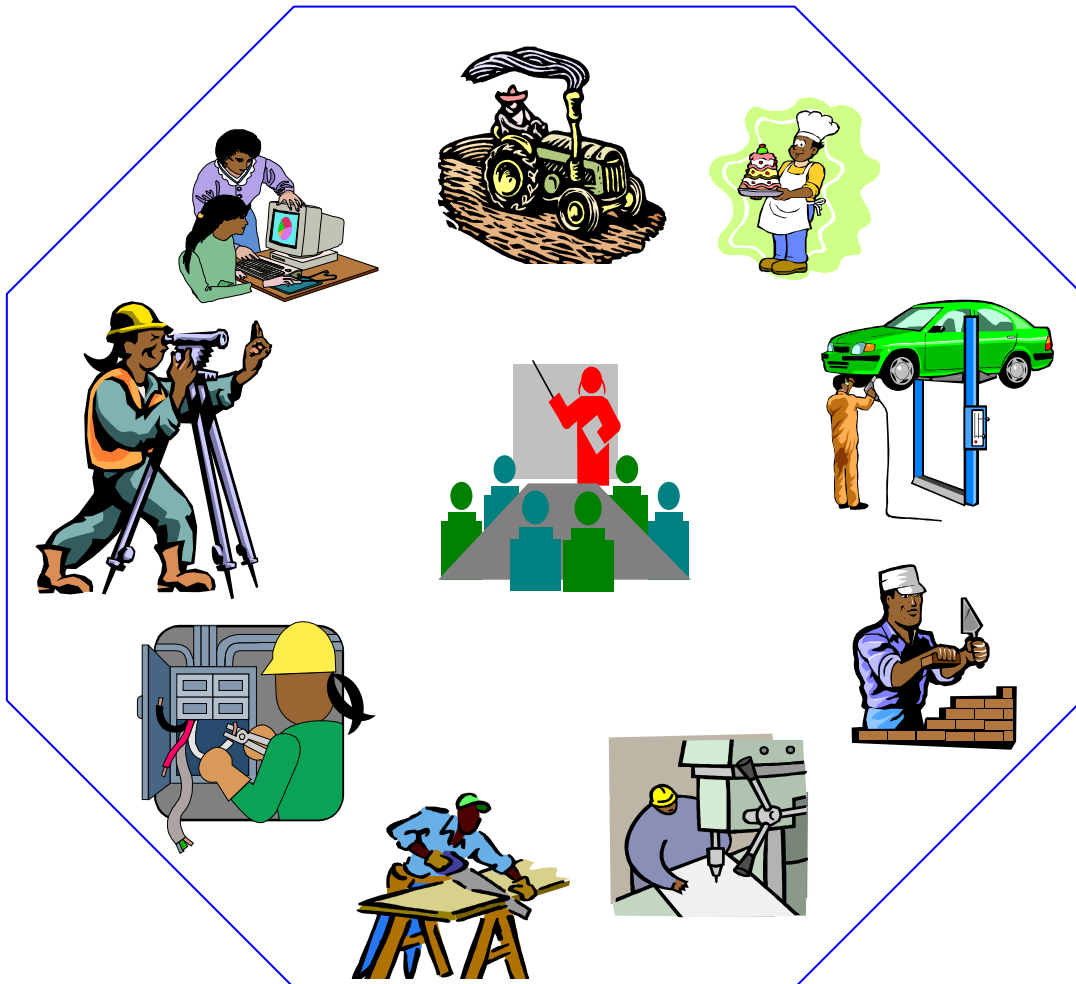




Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD
TRADE SERVICE
NTQF Level II



Ministry of Education
July 2014

Introduction

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

The Ethiopia Occupational Standards (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
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

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

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

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

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UNIT OF COMPETENCE CHART

Occupational Standard: Trade Service		
Occupational Code: TRD TSR		
NTQF Level II		
TRD TSR2 01 0714 Follow Workplace Hygiene Procedures	TRD TSR2 02 0714 Balance and Secure Point-of-Sale Terminal	TRD TSR2 03 0714 Promote Loyalty Programs
TRD TSR2 04 0714 Implement Product Recalls	TRD TSR2 05 0714 Merchandise Products	TRD TSR2 06 0714 Apply Point-of-Sale Handling Procedures
TRD TSR2 07 0714 Create and Maintain Displays	TRD TSR2 08 0714 Interact with Customers	TRD TSR2 09 0714 Sell Products and Services
TRD TSR2 10 0714 Participate in Environmentally Sustainable Work	TRD TSR2 11 0714 Communicate with Customers Using Technologies	TRD TSR2 12 0714 Conduct Telemarketing
TRD TSR1 13 0714 Minimise Loss	TRD TSR1 14 0714 Participate in Workplace Communication	TRD TSR1 15 0714 Work in Team Environment
TRD TSR2 16 0714 Develop Business Practice	TRD TSR2 17 0714 Standardize and Sustain 3S	

Occupational Standard: Trade Service Level II	
Unit Title	Follow Workplace Hygiene Procedures
Unit Code	TRD TSR1 01 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply good hygiene practices within a range of service industry operations. It requires the ability to follow predetermined procedures, identify and control simple hazards and take particular hygiene measures to ensure the non-contamination of food and other items that might put customers, colleagues and self at a health risk.

Elements	Performance Criteria
1. Follow hygiene procedures and identify hygiene hazards.	<p>1.1 Hygieneprocedures and policies are accessed and followed correctly and consistently according to organisation and legal requirements to ensure health and safety of customers and colleagues.</p> <p>1.2 Poor organisation practices that are inconsistent with hygiene procedures are identified and reported.</p> <p>1.3 Hygiene hazards that may affect the health and safety of customers, colleagues and self are identified.</p> <p>1.4 Action is taken to remove or minimise the hazards within scope of individual responsibility and according to organisation and legal requirements.</p> <p>1.5 Hygiene hazards are promptly reported to appropriate person for following up where control of hazard is beyond the scope of individual responsibility.</p>
2. Report any personal health issues	<p>2.1 Any personal health issues that are likely to cause a hygiene risk are reported.</p> <p>2.2 Incidents of food contamination that have resulted from the personal health issue are reported.</p> <p>2.3 Food handling activities in where there is a risk of food contamination are made participatory as a result of the health issue.</p>
3. Prevent food and other item contamination	<p>3.1 Clean clothes, wear required personal protective clothing and only use organization-approved bandages and dressings are maintained to prevent contamination to food</p>

	<p>3.2 Clothing or other items worn are ensured not to contaminate food.</p> <p>3.3 Unnecessary direct contact is prevented with ready to eat food.</p> <p>3.4 Food is not followed with any body fluids or tobacco product to become contaminated from sneezing, coughing, blowing nose, spitting, smoking or eating over food or food preparation surfaces.</p> <p>3.5 The use of clean materials and clothes and safe and hygienic practices are maintained to ensure that no cross-contamination of other items in the workplace occurs.</p>
4. Prevent cross-contamination by washing hands.	<p>4.1 Hands are washed at appropriate times and hand washing procedures are followed correctly and consistently according to organisation and legal requirements.</p> <p>4.2 Hands are washed using appropriate facilities.</p>

Variable	Range
Hygiene procedures	<p>May include:</p> <ul style="list-style-type: none"> • personal hygiene • safe and hygienic handling of food and beverages • regular hand washing • correct food storage • suitable dress and personal protective equipment and clothing • avoidance of cross-contamination • hygienic cleaning practices to avoid cross-contamination • use of cleaning equipment, clothes and materials to avoid cross-contamination • safe handling and disposal of linen and laundry • appropriate handling and disposal of garbage • cleaning and sanitising • procedures documented in the organisation food safety program • procedures covered by staff training programs • procedures required by the food safety rule
Poor organisation practices	<p>May include:</p> <ul style="list-style-type: none"> • poor personal hygiene practices • poor food handling practices that may result in the contamination of food • poor cleaning practices that may result in cross-contamination

	<p>of food and other items</p> <ul style="list-style-type: none"> practices inconsistent with the organisation's food safety program outdated practices not in keeping with current organisation activities
Hygiene hazards	<p>May include</p> <ul style="list-style-type: none"> contaminated food vermin airborne dust items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions dirty equipment and utensils contaminated garbage use of practices not in keeping with current organisation activities colleagues without appropriate training or understanding of good hygiene practices, policies and procedures equipment not working correctly, such as fridge and temperature probes
Health issues	<p>May include</p> <ul style="list-style-type: none"> food-borne diseases airborne diseases infectious diseases
Other items worn	<p>May include</p> <ul style="list-style-type: none"> hair accessories jewellery watches bandages
Cross-contamination of other items in the workplace	<p>May include</p> <ul style="list-style-type: none"> infected linen items such as linen, tea towels and towels that may be contaminated with human waste, such as blood and body secretions dirty equipment and utensils spreading bacteria from bathroom or bedroom areas to kitchen areas in an accommodation facility
Washing hands at appropriate times	<p>May include</p> <ul style="list-style-type: none"> immediately before working with food immediately after handling raw food before commencing or recommencing work with food immediately after using the toilet Immediately after smoking, coughing, sneezing, blowing the

	nose, eating, drinking, and touching the hair, scalp or any wound
Appropriate facilities	<p>May include</p> <ul style="list-style-type: none"> • warm running water • soap • single use towels • Designated hand washing sink

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • ability to access and interpret hygiene procedures and consistently apply these during day-to-day activities • understanding of the importance of following hygiene procedures and of the potential implications of disregarding those procedures • project or work activities that show the candidate's ability to apply good hygiene practices on multiple occasions in a range of different operational circumstances to ensure consistency in the application of hygiene procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> • very basic understanding of federal, and state or territory food safety legislative compliance requirements, contents of national rules and standards that underpin regulatory requirements, and local government food safety regulations • working knowledge of organisation personal hygiene policies and procedures • ramifications of failure to observe hygiene policies and procedures • broad understanding of the general hazards in handling food, linen, laundry and garbage, including major causes of contamination and cross-infection • sources and effects of microbiological contamination of food and other items that would require protection in the industry sector and business • basic understanding of the choice and application of cleaning and sanitising equipment and materials
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • communication skills to verbally report hygiene hazards and poor organisation practice • literacy skills to read and interpret relevant organisation policies, procedures and diagrams that identify good hygiene practices

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

Occupational Standard: Trade Service Level II	
Unit Title	Balance and Secure Point-of-Sale Terminal
Unit Code	TRD TSR1 02 0714
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to balance and reconcile a register or terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions, and reconciling and recording takings.</p> <p>The unit requires the application of store policy and procedures in undertaking those tasks.</p>

Elements	Performance Criteria
1. Balance and secure takings from register or terminal	<p>1.1 Register or terminal balance is performed at designated times according to store policy and procedures.</p> <p>1.2 Cash float is separated from takings prior to balancing procedure and secured according to store policy.</p> <p>1.3 Change or terminal is supplied to register according to store policy.</p> <p>1.4 Register or terminal reading or print-out is obtained and interpreted.</p> <p>1.5 Cash and non cash documents are secured according to store security policy and procedures.</p>
2. Reconcile takings	<p>2.1 Cash is counted accurately.</p> <p>2.2 Non cash documents are calculated accurately.</p> <p>2.3 Balance between register or terminal reading and sum of cash and non cash transactions is determined.</p> <p>2.4 Discrepancies between register or terminal reading and sum of cash and non cash transactions are reported to relevant personnel according to store policy.</p> <p>2.5 Store and individual department takings are recorded and records are filed according to store policy.</p>

Variable	Range
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Register or terminal	<p>May include:</p> <ul style="list-style-type: none"> • cleared at intervals during or at close of trading • cleared by operator or specialist staff • electronic • manual
Store policy and procedure	<p>May include:</p> <ul style="list-style-type: none"> • cash handling • register or terminal balance • security
Non-cash documents	<p>May include:</p> <ul style="list-style-type: none"> • Cash on Delivery (COD) • cheques • credit cards • customer credit ratings • customer refunds • gift vouchers • lay-by
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> • manager • supervisor • team leader
Records	<p>May include:</p> <ul style="list-style-type: none"> • electronic • manual

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> • operates register or terminal equipment according to manufacturer instructions and store policy • applies store policy and procedures in regard to handling cash and removing takings from register or terminal • applies store policy and procedures in regard to cash float • applies store policy and procedures in regard to reading registers and recording information • processes documentation and records responsibly and according to store policy and procedures • reconciles takings according to store policy and procedures
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • cash and non-cash handling procedures, including: <ul style="list-style-type: none"> ➤ balancing point-of-sale terminal

	<ul style="list-style-type: none"> ➤ calculating non-cash documents ➤ change required and denominations of change ➤ clearance of terminal and transference of tender ➤ counting cash ➤ credit and returns ➤ credit cards ➤ gift vouchers ➤ lay-by ➤ maintenance of cash float ➤ opening and closing point-of-sale terminal ➤ recording takings ➤ security of cash and non-cash transactions • store policy and procedures in regard to: <ul style="list-style-type: none"> ➤ cash float ➤ operation of equipment used at register or terminal ➤ register or terminal balance • security of cash and non-cash transactions
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • literacy and numeracy skills to: <ul style="list-style-type: none"> ➤ balance the register or terminal ➤ count cash ➤ calculate non-cash transactions ➤ calculate discrepancies between reported and actual takings ➤ complete documentation ➤ interpret documentation ➤ report on takings ➤ planning and organising skills to complete tasks in a set timeframe ➤ technology skills to operate register or terminal
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation/ Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Trade Service Level II	
Unit Title	Promote Loyalty Programs
Unit Code	TRD TSR1 03 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to promote loyalty programs to customers. It covers the development of relationships with customers to identify regular and new repeat customers, and customers eligible for specific loyalty programs.

Elements	Performance Criteria
1. Clarify details of loyalty programs	<p>1.1 Organisational information relating to loyalty programs is identified and reviewed.</p> <p>1.2 Customer eligibility criteria and benefits are identified for different loyalty programs.</p> <p>1.3 Specific terms and conditions of different loyalty programs are identified.</p>
2. Promote participation in loyalty programs	<p>2.1 Relationships are developed with customers to identify eligibility for different loyalty programs.</p> <p>2.2 Benefits, terms and conditions of loyalty programs are explained to eligible customers.</p> <p>2.3 Customers are assisted with loyalty program enrolment documentation.</p> <p>2.4 Loyalty program documentation is processed according to workplace procedures.</p>
3. Offer loyalty rewards	<p>3.1 Personal responsibility and limitations are identified in relation to offering rewards for customer loyalty.</p> <p>3.2 Relationships with regular customers are identified and appropriate rewards offered to repeat business according to store policies.</p>
4. Review customer responses to loyalty programs	<p>4.1 Outcomes of loyalty program promotion is considered to eligible customers and potential is discussed for improvement with relevant staff.</p> <p>4.2 Outcomes of offers of loyalty rewards are considered to regular and new repeat customers and potential is discussed for improvement with relevant staff.</p> <p>4.3 Suggested improvements are applied to build customer loyalty as directed by relevant staff.</p>

Variable	Range
Loyalty programs	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • cash back cards • exclusive events or services • instant rewards cards • loyalty points cards • VIP member cards • vouchers
Developing relationships with customers	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • active listening • developing trust • encouraging expression of preferences • establishing rapport • face-to-face or telephone contact with customers • non-verbal communication • speaking clearly and concisely • using language that is appropriate, open and inclusive
Rewards for customer loyalty	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • discounted prices • free gifts • invitations to special events

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • identifies eligibility, benefits, terms and conditions of different loyalty programs • explains loyalty programs to eligible customers • assists customers in completing and processing loyalty program documentation • offers formal and informal rewards to customers within scope and limitation of own role • Suggests improvements to loyalty programs and implements changes as directed
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge in:</p> <ul style="list-style-type: none"> • functions and procedures for operating store equipment • location of stores or store departments • merchandise and service range of store departments • relevant legislation, statutory requirements and codes of practice relating to the retail industry, including Work Health and Safety (WHS) • store policy and procedures in regard to:

	<ul style="list-style-type: none"> • customer service •loyalty programs
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to: <ul style="list-style-type: none"> ➤ ask questions and listen actively ➤ establish rapport and develop trust ➤ inform customers ➤ share information ➤ use and interpret non-verbal communication ➤ use language and concepts appropriate to cultural differences • literacy skills to: <ul style="list-style-type: none"> ➤ assist with completion of documentation ➤ interpret procedures • self-management skills to follow set routines and procedures • technical skills to operate store equipment
Resources Implication	Access is required to real or appropriately simulated situations,including work areas, materials and equipment, and toinformation on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Trade Service Level II	
Unit Title	Implement Product Recalls
Unit Code	TRD TSR1 04 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to initiate and implement product recalls for a retail or wholesale business in compliance with legislative obligations and according to risk management principles.

Elements	Performance Criteria
1. Respond to customer problems that may require product recall	<p>1.1 Details of complaint are recorded using appropriate communication techniques.</p> <p>1.2 Preliminary assessment of risk is determined to public health and safety.</p> <p>1.3 Senior management is informed of potential risk to public health and safety according to company recall procedures.</p> <p>1.4 Manufacturer or vendor of complaint is immediately informed as required by organisational policy.</p> <p>1.5 Any products determined to pose immediate risk to public health and safety are withdrawn from sale according to company recall procedures.</p> <p>1.6 Relevant public and industry product recall bodies are informed on confirmation of risk.</p>
2. Respond to initial enquiries to clarify nature of product risk	<p>2.1 Process is detailed for determining risk and role of relevant public and industry product recall bodies.</p> <p>2.2 Nature of risk is investigated, ascertained and reported to relevant public and industry product recall bodies.</p>
3. Implement product recalls	<p>3.1 Product recall activities are administered according to company and legislative procedures.</p> <p>3.2 Recalls are completed effectively within set time constraints.</p> <p>3.3 Instructions are established for recall procedures and contingencies in a timely and efficient manner.</p>

Variable	Range
Appropriate communication techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • using appropriate, open and inclusive language • using languages other than English including local community

	<p>languages, Indigenous languages and visual languages such as sign language</p> <ul style="list-style-type: none"> • speaking clearly and concisely • non-verbal communication
Recall procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • those outlined by Food Standards Ethiopia, trade practices legislation and procedure manuals • business operating procedures • relevant Ethiopian Standards for product manufacturer, maintenance, storage, transportation, handling or sale
Product recall bodies	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • recall coordinating committee • manufacturer or industry recall committee • Ethiopian Competition and Consumer Commission • Food Standards Ethiopia • Ethiopian Food Council • Grocery Manufacturers of Ethiopia • retail, wholesale and distribution bodies • federal and state or territory bodies, including those responsible for health, consumer affairs, industry, science and tourism
Reports	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • risk assessment report • customer complaint • nature of contamination • nature of complaint • characteristics of product: fresh food, long-life, grocery, general merchandise, chilled, packaged, unpackaged • police report
Product recall activities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • timing • warnings • insurance issues • consultation with key stakeholders • organising logistics • reporting compliance • claim procedures on recalled products • legal requirements • approvals obtained • impact on business relationships and contractual arrangements

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Critical Aspects of Competence	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • responds to customer complaints in a positive and timely fashion in line with confidentiality requirements, company policy and relevant legislation • interprets and communicates information to customers, supervisors, staff, external stakeholders and business customers • identifies and accesses relevant and accurate information to evaluate potential risks • responsibly and effectively manages recall process for a worksite or recall activity according to company policy • organises, plans or completes recall and withdrawal procedures to recall notices initiated by business, manufacturer or government
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • correct reporting procedures • recall process • public liability obligations • implications of differing contract types and contexts • consumer groups and representative bodies • relevant government agencies • relevant commercial law and legislation • rights and responsibilities of all parties • transport, storage and disposal of recalled products • Ethiopian Competition and Consumer Commission provisions • information sources on product and supply arrangements for customers • business policy and procedures affecting job role or function • OHS aspects of job
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • literacy and numeracy skills to record and report all actions • analytical and decision-making skills • planning and organisational skills • interpersonal communication skills to: <ul style="list-style-type: none"> ➢ communicate with internal and external parties including consumer groups, media, government bodies, business customers and supplier and individual consumers including thorough, clear and direct communication ➢ ask questions to identify and confirm requirements ➢ share information ➢ give instructions ➢ use language and concepts appropriate to cultural differences

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

Occupational Standard: Trade Service Level II	
Unit Title	Merchandise Products
Unit Code	TRD TSR1 05 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storing stock. It also includes the application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, and relevant legislation.

Elements	Performance Criteria
1. Place and arrange merchandise	<p>1.1 Merchandise is unpacked according to store policy and procedures and legislative requirements.</p> <p>1.2 E-merchandise is placed on floor, fixtures and shelves in determined locations according to Work Health and Safety (WHS) legislative requirements.</p> <p>1.3 Merchandise is displayed to achieve a balanced, fully-stocked appearance and sales are promoted.</p> <p>1.4 Damaged, soiled or out-of-date stock are identified and corrective action is taken as required according to store procedures.</p> <p>1.5 Stock range is placed in line with fixtures, ticketing, prices and bar codes.</p> <p>1.6 Stock is rotated according to stock requirements and store procedure.</p> <p>1.7 Stock presentation conforms are ensured to special handling techniques and other safety requirements.</p>
2. Prepare and apply labels and tickets	<p>2.1 Labels and tickets are prepared for window, wall or floor displays according to store policy.</p> <p>2.2 Tickets are prepared using electronic equipment or stored neatly by hand according to design specifications and procedures.</p> <p>2.3 Soiled, damaged, illegible or incorrect labels and tickets are</p>

	<p>identified and corrective action is taken according to store procedures.</p> <p>2.4 Electronic ticketing and labelling equipment are used, maintained and stored according to manufacturer's instructions and store procedures.</p> <p>2.5 Labels and tickets are placed visibly and correctly on merchandise.</p> <p>2.6 Labels and tickets are replaced according to store policy.</p>
3. Maintain displays	<p>3.1 Unsuitable or out-of-date displays and special promotion areas are reset or dismantled as directed.</p> <p>3.2 Supervisor is assisted in selection of merchandise for display.</p> <p>3.3 Merchandise is arranged and faced up as directed according to layout specifications and load-bearing capacity of fixtures.</p> <p>3.4 Correct pricing and information on merchandise are maintained according to store procedures, industry codes of practice and legislative requirements.</p> <p>3.5 Optimum stock levels are identified and stock is replenished according to store policy.</p> <p>3.6 Excess packaging is removed and display areas are maintained in a clean and tidy condition.</p>
4. Protect merchandise	<p>4.1 Correct handling storage is identified and applied according to stock characteristics and legislative requirements.</p> <p>4.2 Display techniques are applied according to stock characteristics and legislative requirements.</p>

Variable	Range
Merchandise	<p>May include:</p> <ul style="list-style-type: none"> • type • brand • size • customer needs • colour • price
Store policy and procedures	<p>May include:</p> <ul style="list-style-type: none"> • merchandising of stock • preparing and displaying labels and tickets • maintaining displays

Legislative requirements	<p>May include:</p> <ul style="list-style-type: none"> pricing requirements industry codes of practice discounted items Ethiopian Consumer law
Display	<p>May include:</p> <ul style="list-style-type: none"> setting new displays maintaining existing displays
Handling techniques	<p>May include:</p> <ul style="list-style-type: none"> stock characteristics store policy legislative requirements industry codes of practice
Safety requirements	<p>May include:</p> <ul style="list-style-type: none"> transport, storage and handling of goods hazardous substances labelling of workplace substances
Preparation of labels and tickets	<p>May include:</p> <ul style="list-style-type: none"> pricing gun shelf tickets shelf talkers written labels swing ticketing bar coding price boards header boards
Special promotion areas	<p>May include:</p> <ul style="list-style-type: none"> permanent or temporary interior or exterior publicly accessible windows shelves wall fixtures on floor

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge of:</p> <ul style="list-style-type: none"> applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storing stock displays merchandise on floor, fixtures, shelves and display

	<p>areas, in determined locations, according to special manual handling techniques and other safety requirements</p> <ul style="list-style-type: none"> • prepares display labels and price tickets for merchandise with regard to store policies and procedures • operates, maintains and stores a range of ticketing equipment according to: <ul style="list-style-type: none"> ➢ store policy and procedures ➢ industry codes of practice ➢ manufacturer instructions and design specifications • identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements • maintains display areas and replenishes stock as required according to store procedures and legislative requirements • performs correct manual handling, storage and display techniques
<p>Underpinning Knowledge and Attitudes</p>	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • store policies and procedures in regard to: <ul style="list-style-type: none"> ➢ availability and use of display materials ➢ correct storage of stock ➢ correct storage procedures for labelling and ticketing equipment and materials ➢ location of display areas ➢ merchandise range ➢ merchandising, ticketing and pricing of stock ➢ scheduling for building or rotating displays ➢ stock replenishment ➢ stock rotation ➢ store promotional themes, including advertising, catalogues and special offers • correct manual handling techniques for protection of self and merchandise • principles of display • elements and principles of design and trends in retail design • relevant WHS regulations, including: <ul style="list-style-type: none"> ➢ manual handling ➢ hygiene and sanitation ➢ hazardous substances ➢ labelling of workplace substances • relevant legislation and statutory requirements relating to merchandising product

	<ul style="list-style-type: none"> • pricing procedures, including inclusion and exclusion of GST • relevant industry codes of practice relating to merchandising product
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • literacy and numeracy skills to: <ul style="list-style-type: none"> ➢ prepare machine or manual labels and tickets ➢ read and interpret store procedures and guidelines ➢ read and interpret manufacturer instructions • self-management skills to complete tasks in a set timeframe • technology skills to operate and maintain manual and electronic labelling and ticketing equipment
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Trade Service Level II	
Unit Title	Apply Point-of-Sale Handling Procedures
Unit Code	TRD TSR1 06 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers, and package or wrap an item for transportation.

Elements	Performance Criteria
1. Operate point-of-sale equipment	<p>1.1 Point-of-sale terminal is opened and closed according to store policy and procedures.</p> <p>1.2 Point-of-sale terminal is cleared and tender transferred according to store procedure.</p> <p>1.3 Cash is handled according to store security procedures.</p> <p>1.4 Supplies of change are maintained in point-of-sale terminal according to store policy.</p> <p>1.5 Active point-of-sale terminals is attended according to store policy.</p> <p>1.6 Records for transaction errors are completed according to store policy.</p> <p>1.7 Adequate supplies of dockets, vouchers and point-of-sale documents are maintained.</p> <p>1.8 Customers are informed of delays in the point-of-sale operation where required.</p>
2. Ensure accuracy of transactions	<p>2.1 Numerical calculations are identified and performed to ensure accurate pricing and collection of money.</p> <p>2.2 Numerical information is collected from various sources and accurately calculated with or without the use of a calculator.</p>
3. Perform point-of-sale transactions	<p>3.1 Point-of-sale transactions are completed according to store policy.</p> <p>3.2 Store procedures are identified and applied in respect of cash and non cash transactions.</p> <p>3.3 Store procedures are identified and applied in regard to exchanges and returns.</p>

	<p>3.4 Goods are moved through point-of-sale area efficiently and with attention to fragility and packaging.</p> <p>3.5 Information is entered into point-of-sale equipment.</p> <p>3.6 Price or total and amount of cash received is stated verbally to customer.</p> <p>3.7 Correct change is tendered.</p>
4. Complete sales	<p>4.1 Customer order forms, invoices and receipts are completed and any loyalty card transactions are processed.</p> <p>4.2 Customer delivery requirements are identified and processed according to set timeframes.</p> <p>4.3 Sales transactions or direct customers to point-of-sale terminals are processed according to store policy without undue delay.</p> <p>4.4 Customer is acknowledged and thanked in line with store policy and procedures.</p>
5. Wrap and pack goods	<p>5.1 Adequate supplies of wrapping and packaging materials are maintained and requested.</p> <p>5.2 Appropriate wrapping or packaging material is selected.</p> <p>5.3 Merchandise is wrapped neatly and effectively where required.</p> <p>5.4 Items are packed safely to avoid damage in transit, and labels attached where required.</p> <p>5.5 Transfer of merchandise is arranged for parcel pick up or other delivery methods if required.</p>

Variable	Range
Store policy and procedures	<p>May include:</p> <ul style="list-style-type: none"> • cash handling • financial transactions • handling techniques of stock • operation of point-of-sale equipment • sales transactions • security
Point-of-sale documents	<p>May include:</p> <ul style="list-style-type: none"> • credit slips • lay-by slips • message pads

	<ul style="list-style-type: none"> • order forms • product return slips • promotional materials
Customers	<p>May include:</p> <ul style="list-style-type: none"> • customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities
Numerical calculations	<p>May include:</p> <ul style="list-style-type: none"> • addition and subtraction • calculations of cash amounts and change • calculations of discount amounts • estimation of quantities • measurement • multiplication and division • percentages
Point-of-sale transactions	<p>May include:</p> <ul style="list-style-type: none"> • cheques • credit cards and store cards • exchanges • gift vouchers • lay-by • returns • smart cards
Point-of-sale equipment	<p>May include:</p> <ul style="list-style-type: none"> • cash drawer • cash register • electronic scales • numerical display board • scanner • security tagging
Wrapping and packaging materials	<p>May include:</p> <ul style="list-style-type: none"> • adhesive tape • bags • boxes • bubble wrap • gift wrapping • paper • ribbon • string

Delivery methods	<p>May include:</p> <ul style="list-style-type: none"> • courier • domestic or international delivery • freight • parcel pick-up • post or express post
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and Knowledge to:</p> <ul style="list-style-type: none"> • operates point-of-sale equipment according to manufacturer instructions and store policy and procedures • applies store policy and procedures in regard to cash handling and point-of-sale transactions • interprets, calculates and records numerical information accurately • processes sales transaction information responsibly and accurately according to store policy and procedures • applies store policy and procedures in regard to the handling, packing, wrapping and delivery of goods or merchandise
Underpinning Knowledge and Attitudes	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> • cash and non-cash handling procedures, including: <ul style="list-style-type: none"> ➤ balancing point-of-sale equipment ➤ calculating non-cash documents ➤ change required, denominations of change and tendering change ➤ clearance of terminal and transference of tender ➤ counting cash ➤ maintenance of cash float ➤ opening and closing point-of-sale terminal ➤ recording takings ➤ security of cash and non-cash transactions • functions and procedures for operating point-of-sale equipment, including: <ul style="list-style-type: none"> ➤ calculators ➤ electronic scales ➤ numerical display board ➤ registers • merchandise handling techniques, including wrapping and packaging techniques • range of services provided by the store • relevant legislation and statutory requirements, including: <ul style="list-style-type: none"> ➤ industry codes of practice

	<ul style="list-style-type: none"> ➤ Work Health and Safety (WHS) ➤ Ethiopian consumer law ➤ scanners • store policy and procedures in relation to: <ul style="list-style-type: none"> ➤ allocated duties and responsibilities ➤ bag checking ➤ customer service ➤ exchanges and returns ➤ handling, packing and wrapping goods or merchandise ➤ point-of-sale transactions • stock availability • key features of a calculator
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to: <ul style="list-style-type: none"> ➤ ask questions to identify and confirm requirements ➤ inform customers of delays ➤ listen actively ➤ request adequate supplies of wrapping material or bags through clear and direct communication ➤ share information ➤ state price or total and amount of cash received ➤ use and interpret non-verbal communication ➤ use language and concepts appropriate to cultural differences • self-management skills to: <ul style="list-style-type: none"> ➤ deal with different types of transactions ➤ follow set routines and procedures • literacy and numeracy skills to: <ul style="list-style-type: none"> ➤ document sales and delivery information ➤ render change • undertake work functions, including addition, division, multiplication, percentages and subtraction
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Trade Service Level II	
Unit Title	Create and Maintain Displays
Unit Code	TRD TSR1 07 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify requirements for displays, develop display ideas, obtain approval from relevant personnel, and plan and build displays. It also covers maintaining displays to meet the requirements of the product, the audience and the organisation.

Elements	Performance Criteria
1. Identify requirements for displays	<p>1.1 Purpose, audience and products are identified for each display.</p> <p>1.2 Organisational requirements and research relevant information are identified where required.</p> <p>1.3 Available budget and resources required are identified to create the display.</p> <p>1.4 Constraints or factors that may affect the creation of the display are identified and considered.</p>
2. Develop display ideas	<p>2.1 Ideas are generated for the display using creative thinking techniques.</p> <p>2.2 Ideas are tested against display and organisational requirements.</p> <p>2.3 Display options are discussed with relevant personnel.</p> <p>2.4 Display ideas are modified and redefined according to feedback and confirm with relevant personnel.</p>
4. Maintain displays	<p>4.1 Displays are regularly cleaned and tidied and products are replaced as necessary according to display plans.</p> <p>4.2 Changes or alterations are made to the display as appropriate.</p>

Variable	Range
Purpose	<p>May include:</p> <ul style="list-style-type: none"> • attracting customers into the store • new products • new range

	<ul style="list-style-type: none"> • promotion • sale
Audience	<p>May include:</p> <ul style="list-style-type: none"> • internal and external foot or vehicular traffic • new or repeat customers • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities • people of different ages • people with varying degrees of language and literacy
Relevant information	<p>May include:</p> <ul style="list-style-type: none"> • colleagues • direct observation • internet • magazines • marketing personnel • technical personnel • written reports
Resources	<p>May include:</p> <ul style="list-style-type: none"> • equipment and technology • fixtures and fittings • labels and tickets • new or recycled materials • staff • time
Constraints or factors	<p>May include:</p> <ul style="list-style-type: none"> • availability of materials • budget • product characteristics • space • staff • time
Creative thinking techniques	<p>May include:</p> <ul style="list-style-type: none"> • brainstorming • creative writing • drawings • lateral thinking • mind mapping • product association • telling stories • using prompts • visualising

Organisational requirements	<p>May include:</p> <ul style="list-style-type: none"> • aesthetics • allocated space • branding • budget • Work Health and Safety (WHS) • organisational standards • staff • store policy and procedures, including: <ul style="list-style-type: none"> ➢ housekeeping and waste disposal procedures ➢ WHS procedures
Display options	<p>May include:</p> <ul style="list-style-type: none"> • indoor or outdoor • lighting • sound • static or moving
Feedback	<p>May include:</p> <ul style="list-style-type: none"> • in groups • in writing • individually • verbally
Relevant personnel	<p>May include:</p> <ul style="list-style-type: none"> • external personnel with visual merchandising expertise • manager • team leader

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> • identifies the requirements for new displays • creates display plans that meet the requirements of the product, audience and organisation • plans and builds displays, according to plans • maintains displays
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • audiences for and required effects of displays • basic design principles, including: <ul style="list-style-type: none"> • colour • flow of product • shape • use of space • organisational requirements, including:

	<ul style="list-style-type: none"> • environment, health and safety compliance • location of displays • visual merchandising standards • visual merchandising display options
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to: <ul style="list-style-type: none"> ➤ communicate display ideas to others ➤ seek and accept feedback through clear and direct communication ➤ use and interpret non-verbal communication ➤ use language and concepts appropriate to cultural differences ➤ creative thinking and design skills to generate ideas for improving displays • initiative and enterprise skills to ensure efficient and cost-effective use of resources • observation skills to identify when display needs to be changed, updated or altered • sketching and writing skills to represent ideas in a simple display plan
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Trade Service Level II	
Unit Title	Interact with Customers
Unit Code	TRD TSR1 08 0714
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to deliver service to customers. It involves being able to communicate effectively with customers, respond to their complaints, receive and process sales orders, and identify special customer requirements.</p> <p>The unit covers the consistent application of store policies and industry codes of practice to provide a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure, and to identify and resolve customer complaints.</p>

Elements	Performance Criteria
1. Deliver service to customers.	<p>1.1 Customers are communicated with in a professional and courteous manner according to store policy.</p> <p>1.2 Customer needs are met and reasonable requests referred to supervisor according to store policy and legislative requirements.</p> <p>1.3 Customer details and information are recorded where necessary.</p> <p>1.4 Possible problems are identified and anticipated and action is taken to minimise the effect on customer satisfaction.</p> <p>1.5 Opportunities are recognised and acted upon to deliver additional levels of service beyond the customer's immediate request.</p> <p>1.6 Contact is maintained with customer until sale is completed according to store policy.</p> <p>1.7 Verbal and non-verbal communication are used to develop rapport with customers during service delivery.</p> <p>1.8 Repeat customers are encouraged by promotion of appropriate services or products according to store policy.</p> <p>1.9 Customer are appropriately and courteously fairwelled according to store policy.</p>

<p>2. Respond to customer complaints.</p>	<p>2.1 A positive and helpful attitude is conveyed to customers when handling complaints according to store policy.</p> <p>2.2 Complaints are handled sensitively, courteously and with discretion.</p> <p>2.3 Customer nature of complaint is established and confirmed with by active listening and questioning.</p> <p>2.4 Action is taken to resolve complaint to customer's satisfaction wherever possible.</p> <p>2.5 Unresolved customer dissatisfaction or complaints is/are promptly referred to supervisor.</p> <p>2.6 The opportunity is taken to turn incidents of customer dissatisfaction into a demonstration of high-quality service to customer according to store policy.</p> <p>2.7 Documentation regarding customer dissatisfaction or complaints is completed accurately and legibly.</p> <p>2.8 Follow-up action is taken as necessary to ensure customer satisfaction.</p>
<p>3. Receive and process sales orders.</p>	<p>3.1 Customer details and information are recorded accurately.</p> <p>3.2 Customers are promptly referred to appropriate area as required.</p> <p>3.3 Customers are provided with information in clear, concise manner.</p> <p>3.4 Sales orders are processed, recorded and acted upon according to store policy.</p> <p>3.5 Customer returns or refunds are processed according to store policy and procedures.</p>
<p>4. Identify special customer requirements.</p>	<p>4.1 Customers are promptly identified with special needs or requirements by observation and questioning.</p> <p>4.2 A willingness to assist is verbally and non-verbally conveyed.</p> <p>4.3 Customers' needs are promptly serviced, referred or redirected as required.</p>

Variable	Range
Customers	May include: <ul style="list-style-type: none"> • customers with routine or special requests • internal and external contacts

	<ul style="list-style-type: none"> • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities
Communication	<p>May include:</p> <ul style="list-style-type: none"> • face-to-face or telephone contact with customers • non-verbal communication • speaking clearly and concisely • using appropriate language • using open and inclusive language
Store policy	<p>May include:</p> <ul style="list-style-type: none"> • cash handling • customer service • dealing with customer complaints • processing sales orders
Customer needs	<p>May include:</p> <ul style="list-style-type: none"> • information regarding store facilities and services • location of specific items within the store • product information • returns or refunds
Legislative requirements	<p>May include:</p> <ul style="list-style-type: none"> • liquor licensing regulations • lottery legislation • sale of second-hand goods • sale of X and R-rated products • tobacco laws • Trade Practices Act • trading hours • transport, storage and handling of goods
Service	<p>May include:</p> <ul style="list-style-type: none"> • all store activities • internal and external customers • follow-up in event of delays in service provision
Complaints	<p>May include:</p> <ul style="list-style-type: none"> • prices • products • service
Follow-up action	<p>May include:</p> <ul style="list-style-type: none"> • communication with: <ul style="list-style-type: none"> ➤ customers ➤ staff ➤ supervisors and management ➤ suppliers

	<ul style="list-style-type: none"> • recommendations to supervisor regarding policy and procedure development or alteration
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and Knowledge to:</p> <ul style="list-style-type: none"> • accesses, records and processes sales orders accurately and responsibly, according to store policy and procedures • identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies • collaboratively works within a team to meet customers' needs • applies store policy and procedures and industry codes of practice in regard to customer service • provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure • uses effective questioning, active listening and observation skills to identify special customer requirements.
Underpinning Knowledge and Attitudes	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> • adding-on selling concepts • conflict-resolution strategies • functions and procedures for operating the store telephone system and other communication equipment, and the relevant numbers • greeting and farewelling techniques • location of store departments • range of store departments • non-verbal cues indicating customer behaviour • questioning and active listening techniques • relevant legislation and statutory requirements, including Work Health and Safety (WHS) • policy and procedures in regard to: <ul style="list-style-type: none"> ➢ customer service ➢ dealing with customer complaints ➢ allocated duties and responsibilities ➢ customer returns and refunds ➢ lay-by, gift voucher • strategies for handling difficult or abusive customers
Underpinning Skills	<p>Deomtrate skills of:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to: <ul style="list-style-type: none"> ➢ build rapport and understanding ➢ clarify and feed back information

	<ul style="list-style-type: none"> ➤ deal with difficult customers ➤ listen to customers' needs ➤ negotiate with and persuade customers to buy ➤ promote products and services ➤ respond to complaints effectively and politely • literacy and numeracy skills to: <ul style="list-style-type: none"> ➤ calculate costs and discounts ➤ document sales, stock and delivery information ➤ follow procedures for recording customer orders that are placed in person, by telephone or by electronic means ➤ handle legal tender ➤ take messages in person or by telephone ➤ write records of complaints ➤ weigh and measure goods • observation and analysis skills to anticipate customer behaviour • self-management skills to follow set routines and procedure
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Trade Service Level II	
Unit Title	Sell Products and Services
Unit Code	TRD TSR1 09 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses key selling skills, from approaching the customer to closing the sale. It requires a basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

Elements	Performance Criteria
1. Develop and apply product knowledge	<p>1.1 Product knowledge is developed by accessing relevant sources of information and confirmed with relevant staff.</p> <p>1.2 Knowledge of the use and application of relevant products and services are applied in interactions with customers according to store policy and legislative requirements.</p> <p>1.3 Gaps in product knowledge are identified and resolved by accessing relevant sources of information.</p>
2. Approach customer	<p>2.1 Customers are identified by name where possible.</p> <p>2.2 Knowledge of customer buying behaviour is developed by accessing relevant sources of information.</p> <p>2.3 Appropriate timing of customer approach is determined and applied according to store policy and customer behaviour.</p> <p>2.4 Customer contact is initiated according to store policy.</p> <p>2.5 A positive impression is conveyed to encourage customer interest according to store policy.</p>
3. Gather and respond to information	<p>3.1 Questioning techniques and listening skills are applied to determine customer buying motives and requirements.</p> <p>3.2 Non verbal communication cues are interpreted and clarified.</p> <p>3.3 Customer is directed to specific merchandise according to customer requirements and store policy.</p>

4. Sell benefits	<p>4.1 Customer needs are matched to appropriate products and services.</p> <p>4.2 Knowledge of product features and benefits is communicated clearly to customers.</p> <p>4.3 Product use and safety requirements are described to customers.</p> <p>4.4 Customers are referred to appropriate product specialist as required.</p> <p>4.5 Routine customer questions about merchandise are answered accurately and honestly or referred to senior sales staff.</p>
5. Overcome objections	<p>5.1 Customer objections are identified and acknowledged according to store policy.</p> <p>5.2 Objections are categorized into price, time and merchandise characteristics and solutions considered.</p> <p>5.3 Solutions are offered to customer objections according to store policy.</p> <p>5.4 Problem solving is applied within personal scope of responsibilities to overcome customer objections or referred to senior staff.</p>
6. Close sale	<p>6.1 Customer buying signals are monitored, identified and responded appropriately.</p> <p>6.2 Customer is encouraged to make purchase decisions.</p> <p>6.3 Appropriate method of closing sale is selected and applied.</p>
7. Maximise sales opportunities	<p>7.1 Opportunities are recognized and applied for making additional sales according to store policy.</p> <p>7.2 Customers are advised of complementary products or services according to customer's identified need.</p> <p>7.3 Personal sales outcomes are reviewed and strategies considered to maximise future sales in consultation with relevant staff.</p>

Variable	Range
Product knowledge	May include: <ul style="list-style-type: none"> • features and benefits • handling and storage requirements

	<ul style="list-style-type: none"> • price • safety features • stock availability • use-by dates • warranties
Relevant sources of information	<p>May include:</p> <ul style="list-style-type: none"> • demonstrations • internet • labels • product profiles • staff members • store or supplier product manuals • store tours • videos
Legislative requirements	<p>May include:</p> <ul style="list-style-type: none"> • industry codes of practice • liquor laws • lottery legislation • Work Health and Safety (WHS) • sale of second-hand goods • tobacco laws • Ethiopian consumer law and fair trading Acts • trading hours • transport, storage and handling of goods
Customers	<p>May include:</p> <ul style="list-style-type: none"> • customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities
Routine customer questions	<p>May include:</p> <ul style="list-style-type: none"> • availability • features and benefits • price and price reductions • quality
Problem solving	<p>May include:</p> <ul style="list-style-type: none"> • resource implications • store policies and procedures
Sales	<p>May include:</p> <ul style="list-style-type: none"> • face-to-face • online • over the telephone

Evidence Guide			
Critical Aspects of Competence	<p>Demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> • applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales • uses questioning, listening and observation skills to determine customer requirements • applies store policies and procedures in regard to selling products and services • maximises sales opportunities according to store policies and procedures • applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services • evaluates personal sales performance to maximise future sales. 		
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • customer types and needs, including: <ul style="list-style-type: none"> ➢ customer behaviour and cues ➢ customer buying motives ➢ demographics, lifestyle and income ➢ individual and cultural differences ➢ types of customer needs, such as: <ul style="list-style-type: none"> ✓ functional ✓ psychological • relevant industry codes of practice, legislation and statutory requirements relating to the sale of products and services • selling techniques, including: <ul style="list-style-type: none"> ➢ add-ons and complementary sales ➢ closing techniques ➢ opening techniques ➢ overcoming customer objections ➢ recognising buying signals ➢ using strategies to focus customer on specific merchandise ➢ specific product knowledge for area or section ➢ store merchandise and service range • store policies and procedures in regard to: <ul style="list-style-type: none"> ➢ allocated duties and responsibilities ➢ selling products and services and sales performance 		
Underpinning Skills	<p>Demonstrate :</p> <ul style="list-style-type: none"> • communication and interpersonal skills to: 		
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	<ul style="list-style-type: none"> ➤ handle difficult customers • verbal and non-verbal communication skills to: <ul style="list-style-type: none"> ➤ question, listen and observe ➤ overcome objections and close sale • literacy and numeracy skills to: <ul style="list-style-type: none"> ➤ handle payments for goods ➤ read product information ➤ read store policies and procedures ➤ record information ➤ weigh and measure goods • selling skills to use a range of selling techniques
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Trade Service Level II	
Unit Title	Participate in Environmentally Sustainable Work
Unit Code	<u>TRD TSR1 10 0714</u>
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.</p> <p>This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines.</p>

Elements	Performance Criteria
1. Identify current resource use	<p>1.1 Workplace environmental and resource efficiency issues are identified.</p> <p>1.2 Resources used in own work role are identified.</p> <p>1.3 Current usage of resources is documented and measured using appropriate techniques</p> <p>1.4 Documentations measuring current usage are recorded and filed using technology (such as software systems) where applicable.</p> <p>1.5 Workplace environmental hazards are identified and reported to appropriate personnel</p>
2. Comply with environmental regulations	<p>2.1 Workplace procedures are followed to ensure compliance.</p> <p>2.2 Breaches or potential breaches are reported to appropriate personnel</p>
3. Seek opportunities to improve resource efficiency	<p>3.1 Organisational plans are followed to improve environmental practices and resource efficiency</p> <p>3.2 Possible areas in own work area as part of a team, are identified for improvements to work practices where relevant.</p> <p>3.3 Suggestions are made for improvements to workplace practices in own work area.</p>

Variable	Range
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Environmental and resource efficiency issues	<p>May Include:</p> <ul style="list-style-type: none"> • maximising opportunities to improve business environmental performance • minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
Appropriate techniques	<p>May Include:</p> <ul style="list-style-type: none"> • examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions <p>reports from other parties involved in the process of identifying and implementing improvements</p>
Compliance	<p>May Include:</p> <ul style="list-style-type: none"> • meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): <ul style="list-style-type: none"> ➢ international ➢ state/territory ➢ local government ➢ industry ➢ organisation
Organisational plans	<p>May Include:</p> <ul style="list-style-type: none"> • documented policies and procedures • work plans to minimise waste or to increase efficiency of resources supply chain program for purchasing sustainable products or an environmental management framework
Suggestions	<p>May Include:</p> <ul style="list-style-type: none"> • improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate • prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge of:</p> <ul style="list-style-type: none"> •accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities •accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required •developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role •identifying organisational improvements by applying efficient resource use to daily activities •knowledge of environmental and resource hazards/risks.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> •environmental and resource hazards/risks •environmental or sustainability legislation, regulations and codes of practice applicable to own work role •OHS issues and requirements •organisational structure, and reporting channels and procedures •relevant environmental and resource efficiency systems and procedures •sustainability in the workplace •terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity.
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> •analytical skills to comply with all relevant legislation associated with job specifications and procedures •communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency •communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation •literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use •technology skills to select and use technology appropriate for a

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

Occupational Standard: Trade Service Level II	
Unit Title	Communicate with Customers Using Technologies
Unit Code	TRD TSR1 11 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to use technologies to communicate with customers according to workplace protocols. It involves correct operation of technologies, development of customer relationships to encourage use of technologies, and contacting customers using technologies such as mobile phone and web applications to inform and promote to customers.

Elements	Performance Criteria
1. Clarify procedures for customer contact using technologies.	<p>1.1 Organisational information relating to the use of technologies is identified and reviewed for communicating with customers.</p> <p>1.2 Personal responsibility and limitations are identified in relation to communication with customers using technologies.</p> <p>1.3 Protocols are identified for collecting customer data to facilitate communication using technologies.</p> <p>1.4 Protocols are identified for nature and frequency of customer contact using different types of technologies.</p>
2. Operate technologies.	<p>2.1 Procedures are identified for operation of technologies and associated applications.</p> <p>2.2 Operation of technologies and associated applications is tested and protocols are applied in line with nature of customer contact.</p> <p>2.3 Feedback is obtained and applied from relevant staff on operation of technologies.</p>
3. Promote customer communication using technologies.	<p>3.1 Relationships with customers are developed to identify scope for communication using technologies.</p> <p>3.2 Benefits of communication are explained to relevant customers using technologies.</p> <p>3.3 Required customer data is collected for communication using technologies.</p>

	3.4 Customer data is processed according to workplace procedures.
4. Contact customers.	<p>4.1 Customers are contacted using technologies according to workplace procedures.</p> <p>4.2 Feedback on communication is obtained from customers using technologies according to workplace requirements.</p> <p>4.3 Potential is considered and discussed for improvement of customer communications with relevant staff.</p> <p>4.4 Suggested improvements are applied to improve customer communications.</p>

Variable	Range
Organisational information	May include but not limited to: <ul style="list-style-type: none"> • mission, values and goals of business • product and service details • workplace procedures
Technologies	May include but not limited to: <ul style="list-style-type: none"> • mobile phone technologies and programs • web technologies and programs • wireless technologies and programs
Customer data	May include but not limited to: <ul style="list-style-type: none"> • name • address • mobile phone number • email address • social networking contact detail
Nature and frequency of customer contact	May include but not limited to: <ul style="list-style-type: none"> • limitations on the number of contacts in a given time period • prescribed content of typical messages • prescribed timeframes for contacts • style guide for content of communications

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> • adheres to organisational protocols for customer contact using technologies • promotes benefits of communication to relevant customers using technologies • communicates with a range of customers using a range of

	<p>technologies</p> <ul style="list-style-type: none"> • obtains and implements feedback on communication procedures.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • scope of organisation's sales and services • types of technology and their application to retail industry • workplace procedures relating to: <ul style="list-style-type: none"> ➢ collection of customer data ➢ customer service • operation of technologies
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to: <ul style="list-style-type: none"> ➢ ask questions relating to information and procedures ➢ develop relationships with customers ➢ explain use of technologies to customers ➢ share information ➢ use and interpret non-verbal communication ➢ use language and concepts appropriate to cultural differences • literacy skills to find, read and record information • planning and organising skills to: <ul style="list-style-type: none"> ➢ collect and collate information ➢ schedule and complete tasks ➢ set and meet timeframes • technology skills to operate communication technologies
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Trade Service Level II	
Unit Title	Conduct Telemarketing
Unit Code	TRD TSR1 12 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply telemarketing techniques to secure orders or sales through directly approaching customers or by responding to incoming calls from customers.

Elements	Performance Criteria
1. Confirm telemarketing processes.	<p>1.1 Details of campaign are obtained and confirmed.</p> <p>1.2 Matters relating to campaign objectives or responsibilities are clarified with relevant personnel.</p> <p>1.3 Call guides and action lists are prepared where required.</p> <p>1.4 Technology required is determined for completion of assigned roles in campaigns.</p>
2. Respond to customer enquiries using telemarketing technology.	<p>2.1 Customer needs are clearly established.</p> <p>2.2 Customer enquiries are satisfied in a prompt and efficient manner.</p> <p>2.3 Enquiries beyond individual capabilities or beyond scope of the campaign are referred to relevant personnel or recorded for later response.</p> <p>2.4 Information not supplied is followed upon to the customer on initial enquiry and relayed to the customer within the quickest possible time.</p> <p>2.5 Sales and service techniques are applied according to business and industry standards.</p> <p>2.6 Payment options are discussed and confirmed with customer during sales transaction.</p> <p>2.7 Supply arrangements are confirmed with customer during sales transaction.</p>

<p>3. Seek customers using telemarketing technology.</p>	<p>3.1 Call targets are identified and confirmed.</p> <p>3.2 Telephone numbers are identified from database.</p> <p>3.3 Calls are completed in the most efficient manner possible.</p> <p>3.4 Call principles and procedures that conform to business policy and procedures are ensured.</p> <p>3.5 Customer responses that required level of detail are recorded accurately.</p> <p>3.6 Customer queries are answered or referred to appropriate personnel according to business policy and procedures.</p> <p>3.7 Customer requests are acted according to business policy and procedures.</p>
<p>4. Process telemarketing customer sales and orders.</p>	<p>4.1 Customer requirements are recorded and reported.</p> <p>4.2 Customer particulars are accurately recorded.</p> <p>4.3 Appropriate records are completed and reported according to business processes and technology.</p> <p>4.4 Customer's preferred payment is processed and options are delivered.</p> <p>4.5 Credit checks are arranged according to business and industry policy and requirements.</p> <p>4.6 Privacy arrangements are fully applied during transaction.</p>
<p>5. Maintain telemarketing systems and technology.</p>	<p>5.1 Telemarketing systems and technology are maintained to business and manufacturer's requirements.</p> <p>5.2 Faults or safety problems with telemarketing systems and work space are reported to relevant personnel.</p>
<p>6. Record campaign results.</p>	<p>6.1 Campaign results and records are processed according to business processes and technology.</p> <p>6.2 Difficulties encountered reporting and recording campaign results are conveyed to appropriate personnel.</p> <p>6.3 Performance is assessed against agreed targets and analysed for future improvement.</p>

Variable	Range
Campaign	May include: <ul style="list-style-type: none"> • demographics • economics • competition • social and cultural factors • political influences • legal factors • natural factors • technology
Campaign objectives	May include: <ul style="list-style-type: none"> • merchandising and sales strategy • sales • promotional strategies, including: <ul style="list-style-type: none"> ➤ duration ➤ cycle ➤ territory coverage ➤ product or service focus. ➤ product or service
Relevant personnel	May include: <ul style="list-style-type: none"> • supervisor • team leader • manager • specialist technical staff
Call guides	May include: <ul style="list-style-type: none"> • prepared internally or externally • in hard or electronic form • Automated or manual
Technology	May include: <ul style="list-style-type: none"> • personal computers or terminals, which may be stand-alone or networked • point-of-sale terminals • telecommunications equipment • software, including: <ul style="list-style-type: none"> ➤ word processing ➤ databases ➤ spreadsheets ➤ financial ➤ inventory • Electronic Data Interchange (EDI)

Customer	<p>May include</p> <ul style="list-style-type: none"> • new or repeat contacts • external and internal contacts • business customers or individuals • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
Customer enquiries	<p>May include</p> <ul style="list-style-type: none"> • warranties • use-by dates • storage requirements • stock availability • product range • features and benefits of products • price • delivery • progress of order placed
Sales and service techniques	<p>May include:</p> <ul style="list-style-type: none"> • questioning and active listening • sales closing techniques • associated sales techniques, including: <ul style="list-style-type: none"> ➤ trade-up ➤ trade-in ➤ tie-ins ➤ cut-ins ➤ range-ins • negotiation skills • over-the-phone empathy creation • securing payment
Payment options	<p>May include:</p> <ul style="list-style-type: none"> • credit card • electronic funds transfer • cheque • money order • hire purchase • Cash on Delivery (COD) • customer account
Supply arrangements	<p>May include:</p> <ul style="list-style-type: none"> • delivery of products • provision of services • maintenance and support agreements • leasing agreements and consultancies

	<ul style="list-style-type: none"> • research and development
Business policy and procedures	<p>May include:</p> <ul style="list-style-type: none"> • use of telecommunications technology • maintaining and utilising client records • promotional and marketing programs • sale and supply of products and services • interaction with customers
Customer requirements	<p>May include:</p> <ul style="list-style-type: none"> • product type • brand • size • quantity • product characteristics • method of delivery • price
Customer particulars	<p>May include:</p> <ul style="list-style-type: none"> • customer's name and contact details • transaction records • personal preferences • anniversaries and special dates • details of items bought or returned
Credit checks	<p>May include:</p> <ul style="list-style-type: none"> • automated or manual • Completed internally or by external agent
Faults or safety problems	<p>May include:</p> <ul style="list-style-type: none"> • spills • sharp edges • loose wiring • transaction faults • equipment and technology faults
Records	<p>May include:</p> <ul style="list-style-type: none"> • manual or electronic records • purchase requests and orders • tender submissions and proposals • invoices and payment requests • statements and petty cash vouchers • offer and contract documents • evaluation process documentation • records of authorised officers' decisions • corporate credit card transaction statements • records of supplier performance • financial statements

	<ul style="list-style-type: none"> • asset registers • records of conversation
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • satisfactory processing of a customer enquiry relating to a specific marketing campaign • satisfactory processing of incoming sales calls from customers • satisfactory processing or outgoing contact with customers to obtain sales, or recall or regain a customer • matching customer requirements with business offerings • recording sales • retaining or regaining customers • successful handling of a range of customer contingencies encountered during performance of telemarketing duties • Completion of communication tasks according to business procedures, e.g. phone orders and accompanying written confirmations, faxed order forms and confirmation documents, electronic order lodgment and accompanying hard copies of computer documents.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • store policy and procedures in regard to: <ul style="list-style-type: none"> ➢ telecommunications, including telemarketing and telesales ➢ interacting with customers ➢ promoting products ➢ processing sales transactions • techniques in interpersonal communication • relevant industrial or legislative requirements • use and maintenance of technology • Work Health and Safety (WHS) aspects of job • relevant commercial law, legal and security requirements
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • interpersonal skills to: <ul style="list-style-type: none"> ➢ clarify matters relating to campaign objectives or responsibilities with relevant personnel ➢ respond to customer enquiries ➢ call customers ➢ report faults or difficulties with reporting and recording to appropriate personnel through clear and direct communication

	<ul style="list-style-type: none"> ➤ ask questions to identify and confirm requirements ➤ use language and concepts appropriate to cultural differences ➤ use and interpret non-verbal communication ➤ collaborate with team members ➤ clarify campaign details • literacy and numerical skills to: <ul style="list-style-type: none"> ➤ interpret business policy and procedures ➤ interpret database entries ➤ process sales transactions ➤ record and analyse data ➤ use appropriate technology to complete ascribed role ➤ record and report information for business transactions and as required by business • technical skills to: <ul style="list-style-type: none"> ➤ apply privacy and security arrangements ➤ solve routine operational problems • identify targets
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Trade Service Level II	
Unit Title	Minimise Loss
Unit Code	TRD TSR1 13 0714
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to minimise theft and loss of stock in a retail environment. It involves applying store policy and procedures and industry codes of practice in regard to store security, theft prevention and correct stock usage; reporting theft or suspicious behavior to relevant personnel; and monitoring stock, work areas, customers and staff to minimize opportunities for theft.

Elements	Performance Criteria
1. Apply routine store security	<p>1.1 Store security systems and procedures are applied according to store policy.</p> <p>1.2 Cash is handled and secured according to store policy and procedures.</p> <p>1.3 Suspicious behaviour of customers is observed and dealt with according to store policy and legislative requirements.</p> <p>1.4 Internal and external theft is dealt with according to store policy and legislative requirements.</p> <p>1.5 Products and equipment are stored in a secure manner according to store policy and procedures.</p>
2. Minimise theft	<p>2.1 Appropriate action is taken to minimise theft by applying store procedures and legislative requirements.</p> <p>2.2 Merchandise is matched to correct price tags according to store procedures.</p> <p>2.3 Surveillance of merchandise is maintained according to store policy and legislative requirements.</p> <p>2.4 Customers' bags are checked as required at point of sale according to store policy and legislative requirements.</p> <p>2.5 Security of cash, cash register and keys are maintained according to store policy.</p> <p>2.6 Security of stock, cash and equipment are maintained in regard to customers, staff and outside contractors</p>

	<p>according to store policy and legislative requirements.</p> <p>2.7 Suspected or potential thieves are dealt with according to store policy and procedures.</p>
3. Use stock efficiently	<p>3.1 Stock is handled and stored to minimise loss through damage or deterioration.</p> <p>3.2 Effective stock rotation is ensured to minimise stock loss through wastage.</p> <p>3.3 Correct stock amounts prepared are ensured for individual transactions to minimise stock loss from over-supply.</p>

Variable	Range
Security systems and procedures	<p>May include:</p> <ul style="list-style-type: none"> • armed hold-up • cash and credit cards • customers • equipment, including: <ul style="list-style-type: none"> ➢ alarm systems ➢ mirrors ➢ security tags ➢ video surveillance • keys • locked and secure areas • premises • records • staff • stockvisitors, sales representatives, contractors and vendors.
Legislative requirements	<p>May include:</p> <ul style="list-style-type: none"> • Ethiopian Consumer Law • awards and agreements • credit law • criminal law • privacy and confidentiality laws • property offences • reporting procedures.
Staff	<p>May include:</p> <ul style="list-style-type: none"> • full-time, part-time and casual staff • management • other staff members • people from a range of social, cultural and ethnic backgrounds

	<ul style="list-style-type: none"> • people with varying physical and mental abilities.
Store policy and procedures	<p>May include:</p> <ul style="list-style-type: none"> • reporting problems and faults • security • surveillance of merchandise.

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> • applies store policy and procedures and legislative requirements, including industry codes of practice in regard to store security and theft prevention in a range of contexts and situations • applies store policy and procedures in regard to following security procedures and reporting theft or suspicious behaviour to relevant personnel <p>monitors stock, work area, customers and staff to minimise opportunities for theft.</p>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • location and operation of store security equipment • reporting procedures for internal and external theft or suspicious circumstances • security procedures relating to cash and non-cash transactions • store policy and procedures in regard to: <ul style="list-style-type: none"> ➤ checking customers' bags and purchases ➤ counting, measuring and weighing stock ➤ dealing with suspicious behaviour and actual theft ➤ handling and storage of stock ➤ reporting problems and faults ➤ security ➤ stock rotation
Underpinning Skills	<p>Demonstrate:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to relate positively to customers while conducting routine security procedures, such as bag checking • literacy and numeracy skills to: <ul style="list-style-type: none"> ➤ count or measure stock ➤ interpret manufacturer handling and storage instructions and store procedures

	<ul style="list-style-type: none"> ➤ handle cash ➤ record stolen items ➤ report theft • observation skills to identify suspicious behaviour • technical skills to manually handle and store stock
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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Trade Service Level II	
Unit Title	Participate in Workplace Communication
Unit Code	TRD TSR1 14 0714
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Elements	Performance Criteria
1. Obtain and convey workplace information	<p>1.1 Specific and relevant information is accessed from appropriate sources</p> <p>1.2 Effective questioning , active listening and speaking skills are used to gather and convey information</p> <p>1.3 Appropriate medium is used to transfer information and ideas</p> <p>1.4 Appropriate non- verbal communication is used</p> <p>1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed</p> <p>1.6 Defined workplace procedures for the location and storage of information are used</p> <p>1.7 Personal interaction is carried out clearly and concisely</p>
2. Participate in workplace meetings and discussions	<p>2.1 Team meetings are attended on time</p> <p>2.2 Own opinions are clearly expressed and those of others are listened to without interruption</p> <p>2.3 Meeting inputs are consistent with the meeting purpose and established protocols</p> <p>2.4 Workplace interactions are conducted in a courteous manner</p> <p>2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to</p> <p>2.6 Meetings outcomes are interpreted and implemented</p>

3. Complete relevant work related documents	<p>3.1 Range of forms relating to conditions of employment are completed accurately and legibly</p> <p>3.2 Workplace data is recorded on standard workplace forms and documents</p> <p>3.3 Basic mathematical processes are used for routine calculations</p> <p>3.4 Errors in recording information on forms/ documents are identified and properly acted upon</p> <p>3.5 Reporting requirements to supervisor are completed according to organizational guidelines</p>
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Variable	Range
Appropriate sources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Team members • Suppliers • Trade personnel • Local government • Industry bodies
Medium	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Memorandum • Circular • Notice • Information discussion • Follow-up or verbal instructions • Face to face communication
Storage	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Manual filing system • Computer-based filing system
Protocols	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Observing meeting • Compliance with meeting decisions • Obeying meeting instructions
Workplace	<p>May include but not limited to:</p>

interactions	<ul style="list-style-type: none"> • Face to face • Telephone • Electronic and two way radio • Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
Forms	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Personnel forms, telephone message forms, safety reports

Evidence Guide	
Critical Aspects of Competency	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Prepare written communication following standard format of the organization • Access information using communication equipment • Make use of relevant terms as an aid to transfer information effectively • Convey information effectively adopting the formal or informal communication
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Do basic mathematical processes of addition, subtraction, division and multiplication • relate to people of social range in the workplace

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

Occupational Standard: Trade Service Level II	
Unit Title	Work in Team Environment
Unit Code	TRD TSR1 15 0714
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Elements	Performance Criteria
1. Describe team role and scope	<p>1.1 The role and objective of the team are identified from available sources of information</p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources</p>
2. Identify own role and responsibility within team	<p>2.1 Individual role and responsibilities within the team environment are identified</p> <p>2.2 Roles and responsibility of other team members are identified and recognized</p> <p>2.3 Reporting relationships within team and external to team are identified</p>
3. Work as a team member	<p>3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives</p> <p>3.2 Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and workplace context</p> <p>3.3 Protocols are observed in reporting using standard operating procedures</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •Work activities in a team environment with enterprise or specific

	<p>sector</p> <ul style="list-style-type: none"> • Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
Sources of information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Standard operating and/or other workplace procedures • Job procedures • Machine/equipment manufacturer's specifications and instructions • Organizational or external personnel • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide			
Critical aspects of competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Operate in a team to complete workplace activity • Work effectively with others • Convey information in written or oral form • Select and use appropriate workplace language • Follow designated work plan for the job • Report outcomes 		
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Communication process • Team structure • Team roles • Group planning and decision making 		
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate appropriately, consistent with the culture of the workplace 		
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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"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Trade Service Level II	
Unit Title	Develop Business Practice
Unit Code	TRD TSR1 16 0714
Unit Descriptor	This unit covers knowledge, skills and attitude required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced, customer handling, developing and maintaining business relationships.

Elements	Performance Criteria
1. Identify business opportunities and business skills	<p>1.1 The concept of paradigm shift and means of divergent thinking are elaborated and strategies to look beyond the boundaries are discussed.</p> <p>1.2 Unusual business opportunities are identified.</p> <p>1.3 Feasibility on business skills and personal attributes is assessed and matched against those perceived as necessary for a particular business opportunity.</p> <p>1.4 New behavior on how problems can be the pivotal source of business opportunity is elaborated and experience taken.</p> <p>1.5 Assistance sought with feasibility study of specialist and relevant parties is discussed, as required.</p> <p>1.6 Impact of emerging or changing technology, including e-commerce, on business operations is evaluated.</p> <p>1.7 Practicability of business opportunity is assessed in line with perceived business risks, returns sought, personal preferences and resources available.</p> <p>1.8 Business plan is revised in accordance with the identified opportunities.</p>
2. Plan for the establishment of business operation	<p>2.1 Organizational structure and operations are determined and documented.</p> <p>2.2 Procedures are developed and documented to guide operations.</p> <p>2.3 Financial backing is secured for business operation.</p>

	<p>2.4 Business legal and regulatory requirements are identified and compiled.</p> <p>2.5 Human and physical resources required to commence business operation are determined.</p> <p>2.6 Recruitment and procurement strategies are developed.</p>
3. Implement Business Development Plan	<p>3.1 Physical and human resources are obtained to implement business operation.</p> <p>3.2 Operational unit is established to support and coordinate business operation.</p> <p>3.3 Simulations on the development plan are well discussed and understood.</p> <p>3.4 Implementation manual is discussed and understood.</p> <p>3.5 Marketing the business operation is undertaken.</p> <p>3.6 Monitoring process is developed and implemented for managing operation.</p> <p>3.7 Legal documents are carefully maintained and relevant records kept and updated to ensure validity and accessibility.</p> <p>3.8 Contractual procurement rights for goods and services including contracts with relevant people are negotiated and secured as required in accordance with the business plan.</p> <p>3.9 Options for leasing/ownership of business premises are identified and contractual arrangements completed in accordance with the business plan.</p>
4. Review implementation process and take corrective measures	<p>4.1 Review process is developed and implemented for implementation of business operation.</p> <p>4.2 Improvements in business operation and associated management process are identified.</p> <p>4.3 Identified improvements are implemented and monitored for effectiveness.</p>
5. Establish contact with customers and clarify needs of customer	<p>5.1 Persuasion strategies are developed and discussed.</p> <p>5.2 Welcoming customer environment is maintained and Customer is greeted warmly according to enterprise policies and procedures.</p> <p>5.3 Information is provided to satisfy customer needs.</p> <p>5.4 Information on customers and service history is gathered for analysis.</p>

	<p>5.5 Customer data is maintained to ensure database relevance and currency.</p> <p>5.6 Customer needs are accurately assessed against the products/services of the enterprise.</p> <p>5.7 Customer details are documented clearly and accurately in required format.</p> <p>5.8 Negotiations are conducted in a business-like and professional manner.</p> <p>5.9 Benefits for all parties are maximized in the negotiation through use of established techniques and in the context of establishing long term relationships.</p> <p>5.10 The results of negotiations are communicated to appropriate colleagues and stakeholders within appropriate timeframes.</p> <p>5.11 Opportunities to maintain regular contact with customers are identified and taken-up.</p>
6. Develop and Maintain Business Relationship	<p>6.1 Features and benefits of products/services provided by the enterprise are described/ recommended to meet customer needs.</p> <p>6.2 Alternative sources of information/advice are discussed with the customer.</p> <p>6.3 Information needed is pro-actively sought, reviewed and acted upon to maintain sound business relationships.</p> <p>6.4 Agreements are honored within the scope of individual responsibility.</p> <p>6.5 Adjustments to agreements are made in consultation with the customer and information shared with appropriate colleagues.</p> <p>6.6 Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.</p>

Variable	Range
Unusual Business opportunities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •Public holidays •Ceremonies •Natural disaster •Campaigns

Business opportunities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •Expected financial viability •Skills of operator •Amount and types of finance available •Returns expected or required by owners •Likely return on investment •finance required •Lifestyle issues
Business skills and personal attributes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •Technical and/ or specialist skills •Managerial skills •Entrepreneurial skills •Taking calculated risk skills •Willingness to take calculated risks •Willingness to work under pressure
Specialist and relevant parties	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •Chamber of commerce •Financial planners and financial institution representatives, business planning specialists and marketing specialists •Accountants •Lawyers and providers of legal advice •Government agencies •Industry/trade associations •Online gateways •Business brokers/business consultants
Business risks	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •Occupational health and safety •Environmental risks •Relevant legislative requirements •Security of investment •Market competition •Security of premises/location •Supply and demand •Resources available
Human and physical resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •Software and hardware •Office premises and equipment •Communications equipment •Specialist services through outsourcing, contracting and consultancy

	<ul style="list-style-type: none"> •Staff •Vehicles
Operational unit	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •different departments, sections, teams, divisions, etc. staffed with required personnel and equipped to service and support business
Legal documents	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •Partnership agreements, constitution documents, statutory books for companies (register of members, register of directors and minute books), certificate of Incorporation, franchise agreements and financial documentation, appropriate software for financial records •Occupational Health Safety (OHS) •Recordkeeping including personnel, financial, taxation, and environmental
Contracts with relevant people	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •business owners, suppliers, employees, agents, land owners, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship
Negotiation techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •Identification of goals, limits •Clarification of needs of all parties •Listening and questioning •Non-verbal communication techniques •Appropriate language and situation •Bargaining •Developing options •Appropriate cultural behavior •Confirming agreements
Opportunities to maintain regular contact	<p>to maintain regular contact with customers may include:</p> <ul style="list-style-type: none"> •Informal social occasions •Ceremonies •Exhibitions •Industry functions •Association membership •Co-operative promotions •Program of regular telephone contact

Evidence Guide	
Critical Aspects of	Demonstrates knowledge and skills in:

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Competence	<ul style="list-style-type: none"> •that a business operation has been planned and implemented from initial research of feasibility of the business and completion of the plan, through implementing the plan and commencing operations •the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available •treating customers in a courteous and professional manner •building and maintaining relationships to achieve successful business outcomes
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> •Paradigm shift •Unusual business opportunities •Feasibility study •Business structure •Federal and regional government legislative requirements affecting business operations, especially in regard to Occupational Health and Safety (OHS), Equal Employment Opportunity (EEO), industrial relations and anti-discrimination •Procurement and recruitment strategy •Operational unit •Monitoring process •Business systems and operations •Relevant marketing, management, sales and financial concepts •Options for financing •Business premises and ownership •Lease •Methods for researching business opportunities •Methods of identifying relevant specialist services to complement the business •Advertising and promotion •Distribution and logistics •Terms and conditions in contractual agreement •Record keeping duties •Operational factors relating to the business (provision of professional services, products) •Customer need assessment •Source of information •Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> ➢customer service ➢dealing with difficult customers

	<ul style="list-style-type: none"> ➤ maintenance of customer databases ➤ allocated duties/responsibilities ➤ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections • Basic operational knowledge of industry/workplace codes of practice in relation to customer service • negotiation and communication techniques appropriate to negotiations that may be of significant commercial value
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Hunting and exploiting unusual business opportunities • Interpreting legal requirements, company policies and procedures and immediate, day-to-day demands • Conducting feasibility study • Developing new behavior • Using technology • Marketing skills • Business planning skills • Entrepreneurial skills • Time management skills • Customer handling skills • Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • Technical and analytical skills to interpret business documents, reports and financial statements and projections • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Interpreting business information, numeracy skills for data analysis to aid research • Negotiation to conduct business activities • Research to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Observation skills for identifying appropriate people, resources and to monitor work • Persuasion and networking skills • Welcoming customers • Information seeking skills to collect, organize and understand information related to collating and analyzing customer

	<p>information to identify needs</p> <ul style="list-style-type: none"> •Establish diagnostic processes which identify and recommend improvements to customer service
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	<ul style="list-style-type: none"> •Competence may be assessed through: •Interview / Written Test •Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Trade Service Level II	
Unit Title	Standardize and Sustain 3S
Unit Code	TRD TSR1 17 0714
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day- to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	<p>1.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted following working manual.</p> <p>1.3 OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 Safety equipment and tools are identified and checked for safe and effective operation.</p> <p>1.5 Tools and equipment are prepared and used to implement 3S.</p>
2. Standardize 3S.	<p>2.1 Plan is prepared and used to standardize 3S activities.</p> <p>2.2 Tools and techniques to standardize 3S are prepared and implemented based on relevant procedures.</p> <p>2.3 Checklists are followed for standardize activities and reported to relevant personnel.</p> <p>2.4 The workplace is kept to the specified standard.</p> <p>2.5 Problems are avoided by standardizing activities.</p>
3. Sustain 3S.	<p>3.1 Plan is prepared and followed to standardize 3S activities.</p> <p>3.2 Tools and techniques to sustain 3S are discussed, prepared and implemented based on relevant procedures.</p> <p>3.3 Workplace is inspected regularly for compliance to specified standard and sustainability of 3S techniques.</p>

	<p>3.4 Workplace is cleaned up after completion of job and before commencing next job or end of shift.</p> <p>3.5 Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.</p> <p>3.6 Improvements are recommended to lift the level of compliance in the workplace.</p> <p>3.7 Checklists are followed to sustain activities and reported to relevant personnel.</p> <p>3.8 Problems are avoided by sustaining activities.</p>
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Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • dust masks / goggles • glove • working cloth • first aid • safety shoes
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • paint • hook • sticker • signboard

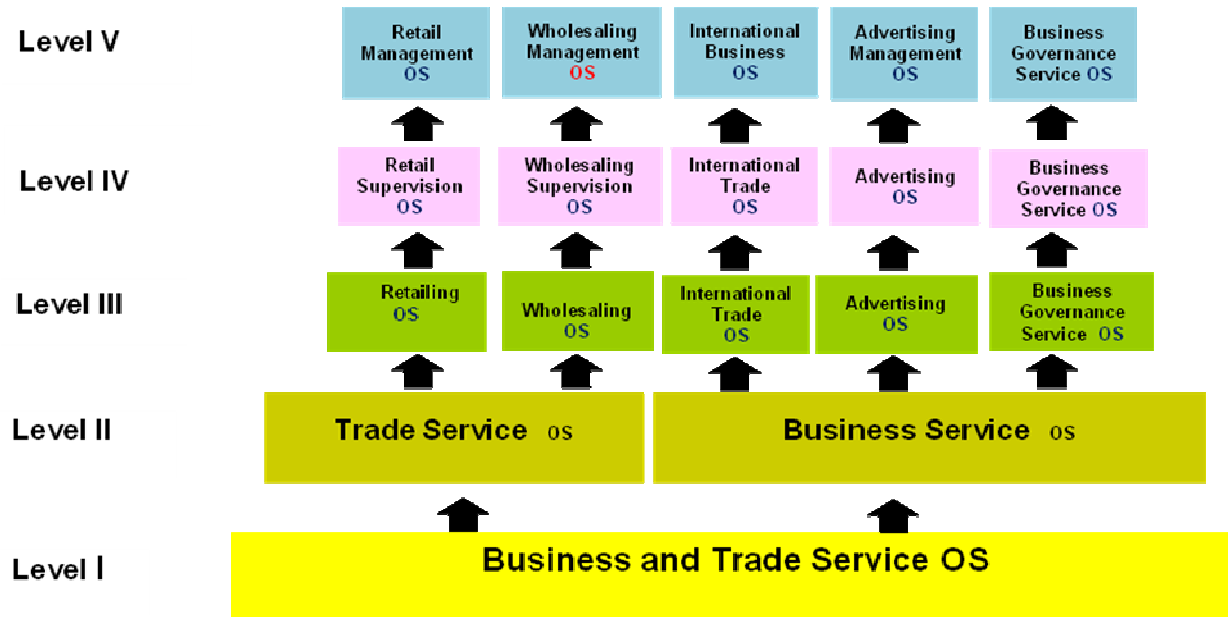
	<ul style="list-style-type: none"> •nails •shelves •chip wood •sponge •broom •pencil •shadow board/ tools board
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •5S Job Cycle Charts •Visual 5S •The Five Minute 5S •Standardization level checklist •5S checklist •The five Whys and one How approach(5W1H) •Suspension •Incorporation •Use Elimination
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •Assign 3S responsibilities •Integrate 3S duties into regular work duties •Check on 3S maintenance level •OHS measures such as signage, symbols / coding and labeling of workplace and equipment •Creating conditions to sustain your plans •Roles in implementation
Reporting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •verbal responses •data entry into enterprise database •brief written reports using enterprise report formats
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •supervisors, managers and quality managers •administrative, laboratory and production personnel •internal/external contractors, customers and suppliers
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> •5S slogans •5S posters •5S photo exhibits and storyboards •5S newsletter •5S maps •5S pocket manuals

	<ul style="list-style-type: none"> •5S department/benchmarking tours •5S months •5S audit •Awarding system •Big cleaning day •Patrolling system may include: <ul style="list-style-type: none"> ➢ Top management Patrol ➢ 5S Committee members and Promotion office Patrol ➢ Mutual patrol ➢ Self-patrol ➢ Checklist patrol ➢ Camera patrol
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> •Discuss the relationship between Kaizen elements. •Standardize and sustain 3S activities by applying appropriate tools and techniques.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> •Elements of Kaizen •Ways to improve Kaizen elements •Benefits of improving kaizen elements •Relationship between Kaizen elements •The fourth pillar of 5S •Benefits of standardizing and sustaining 3S •Procedures for standardizing and sustaining 3S activities •Tools and techniques to sustain 3S •Relevant Occupational Health and Safety (OHS) and environment requirements •Plan and report •Method of communication
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> •improving Kaizen elements by applying 5S •standardizing and sustaining procedures and techniques to avoid problems •technical drawing •procedures to standardizing 3S activities •analyzing and preparing shop layout of the workplace •standardizing and sustaining checklists •preparing and implementing tools and techniques to sustain 3S

	<ul style="list-style-type: none"> •working with others •reading and interpreting documents •observing situations •solving problems by applying 5S •communication skills •preparing labels, slogans, etc. •gathering evidence by using different means •using Kaizen board properly in accordance the procedure •reporting activities and results using report formats
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> •Interview / Written Test •Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

TRADE SERVICE



Acknowledgement

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

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

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