy laws</li> </ul> </li> </ul>

Underpinning Skills	Demonstrate skills in: <ul style="list-style-type: none"> <li>• Information management skills to summarise information verbally and non-verbally,</li> <li>• Literacy and numeracy to interpret sales data and to summarise information obtained from a variety of verbal and non-verbal sources.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Monitor Advertising and Production
Unit Code	<a href="#">AGR CMT4 06 1217</a>
Unit Descriptor	This unit describes knowledge, skills and attitude required to monitor and report on pre-production, production and post-production work for advertisements.

Element	Performance Criteria
1. Oversee pre-production work	<p>1.1. <b>Printing, print production, electronic production specifications</b>, schedule, budget, supplier/s and resource requirements are confirmed for pre-production activities.</p> <p>1.2. <b>Pre-production activities</b> are monitored against scheduling and budgetary requirements and likely overruns are reported for action and approval in accordance with organizational policies and procedures.</p> <p>1.3. The effect of a delay is estimated in pre-production and recommendations are made to re-schedule activities to meet the pre-production schedule in accordance with organizational policies and procedures.</p>
2. Oversee production processes	<p>2.1. Specifications, <b>production schedule</b>, budget, supplier/s and resource requirements are confirmed.</p> <p>2.2. Progress is monitored against production schedule and likely variations are identified in accordance with organizational policies and procedures.</p> <p>2.3. Approvals are gained from relevant persons for schedule variations to production budget allocations in accordance with organizational policies and procedures if required.</p>
3. Monitor post-production processes	<p>3.1. Specifications, schedule, budget, supplier/s and resource requirements are confirmed for post-production activities.</p> <p>3.2. <b>Post-production activities</b> are monitored against scheduling and budgetary requirements and variations are reported likely for action and approval in accordance with organizational policies and procedures.</p>
4. Produce monitoring reports	<p>4.1. Monitoring reports which contain details of progress are produced for pre-production, production and post-production activities.</p> <p>4.2. Monitoring reports which meet organizational requirements are produced in terms of language, format, content, and level of detail.</p> <p>4.3. Monitoring reports are provided within the required timeframe.</p>

Variable	Range
Printing specifications	May include, but not limited to: <ul style="list-style-type: none"> <li>• Art reproduction, including:               <ul style="list-style-type: none"> <li>➤ Halftones</li> <li>➤ Line art</li> <li>➤ Photography</li> <li>➤ Screens</li> </ul> </li> <li>• Binding/finishing</li> <li>• Colour reproduction, including:               <ul style="list-style-type: none"> <li>➤ Colour register/s</li> <li>➤ Colour separation</li> <li>➤ Digital colour reproduction</li> <li>➤ Process colour</li> <li>➤ Spot colour</li> </ul> </li> <li>• Composition</li> <li>• Typesetting</li> </ul>
Print production specifications	May include, but not limited to: <ul style="list-style-type: none"> <li>• Computer software programs</li> <li>• Desktop publishing</li> <li>• Flexography</li> <li>• Inkjet printing</li> <li>• Letterpress</li> <li>• Offset lithography</li> <li>• Pre-print production processes</li> <li>• Rotogravure</li> <li>• Silk screen</li> </ul>
Electronic production specifications	May include, but not limited to: <ul style="list-style-type: none"> <li>• Film</li> <li>• Live recording</li> <li>• Sound recording</li> <li>• Video</li> <li>• Website involving sound, graphics, animation</li> </ul>
Pre-production activities	May include, but not limited to: <ul style="list-style-type: none"> <li>• Artwork</li> <li>• Graphics</li> <li>• Imposition</li> <li>• Music</li> <li>• Receipt and review of advertising copy</li> <li>• Receipt of visual Element and layout</li> <li>• Rehearsals</li> <li>• Scripts</li> <li>• Set construction</li> <li>• Storyboards</li> </ul>
Production schedule	May include, but not limited to: <ul style="list-style-type: none"> <li>• Film or video shooting</li> </ul>

	<ul style="list-style-type: none"> <li>• Pre-production, production and post-production work</li> <li>• Print</li> <li>• Sound recording</li> <li>• Website development</li> </ul>
Post-production activities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Assembling scenes</li> <li>• Dialogue synchronisation</li> <li>• Editing</li> <li>• Foley</li> <li>• Sound mixing</li> <li>• Special effects</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Confirm specifications for production activities,</li> <li>• Monitor the pre, during and post-production activities for creation for at least one advertisement,</li> <li>• Produce reports on pre-production, production and post-production monitoring activities for at least one advertisement,</li> <li>• Formulate recommendations to re-schedule activities in the event of production delays</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Legal and ethical requirements for the advertising industry,</li> <li>• Principles of advertising as it relates to the marketing mix,</li> <li>• Identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as: <ul style="list-style-type: none"> <li>➢ Anti-discrimination legislation</li> <li>➢ Consumer protection laws</li> <li>➢ Copyright legislation</li> </ul> </li> <li>• Ethical principles</li> <li>• Fair trading laws <ul style="list-style-type: none"> <li>➢ privacy laws</li> <li>➢ codes of practice related to advertising</li> </ul> </li> <li>• Role/s of production personnel,</li> <li>• Techniques and production processes for radio, television and cinema, print and websites</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Communication to question, clarify and report while conducting monitoring activities,</li> <li>• Literacy to read schedules and to write reports,</li> <li>• Numeracy to read budgets and compare actual versus budgeted expenditure,</li> <li>• Teamwork to work with colleagues to achieve production objectives,</li> </ul>

	<ul style="list-style-type: none"> <li>• Technology to use a wide range of software and equipment to monitor the production of advertisements.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Develop Sales and Service Delivery Plan for Cooperative Marketing
Unit Code	<a href="#">AGR CMT4 07 1217</a>
Unit Descriptor	This unit covers the knowledge, skills, and attitude required to develop sales and delivery plan as per rules and regulations as well as ethics and code of conducts of the cooperative marketing sales activities as well as working procedures of the enterprise.

Element	Performance Criteria
1. Refer sales objectives of organization of cooperative	<p>1.1. Organizational strategic document is collected from appropriate source.</p> <p>1.2. Objectives are referred from market plan of the organization.</p> <p>1.3. Objectives are internalized for further activities.</p>
2. Review past sales performance	<p>2.1. Relevant sales records are collected from company's past records.</p> <p>2.2. Past sales performance are realized in accordance with the previous sales plan.</p> <p>2.3. Sales related records are returned to their proper position.</p>
3. Conduct current situational analysis	<p>3.1. Information about present and future market are gathered in line with the company objectives.</p> <p>3.2. <b>Organizational strength</b> is analyzed in accordance with the real fact of the environment.</p> <p>3.3. <b>Company weakness</b> is assessed in line with <b>business scenarios</b>.</p> <p>3.4. Prevalence of <b>environmental threats</b> is assessed with regard to the interest of the company.</p> <p>3.5. <b>Opportunities</b> are assessed with respect to future sales.</p> <p>3.6. Results of the analyses are organized in the manner that facilitates sales forecast.</p>
4. Prepare sales forecast	<p>4.1. <b>Total market size</b> is determined based on notational data.</p> <p>4.2. The <b>industry market size</b> is determined based on analysis of total market size.</p> <p>4.3. <b>Appropriate forecasting techniques</b> are determined based on forecasting requirements.</p> <p>4.4. <b>Total sales</b> to be achieved are forecasted using selected forecasting techniques.</p> <p>4.5. Relevant contribution of each product is determined out of the total forecasted sales.</p>

	4.6. Proportion of the total sales in each market segment is determined from the forecasted sales.
5. Prepare sales budget	<p>5.1. Detail activities are listed in accordance with sales objectives.</p> <p>5.2. Timeframe of action plan is scheduled based on sales forecast.</p> <p>5.3. <b>Cost centers</b> are identified according to the forecasted sales activities.</p> <p>5.4. Budget is estimated using appropriate tools.</p> <p>5.5. Sales forces and the necessary facilities are allocated according to the proposed action plan.</p> <p>5.6. <b>Action plans</b> document are compiled based on appropriate formats,</p>
6. Compile and submit sales plan document	<p>6.1. Interest of readers is identified based in the organization hierarchy.</p> <p>6.2. Plan documents are aggregated for compilation.</p> <p>6.3. Sales plan documents are compiled for submission.</p> <p>6.4. Compiled sales documents are submitted for comments and approval.</p> <p>6.5. Review sales plan by comment are collected from authority and by adjustment made on the sales plan according to the feedback.</p>

Variable	Range
Organizational strengthen	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• The forces of an organization interims skilled manpower,</li> <li>• Up to date technologies,</li> <li>• Clear objectives,</li> <li>• Sound finance that help one to think wide in preparing sales plan.</li> </ul>
Company weakness	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Shortage of basic resources,</li> <li>• Poor coordination of resources,</li> <li>• Lack of financial synchronization which will hinder on organization to prosper</li> </ul>
Business scenarios	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Consists of forces which have direct or indirect influence on the operation of a business organization.</li> </ul>
Environmental threats	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• External forces which pose negative implication on planning and implementation.</li> </ul>

Opportunities	May include, but not limited to: <ul style="list-style-type: none"> <li>Expected future outcomes that will have positive implication on the day to day activities that help to increase sales plans.</li> </ul>
Total market size	May refers to: <ul style="list-style-type: none"> <li>Total demand for particular product usually calculated by taking per capita consumption.</li> </ul>
Industrial market size	May refers to: <ul style="list-style-type: none"> <li>Demand size for specific market segment</li> </ul>
Appropriate forecasting techniques	May represent to: <ul style="list-style-type: none"> <li>Either qualitative or quantitative focus used to calculate and predict degree of farther happening.</li> </ul>
Total sales	May refers to: <ul style="list-style-type: none"> <li>The amount of sales figure (in cases or monetary wise or both) that a company or sales unit intended to attain in given period of time.</li> </ul>
Cost centers	May refers to: <ul style="list-style-type: none"> <li>Budgets are to be sets and allocation can be done accordingly</li> </ul>
Action plans	May be: <ul style="list-style-type: none"> <li>Detail course of action to be carried out a specified period.</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competency	A candidate must demonstrate the ability to: <ul style="list-style-type: none"> <li>Refer sales objectives of company,</li> <li>Review past sales performance,</li> <li>Conduct current situational analysis,</li> <li>Prepare sales forecast,</li> <li>Prepare sales budget,</li> <li>Compile and submit sales plan document,</li> <li>Review sales plan,</li> </ul>		
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>Organizational strategic document from appropriate source.</li> <li>Objectives from market plan of the organization.</li> <li>Sales records from company's past records.</li> <li>Past sales performance</li> <li>Sales related records to their proper position.</li> <li>Organizational strength</li> <li>Company weakness in line with business scenarios and prevalence of environmental threats</li> <li>Opportunities with respect to future sales.</li> <li>Results of the analyses in the manner that facilitates sales forecast.</li> <li>Total market size</li> <li>Total sales.</li> <li>Total forecasted sales and proportion of the total sales in each market segment from the forecasted sales.</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Budget</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Collect organizational strategic document from appropriate source.</li> <li>• Refer and internalize objectives from market plan of the organization.</li> <li>• Collect relevant sales records from company's past records.</li> <li>• Realize past sales performance in accordance with the previous sales plan.</li> <li>• Return sales related records to their proper position.</li> <li>• Gather information about present and future market in line with the company objectives.</li> <li>• Analyze organizational strength in accordance with the real fact of the environment.</li> <li>• Assess company weakness in line with business scenarios and prevalence of environmental threats with regard to the interest of the company.</li> <li>• Assess opportunities with respect to future sales.</li> <li>• Organize results of the analyses in the manner that facilitates sales forecast.</li> <li>• Determine total market size based on notational data, the industry market size based on analysis of total market size and appropriate forecasting techniques based on forecasting requirements.</li> <li>• Forecast total sales using selected forecasting techniques.</li> <li>• Determine relevant contribution of each product out of the total forecasted sales and proportion of the total sales in each market segment from the forecasted sales.</li> <li>• Estimate budget using appropriate tools.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Manage Merchandise and Store Arrangement
Unit Code	<a href="#">AGR CMT4 08 1217</a>
Unit Descriptor	This unit encompasses a range of knowledge, skills and attitudes required to manage merchandise and store presentation.

Element	Performance Criteria
1. Manage store merchandising	<p>1.1. Layout and presentation, support market position and customer flow are promoted according to store rules.</p> <p>1.2. Planning, merchandising, advertising or promotions, pricing and <b>housekeeping</b> are managed.</p> <p>1.3. Standards for visual presentations and displays are defined and clearly communicated to staff.</p> <p>1.4. Staffs are consulted to assess customer responses to space allocations.</p>
2. Plan and manage store promotions	<p>2.1. Store activities are managed and implemented according to rules and regulations of the store.</p> <p>2.2. Activities are organized in line with anticipated/researched customer requirements.</p> <p>2.3. <b>Promotions</b> are managed in order to achieve maximum customer impact.</p> <p>2.4. Arrangements with suppliers are negotiated in regard to special promotional activities.</p> <p>2.5. Assessment checks are developed and implemented to measure effectiveness of promotions including layout, visual impact and customer response.</p> <p>2.6. Promotional activities are accurately documented and reported on.</p>
3. Manage pricing policies	<p>3.1. <b>Store policies and procedures</b> are maintained in regard to <b>pricing policy</b>.</p> <p>3.2. Accurate information on pricing trends and changes are maintained and communicated to relevant staff.</p> <p>3.3. Procedures are developed and implemented for pricing according to store rules and regulations requirements.</p>
4. Manage housekeeping	<p>4.1. Store policy and procedures are developed and implemented in regard to store housekeeping and maintenance.</p> <p>4.2. Rosters/schedules are developed and managed, ensuring store housekeeping standards are monitored and maintained.</p>

	4.3. Contingency plan is initiated in the event of merchandise or store presentation problems.
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Variable	Range
Housekeeping	May include, but not limited to: <ul style="list-style-type: none"> <li>• Store premises</li> <li>• Fittings</li> <li>• Fixtures</li> <li>• Equipment</li> <li>• Cleanings and airing</li> </ul>
Promotions	May include, but not limited to: <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Sales promotion</li> <li>• Catalogues</li> <li>• Newspapers</li> <li>• Posters</li> <li>• Radio or TV</li> <li>• Suppliers</li> <li>• Internet/website</li> </ul>
Store policies and procedures	May include, but not limited to: <ul style="list-style-type: none"> <li>• Promotion of products and services</li> <li>• Housekeeping</li> </ul>
Pricing policy	May include, but not limited to: <ul style="list-style-type: none"> <li>• Long term and short term</li> <li>• Internal and external considerations</li> <li>• Pricing policies including turn over tax (tot), value added tax (vat) requirements</li> </ul>

Evidence Guide	
Critical Aspects of Competence	A candidate must demonstrate the ability to: <ul style="list-style-type: none"> <li>• Plan layout and arrange to merchandise according to store rules and procedures,</li> <li>• Assess effectiveness of layout and arrange according to sales targets and/or predetermined objectives,</li> <li>• Plan, coordinate and implement advertising and promotions activities according to store rules and procedures,</li> <li>• Assess and report on effectiveness of advertising and promotions to staff and management according to store policies and procedures,</li> <li>• Coordinate and implement pricing activities according to store policy and procedures, relevant legislation and statutory requirements.</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Store management,</li> <li>• Layout and presentation/arrangement,</li> <li>• Advertising and promotions,</li> </ul>

	<ul style="list-style-type: none"> <li>• Pricing/marketing down of goods,</li> <li>• Housekeeping for premises, fittings, fixtures and equipment store merchandise and service range store merchandising plan,</li> <li>• Range and availability of new products and services,</li> <li>• Customer demand and market trends,</li> <li>• Product quality standards,</li> <li>• Pricing procedures, principles and techniques,</li> <li>• Visual merchandising,</li> <li>• Project management,</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Provide feedback on performance,</li> <li>• Communicate store standards and expectations,</li> <li>• Literacy in regard to: <ul style="list-style-type: none"> <li>➢ Research, analyze and interpret a broad range of written material,</li> <li>➢ Prepare reports,</li> <li>➢ Document results</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Apply Electronic Marketing
Unit Code	<a href="#">AGR CMT4 09 1217</a>
Unit Descriptor	This unit describes the knowledge, skills and attitude required to prepare electronic advertisements for use in Internet, email or facsimile marketing communications, and to evaluate their effectiveness in achieving marketing objectives.

Element	Performance Criteria
1. Prepare electronic advertisements	<p>1.1. <b>Media</b> is chosen for <b>electronic advertisements</b> in accordance with the organization's marketing (or e-marketing) strategy.</p> <p>1.2. Multiple marketing channels are selected to optimize marketing effort.</p> <p>1.3. Ensure copy and design Element communicate the desired image, features and benefits of the products or services, and suit the characteristics of the chosen media.</p> <p>1.4. Each element of the advertisement is positioned and sized to achieve balance and focus.</p> <p>1.5. Ensure typeface selections suit the product, the chosen media and the central message of the advertisement, and that the layout achieves balance in its Element including white space and margins.</p> <p>1.6. Ensure any added sound, animation or graphics enhance the content of advertisements and do not distract from the message.</p> <p>1.7. Ensure advertisements meet the requirements of the marketing strategy and <b>legal and ethical requirements</b>.</p>
2. Use business website as e marketing tool	<p>2.1. Website marketing objectives are identified in the organization's marketing (or e-marketing) strategy and plan.</p> <p>2.2. Ensure the website design meets objectives and conveys the required image of the business and the features and benefits of its products or services.</p> <p>2.3. Ensure the website content, site map, navigation buttons, frames and multiple pages are in accordance with the marketing strategy and plan.</p> <p>2.4. Ensure the website incorporates data recording, contacts and feedback mechanisms to allow evaluation of the website as a marketing tool.</p>
3. Use electronic marketing	<p>3.1. The required media vehicles and website hotlinks are identified for electronic advertisements, and contracts are negotiated for website development where necessary to meet the requirements of the marketing strategy, budget</p>



	<p>and legal and ethical requirements.</p> <p>3.2. Marketing channels are promoted to identify target market segments.</p> <p>3.3. Electronic advertisements are placed or disseminated in accordance with the marketing strategy, media contracts and legal and ethical requirements.</p>
4. Monitor and evaluate results of e marketing	<p>4.1. The transmission of the electronic advertisements or other e-marketing products is monitored and any errors or omissions are rectified.</p> <p>4.2. <b>Measures of effectiveness</b> are developed for e-marketing advertisements and effectiveness is monitored.</p> <p>4.3. The effectiveness of e-marketing advertisements is evaluated against measures of effectiveness and outcomes are recorded in accordance with organizational requirements.</p> <p>4.4. Outcomes of evaluation activities and other feedback are used from marketing channels to plan for improvements to electronic marketing strategies and products.</p>

Variable	Range
Media	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Bulletins</li> <li>• Chat rooms</li> <li>• Email</li> <li>• Facsimiles</li> <li>• Websites</li> </ul>
Electronic advertisements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Auto responders</li> <li>• Banner exchanges</li> <li>• Bulk email</li> <li>• E-zine (electronic magazine distributed or accessed via a file server) and webzine (web-site distributed electronic magazine) advertising</li> <li>• E-zine and webzine publishing as a marketing tool</li> <li>• Free or paid classifieds</li> <li>• News groups</li> <li>• Search engine submission</li> <li>• Web rings</li> </ul>
Legal and ethical requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Codes of practice</li> <li>• Confidentiality</li> <li>• Cultural expectations and influences</li> <li>• Ethical principles</li> <li>• Legislation</li> </ul>

	<ul style="list-style-type: none"> <li>• Policies and guidelines</li> <li>• Privacy</li> <li>• Regulations</li> <li>• Social responsibilities e.g. Protection of children, environmental considerations</li> <li>• Societal expectations</li> </ul>
Measures of effectiveness	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Attitude measurements</li> <li>• Awareness measurements</li> <li>• Customer satisfaction ratings</li> <li>• Inquiry measurements</li> <li>• Media vehicle audience measurements</li> <li>• Opinion measurements</li> <li>• Readership measurements</li> <li>• Recall measurements</li> <li>• Sales measurements</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Develop at least one electronic advertisement for a product or service using electronic media to convey marketing communications consistent with an organizational marketing strategy and objectives,</li> <li>• Monitor and evaluate the results of electronic advertisements and marketing,</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Key provisions of relevant legislation from all levels of government, codes of practice and national standards that affect business operations such as: <ul style="list-style-type: none"> <li>➤ Confidentiality requirements</li> <li>➤ Copyright laws</li> <li>➤ Defamation laws</li> <li>➤ Anti-discrimination legislation and principles of equal opportunity, equity, and diversity</li> </ul> </li> <li>• Industry products and services knowledge,</li> <li>• Intellectual property requirements,</li> <li>• Organizational structure, roles and responsibilities,</li> <li>• Principles of marketing and advertising,</li> <li>• Software applications used in conducting electronic advertising and marketing.</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Creativity and innovation for graphic and multimedia design to create advertisements,</li> <li>• Communication to relate people from diverse backgrounds and people with diverse abilities,</li> <li>• Literacy to interpret marketing, advertising and creative requirements and create e-advertisements,</li> </ul>

	<ul style="list-style-type: none"> <li>• Technology to use a range of computer equipment and software used in conducting electronic marketing, accessing the internet and using multimedia applications</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Marketing Level IV</b>	
<b>Unit Title</b>	<b>Apply Commission Based Marketing</b>
<b>Unit Code</b>	<a href="#"><u>AGR CMT4 10 1217</u></a>
<b>Unit Descriptor</b>	This unit describes the knowledge, skills and attitude required to identify and to apply commission based marketing.

<b>Element</b>	<b>Performance Criteria</b>
1. Identify commission based marketing output	<p>1.1. General concept and <b>key principle</b> of cooperatives are defined.</p> <p>1.2. The main principle and rational for commission are explained based market output.</p> <p>1.3. The <b>SWOT analyses</b> and best alternatives are identified for commission based marketing.</p> <p>1.4. Other marketing model is analyzed.</p>
2. Conduct commission based output marketing need assessment	<p>2.1. Appropriate tools are selected to conduct <b>Commission Based Output Marketing</b>.</p> <p>2.2. Potential producer and customers are identified based on the assessment.</p> <p>2.3. Interest of the potential producer and customers are assessed and analyzed.</p> <p>2.4. Customer based and target market for business are evaluated.</p>
3. Develop current approach	<p>3.1. The current potential of cooperatives are identified based on their level.</p> <p>3.2. Short coming current market approach is determined.</p> <p>3.3. The future output, outcomes and impact of adopting for new commission are determined based market model.</p> <p>3.4. Environmental and <b>legal frame work</b> of institutional/cooperatives society is enabled.</p>
4. Implement the commission based market output	<p>4.1. The project steering committee is assembled to achieve target group.</p> <p>4.2. Appropriate stakeholder of management body is selected based their own interest.</p> <p>4.3. The first cooperatives is selected to pilot new commission based market model and identify.</p> <p>4.4. Principle and legal document is implemented based on prepared plan from the selected cooperatives.</p> <p>4.5. Effectiveness of commission is monitored and reviewed based marketing model.</p>

	4.6. Relevant product is reviewed based on ware house receipt system.
5. Determine price of products	<p>5.1. Pricing techniques are identified based on different Variable.</p> <p>5.2. Cost of production is calculated and break-even price determined based on different costs incurred.</p> <p>5.3. Margins for safety and risk are determined based on cooperative capacity and members' attitude.</p> <p>5.4. Forward price objectives are set based on cost of production plus safety margin required.</p> <p>5.5. Price setting is performed according to selected technique.</p>

Variable	Range
Key principle	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Aligned incentives for producers and marketers to minimize production, storage and output marketing costs (overhead), while maximizing performance and quality standards;</li> <li>• Shared risk and shared reward among each member of the value chain, where the produce remains the property of all cooperative members until sold to end buyers, and both profits and losses accrue to members proportionately; and</li> <li>• Transparency of compensation through predetermined feasibility studies, commission rates, and payment, finance and training schemes agreed at the coops' Annual General Meeting (AGM).</li> </ul>
SWOT analyses	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Strengths of the CBMS to ensures farmers benefit from membership in a Primary Cooperatives,</li> <li>• Weaknesses (or Challenges to overcome for union or others,</li> <li>• Opportunities created by adopting the CBM good opportunity to achieves the objectives commission based marketing,</li> <li>• Threats to negatives side of the external environment.</li> </ul>
Commission based output marketing	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• A process through by which an individual producer or group of producers control supply to the markets through a cooperative society or association, which is appointed by the product owner(s) to market the product on behalf of the producers, and is paid a commission according to a mutually agreed percentage of the unit sale price in lieu of service.</li> </ul>
Legal frame work	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Cooperative proclamation,</li> </ul>

	<ul style="list-style-type: none"> <li>• Directives,</li> <li>• By laws,</li> <li>• Contract and Cooperative policy</li> </ul>
Stakeholders	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Cooperatives members</li> <li>• Employees</li> <li>• Managers</li> <li>• Saving and credit cooperatives society</li> <li>• Board of directors</li> <li>• Public</li> <li>• Service providers</li> <li>• Suppliers</li> <li>• Unions</li> <li>• Volunteers</li> <li>• Non members/farmers and Consumer</li> </ul>
Ware House Receipt System (WRS)	<p>May include but not include to:</p> <ul style="list-style-type: none"> <li>• Reduced number of channels to market</li> <li>• Improved market transparency</li> <li>• Improved price certainty</li> <li>• Ability to aggregate and store commodities</li> <li>• Ability to properly grade and value commodities</li> <li>• Ability to add value to the commodity prior to marketing</li> <li>• Ability to record the value of the commodity on behalf of the smallholder</li> <li>• Ability to link the smallholder to appropriate credit and financial agencies</li> <li>• Improved overall trust level of co-operative by smallholders</li> </ul>
Level of risk	<p>May include but not include to:</p> <ul style="list-style-type: none"> <li>• Low, treated with routine procedures</li> <li>• Moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented</li> <li>• High, requiring action, as it has potential to be damaging to the organization or project</li> <li>• Extreme, requiring immediate action, as it has potential to be devastating to the organization or project</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify, analyze and evaluate commission based marketing based on their potential of cooperatives member or other organization,</li> <li>• Prove how to implement of commission based</li> </ul>
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	<p>marketing,</p> <ul style="list-style-type: none"> <li>• Apply key principle of commission based marketing and legal frame work,</li> <li>• Apply commission based marketing management processes and procedures,</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Concept and definition of cooperatives marketing,</li> <li>• Key provisions of relevant legislation from all levels of government that may of business operations, such as: <ul style="list-style-type: none"> <li>➢ Cooperatives principle</li> <li>➢ Ethical value</li> <li>➢ Codes of practice</li> <li>➢ By- laws</li> <li>➢ Environmental issues</li> </ul> </li> <li>• Organizational policies and procedures relating to risk management processes and strategies.</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Literacy to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information,</li> <li>• Research and data collection to monitor and evaluate commission market based how it identifying,</li> <li>• Problem-solving to appropriately address identified the potential of cooperatives on commission based marketing.</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Develop Value Chain for Market Oriented Products
Unit Code	<a href="#">AGR CMT4 11 1217</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required to develop a positive relationship with all value stream members so that they can work cooperatively to their mutual benefit and so delivers better value for the customer.

Element	Performance Criteria
1. Identify value chain members	<p>1.1. Concept and nature of value chain product and members are defined.</p> <p>1.2. Position of own organisation with regard to these areas is developed.</p> <p>1.3. <b>Areas of interest</b> (within relevant regulatory framework) are discussed with relevant <b>value stream</b> personnel and position of own organisation with regard to any issues raised developed.</p> <p>1.4. An agreed list of areas for action is developed.</p> <p>1.5. List is validated with own management.</p> <p>1.6. A framework for progressing agreed list is agreed on.</p>
2. Develop value chain stream members	<p>2.1. Required actions within own organisation are taken to implement <b>changes</b>.</p> <p>2.2. Progress of changes within own organisation is monitored.</p> <p>2.3. Required actions are taken to ensure changes achieve their objective.</p> <p>2.4. Changes across value stream and their impacts are monitored.</p> <p>2.5. Appropriate assistance is provided to value stream members implementing agreed changes.</p>
3. Implement and review value stream members	<p>3.1. Regular review of value stream relationships is undertaken.</p> <p>3.2. Benefits obtained and costs incurred by value stream members are reviewed.</p> <p>3.3. Benefits obtained by customer/value stream are reviewed as a whole.</p> <p>3.4. Benefit/cost distributions and ratios are optimised across the value stream.</p> <p>3.5. Areas of mutual benefit are explored.</p> <p>3.6. Value stream synergies and conflicts are analysed.</p> <p>3.7. Approaches are developed to maximise customer/member of cooperatives benefit flowing from the value stream.</p>



Variable	Range
Areas of interest	May include, but not limited to commercial and contractual relationships with value stream members and include common regulatory and commercial frameworks
Value stream	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• The value stream begins with the customer and includes all actions (both value-adding and non-value added) by both internal sections/departments and external organisations to meet a customer requirement.</li> <li>• Depending on the operations and the customer requirement stages where value stream actions may occur include: <ul style="list-style-type: none"> <li>➤ Sales outlet/representative</li> <li>➤ Information gathering, data analysis and research</li> <li>➤ Product design</li> <li>➤ Raw material sourcing</li> <li>➤ Intermediate processing</li> <li>➤ Final assembler/collation/preparation</li> <li>➤ Support services (e.g. Accounting, finance and legal)</li> <li>➤ Storage and delivery to customer</li> <li>➤ After market support</li> </ul> </li> </ul>
Changes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Be to plant, procedures or practice</li> <li>• Arise from continuous improvement (or an improvement event/project)</li> <li>• Have been intended to make an improvement or to implement new products, technology or systems</li> <li>• Include the implementation of a change</li> <li>• Changes do not include an engineering review of a major capital expenditure or similar review</li> </ul>
Codes of practice/standards	May include, but not limited to where reference is made to industry codes of practice, and/or Ethiopian/international standards, the latest version must be used
Health, Safety and Environment (HSE)	May include, but not limited to all changes implemented are expected to be at least neutral, or preferably beneficial, in their impact on HSE
Presentation of information	May include, but not limited to information may be presented in terms of graphs or other appropriate visual forms
Stakeholders	May include, but not limited to work team members, value stream members as well as other stakeholders
Results of change	May be an initial improvement followed by a return to previous performance a change which has resulted in continued improvement continued detriment or other variations over time
Improvements	May be to the process, plant, products, procedures or practice include changes to ensure positive benefits are maintained
Manager	May include any person who may have either a permanent or an ad hoc role in facilitating the function of multiple teams in a workplace, departments or entire organisations

Competitive systems and practices	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Lean operations</li> <li>• Agile operations</li> <li>• Preventative and predictive maintenance approaches</li> <li>• Monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems</li> <li>• Statistical process control systems, including six sigma and three sigma</li> <li>• Just in time, kanban and other pull-related operations control systems</li> <li>• Supply, value, and demand chain monitoring and analysis</li> <li>• 5s</li> <li>• Continuous improvement (kaizen)</li> <li>• Breakthrough improvement (kaizen blitz)</li> <li>• Cause/effect diagrams</li> <li>• Overall Equipment Effectiveness (OEE)</li> <li>• Take time</li> <li>• Process mapping</li> <li>• Problem solving</li> <li>• Run charts</li> <li>• Standard procedures</li> <li>• Current reality tree</li> <li>• Competitive systems and practices should be interpreted so as to take into account: <ul style="list-style-type: none"> <li>• The stage of implementation of competitive systems and practices</li> <li>• The size of the enterprise</li> <li>• The work organisation, culture, regulatory environment and the industry sector</li> </ul> </li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Critically review value stream relationships and maximise the benefit flowing from them,</li> <li>• Present and facilitate consensual improvements across the value stream,</li> <li>• Critically evaluate the strengths and weaknesses of the value stream and its members,</li> <li>• Facilitate and monitor changes along the value stream,</li> <li>• Monitor changes and improvements against qualitative and quantitative indicators.</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Competitive systems and practices principles, processes and techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• Organisational goals, operations, products and processes</li> <li>• Operations, products and processes of value stream members</li> <li>• Continuous improvement and workplace improvement processes and procedures</li> <li>• Approval processes within own organisation and value stream members</li> <li>• Cost/benefit analysis methods</li> <li>• Methods of determining the impact of a change</li> <li>• Communication methods across a variety of media and formats, including preparation of formal proposals and negotiations</li> <li>• Customer perception of value</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Analyse proposed and past changes to operations, products and processes within the value stream to determine if change adds or has added value to the customer</li> <li>• Make significant, high level, independent judgements on required improvements in the value stream</li> <li>• Demonstrate responsibility and broad-ranging accountability for decisions</li> <li>• Communicate and explain quantitative and qualitative concepts and data with representatives of the value stream across a range of numeracy and literacy levels</li> <li>• Analyse views and reasons put forward by others on past performance of the value stream and relating to metrics and other evidence</li> <li>• Prioritize value stream improvement proposals and related actions and justifying priorities to others</li> <li>• Negotiate with others using analysis of information, including past and proposed metrics and concepts, to achieve a consensus position</li> <li>• Analyse restrictions and non-conformances to root cause</li> <li>• Standardizing processes along the value stream</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Improve Supply and Distribution Chain
Unit Code	<a href="#">AGR CMT4 12 1217</a>
Unit Descriptor	This unit involves the knowledge, skills and attitude required to establish and develop a strategy and model for supply and distribution chain management in accordance with relevant organisational policy and procedures.

Element	Performance Criteria
1. Determine supply chain requirements	<p>1.1. Supply chain components are identified and their links and inter-relationships are analysed in accordance with organisational policy and procedures.</p> <p>1.2. Communication, data access, information sharing and technology requirements for an integrated supply chain are determined.</p> <p>1.3. Requirements for collaborative planning, forecasting and tailored supply chains are identified.</p> <p>1.4. Supply chain requirements are documented in accordance with organizational policy and procedures.</p>
2. Determine supply chain management strategy	<p>2.1. Outsourcing, choice of suppliers and partners, reshaping contractual relationships and the performance of the entire supply chain rather than individual supply chain segments are covered by strategies.</p> <p>2.2. Matching supplier capability to customer requirements including strategies to optimise electronic information sharing and inventory risk management, and to minimise environmental impacts is included in strategies.</p> <p>2.3. Strategies to build effective customer supplier relationships are identified.</p> <p>2.4. Customer satisfaction requirements across the supply chain continuum are included in performance management strategies.</p> <p>2.5. Strategic alliances, electronic business and electronic data interchange are included in supply chain management strategies.</p> <p>2.6. <b>Legal, ethical, environmental</b> and security issues relating to supply chain management are addressed in supply chain management strategies.</p> <p>2.7. Integration of supply chain processes into existing business processes is included in strategy.</p>
3. Develop supply chain management model	<p>3.1. Supply chain management options are researched, and strengths and weaknesses of each option identified.</p>

	<p>3.2. Supply chain management models are investigated and their requirements are analysed and compared with supply chain capability and culture.</p> <p>3.3. Model for supply chain management is developed that meets organizational needs including information flow, collaborative planning and forecasting, in accordance with the organization's supply chain management strategy.</p> <p>3.4. Supply chain management model is developed to support reduced inventory footprints, operating costs, faster cycle times and greater customer satisfaction rates.</p>
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Variable	Range
Legal, ethical and environmental	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Ethiopian, international and local context of legal and ethical obligations</li> <li>• Codes of practice</li> <li>• Cultural expectations and influences</li> <li>• Ethical principles</li> <li>• Legislation</li> <li>• Policies and guidelines</li> <li>• Regulations</li> <li>• Social responsibilities such as protection of children, environmental issues</li> <li>• Societal expectations</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>A candidate Must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Determine supply chain requirements</li> <li>• Determine supply chain management strategy</li> <li>• Develop supply chain management model</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Codification and cataloguing processes</li> <li>• Industrial base capability</li> <li>• Integrated logistics support</li> <li>• International agreements</li> <li>• Interoperability</li> <li>• Legislative and regulatory environment, including relevant environmental and sustainability issues</li> <li>• Logistics governance</li> <li>• Logistics support analysis principles and processes</li> <li>• Materiel sustainment</li> <li>• Organisational policy and procedures</li> <li>• Organisational role relevant to supply chains</li> <li>• Performance measurement</li> <li>• Planning processes</li> </ul>

	<ul style="list-style-type: none"> <li>• Product knowledge related to systems and/or equipment in service in the organisation</li> <li>• Safety, legislative and statutory requirements, including relevant environmental and sustainability issues</li> <li>• Supply chain concepts.</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Adhere relevant Occupational Health and Safety (OHS) requirements</li> <li>• Analyse and evaluate information, and determining how it may be impacted by the supply chain or how the supply chain might be impacted by the information being considered</li> <li>• Analyse supply chain requirements</li> <li>• Apply logistics and project management knowledge when establishing supply chains</li> <li>• Communicate with stakeholders</li> <li>• Consult and negotiate with internal and external stakeholders and resolving potential areas of conflict or concern to ensure overall objectives are achieved</li> <li>• Display resilience by continuing to move forward despite criticism or setbacks</li> <li>• Identify relevant information from integrated logistics support program and materiel sustainment program that is relevant to establishing supply chains</li> <li>• Identify relationships between organisational goals and recognising how own work contributes to achieving these goals</li> <li>• Identify requirements for plans and adjusting them as necessary to ensure effective and efficient performance</li> <li>• Initiating and efficiently monitoring processes</li> <li>• Initiating remedial action required</li> <li>• Preparing and providing relevant reports and documentation</li> <li>• Adopt sourcing information on best practice approaches in public and private sectors, showing insight into how industry operates and business drivers that influence industry with their dealings</li> <li>• Undertake performance measurement to enable objectives to be measured against defined parameters</li> <li>• Use organizational strategic objectives to identify long-term factors and external considerations for establishing a supply chain.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> </ul>

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

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Apply Export Market for Cooperative
Unit Code	<a href="#">AGR CMT4 13 1217</a>
Unit Descriptor	This unit encompasses the knowledge, skills and attitude required to develop export market for cooperative, review global market environment for cooperative, assess international business and electronic commerce market factors for cooperative, identify risk factors for international marketing opportunities of cooperative and investigate international business and electronic commerce marketing opportunities for cooperative.

Element	Performance Criteria
1. Develop export market for cooperative	<p>1.1. Understanding policies, nature and meaning of export market for cooperative is developed.</p> <p>1.2. Advantage and disadvantage of export market for cooperative are identified.</p> <p>1.3. Steps in an export transaction for cooperative are identified.</p> <p>1.4. <b>Documentation requirements</b> for export market in cooperative are identified.</p>
2. Review global market environment for cooperative	<p>2.1. International trade patterns and their likely importance for the cooperative are assessed.</p> <p>2.2. Cooperative export market operational plan is developed.</p> <p>2.3. International business and <b>electronic commerce</b> market factors are researched, and opportunities assessed to enter, shape or influence the market for their likely contribution to the cooperative.</p> <p>2.4. International markets operating is identified under free trade or protectionist arrangements and likely ease of entering and trading estimated successfully.</p> <p>2.5. International trade policies and agreements are identified and their likely impact on international marketing opportunities for cooperative estimated.</p>
3. Assess international business and electronic commerce market factors for cooperative	<p>3.1. Impact of economic, political, social and cultural factors affecting cooperative is identified and analysed for international marketing opportunities.</p> <p>3.2. International market trends and developments are investigated to identify market needs relevant to cooperative.</p> <p>3.3. New and emerging business and electronic commerce markets are identified and opportunities assessed to enter, shape or influence markets based on their fit with business goals and direction and their likely contribution to the cooperative.</p>



4. Identify risk factors for international marketing opportunities of cooperative	<p>4.1. Acceptability of political, financial stability and corruption risk factors of potential market in cooperative are analysed and rated.</p> <p>4.2. Acceptability of legal and regulatory requirements, and trade barriers are analysed and rated to potential market in cooperative.</p> <p>4.3. Related risk factors are identified to international business cycles in terms of economic conditions and estimate their impact on potential market.</p>
5. Investigate international marketing opportunities	<p>5.1. International marketing opportunities are identified and analysed according to their likely fit with the organisation's goals and capabilities of cooperative.</p> <p>5.2. Each opportunity is evaluated to determine its impact on current cooperative and customer base.</p> <p>5.3. An assessment of costs, benefits, risks and opportunities is used to determine financial viability of each marketing opportunity in cooperative.</p> <p>5.4. Probable return on investment is determined in cooperatives and potential competitors.</p> <p>5.5. Marketing opportunities are described and ranked in terms of viability and likely contribution to the cooperative.</p>

Variable	Range
Documentation requirements	May include, but not limited to: <ul style="list-style-type: none"> <li>• LC</li> <li>• Bank permit</li> <li>• Phytosanitary certificate</li> <li>• Export authorization letter</li> <li>• Certificate of origin</li> </ul>
Electronic Commerce	May include, but not limited to: <ul style="list-style-type: none"> <li>• Internet based trades</li> <li>• Fax and Phone</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	A candidate must demonstrate the ability to: <ul style="list-style-type: none"> <li>• Develop understanding of export market for cooperative,</li> <li>• Apply export market requirements for cooperatives to export,</li> <li>• Review global market environment for cooperative,</li> <li>• Assess international business,</li> <li>• Assess electronic commerce market factors for cooperative,</li> <li>• Identify risk factors for international marketing opportunities of cooperative,</li> <li>• Investigate international business and electronic commerce marketing opportunities for cooperative</li> </ul>

Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Cooperative governance and management basic concepts.</li> <li>• Product and service marketing cooperatives concepts</li> <li>• Assessment techniques</li> <li>• Export marketing</li> </ul>
Underpinning Skills	Demonstrate skills in: <ul style="list-style-type: none"> <li>• Basic computer skills</li> <li>• Communication skills</li> <li>• Report writing skills</li> <li>• Leadership skills</li> <li>• Business plan and strategic plan skills</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Implement and Monitor Materiel Sustainment Plan
Unit Code	<a href="#">AGR CMT4 14 1217</a>
Unit Descriptor	This unit involves the knowledge, skills and attitude required to implement and monitor materiel sustainment plans and associated subordinate plans.

Element	Performance Criteria
1. Identify requirements for the provision of materiel sustainment plans	<p>1.1. <b>Sources of information</b> relevant to <b>materiel sustainment plans</b> are identified and obtained in accordance with organizational policy and procedures.</p> <p>1.2. Currency of information is reviewed and documented in accordance with <b>organizational policy and procedures</b>.</p> <p>1.3. Materiel sustainment plans are assessed against reviewed information.</p>
2. Implement materiel sustainment plans	<p>2.1. <b>Performance indicators</b> and other criteria for measurement of achievement are developed.</p> <p>2.2. <b>Materiel sustainment</b> risks and impacts relevant to the plan are identified, reported and managed.</p> <p>2.3. Materiel sustainment plans are implemented in accordance with organizational policy and procedures.</p> <p>2.4. Participation and contribution to materiel sustainment activities are established and maintained in accordance with the schedule.</p>
3. Monitor and report on implementation of materiel sustainment plans	<p>3.1. Materiel sustainment plans are monitored and regularly reviewed in accordance with organizational policy and procedures.</p> <p>3.2. Plans are amended and documented in accordance with organizational policy and procedures.</p> <p>3.3. Performance measures are monitored to ensure they address all key aspects of organizational performance and meet the requirements of stakeholders.</p> <p>3.4. Performance data is analysed on a regular basis both in terms of the indicators and compliance with organizational policy and procedures.</p> <p>3.5. Strategic performance is reported to all stakeholders in a transparent manner and meeting all <b>compliance requirements</b>.</p>

Variable	Range
Sources of information	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Contractors</li> <li>• Customers</li> </ul>

	<ul style="list-style-type: none"> <li>• Legislation</li> <li>• Managers</li> <li>• Peers</li> <li>• Plans</li> <li>• Policies</li> <li>• Publications</li> <li>• Reference material</li> <li>• Standards</li> <li>• Supervisors and suppliers</li> </ul>
Material sustainment plans	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Disposal</li> <li>• Facilities</li> <li>• Finance</li> <li>• Obsolescence</li> <li>• Technical data</li> <li>• Training and transitional plans</li> </ul>
Organisational policy and procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Ethiopian Standards</li> <li>• international standards</li> <li>• organizational instructions and standards</li> </ul>
Performance indicators	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Costs</li> <li>• Milestones</li> <li>• Production</li> <li>• Resources</li> <li>• Scheduling and timing</li> </ul>
Material sustainment	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Referred to as asset management and includes components of: sustainment management, engineering support, maintenance support, supply support and planning for disposal and/or carrying out end of life tasks</li> </ul>
Compliance requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Authority</li> <li>• Delegations</li> <li>• Environmental</li> <li>• Legislative, organizational policy and regulatory</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Apply relevant implementation processes</li> <li>• Monitor and report on implementation processes</li> <li>• Analyze data and information</li> <li>• Apply knowledge of material sustainment plans to assist in work and to guide problem solving</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Codification and cataloguing processes</li> </ul>

	<ul style="list-style-type: none"> <li>• Configuration management</li> <li>• Contract management</li> <li>• Logistics support analysis principles and processes</li> <li>• Materiel sustainment processes related to planning</li> <li>• Organizational policy and procedures impacting on materiel sustainment</li> <li>• Organizational role relevant to materiel sustainment</li> <li>• Performance measurement</li> <li>• Product knowledge related to systems and/or equipment in service in the organization</li> <li>• Safety, legislative and statutory requirements, including environmental, sustainability issues</li> <li>• Technical regulatory framework</li> <li>• Written communication to a level required in the preparation of correspondence and reports</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Apply materiel sustainment and project management knowledge relevant to work being performed</li> <li>• Demonstrate an understanding of the strategic objectives of the organization, and identify long-term factors and external considerations that need to be taken into consideration when implementing materiel sustainment plans</li> <li>• Develop and/or comply with procedures to implement and monitor materiel sustainment plans</li> <li>• Display resilience by continuing to move forward despite criticism or setbacks, remain positive and respond to pressure in a controlled manner</li> <li>• Ensure that there are mechanisms in place to monitor materiel sustainment plans</li> <li>• Identify the relationship between organizational goals and recognize how own work contributes to the achievement of those goals</li> <li>• Negotiate and communicate with key stakeholders (both internal and external), receive their input, and resolve any potential areas of conflict or concern to ensure that overall objectives are achieved</li> <li>• Undertake performance measurement to enable objectives to be measured against defined parameters</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Inspect and Provide Support for Cooperative Marketing
Unit Code	<a href="#">AGR CMT4 15 1217</a>
Unit Descriptor	This unit deals with the knowledge, skills and attitude required to monitor, inspect and control activities of cooperatives as well as providing support.

Element	Performance Criteria
1. Inspect cooperative activities	<p>1.1. Management cooperatives marketing activities of are inspected to identify strength and weakness according to guidelines.</p> <p>1.2. Financial activities of cooperatives are inspected to identify strength and weakness according to guidelines.</p> <p>1.3. Inspection feedbacks are reported and discussed with the cooperative management body and with appropriate authorities.</p>
2. Undertake corrective actions	<p>2.1. Alternative corrective actions are identified and analyzed to select the best alternative.</p> <p>2.2. Selected corrective action is implemented to solve problems encountered.</p> <p>2.3. Progressive reports are submitted to concerned bodies for action following work place procedures.</p>
3. Provide training and education	<p>3.1. Cooperative education is given to members to build their capacity in line with training program.</p> <p>3.2. <b>Capacity building</b> is provided to members, employees and management committee to upgrade their performance.</p>
4. Support in finance and material	<p>4.1. Financial supports are given so as to strengthen cooperative development.</p> <p>4.2. Materials and technology support are provided so as to fit the internal resources gap.</p> <p>4.3. Follow up and evaluation are reported.</p>

Variable	Range
Capacity building	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Training and development</li> <li>• Technological equipments provision,</li> <li>• Institutional support(legal, technical advices, materials etc)</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Inspect cooperatives activities</li> <li>• Undertake corrective actions</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide training and education</li> <li>• Support in finance and material</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Planning and programming</li> <li>• Monitoring and evaluation</li> <li>• Cooperative legal system</li> <li>• Inspection</li> <li>• Basic management</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Inspect management activities of cooperatives to identify strength and weakness according to guidelines,</li> <li>• Inspect financial activities of cooperatives to identify strength and weakness according to guidelines,</li> <li>• Report and discuss inspection feedbacks with the cooperative management body and with appropriate authorities,</li> <li>• Implement selected corrective action to solve problems encountered,</li> <li>• Give cooperative education to members to build their capacity in line with training program.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Marketing Level IV</b>	
<b>Unit Title</b>	<b>Identify and Apply Marketing Risk Management</b>
<b>Unit Code</b>	<a href="#"><u>AGR CMT4 16 1217</u></a>
<b>Unit Descriptor</b>	This unit describes the knowledge, skills and attitude required to identify and to apply established risk management processes in marketing to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of operation.

<b>Element</b>	<b>Performance Criteria</b>
1. Identify risks	<p>1.1. The <b>context</b> is identified for <b>risk</b> management.</p> <p>1.2. Risks are identified using <b>tools</b>, ensuring all reasonable steps have been taken to identify all risks.</p> <p>1.3. Identified risks are documented in accordance with relevant policies, procedures and legislation.</p>
2. Analyse and evaluate risks	<p>2.1. Risks are analyzed and documented in consultation with relevant <b>stakeholders</b>.</p> <p>2.2. <b>Risk categorization</b> is undertaken and <b>level of risk</b> determined.</p> <p>2.3. Analysis processes and outcomes are documented.</p>
3. Treat risks	<p>3.1. Appropriate <b>control measures</b> are determined for risks and assessed for strengths and weaknesses.</p> <p>3.2. Control measures are identified for all risks.</p> <p>3.3. Risks relevant to whole of organization or having an impact beyond own work responsibilities and area of operation are referred to others as per established policies and procedures.</p> <p>3.4. Control measures are chosen and implemented for own area of operation and/or responsibilities.</p> <p>3.5. Treatment plans are prepared and implemented.</p>
4. Monitor and review effectiveness of risk treatment/s	<p>4.1. Implemented treatment/s is/are regularly reviewed against <b>measures of success</b>.</p> <p>4.2. Review results are used to improve the treatment of risks.</p> <p>4.3. Assistance is provided to auditing risk in own area of operation.</p> <p>4.4. Management of risk is monitored and reviewed in own area of operation.</p>

<b>Variable</b>	<b>Range</b>			
Context	May include, but not limited to:			
Page 55 of 82	<table border="1"> <tr> <td>Ministry of Education Copyright</td> <td>Cooperative Marketing Ethiopian Occupational Standard</td> <td>Version 2 January 2018</td> </tr> </table>	Ministry of Education Copyright	Cooperative Marketing Ethiopian Occupational Standard	Version 2 January 2018
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	<ul style="list-style-type: none"> <li>• Any related projects or organisations,</li> <li>• Any resources, including physical assets, which are vital to operations,</li> <li>• Key operational Element and service of the organisation,</li> <li>• Organisation or project, how it is organised and its capabilities,</li> <li>• Own role and responsibilities in relation to overall project or organisation design,</li> </ul>
Risk	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Commercial and legal relationships</li> <li>• Economic circumstances and scenarios</li> <li>• Human behaviour</li> <li>• Individual activities</li> <li>• Management activities and controls</li> <li>• Natural events</li> <li>• Political circumstances</li> <li>• Positive risk</li> <li>• Technology - technological issues</li> </ul>
Tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence,</li> <li>• Standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures,</li> <li>• Tools to prioritise risks, including where relevant, numerical scoring systems for risks</li> </ul>
Stakeholders	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Contractors</li> <li>• Employees</li> <li>• Financial managers</li> <li>• Insurance agents</li> <li>• Managers</li> <li>• Public</li> <li>• Service providers</li> <li>• Suppliers</li> <li>• Unions</li> <li>• Volunteers</li> </ul>
Risk categorisation	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Likelihood of risks: <ul style="list-style-type: none"> <li>➤ Almost certain</li> <li>➤ Likely</li> <li>➤ Possible</li> <li>➤ Unlikely</li> <li>➤ Rare</li> </ul> </li> <li>• Consequences of risks: <ul style="list-style-type: none"> <li>➤ Insignificant</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Minor</li> <li>➤ Moderate</li> <li>➤ Major</li> <li>➤ Catastrophic</li> <li>➤ Current control measures</li> </ul>
Level of risk	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Low, treated with routine procedures,</li> <li>• Moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented,</li> <li>• High, requiring action, as it has potential to be damaging to the organisation or project,</li> <li>• Extreme, requiring immediate action, as it has potential to be devastating to the organisation or project,</li> </ul>
Control measures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Hierarchy of controls: <ul style="list-style-type: none"> <li>➤ Reduction in likelihood of risks</li> <li>➤ Reduction of consequences of risks</li> <li>➤ Retention of risks</li> <li>➤ Risk aversion</li> <li>➤ Transfer of responsibility of risks</li> </ul> </li> </ul>
Measures of success	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Costs</li> <li>• Reductions in impact</li> <li>• Reductions in likelihood</li> <li>• Reductions in occurrence</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify, analyze and evaluate risks,</li> <li>• Demonstrate understanding of personal role in relation to wider organizational or project context,</li> <li>• Demonstrate understanding of risk management processes and procedures</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• National standards for risk management</li> <li>• Key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➤ Anti-discrimination legislation</li> <li>➤ Ethical principles</li> <li>➤ Codes of practice</li> <li>➤ Privacy laws</li> <li>➤ Environmental issues</li> <li>➤ Occupational health and safety</li> </ul> </li> <li>• Organizational policies and procedures relating to risk management processes and strategies</li> <li>• Auditing requirements relating to risk management</li> </ul>

Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Literacy to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information</li> <li>• Research and data collection to monitor and evaluate risks</li> <li>• Problem-solving to appropriately address identified risks</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Plan and Organize Work
Unit Code	<a href="#">AGR CMT4 17 1217</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

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

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

Variable	Range
Objectives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Specific</li> <li>• General</li> </ul>
Resources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Equipment and technology</li> <li>• Services</li> <li>• Supplies and materials</li> <li>• Sources for accessing specialist advice</li> <li>• Budget</li> </ul>
Schedule of work activities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Daily</li> <li>• Work-based</li> <li>• Contractual and Regular</li> </ul>
Work methods and practices	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Legislated regulations and codes of practice</li> <li>• Industry regulations and codes of practice</li> <li>• Occupational health and safety practices</li> </ul>
Work plans	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Daily work plans</li> <li>• Project plans</li> <li>• Program plans</li> <li>• Resource plans</li> <li>• Skills development plans</li> </ul>
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	<ul style="list-style-type: none"> <li>• Management strategies and objectives</li> </ul>
Standards	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Performance targets</li> <li>• Performance management and evaluation systems</li> <li>• Occupational standards</li> <li>• Employment contracts</li> <li>• Client contracts</li> <li>• Discipline procedures</li> <li>• Workplace assessment guidelines</li> <li>• Internal quality assurance</li> <li>• Internal and external accountability and auditing requirements</li> <li>• Training Regulation Standards and Safety Standards</li> </ul>
Appropriate personnel/ authorities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate personnel include:</li> <li>• Management and Line Staff</li> </ul>
Feedback mechanisms	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Informal feedback</li> <li>• Formal feedback</li> <li>• Questionnaire</li> <li>• Survey and Group discussion</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Set objectives</li> <li>• Plan and schedule work activities</li> <li>• Implement work plans</li> <li>• Monitor work activities</li> <li>• Review and evaluate work plans and activities</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• Organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>• Team work and consultation strategies</li> </ul>
Underpinning Skills	<p>Demonstrates skill to:</p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• Lead</li> <li>• Organize</li> <li>• Coordinate</li> <li>• Communicate</li> <li>• Inter-and intra-person/motivation skills</li> <li>• Present</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>

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

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Migrate to New Technology
Unit Code	<a href="#">AGR CMT4 18 1217</a>
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

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

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



	<ul style="list-style-type: none"> <li>• Questionnaires,</li> <li>• interviews and meetings.</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols)</li> <li>• Vendor product directions</li> <li>• Ability to locate appropriate sources of information regarding metal manufacturing and new technologies</li> <li>• Current industry products/services, procedures and techniques with knowledge of general features</li> <li>• Information gathering techniques</li> </ul>
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> <li>• Research skills for identifying broad features of new technologies</li> <li>• Ability to assist in the decision making process</li> <li>• Literacy skills in regard to interpretation of technical manuals</li> <li>• Ability to solve known problems in a variety of situations and locations</li> <li>• Evaluate and apply new technology to assist in solving organizational problems</li> <li>• General analytical skills in relation to known problems</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Establish Quality Standards
Unit Code	<a href="#">AGR CMT4 19 1217</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

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

	<p>2.4. Work processes are monitored to confirm quality of output and/or service.</p> <p>2.5. Processes are adjusted to maintain outputs within specification.</p>
6. Participate in maintaining and improving quality at work	<p>6.1. Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements.</p> <p>6.2. Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements.</p> <p>6.3. Corrective action is taken within level of responsibility, to maintain quality standards.</p> <p>6.4. Quality issues are raised with designated personnel.</p>
7. Report problems that affect quality	<p>7.1. Potential or existing quality problems are recognized.</p> <p>7.2. Instances of variation in quality are identified from specifications or work instructions.</p> <p>7.3. Variation and potential problems are reported to supervisor/manager according to enterprise guidelines.</p>

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

Evidence Guide	
Critical Aspect of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Monitor quality of work</li> <li>• Establish quality specifications for product</li> <li>• Participate in maintaining and improving quality at work</li> <li>• Identify hazards and critical control points in the production of quality product</li> <li>• Assist in planning of quality assurance procedures</li> </ul>

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

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Develop Individuals and Team
Unit Code	<a href="#">AGR CMT4 20 1217</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

Element	Performance Criteria
1. Provide team leadership	<p>1.1. <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b>.</p> <p>1.2. Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented.</p> <p>1.3. Individuals are encouraged to self-evaluate performance and identify areas for improvement.</p> <p>1.4. <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning process.</p>
2. Foster individual and organizational growth	<p>2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of Competence standards.</p> <p>2.2. <b>Learning delivery methods</b> are made appropriate to the learning goals, the learning style of participants and availability of equipment and resources.</p> <p>2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies.</p> <p>2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements.</p>
3. Monitor and evaluate workplace learning	<p>3.1. Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements.</p> <p>3.2. Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support.</p> <p>3.3. Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning.</p> <p>3.4. Records and reports of competence are maintained within organizational requirement.</p>
4. Develop team commitment and cooperation	<p>4.1. Open communication processes to obtain and share information is used by team.</p>

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

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

	<ul style="list-style-type: none"> <li>• Formal course participation</li> <li>• Work experience and involvement in professional networks</li> <li>• Conference and seminar attendance</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> <li>• Identify and implement learning opportunities for others</li> <li>• Give and receive feedback constructively</li> <li>• Facilitate participation of individuals in the work of the team</li> <li>• Negotiate plans to improve the effectiveness of learning</li> <li>• Prepare learning plans to match skill needs</li> <li>• Access and designate learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Coaching and monitoring principles</li> <li>• How to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• How to facilitate team development and improvement</li> <li>• Methods and techniques to obtain and interpreting feedback</li> <li>• Methods for identifying and prioritizing personal development opportunities and options</li> <li>• Career paths and competence standards in the industry</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• Read and understand a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>• Communicate including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• Plan and organize required resources and equipment to meet learning needs</li> <li>• Coach and mentor skills to provide support to colleagues</li> <li>• Report to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• Facilitate and conduct small group training sessions</li> <li>• Relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	<a href="#">AGR CMT4 21 1217</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

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



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

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

Types of Interview	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Related to staff issues</li> <li>• Routine</li> <li>• Confidential</li> <li>• Evidential</li> <li>• Non-disclosure</li> <li>• Disclosure</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Demonstrate effective communication skills with clients and work colleagues accessing service</li> <li>• Adopt relevant communication techniques and strategies to meet client particular needs and difficulties</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Communication process</li> <li>• Dynamics of groups and different styles of group leadership</li> <li>• Communication skills relevant to client groups</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Full range of communication techniques including: <ul style="list-style-type: none"> <li>➢ Active listening</li> <li>➢ Feedback</li> <li>➢ Interpretation</li> <li>➢ Role boundaries setting</li> <li>➢ Negotiation</li> <li>➢ Establishing empathy</li> <li>➢ Communication strategies</li> </ul> </li> <li>• Communicate to fulfill job roles as specified by the organization</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Manage Micro, Small and Medium Enterprises (MSMEs)
Unit Code	<a href="#">AGR CMT4 22 1217</a>
Unit Descriptor	This unit covers knowledge, skills and attitude required in running Micro, Small and Medium enterprises. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

Element	Performance Criteria
1. Develop and communicate Strategic work plan	<p>1.1. The importance of planning is sensitized before acting and about the importance of plans to reduce risks and to inhibit impulsive actions and discussed.</p> <p>1.2. The basics of planning and beginning with goal setting are communicated.</p> <p>1.3. The achievement of measurable and realistic short-term business objective is addressed.</p> <p>1.4. How to develop realistic activities plans and schedule is discussed.</p> <p>1.5. <b>Major components of work plan</b> are introduced and understood.</p> <p>1.6. The importance of constant reviewing their plans is understood by monitoring the results.</p>
2. Identify daily work requirements and Develop effective work habits	<p>2.1. Basic concept about effect working culture is discussed and understood.</p> <p>2.2. Different approaches to work culture are developed and understood.</p> <p>2.3. Work requirements are identified for a given time period by taking into consideration of <b>resources</b> and constraints.</p> <p>2.4. Work activities are prioritized based on business needs, requirements and deadlines.</p> <p>2.5. If appropriate, work is allocated to relevant staff or contractors to optimize efficiency.</p> <p>2.6. Work and personal priorities are identified and a balance is achieved between competing priorities using appropriate <b>time management strategies</b>.</p> <p>2.7. Input is sought from <b>internal and external sources</b> and used to develop and refine new ideas and approaches.</p> <p>2.8. Business or inquiries is/are responded to promptly and effectively.</p> <p>2.9. Information is presented in a format appropriate to the industry and audience.</p>

3. Manage Marketing of MSMEs	<p>3.1. Information on market and business needs is analyzed and market opportunities identified.</p> <p>3.2. Marketing mix and components are evaluated.</p> <p>3.3. Marketing mix for specific target market is determined.</p> <p>3.4. Marketing mix is monitored and continual adjusted against marketing performance.</p>
4. Manage Human Resources	<p>4.1. <b>Human resource rules, regulations law and procedures</b> are identified and determined.</p> <p>4.2. The existing human resource is audited, and gaps are identified.</p> <p>4.3. Recruitment and selection are conducted based on the organizational requirements.</p> <p>4.4. Selected candidates are oriented and placed for the appropriate position.</p> <p>4.5. Appraisal of employees' performance is conducted.</p> <p>4.6. Appraisal result is used for training and development, promotion, compensation, disciplinary measures and other purposes as required.</p> <p>4.7. <b>Employee relations</b> are maintained.</p>
5. Manage production and Operation	<p>5.1. Production /operation plan is developed and implemented.</p> <p>5.2. Required inputs are purchased and adequate inventories maintained.</p> <p>5.3. Production /operation process is checked and controlled.</p> <p>5.4. Quality control is applied and maintained.</p>
6. Maintain financial records and use for decision making	<p>6.1. The objective and benefits of financial records are discussed and understood.</p> <p>6.2. Asset, liabilities and capital are identified and recorded.</p> <p>6.3. Balance sheet and different journals are discussed.</p> <p>6.4. Business transactions are discussed, analyzed, classified and recorded.</p> <p>6.5. Daily financial records are maintained correctly in accordance with legal and accounting requirements.</p> <p>6.6. Invoices and payments are prepared and distributed in timely manner and in accordance with legal requirements.</p> <p>6.7. Outstanding accounts are collected or followed-up.</p> <p>6.8. Revenue, expense and costs are identified and discussed.</p> <p>6.9. Different ledgers and subsidiary ledgers are discussed and maintained.</p>

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

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

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

<b>Evidence Guide</b>	
Critical Aspects of Competence	A person must be able to demonstrate: <ul style="list-style-type: none"> <li>• Ability to identify daily work requirements and allocate work appropriately</li> <li>• Ability to interpret financial documents in accordance with legal requirements</li> <li>• The ability to prepare strategic plan</li> <li>• The ability to develop effective work habit</li> <li>• The ability to manage marketing of MSEs</li> <li>• The ability to manage human resources of MSEs</li> <li>• the ability to manage production/operation of MSEs</li> <li>• The ability to maintain financial records of MSEs</li> <li>• The ability to manage, monitor and evaluate work performance of MSMEs</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Working culture</li> </ul>

	<ul style="list-style-type: none"> <li>• Time management strategy</li> <li>• Marketing Mix</li> <li>• Relevant marketing, operation/production, human resource and financial management</li> <li>• Human resource functions</li> <li>• Production/operation functions</li> <li>• Monitoring and evaluation</li> <li>• Problem solving techniques</li> <li>• Federal and Local Government legislative requirements affecting business operations, especially in regard to OHS, equal employment opportunity, industrial relations and anti-discrimination</li> <li>• Relevant industry code of practice</li> <li>• Planning techniques to establish realistic timelines and priorities</li> <li>• Identification of relevant performance measures</li> <li>• Quality assurance principles and methods</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Technical or specialist skills relevant to the business operation</li> <li>• Interpret legal requirements, company policies and procedures and immediate, day-to-day demands</li> <li>• Strategic planning skills</li> <li>• Human relation skills</li> <li>• Communicate using questioning, clarifying, reporting, and giving and receiving constructive feedback</li> <li>• Numeracy skills for performance information, setting targets and interpreting financial documents and reports</li> <li>• Technical skills to interpret business document, reports and financial statements and projections</li> <li>• Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• Solve problem and develop contingency plans</li> <li>• Using computers and software packages to record and manage data and to produce reports</li> <li>• Evaluate using assessment work and outcomes</li> <li>• Observe for identifying appropriate people, resources and to monitor work</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Marketing Level IV	
Unit Title	Apply Problem Solving Techniques and Tools
Unit Code	<a href="#">AGR CMT4 23 1217</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required to apply scientific problem solving techniques and tools to enhance quality, productivity and other kaizen Element on continual basis.

Element	Performance criteria
1. Identify and select theme/problem.	<p>1.1. <b>Safety requirements</b> are followed in accordance with safety plans and procedures.</p> <p>1.2. All possible problems related to the process /Kaizen Element are listed using <b>statistical tools and techniques</b>.</p> <p>1.3. All possible problems related to kaizen Element are identified and listed on Visual Management Board/Kaizen Board.</p> <p>1.4. Problems are classified based on obviousness of cause and action.</p> <p>1.5. Critical factors like the number of customers affected, Potentials for bottlenecks, and number of complaints etc... is selected.</p> <p>1.6. Problems related to priorities of <b>Kaizen Element</b> are given due emphasis and selected.</p>
2. Grasp current status and set goal.	<p>2.1. The extent of the problem is defined.</p> <p>2.2. Appropriate and achievable goal is set.</p>
3. Establish activity plan.	<p>3.1. The problem is confirmed.</p> <p>3.2. High priority problem is selected.</p> <p>3.3. The extent of the problem is defined.</p> <p>3.4. Activity plan is established as per <b>5W1H</b>.</p>
4. Analyze causes of a problem.	<p>4.1. All possible causes of a problem are listed.</p> <p>4.2. Cause relationships are analyzed using <b>4M1E</b>.</p> <p>4.3. Causes of the problems are identified.</p> <p>4.4. Root causes are selected.</p> <p>4.5. The root cause which is most directly related to the problem is selected.</p> <p>4.6. All possible ways are listed using <b>creative idea generation</b> to eliminate the most critical root cause.</p> <p>4.7. The suggested solutions are carefully tested and evaluated for potential complications.</p>



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

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

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

### Evidence Guide

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

**Sector: Agriculture**

**Sub Sector: Agricultural Cooperative**



