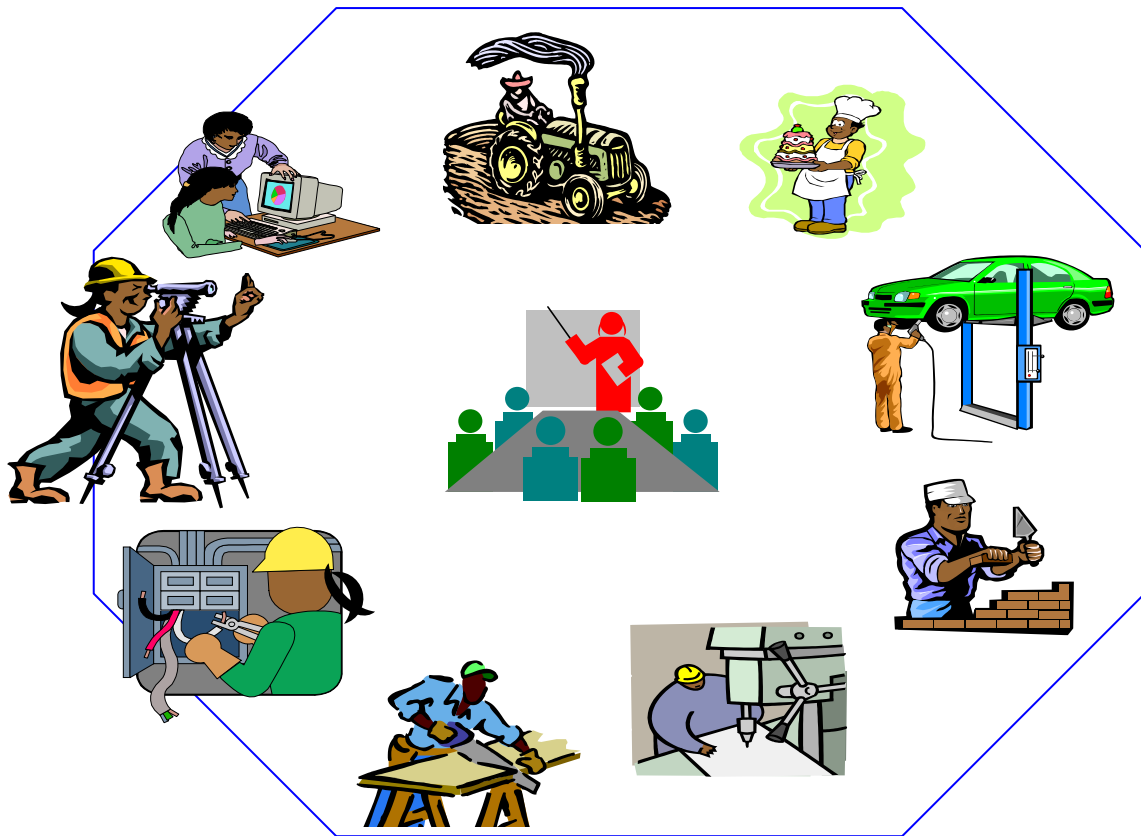




**Federal Democratic Republic of Ethiopia**  
**OCCUPATIONAL STANDARD**

**COOPERATIVE BUSINESS MANAGEMENT**

**LEVEL I-V**



*Ministry of Labor and Skills*  
*March, 2022*

## Introduction

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

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

This document details the mandatory format, sequencing, wording and layout for the Ethiopian Occupational Standard comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title and NTQF level
- Unit code
- Unit title
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

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

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

- Chart with an overview of all Units of Competence for the respective level (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 standard, and for the individual, a career path

## UNIT OF COMPETENCE CHART

Occupational Standard: Cooperative Business Management		
Occupational Code: AGRCBM1		
<i>NTQF Level I</i>		
<u><a href="#">AGR CBM101 0322</a></u> Develop Understanding of Cooperative	<u><a href="#">AGR CBM1 02 0322</a></u> Prepare operation plan	<u><a href="#">AGR CBM1 03 0322</a></u> Deliver Service to Cooperative Customers
<u><a href="#">AGR CBM1 04 0322</a></u> Apply Cooperative Laws	<u><a href="#">AGR CBM1 05 0322</a></u> Perform Records Management	<u><a href="#">AGR CBM1 06 0322</a></u> Apply Basic Accounting
<u><a href="#">AGR CBM1 07 0122</a></u> Understand and Undertake Cooperative Marketing	<u><a href="#">AGR CBM1 08 0122</a></u> Apply Agricultural Extension Service	<u><a href="#">AGR CBM1 09 0122</a></u> Implement Agribusiness Marketing
<u><a href="#">AGR CBM1 10 0122</a></u> Apply Basics of Human Nutrition Practices	<u><a href="#">AGR CBM1 11 0122</a></u> Apply 5S Procedures	

**Occupational Standard: Cooperative Business Management**

**Occupational Code: AGR CBM2**

**NTQF Level II**

**AGR CBM2 01 0322**

Conduct awareness creation for cooperatives

**AGR CBM2 02 0322**

Assess Suitability for Cooperatives Business Operations

**AGR CBM2 03 0322**

Conducts need assessment to establish new cooperative

**AGR CBM2 04 0322**

Create Linkage with Cooperatives' Stakeholders

**AGR CBM2 05 0322**

Assist cooperatives in community development

**AGR CBM2 06 0322**

Perform Basic Accounting Records

**AGR CBM2 07 0322**

Perform Saving and Credit Plan

**AGR CBM2 08 0322**

Prepare WorkPlan for Cooperative

**AGR CBM2 09 0122**

Apply Agricultural Extension service for rural development

**AGR CBM2 10 0122**

Prevent and Eliminate MUDA

**Occupational Standard: Cooperative Business Management Level III**

Occupational Code: AGR CBM3

NTQF Level III

**[AGR CBM3 01 0322](#)**

Apply Cooperative Management Function

**[AGRCBM3 020322](#)**

Organize and Manage Meetings

**[AGRCBM3 030322](#)**

Organize cooperatives

**[AGRCBM3 04 0322](#)**

Prepare Business Documents for cooperatives

**[AGR CBM3 050322](#)**

Apply Economics of Cooperatives

**[AGR CBM3 060322](#)**

Maintain Cooperatives Business Resources

**[AGR CBM3 070322](#)**

Follow up and provide support for cooperatives

**[AGRCBM3 08 0322](#)**

Perform Conflict Management

**[AGR CBM3 08 0322](#)**

Apply Risk Management Processes

**[AGR CBM3 07 0122](#)**

Apply Digital Technology in Agriculture

**Occupational Standard: Cooperative Business Management**

**Occupational Code: AGR CBM4**

**NTQF Level IV**

[AGR CBM4 01 0322](#)

Prepare Legal Documents  
for Cooperatives

[AGR CBM4 02 0322](#)

Apply Cooperatives  
Governance & Leadership

[AGR CBM4 030322](#)

Prepare business plan for  
cooperative

[AGR CBM4 04 0322](#)

Manage Human Resource

[AGR CBM4 05 0322](#)

Manage Production  
System of Cooperative

[AGR CBM4 06 0322](#)

Implement Strategic plan

[AGR CBM4 07 0322](#)

Manage Budgets and  
Financial Plans

[AGR CBM4 08 0322](#)

Administer projects in

[AGR CBM4 09 0122](#)

Develop value chain

**Occupational Standard: Cooperative Business Management**

**Occupational Code: AGR [CBM5](#)**

***NTQF Level V***

**[AGRCBM5 01 0322](#)**

Develop Sustainability  
Strategy for Cooperatives

**[AGR CBM5 02 0322](#)**

Establish cooperative  
arrangement with other  
organization

**[AGR CBM5 030322](#)**

Guide Performance  
Management process

**[AGR CBM5 040322](#)**

Manage Cooperative Risk

**[AGR CBM5 050322](#)**

Develop project for  
cooperatives

**[AGR CBM5 060322](#)**

Develop and Conduct  
Community Consultations

# LEVEL I



<b>Occupational Standard: Cooperative Business Management Level I</b>	
<b>Unit Title: Develop Understanding of Cooperative</b>	
<b>Unit Code: <a href="#">AGR CBM1010322</a></b>	
<b>Unit Descriptor:</b>	This unit covers knowledge, skills and attitude required to understand the values, internationally accepted principles, importance, functions and concept of cooperative. In addition to the unit competence covers types and characteristics cooperatives.
<b>Variable</b>	<b>Range</b>

<b>Element</b>	<b>Performance Criteria</b>
1. Comprehend the concept of Cooperative	1.1 Meaning and definition of cooperative is understood and elaborate 1.2 <i>Evolution</i> , thought and <i>movement</i> of Cooperative is explained in detail according to historical contexts and Cooperative developments 1.3 <i>Values</i> and <i>Principles</i> of Cooperatives are listed and elaborated
2. Differentiate Cooperatives	2.1 <i>Types</i> of cooperatives and their <i>functions</i> are identified and discussed 2.2 <i>Levels</i> of cooperatives and their structural arrangements are illustrated 2.3 <i>Unique characteristics</i> of Cooperatives are identified 2.4 <i>Distinguishing features</i> of Cooperatives from <i>other forms of business organizations</i> are understood and compared 2.5 <i>Legislative framework of Cooperatives</i> is illustrated
3. Explain the role of Cooperatives	3.1 Objectives and <i>Benefits of Cooperatives</i> are comprehended and elaborated 3.2 <i>Advantages and Disadvantages of Cooperatives</i> are identified and discussed 3.3 Importance of establishing Cooperatives in communities is understood and described 3.4 Cooperative's factor affecting is identified

Legislative framework of Cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Policy</li> <li>• Proclamation</li> <li>• Regulation</li> <li>• Guidelines</li> <li>• Directives</li> <li>• Bylaws</li> </ul>
Evolution	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>➤ Informal cooperatives</li> <li>➤ Traditional cooperatives such as: <ul style="list-style-type: none"> <li>• Ikub,</li> <li>• Idir,</li> <li>• Dabo</li> </ul> </li> <li>➤ Formal cooperative</li> <li>➤ Modern cooperatives</li> </ul>
Movement	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Local</li> <li>• National</li> <li>• Continental</li> <li>• International</li> </ul>
Cooperative Basic values	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Self-help</li> <li>• Self-responsibility</li> <li>• Promoting culture of democracy</li> <li>• Equality</li> <li>• Equity</li> <li>• Solidarity</li> </ul>

Ethical values of cooperative	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Honesty</li> <li>• Openness</li> <li>• Accountability</li> <li>• Participatory</li> <li>• Social responsibility</li> <li>• Caring for other</li> </ul>
Cooperative principles	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Voluntary and open membership</li> <li>• Democratic member control</li> <li>• Member economic participation</li> <li>• Autonomy and independence</li> <li>• Education, training and information</li> <li>• Co-operation among cooperatives</li> <li>• Concern for community</li> </ul>
Functions of cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Production</li> <li>• Services rendering</li> <li>• Doing business</li> </ul>
Features of Cooperatives	<ul style="list-style-type: none"> <li>• Objectives</li> <li>• Decision making process</li> <li>• Capital formation</li> <li>• Allocation of surplus</li> <li>• Service motto</li> <li>• Membership</li> <li>• Organizational structure</li> <li>• Government support</li> <li>• Operational area</li> </ul>

Levels of cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Primary Cooperative</li> <li>• Cooperative Union</li> <li>• Cooperative federation</li> <li>• Cooperative League</li> </ul>
Types of cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Agricultural Cooperative and</li> <li>• Non-agricultural Cooperative</li> <li>• Service cooperatives</li> <li>• Worker Cooperatives.</li> </ul>
Advantages of Cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Democratic Management</li> <li>• Limited Liability</li> <li>• Stability &amp; Continuity</li> <li>• Easy Formation</li> <li>• Low Operating Costs</li> <li>• General Reserves</li> <li>• Exemption &amp; Privileges</li> <li>• Social Advantage</li> </ul>
Disadvantages of Cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Limited Capital</li> <li>• Lack of Managerial Talent</li> <li>• Internal Bickering</li> <li>• Lack of Motivation</li> <li>• Delay in decision making and Implementation</li> <li>• Lack of Secrecy and Government Regulations</li> <li>• Limitation of Size</li> <li>• Lack of Public confidence</li> </ul>

Other forms of business	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Corporation</li> <li>• Franchising</li> </ul>
Benefits of Cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Economic</li> <li>• Social</li> <li>• Political</li> <li>• Cultural</li> <li>• Environmental</li> <li>• Technological</li> </ul>
Other forms of business	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Corporation</li> <li>• Franchising</li> </ul>
Distinguishing features	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Number of owners</li> <li>• Legal ownership</li> <li>• Source of Capital</li> <li>• Continuity of business</li> <li>• Liability</li> <li>• Legal procedures</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify principles, values and ethics of cooperatives,</li> <li>• Identify Uniqueness feature of cooperatives</li> <li>• Describe advantage and disadvantage of cooperative</li> <li>• Identify the objective and benefit of cooperatives</li> <li>• Identify types of cooperatives</li> <li>• Distinguishes cooperative other form business organization</li> <li>• Understand evolution and movement of Cooperative</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrates knowledge and positive attitudes of:</p> <ul style="list-style-type: none"> <li>• The cooperative values, principles and concept</li> <li>• Understand evolution and movement of Cooperative</li> <li>• Explain benefit and objectives cooperatives</li> <li>• Role of cooperative in development sectors</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Apply cooperative values/ethical values, principles, concept, bylaws of the cooperative, and communication,</li> <li>• Analytical skills to identify Cooperative from other business</li> <li>• Communication skill to distinguish different levels of cooperative society.</li> <li>• Literacy skills to identify Business Plan from By-laws and other documents.</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperatives Business Management Level -I	
Unit Title	Prepare operational Plan
Unit Code	AGR CBM1 02 0322
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required to prepare work schedule/plan, complete routine tasks/daily activities and review work performance.

Element	Performance Criteria
1. Identify inputs to prepare operational plan	<p>1.1. Based on the strategic plan of the cooperatives, tasks are selected</p> <p>1.2. Work goals and plans are discussed and agreed on with assistance from <i>appropriate persons</i>.</p> <p>1.3. The necessary tools, equipment's, Skilled Man power and finances are identified for the implementation of the operational plan</p> <p>1.4. An understanding of the relationship between individual and organizational work goals and plans are Developed</p>
2. Prepare routine work schedule	<p>2.1. Appropriate work schedule format is prepared</p> <p>2.2. Daily activities are planned and prioritized within allocated timeframes.</p> <p>2.3. Factors affecting routine work requirements are identified and appropriate action taken.</p> <p>2.4. <i>Technology</i> is used efficiently and effectively to complete work tasks.</p> <p>2.5. The prepared work schedule are checked against to the strategic plan and approved by appropriate Personnel.</p>
3. Review work schedule	<p>3.1. During the preparation of Operational Plan tasks are completed and organized within designated timelines</p> <p>3.2. Feedback on operational plan is sought from supervisors or</p>

	<p><i>colleagues</i> of cooperatives.</p> <p>3.3. Operational plan/work schedule are adjusted according to feedback obtained through supervision and comparison with established team and organizational standards.</p>
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Variable	Range
Appropriate persons	<p>May include but not limited to</p> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Other staff members</li> <li>• Supervisors</li> <li>• Mentors or trainers</li> <li>• Management committee</li> </ul>
Technology	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Computer applications</li> <li>• Computers</li> <li>• Electronic diaries</li> <li>• Photocopiers</li> <li>• Printers</li> <li>• Scanners</li> </ul>
Improvement	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Coaching, mentoring and/or supervision</li> <li>• Internal/external training provision</li> <li>• Personal study recognition of current competence (RCC)/skills recognition/initial assessment</li> <li>• Workplace skills assessment</li> </ul>
Colleagues	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Coach/mentor</li> </ul>



	<ul style="list-style-type: none"> <li>• Other members of the organization</li> <li>• Peers/work colleagues/team</li> <li>• Supervisor or manager</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Plan and organise workload with the assistance of others,</li> <li>• Select tasks from the strategic plan of the cooperatives to prepare the operational plan</li> <li>• Identify The necessary tools, equipment's, Skilled Man power and finances for the implementation of the operational plan</li> <li>• Checkthe prepared work scheduleagainst the strategic plan</li> </ul>
Required Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Routine work goals and plans</li> <li>• Organisational goals and plans</li> <li>• Technology efficiently and effectively</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Outline the cooperatives, policies and procedures that relate to own work role,</li> <li>• Plan and organise workload with the assistance of others,</li> <li>• Complete tasks, using appropriate digital tools, within specified timelines seeking assistance as required,</li> <li>• Use effective communication skills to seek assistance or feedback from others,</li> <li>• List some factors that can affect the ability to get work done, and explain the action to take explain how to plan and manage time.</li> <li>• Seek and use feedback from others to monitor and improve work performance.</li> </ul>

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

Occupational Standard: Cooperative Business Management Level -I	
Unit Title	Deliver Service to Cooperative Customers
Unit Code	<a href="#">AGR CBM103 0322</a>
Unit Descriptor	This unit of competency is covered the knowledge, skills and attitude required to identify cooperative Members needs and establish contact with cooperative Member-customers to deliver service to cooperative customers.
Element	Performance Criteria
1. Identify Customers' needs	<p>1.1.Appropriate questioning and active listening are used to determine cooperative member's needs.</p> <p>1.2. Customers'needs are assessed for urgency to identify priorities for service delivery.</p> <p>1.3.Customers are provided with information about available options for meeting their needs and assisted to identify their preference</p> <p>1.4. Personal limitations are identified in addressing Customers' needs and assistance sought from designated persons where required.</p>
2. Establish contact withcooperative Member	<p>2.1.<i>Members</i> are acknowledged and greeted in a professional, courteous and concise manner according to <i>organizational requirements</i>.</p> <p>2.2.<i>Appropriate interpersonal skills</i> are used to accurately identify and clarify <i>customer's needs and expectations</i>.</p> <p>2.3.<i>Effective communication</i> is used to inform members about available choices for meeting their needs and assistance is offered in the selection of preferred options</p> <p>2.4. Sensitivity is maintained to <i>customer's</i>specific needs and any cultural, family and individual differences.</p> <p>2.5. Relationship with the members is established and a genuine interest in <i>customer's</i>needs/requirements is expressed.</p>

<p>3. Deliver service to customers</p>	<p>3.1.Prompt members service is provided to meet identified needs according to organizational requirements</p> <p>3.2.Information regarding problems and delays, and follow-up are provided within appropriate timeframes as necessary.</p> <p>3.3.Communicate with customers is conducted in a clear, concise and courteous manner.</p> <p>3.4.<i>Customer complaints</i> are sensitively and courteously handled in accordance with organizational requirements</p> <p>3.5. Assistance is provided or responded to members with <i>specific needs</i> according to organizational requirements</p> <p>3.6.<i>Opportunities</i> are identified to enhance the quality of service and products, and take action to improve the service whenever possible.</p>
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Variable	Range
Members	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Members of the cooperatives,</li> <li>• Contacts from other organisation/cooperatives,</li> <li>• External customers/service users,</li> <li>• Internal customers,</li> </ul>
Organizational requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Legal and cooperatives policies, directives guidelines, by laws and requirements,</li> <li>• Access and equity principles and practice,</li> <li>• Anti-discrimination and related policy,</li> <li>• Following OHS procedures for dealing with customers,</li> <li>• Quality and continuous improvement processes and standards,</li> <li>• Quality assurance and/or procedures manual,</li> </ul>

Appropriate interpersonal skills	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Listening actively to what the Members is communicating,</li> <li>• Providing an opportunity for the Members to confirm their request,</li> <li>• Questioning to clarify and confirm Member’s needs,</li> <li>• Seeking feedback from the Members to confirm understanding of needs,</li> <li>• Summarising and paraphrasing to check understanding of customer's message,</li> <li>• Using appropriate body language,</li> </ul>
Members needs and expectations	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Accuracy of information</li> <li>• Advice or general information</li> <li>• Complaints</li> <li>• Fairness/politeness</li> <li>• Further information</li> <li>• Making an appointment</li> <li>• Values</li> <li>• Appropriate services</li> <li>• Specific information</li> </ul>
Effective communication	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Giving members full attention</li> <li>• Maintaining eye contact, except where eye contact may be culturally inappropriate</li> <li>• Speaking clearly and concisely</li> <li>• Using active listening techniques</li> <li>• Using appropriate language and tone of voice</li> <li>• Using clear written information/communication</li> <li>• Using non-verbal communication e.g. Body language, personal presentation (for face-to-face interactions)</li> </ul>

	<ul style="list-style-type: none"> <li>• Using open and/or closed questions</li> </ul>
Designated persons	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Manager, supervisor or team leader,</li> <li>• More experienced personnel with specific knowledge or information,</li> <li>• Staff from other work areas with particular product or service knowledge,</li> </ul>
Customer complaints	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Administrative errors such as incorrect /poor Services</li> <li>• Customer dissatisfaction with service quality</li> <li>• Damaged goods or goods not delivered</li> <li>• Service not delivered on time</li> </ul>
Specific needs	<p>May relate to:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Beliefs/values</li> <li>• Culture</li> <li>• Disability</li> <li>• Gender</li> <li>• Language</li> <li>• Religious/spiritual observances</li> </ul>
Opportunities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Advice about warranties, guarantees or support services,</li> <li>• Packaging options,</li> <li>• Pricing options,</li> <li>• Procedures for delivery of goods or service,</li> <li>• Provision of product knowledge,</li> <li>• Systems for recording complaints,</li> </ul>
Member's feedback	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Damaged goods or delivery problems</li> </ul>

	<ul style="list-style-type: none"> <li>• Delays</li> <li>• Invoicing errors</li> <li>• Quality of Members service</li> <li>• Quality of service provision</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate Must demonstrate knowledge and skills of:</p> <ul style="list-style-type: none"> <li>• Identifying needs and priorities of members</li> <li>• Distinguishing between different levels of customer satisfaction</li> <li>• Responding to and reporting on, customer feedback</li> <li>• Treating members with courtesy and respect</li> <li>• Work with customer complaints</li> <li>• Knowledge of organizational procedures and standards for processing complaints.</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>➤ Key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:</li> <li>➤ Anti-discrimination legislation,</li> <li>➤ Ethical values and cooperative principles,</li> <li>➤ Codes of practice,</li> <li>➤ Cooperatives organizational policies and procedures relating to</li> <li>➤ Member’s service and the Members service process,</li> <li>➤ Importance of good communication skills and the individual’s role in processing customer complaints</li> </ul>
Required Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Communication skills to convey meaning clearly, concisely and coherently,</li> <li>• Culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities,</li> </ul>

	<ul style="list-style-type: none"> <li>• Literacy skills to communicate with customers and to develop required product knowledge,</li> <li>• Numeracy skills to interpret Member’s requirements and to meet Member’s needs,</li> <li>• Analytical skills to identify trends and positions of products and services</li> <li>• Problem-solving skills to deal with Member’s enquiries or complaints,</li> <li>• Technology skills to select and use technology appropriate to a task</li> <li>• Self-management skills to: <ul style="list-style-type: none"> <li>➤ comply with policies and procedures</li> <li>➤ consistently evaluate and monitor own performance</li> <li>➤ seek learning opportunities</li> </ul> </li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>



<b>Occupational Standard: Cooperative Business Management Level I</b>	
<b>Unit Title</b>	<b>Apply Cooperatives law</b>
<b>Unit Code</b>	<b>AGR CBM1 04 0322</b>
<b>Unit Descriptor</b>	This unit covers knowledge, attitude and skills required to identify basic concept, roles, functions, formation of cooperative and registration, law, hierarchy level law and the contents of cooperative society's law to implement cooperative law in cooperatives society.

<b>Element</b>	<b>Performance Criteria</b>
1. Identify Cooperative Legal framework	1.1 Cooperative policy and <i>Cooperative law</i> are defined and explained 1.2 Historical development of cooperative laws is comprehended 1.3 <i>Roles of cooperative legal system</i> are identified and explained 1.4 <i>Sources of cooperative law</i> are identified and discussed
2. Differentiate Cooperative Law	2.1 Unique feature of cooperatives law is identified and discussed 2.2 The difference between cooperative law and <i>other laws</i> is illustrated 2.3 <i>Hierarchy and contents</i> of cooperative law are identified and elaborated
3. Implement Cooperative Law	3.1 <i>Legislative requirements and issues in the formation and registration</i> of cooperative societies are reviewed and understood in accordance with the National Cooperative Proclamation 3.2 <i>Issues relating with rights and duties of members</i> of a cooperative society are identified and internalized 3.3 <i>Legislative issues concerning management bodies and employees</i> of cooperatives are reviewed and comprehended in pursuant to internal by-laws and Proclamation of Cooperatives 3.4 <i>Special privileges</i> of cooperatives are realized and used for cooperative's benefit 3.5 <i>Legislative issues concerning asset and funds</i> of cooperatives are identified in accordance with Cooperative Proclamation 3.6 <i>Issues concerning Audit and inspection of cooperatives</i> is reviewed and comprehended in pursuant to Cooperative Proclamation

	<p>3.7 <i>Legal grounds for dissolution and winding up</i> of Cooperative Societies are internalized in accordance with by-laws and Cooperative Proclamation</p> <p>3.8 <i>Legislative requirements for settlement of disputes</i> are reviewed and comprehended</p>
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Variable	Range
Source of Cooperative law	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Constitution of the Country</li> <li>• Cooperative societies proclamation</li> <li>• Regulation</li> <li>• Directives</li> <li>• Bylaws</li> <li>• Internal by laws</li> </ul>
Hierarchy level of law	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Constitution of the Country</li> <li>• Cooperative societies proclamation</li> <li>• Regulation</li> <li>• Directives</li> <li>• Bylaws</li> <li>• Internal by laws</li> </ul>
Cooperative laws	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Proclamation</li> <li>• By law</li> <li>• Regulation and directives</li> <li>• Internal by laws</li> <li>• Cooperative policy</li> </ul>
Roles of cooperative legal system	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• It is a reference point and a guide mark.</li> </ul>

	<ul style="list-style-type: none"> <li>• Guarantees the autonomy</li> <li>• Reduces bureaucracy;</li> <li>• Favors the unity of the cooperative movement</li> <li>• Guarantees legal security for those dealing with cooperatives</li> </ul>
Other laws	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Public law</li> <li>• Administrative law</li> <li>• Constitutional laws are laws</li> <li>• Criminal laws are laws</li> <li>• Municipal laws are ordinances</li> <li>• International laws are laws</li> <li>• Contract law - governs</li> <li>• Property law - governs</li> <li>• Succession law</li> <li>• Family law</li> </ul>
Legislative requirements and issues in the formation and registration	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Initial Capital</li> <li>• Renewal of Certificate Registration</li> <li>• Formation of Cooperative Societies</li> <li>• types of Cooperative Societies</li> <li>• Name of a cooperative Society</li> <li>• Registration of a cooperative society</li> <li>• Juridical Personality and Responsibility</li> <li>• By-laws of a Cooperative Society</li> <li>• Amalgamation and Division of Cooperative Society</li> <li>• Establishment of Cooperative Societies Union</li> <li>• Establishment of Cooperative Societies Federation</li> <li>• Requirements to Establish a Professional Cooperative Society</li> </ul>

	<ul style="list-style-type: none"> <li>• Establishment of Cooperative Societies League</li> <li>• Obligations of Cooperative Societies</li> <li>• Commencement of Operations</li> <li>• Renewal of Certificate Registration</li> <li>• Duties and Responsibilities of Cooperative Societies</li> </ul>
Legal grounds for dissolution and winding up	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Dissolution of Cooperative Society</li> <li>• Liquidator</li> <li>• Powers and Duties of the Liquidator</li> <li>• Calling on creditors</li> <li>• Protection of Creditors</li> <li>• Cancellation of a society from the Register</li> </ul>
Legislative requirements for settlement of disputes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Settling Disputes through Conciliation</li> <li>• Arbitration</li> <li>• Appointment of the Arbitrators</li> <li>• Disputes to be Referred to Arbitration</li> <li>• Civil Court Powers of Arbitrators</li> <li>• Execution</li> <li>• Power of Courts</li> </ul>
Issues concerning Audit and inspection of cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Audit</li> <li>• Auditors' Ethics</li> <li>• Inspection</li> <li>• Keeping Audit and Inspection Results</li> <li>• Actions to be taken for losses of property and fund of the society</li> </ul>
Legislative issues concerning management	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Supreme Organ of a Cooperative Society</li> </ul>

bodies and employees	<ul style="list-style-type: none"> <li>• The supreme organ of any cooperative society shall be the general assembly.</li> <li>• Powers and Duties of the General Assembly</li> <li>• Calling of General Assembly</li> <li>• Management Committee</li> <li>• Board of director</li> <li>• Controlling committee</li> <li>• manager and Employee Professionals of the Cooperative Society</li> </ul>
Special privileges	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Priority of Claims by Cooperative Society</li> <li>• Set-off in Respect of Share or Benefit of Members</li> <li>• Share or Benefit not Liable to Attachment or Sale</li> <li>• Government assistance</li> <li>• Indivisibility of asset and funds of a cooperative society</li> <li>• Allocation of net profit</li> <li>• Establishment of Cooperative Societies Fun</li> <li>• Restriction on Borrowings</li> <li>• Restriction on Loans</li> <li>• Types of Guarantee and Alternatives</li> </ul>
Legislative issues concerning asset and funds	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Indivisibility of asset and funds of a cooperative society</li> <li>• Establishment of Cooperative Societies Fund</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identifysource, types and the role of cooperative laws in the performance of the cooperative societies</li> <li>• Apply cooperatives law and its relation with the cooperative principles.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Differentiate the cooperative law from other laws and the recent proclamation.</li> <li>• Identify the right and responsibility of members and dismissal of membership based on the law.</li> <li>• Compare The difference between cooperative law and other business law.</li> <li>• Apply Member’s registration, voting and transferring of share in cooperatives</li> <li>• Identify The types and scope of government assistance for cooperatives in accordance with appropriate laws of cooperatives.</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Basic information of cooperatives and legal issues in cooperatives.</li> <li>• Awareness creation about cooperatives legal frame work.</li> <li>• Legal system in cooperatives and its relation with the cooperative principles.</li> <li>• Understand hierarchy and content of cooperative law.</li> <li>• Understand the <i>right</i> and <i>responsibility</i> of members and dismissal of membership based on the law.</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Apply legal framework for cooperatives activities</li> <li>• Implement legal system in cooperatives</li> <li>• Implement the contents of cooperatives law</li> <li>• Compare the difference between cooperative law and other business law.</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Business Management Level I</b>	
<b>Unit Title</b>	<b>PerformRecords Management</b>
<b>Unit Code</b>	<a href="#"><u>AGR CBM1 05 0322</u></a>
<b>Unit Descriptor</b>	This unit of competency covers the knowledge, skills and attitude required to receiving record document from different types of cooperative members, production and service data are obtained from different cooperatives to record, maintain and preserve cooperative societiesdocument
<b>Element</b>	Performance Criteria
<b>1. Identify record document</b>	<p>1.1 Types of letters are identified and classified based on organizational requirements.</p> <p>1.2 Record receiving procedures are determined in accordance with organizational record management processes</p> <p>1.3 Format of the document is identified and classified</p> <p>1.4 Information on the different organs of cooperative societies is identified and listed by the consent of concerned body</p> <p>1.5 Activities and performance status of cooperatives is recorded with assistance of appropriate person</p>
<b>2. Maintain Documents</b>	<p>2.1 Received documents are classified and compiled based on organizational requirements</p> <p>2.2 Time limit of which records must be stored and secured is determined based on types of record states and rules and regulations</p> <p>2.3 File name is created for each category of compiled document</p> <p>2.4 Documents are handled and preserved using folders and shelves</p> <p>2.5 Guaranty is ensured that all recorded documents are maintained in accordance with specified data retention standards</p> <p>2.6 Documents that require visual displays are illustrated in a way they can be seen and understood</p> <p>2.7 Organizational requirements relating to security and confidentiality in handling information are comprehended and applied</p>
<b>3. Accessibility and disposal of documents</b>	<p>3.1 Accessibility, traceability and technological protection of information is ensured in accordance with security procedures and organizational requirements</p> <p>3.2 Cooperative documents are preserved and secured as long as</p>

	<p>they are operationally and legally needed based on types of record states and data retention standards</p> <p>3.3 Cooperative documents are updated, modified and altered whenever necessary based on organizational requirements</p> <p>3.4 Records with long term retention value are identified and archived</p> <p>3.5 Non-essential documents are disposed at the end of their lifespan based on legal and organizational requirements</p>
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Variables	Range
<b>Concerned body</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• General Manager</li> <li>• Management Committee</li> <li>• Control Committee</li> <li>• Employees</li> <li>• Cooperative promotion office</li> </ul>
<b>Recorded data concerning Cooperative</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Types</li> <li>• Service</li> <li>• Production</li> <li>• Number of cooperatives and members</li> <li>• Current and previous performance</li> <li>• Years of establishment</li> <li>• Capital</li> <li>• Audit report</li> <li>• Minute of general assembly meeting</li> <li>• Employees</li> <li>• Stakeholder</li> <li>• Surplus of cooperatives</li> <li>• Dividend</li> <li>• Division of cooperatives</li> <li>• Amalgamation</li> <li>• Diversification</li> <li>• Link-up system</li> </ul>
<b>Organs of cooperative societies</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Members of the General assembly</li> <li>• Employees</li> <li>• Managers</li> <li>• Committees</li> </ul>



<b>Format of the document</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Paper document</li> <li>• Digital forms</li> <li>• Emails</li> <li>• Studies</li> <li>• Diagrams</li> </ul>
<b>Activities and performance status</b>	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Initial capital, and current capital of the Cooperative</li> <li>• Plans,</li> <li>• minutes,</li> <li>• dividend allocations</li> <li>• reports</li> <li>• rules, regulations, directives, by-laws,</li> <li>• management structure</li> <li>• Contact details</li> <li>• Final records,</li> <li>• Budget documents, balance sheet</li> </ul>
<b>Organizational requirements</b>	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Regulation</li> <li>• Guideline</li> <li>• Legislation</li> <li>• Policies</li> </ul>
<b>Visual displays</b>	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Chart</li> <li>• Graphical</li> <li>• Poster</li> <li>• Diagrams</li> </ul>
<b>Types of record states</b>	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Active state</li> <li>• Inactive state</li> </ul>

<b>Evidence Guide</b>	
<b>Critical Aspects of Competence</b>	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Record receiving procedures in accordance with organizational record management processes</li> <li>• Identified and classified format of the document is</li> </ul>

	<ul style="list-style-type: none"> <li>Record data concerning about Cooperative societies in the local area with the consent of the concerned body are listed in accordance with Cooperative requirements</li> <li>Identify and list information from different organs of cooperative societies by the consent of concerned body</li> <li>Store all data sheets according to enterprise procedures</li> <li>Handle and preserve documents by using folders and shelves</li> <li>Preserve and secure Cooperative documents as long as they are operationally and legally needed based on types of record states and data retention standards</li> <li>Update, modify and alter Cooperative documents whenever necessary based on organizational requirements</li> </ul>
<b>Require Knowledge and Attitudes</b>	<p>Demonstrate the knowledge of:</p> <ul style="list-style-type: none"> <li>Understand format of document and activity of cooperatives</li> <li>Understand the Purpose and organizing document.</li> <li>Preserve and secure Cooperative documents as long as they are operationally and legally needed based on types of record states and data retention standards</li> <li>Comprehends Organizational requirements relating to security and confidentiality in handling information are and applied</li> <li>Collect, record and preserves document</li> </ul>
<b>Require Skills</b>	<p>Demonstrate the skills to:</p> <ul style="list-style-type: none"> <li>Apply enterprise recording methods,</li> <li>Use software programs for recording or storing data,</li> <li>Enter data accurately into specified written or electronic/computerized formats</li> <li>Collect production data from required sources</li> <li>Present document in the required format,</li> <li>Create file and shelf for documents</li> <li>Sequence activity to meet required timeframe, Require</li> <li>Rearrange data collection activities to fit in with other planned or unplanned production activities,</li> <li>Communication skill</li> </ul>
<b>Resource Implications</b>	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
<b>Methods of Assessment</b>	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>Interview/Written Test</li> <li>Observation/Demonstration with Oral Questioning</li> </ul>
<b>Context of Assessment</b>	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Business Management Level -I</b>	
<b>Unit Title</b>	Apply Basic Accounting
<b>Unit Code</b>	<a href="#"><u>AGR CBM 1 06 0122</u></a>
<b>Unit Descriptor</b>	This unit covers skills, knowledge and attitude required to understand the nature, concept, objectives and principles of basic accounting.

<b>Element</b>	<b>Performance Criteria</b>
<b>1. Develop understanding of accounting</b>	1.1. Meaning and nature of accounting are explained. 1.2. The important objectives and roles of accounting are reviewed. 1.3. The accounting principles are identified and discussed based on rules, regulations and legislative body 1.4. Identify deferent types of accounting professions 1.5. Financial statement of the organization is identified 1.6. The difference between bookkeeping and accounting is clarified
<b>2. Perform accounting equation</b>	2.1 Major accounts are identified and differentiated 2.2 Specific types of account are identified and differentiated. 2.3 Normal balance of accounts is understood and developed. 2.4 Debit and credit rules are identified and applied. 2.5 How an account affects the accounting equation is explained. 2.6 Accounting cycle is developed
<b>3. Review and maintain financial records</b>	3.1 Records made are checked for its accuracy and completeness. 3.2 Identified and reviewed data are maintained in a separate class of account 3.3 Financial reports and records are retrieved and utilized for decision making. 3.4 Financial reports are communicated with concerned body for decision making.

<b>Variable</b>	<b>Range</b>
<b>Accounting</b>	Is defined as the process of identifying, measuring and communicating accounting information about an organization or entity, in order to permit informed by users the information.
<b>Accounting principles</b>	May include, but not limited to:

	<ul style="list-style-type: none"> <li>• Business entity</li> <li>• Going concern</li> <li>• Objective evidence</li> <li>• Unit of measurement</li> <li>• Accounting period</li> <li>• Matching principle</li> <li>• Materiality</li> </ul>
<b>Duties and responsibilities of cooperative accountant</b>	<p>May include, but not limited to;</p> <ul style="list-style-type: none"> <li>• Preparing accounts and tax return</li> <li>• Monitoring and spending budget auditing and analyzing financial performance</li> <li>• Financial forecasting and risk analysis</li> <li>• Advising on how to reduce cost and increase profit</li> </ul>
<b>Financial statement</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Statement of profit and other comprehensive income</li> <li>• Statement of change in equity</li> <li>• Statement of financial position</li> <li>• Statement of cash flow</li> <li>• Notes to disclosure</li> </ul>
<b>Legislative body of Ethiopia</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Government regulation</li> <li>• Accounting and Audit Board of Ethiopia (AABE)</li> <li>• MoFED</li> <li>• Ministry of Revenue</li> </ul>
<b>Accounting professions</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Financial accountant</li> <li>• Management accountant</li> <li>• Cost and accountant</li> <li>• Tax accountant</li> </ul>
<b>Accounts</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Asset</li> <li>• Liability</li> <li>• Capital</li> <li>• Revenue</li> <li>• Expense</li> </ul>

<b>Normal balance of accounts</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>➤ Normal balance means increasing side of the account</li> <li>• Asset =Debit</li> <li>• Liability= Credit</li> <li>• Capital/owners/ members Equity = Credit</li> <li>• Revenue =Credit</li> <li>• Expense= Debit</li> <li>• Dividend/Withdrawal = Debit</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Differentiate meaning and nature of accounting</li> <li>• Review objectives and roles of accounting</li> <li>• Professional ethics of accountant are identified and applied</li> <li>• Duties and responsibilities of accountant are identified and applied</li> <li>• Differentiate and apply normal balance of accounts</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Accounting principle</li> <li>• Accounting cycle</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Explain Meaning and nature Accounting</li> <li>• Identify Effect of transaction on accounting equation</li> <li>• Apply normal Debit and credit rules</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

<b>Occupational Standard: Cooperative Business Management Level I</b>	
<b>Unit Title</b>	Understand and Undertake Cooperative Marketing
<b>Unit Code</b>	<a href="#"><u>AGR CBM1 07 0122</u></a>
<b>Unit Descriptor</b>	This unit covers skills, knowledge and attitude required to understand the concept, function, importance, marketing mix and strategies of marketing.

<b>Element</b>	<b>Performance Criteria</b>
1. Clarify basic marketing concepts	<p>1.1. Core <i>concepts of marketing</i> are discussed.</p> <p>1.2. Market and marketing are defined.</p> <p>1.3. The historic developments, role, nature and <i>scope of marketing</i> are identified.</p> <p>1.4. <i>Marketing</i> and selling are differentiated.</p> <p>1.5. <i>Marketing mix</i> elements are discussed and distinguished</p>
2. Identify marketing function	<p>2.1. The meaning and basic concepts of marketing are discussed.</p> <p>2.2. The main marketing functions are identified and explained for the workplace performance.</p> <p>2.3. <i>Marketing functions</i> are used in the workplace for the cooperative members' better performance.</p>
3. Implement Marketing functions in the cooperatives	<p>3.1 The current development of the cooperative marketing and its implementation are discussed and explained.</p> <p>3.2 Unique features of the cooperative marketing and its role/contributions are explained</p> <p>3.3 Difference between cooperatives marketing and other marketing are identified.</p>

Variable	Range
Core concepts of marketing	May include, but not limited to: <ul style="list-style-type: none"> <li>• Wants</li> <li>• Needs</li> <li>• Product</li> <li>• Demand</li> <li>• Value</li> <li>• Transaction</li> </ul>
Marketing	May include, but not limited to: <ul style="list-style-type: none"> <li>• Goods</li> <li>• Services</li> </ul>
Scope of marketing	May include, but not limited to: <ul style="list-style-type: none"> <li>• Person</li> <li>• Good</li> <li>• Information</li> <li>• Idea and Organization</li> </ul>
Marketing mix elements	May include, but not limited to: <ul style="list-style-type: none"> <li>• Product</li> <li>• Price</li> <li>• Place</li> <li>• Promotion</li> </ul>
Marketing functions	May include, but not limited to: <ul style="list-style-type: none"> <li>• Buying</li> <li>• Selling</li> <li>• Transporting</li> <li>• Standardizing and grading</li> <li>• Financing</li> </ul>

	<ul style="list-style-type: none"> <li>• Risk taking</li> <li>• Securing marketing information</li> <li>• Storing</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Apply basic marketing concepts</li> <li>• Identify the marketing principles</li> <li>• Identify the functions of the marketing</li> <li>• Implement the functions of the marketing</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Marketing concepts</li> <li>• Marketing principles</li> <li>• Functions of the marketing</li> <li>• Communication skills</li> </ul>
Required Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Apply Business transactions skill</li> <li>• Apply Communication skills</li> <li>• Apply basic marketing concepts and principles</li> <li>• Implement the functions of the marketing</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>



Occupational Standard: Cooperatives Business Management Level I	
Unit Title	Apply Agricultural Extension Service
Unit Code	<a href="#">AGR CBM1 07 0122</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to understand the Concept and evolution of agricultural Extension, apply extension methods and Approaches, apply Agricultural extension Communication and facilitation for technology promotion, Conduct training and record and document data.

Element	Performance Criteria
1. Understand the Concept and evolution of Agricultural Extension	<p>1.1 The <i>concept of Agricultural extension</i> is understood to gain relevant knowledge</p> <p>1.2 The <i>evolution and progress of agricultural extension</i> is expressed to understand the concept of Agricultural Extension</p> <p>1.3 The <i>role of extension</i> in agricultural development is understood to deliver effective extension services</p> <p>1.4 The <i>importance of Agricultural extension</i> is determined to have appropriate knowledge,</p> <p>1.5 <i>Extension planning</i> is understood to determine extension activities</p>
2. Apply Extension methods and Approaches	<p>2.1. <i>Extension methods</i> are understood to provide Extension services based on organizational standard, extension systems, extension strategy and extension guide lines</p> <p>2.2. <i>Extension approaches</i> are understood for implementation of extension services</p> <p>2.3. The <i>importance of extension methods and approaches</i> are understood for Agricultural extension service delivery</p> <p>2.4. Appropriate extension methods and approaches are applied to transfer agricultural technologies, based on organizational standard, extension systems, extension strategy and extension guide lines,</p>
3. Apply Agricultural Extension Communication and Facilitation for technology	<p>3.1. The concept, <i>principle</i> and <i>type of communication</i> is understood to have good extension communication knowledge &amp; skill</p> <p>3.2. <i>Communication barriers</i> are identified, understood and solved to undertake effective communication</p> <p>3.3. <i>Elements of extension communication</i> are defined and used to create positive environment for communication</p> <p>3.4. <i>Audio visual techniques</i> are understood to provide Agricultural</p>

promotion	<p>Extension and communication delivery services</p> <p>3.5. <b>Roles and characteristics of extension communicator</b> are recommended to improve the communicator’s performance</p> <p>3.6. The <b>basic concept of facilitation</b> is understood to improve facilitation skills</p> <p>3.7. The <b>roles and responsibilities of a facilitator</b> is applied to progress facilitation skills</p> <p>3.8. Conflict resolution skill is understood to enhance homogeneity</p> <p>3.9. The <b>skills of a facilitator</b> are applied for communication &amp; technology promotion</p>
4. Conduct Training	<p>4.1. <b>Need assessment</b> is conducted to provide appropriate training</p> <p>4.2. <b>Preparation</b> is carried-out to facilitate the training process</p> <p>4.3. Implementation is conducted to capacitate trainees based on organizational training guide line</p> <p>4.4. <b>Evaluation is carried-out</b> to understand the outcome</p>
5. Record and Document Data	<p>5.1 <b>Data collecting formats</b> are developed</p> <p>5.2 Appropriate data are collected and organized</p> <p>5.3 Collected and organized data are documented and <b>reported</b></p>

Variable	Range
Concept of Agricultural Extension	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Definition of agricultural extension</li> <li>• Purpose of agricultural extension</li> </ul>
Evolution and progress of agricultural extension	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• National Agricultural Extension systems</li> <li>• Related reading materials</li> <li>• Professionals</li> <li>• Electronic mail</li> <li>• Briefing notes</li> <li>• Journal articles</li> <li>• Code of conduct</li> </ul>

Role of extension	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Situation analysis</li> <li>• Awareness creation</li> <li>• Training</li> <li>• Facilitation</li> <li>• Demonstrations</li> <li>• Field day exchange visit</li> <li>• Establish farmers group</li> <li>• Link farmers with relevant stakeholders</li> <li>• Monitoring and evaluation</li> <li>• Experience sharing</li> <li>• Assist and provide extension services for farmers</li> <li>• Organize farmer to farmer learning</li> <li>• Promotion of Agricultural Technologies</li> </ul>
Importance of Agricultural extension	<p>May include but not limited to;</p> <ul style="list-style-type: none"> <li>• Identify problem</li> <li>• Find solution</li> <li>• Bring behavioral change</li> <li>• Transfer of technology</li> <li>• Assist farmers to help themselves</li> </ul>
Extension planning	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Conduct survey</li> <li>• Identification of activities</li> <li>• Data collection</li> <li>• Development of formats</li> </ul>
Extension methods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> <li>• Mass</li> </ul>

Extension approaches	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Participatory</li> <li>• Pluralistic</li> <li>• Farmers field school</li> <li>• Pastoral field school</li> <li>• Mobile extension</li> <li>• Model village</li> <li>• Cluster approaches</li> <li>• Scaling/up/out/down</li> </ul>
Importance of extension methods and approaches	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Information and technology dissemination</li> <li>• Deliver extension message effectively</li> <li>• Increase knowledge of farmers</li> <li>• Bring attitude change</li> <li>• Formation of opinion</li> <li>• Encourage farmers to raise issues</li> <li>• To get/provide possible alternative solutions</li> </ul>
Type of communication	<p>May include but not limited:</p> <ul style="list-style-type: none"> <li>• Intra personal communication</li> <li>• Inter personal communication</li> <li>• Organizational communication</li> </ul>
Principles of communication	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Awareness creation</li> <li>• Designed message with respect to objectives and respective audience</li> <li>• Message content should suite to the target audience</li> </ul>

Communication barriers	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• The use of jargons words/terms</li> <li>• Cultural differences</li> <li>• Lack of attention, interest, distractions</li> <li>• Differences in perception and viewpoint</li> <li>• Physical disabilities</li> <li>• Physical barriers to non-verbal communication</li> <li>• Language differences and the difficulty in understanding unfamiliar accents</li> <li>• Expectations and prejudices</li> <li>• Emotional barriers and taboos</li> </ul>
Elements of extension communication	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Source</li> <li>• Sender</li> <li>• Message</li> <li>• Channel</li> <li>• Receiver</li> </ul>
Audio visual techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Audio visual aids</li> <li>• Assembling</li> <li>• Character</li> <li>• Advantages</li> <li>• Uses</li> </ul>
Characteristics of extension communicator	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Confident</li> <li>• Friendly/ welcoming</li> <li>• Observant</li> <li>• Appreciative</li> <li>• Respectful</li> <li>• Organized</li> <li>• Good judgment</li> <li>• Consistent</li> <li>• Honest</li> </ul>

Role of extension communicator	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Create motivation and feeling</li> <li>• Be aware of problem of the local people</li> <li>• Priority of direct needs</li> <li>• Create self-belief in rural people</li> <li>• Emphasis on self-depend aces</li> <li>• Change in social attitude</li> <li>• Rebuilding of the village</li> <li>• Full uses of local resources</li> </ul>
Basic concept of facilitation	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Definition of facilitation</li> <li>• Purpose of facilitation</li> <li>• Evolution and progress of facilitation</li> </ul>
Role and responsibility of facilitator	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Does not evaluate group ideas</li> <li>• Helps the group focus its energies on a task</li> <li>• Suggests methods and procedures</li> <li>• Protects all members of the group from attack</li> <li>• Helps find win/win solutions</li> <li>• Makes sure that everyone has the opportunity to participate</li> <li>• Periodically summarizes the group consensus on issues to validate and clarify the progress of the discussion</li> <li>• Encouraging of every one's knowledge</li> </ul>
Conflict resolution skill	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Recognize</li> <li>• Resolve conflicting needs</li> <li>• Relieve stress</li> <li>• Recognize and manage emotions</li> <li>• Improve nonverbal communication skills</li> <li>• Use humor and play to deal with challenges</li> </ul>
Skill of facilitator	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Summarizing</li> <li>• Synthesis</li> </ul>

Need assessment	May include but not limited to: <ul style="list-style-type: none"> <li>• Identification of areas</li> <li>• Selection of respondents</li> <li>• Preparation of tools</li> <li>• Conduct the assessment</li> </ul>
Preparation	May include but not limited to: <ul style="list-style-type: none"> <li>• Identify trainees and trainers</li> <li>• Organize logistics</li> <li>• Select Venue</li> <li>• Selecting and organize training materials</li> <li>• Select and Organize training aids</li> </ul>
Evaluation	May include but not limited to: <ul style="list-style-type: none"> <li>• Preparation of evaluating formats</li> <li>• Identify sample</li> <li>• Conduct evaluation</li> <li>• Organize result</li> <li>• Report</li> </ul>
Data collecting formats	May include but not limited to: <ul style="list-style-type: none"> <li>• Recording formats</li> <li>• Writing formats</li> </ul>
Reporting	May include but not limited to: <ul style="list-style-type: none"> <li>• Organizing</li> <li>• Writing</li> <li>• Submitting/transfer</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates knowledge and skill to : <ul style="list-style-type: none"> <li>• Identify and interpret the role of Agricultural Extension</li> <li>• Apply Extension method and Approaches</li> <li>• Develop Extension planning</li> <li>• Perform Conflict resolution</li> <li>• collect, record, organize and document data</li> </ul>
Required Knowledge	Demonstrates knowledge and attitude of: <ul style="list-style-type: none"> <li>• Agricultural extension</li> </ul>

and Attitudes	<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Extension method and Approaches</li> <li>• Agricultural Extension Communication and Facilitation</li> <li>• collecting, recording, organizing and documenting of data</li> </ul>
Required Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Resolve conflict</li> <li>• Develop Extension planning</li> <li>• Apply extension method and Approaches</li> <li>• Facilitate Agricultural Extension Communication</li> </ul>



<b>Occupational Standard: Cooperatives Business Management Level I</b>	
<b>Unit Title</b>	<b>Implement Agribusiness Marketing</b>
<b>Unit Code</b>	<a href="#"><u>AGR CBM1 08 0122</u></a>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to Understand concept of agricultural marketing Understand concepts of agribusiness Identify marketing targets for Agricultural products Implement marketing strategy . Establish contract farming, and Apply Agricultural marketing services.

<b>Element</b>	<b>Performance Criteria</b>
1. Understand concept of agricultural marketing	1.1 . <b>Concept of agricultural marketing</b> is understood for Agricultural marketing 1.2 Importance of agricultural marketing is understood to provide agricultural marketing services 1.3 . <b>Roles of agricultural market</b> -oriented service is identified and understood 1.4 . <b>Principles of agricultural marketing</b> and strategies are identified and understood 1.5 <b>Marketing mix</b> is understood to implement agricultural marketing activities 1.6 <b>Types of marketing</b> are understood and identified to implement the appropriate marketing services
2. Understand concepts of agribusiness	2.1. <b>Concept of agribusiness</b> is understood for Agricultural marketing 2.2 Importance of agribusiness is understood to provide agribusiness services 2.3 <b>Roles of agribusiness</b> -oriented service is identified and understood 2.4 <b>Principles of agribusiness</b> and strategies are identified and understood 2.5. <b>Characteristic of Agribusiness</b> are understood to implement Agribusiness 2.6. <b>Dimension and structures</b> of Agribusiness are understood and distinguished
3. Identify marketing targets for Agricultural products	3.1 . <b>Marketing targets</b> are identified for Agricultural products and services 3.2 <b>Approaches of agricultural market</b> are understood for agricultural market product and service. 3.3 <b>Segment descriptors</b> are used to display the targets of agricultural market 3.4 <b>Strategic of agricultural marketing options</b> are identified to develop agricultural <b>marketing plan</b> 3.5 Business plans are prepared to perform cost and benefit analysis
4. Implement marketing	4.1. Agricultural marketing functions strategy is designed to perform agriculture business.

strategy	<p>4.2 <b>Action plan</b> is developed to implement Agricultural marketing strategies.</p> <p>4.3. Require resource are identified and coordinated to implement agricultural marketing</p> <p>4.4 Marketing mix is implemented according to the strategy Agricultural.</p>
5. Establish contract farming	<p>5.1 Concept of <b>contract farming</b> is understood to enhance market-oriented production</p> <p>5.2 <b>Types of contract farming</b> are identified to select the appropriate approach</p> <p>5.3 <b>Models of Contract</b> farming are understood and identified</p> <p>5.4. Steps and procedures of contract farming establishments are identified</p> <p>5.5 Contract farming <b>requirements</b> are identified and applied based on the organizational standard</p> <p>5.6 Contract farming systems are established</p>
6. Apply agricultural marketing services	<p>6.1 Agricultural products are identified to delivered provided marketing services</p> <p>6.2 Need assessment is conducted to identify <b>marketing conditions</b></p> <p>6.3 <b>Market strategies</b> are developed to implement the Agricultural marketing services</p> <p>6. 4 Customer feedbacks are collected and organized to improve Agricultural marketing services</p> <p>6.5 Data is organized and documented to report the appropriate body.</p>

Variable	Range
Concept agricultural marketing	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Needs</li> <li>• Product</li> <li>• Demand</li> <li>• Value</li> <li>• Transaction</li> <li>• Satisfaction and Quality</li> <li>• Exchange</li> <li>• Market</li> </ul>
Roles marketing	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Determine price</li> <li>• Consumer choice</li> <li>• Increase efficiency</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve scarcity</li> </ul>
Principles agricultural marketing	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Product</li> <li>• Price</li> <li>• promotion</li> <li>• Place</li> <li>• People</li> <li>• Process</li> </ul>
Marketing mix	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Price</li> <li>• Promotion</li> <li>• Place</li> <li>• Product</li> </ul>
Types of marketing	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Perfect competitive</li> <li>• Monopoly</li> <li>• Oligopoly</li> <li>• Monopolistic</li> </ul>
Concept of Agribusiness	<p>May include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Agricultural impute supply</li> <li>• Farmer producer</li> <li>• Process of wholesaler</li> <li>• Distribution and retailer</li> </ul>
Characteristic of Agribusiness	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Existence around production areas</li> <li>• Variety and size of Ag organization</li> <li>• Scale and type of competition</li> <li>• Conservativeness of Ag:</li> <li>• Decision making:</li> <li>• Community oriented business</li> </ul>
Dimension	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Agricultural sector and their interdependence</li> <li>• farm either private or government</li> <li>• Market oriented.</li> <li>• Dynamic sector and continuously meets current demands of consumers</li> <li>• Provides forward and backward linkages</li> </ul>
Structures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Input sector:</li> </ul>

	<ul style="list-style-type: none"> <li>• Farm/production sector:</li> <li>• Product sector:</li> </ul>
Marketing targets	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Demographic</li> <li>• Geographic</li> <li>• Psychographic</li> <li>• Behaviour's pattern</li> </ul>
Marketing conditions	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Government</li> <li>• International transaction</li> <li>• Speculation and expectation</li> <li>• Supply and demand</li> </ul>
Agricultural Market strategies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Analyse agricultural market</li> <li>• Analyse competition</li> <li>• Define market mix</li> <li>• Determine position</li> <li>• Marketing budget</li> <li>• Execution plan understand potential customers</li> </ul>
<i>Approaches</i> for agricultural market	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Functional</li> <li>• <b><i>Institution</i></b></li> <li>• <b><i>Commodity</i></b></li> <li>• <b><i>Behavioural</i></b></li> </ul>
<i>Segment descriptors</i>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Demographic</li> <li>• Behavioural</li> <li>• Geographic</li> <li>• Psychographic</li> </ul>
Marketing plans	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Function of marketing</li> <li>• Market program</li> <li>• Achieve the market objectives</li> </ul>
Action plan	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Resource</li> <li>• Budget</li> </ul>

	<ul style="list-style-type: none"> <li>• Times</li> <li>• Output</li> </ul>
Contract farming	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Agreement between buyer and seller</li> <li>• Farmer and processing making firms for production</li> <li>• Supplies of agricultural product</li> </ul>
Types of contract farming	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Market specifying</li> <li>• Recourse providing</li> <li>• Production management</li> </ul>
Models of Contract	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Full model contract farming</li> <li>• Specific</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>• Traceability</li> <li>• Site history and management</li> <li>• Propagation material</li> <li>• Soil/substrate management</li> <li>• Fertilizer use</li> <li>• Irrigation</li> <li>• Crop protection</li> </ul>

## Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Understand Concept of agribusiness to apply agribusiness marketing</li> <li>• Identify Principles of agribusiness and strategies to implement Agribusiness marketing</li> <li>• Determine Agricultural Marketing targets for provide products and services</li> <li>• Develop Action plan to implement Agricultural marketing strategies.</li> <li>• Prepare Business plans to perform cost and benefit analysis</li> <li>• Apply marketing conditions to conducted Need assessment for products and service</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understand concept of contract farming to enhance market oriented production</li> <li>• Apply appropriate models to established contract farming</li> <li>• Contract farming requirements are identified and applied based on the organizational guide line</li> <li>• Established Contract farming systems based on the organizational standard</li> </ul>
Required Knowledge and Attitude	<p>Demonstrate knowledge of :</p> <ul style="list-style-type: none"> <li>• Principles of agricultural marketing to implement marketing strategy</li> <li>• Concept of agribusiness to apply agribusiness marketing</li> <li>• the roles of agribusiness to perform agricultural marketing.</li> <li>• Principles of agribusiness and strategies to implement Agribusiness marketing</li> <li>• Agricultural Marketing targets that provide products and services</li> <li>• Required resource to implement agricultural marketing</li> <li>• concept of contract farming to enhance market-oriented production</li> <li>• appropriate models to established contract farming</li> <li>• Contract farming systems based on the organizational standard</li> </ul>
Required Skills	<p>Demonstrate Skills to:</p> <ul style="list-style-type: none"> <li>• Determine <i>marketing options</i> to design marketing plan</li> <li>• Implement Agricultural marketing strategies develop action plan</li> <li>• Identified Agricultural Marketing targets for provide products and services</li> <li>• Select <i>Approaches</i> of agricultural market to implement product and service.</li> <li>• <i>Use segment descriptors</i> to display the targets of agricultural market</li> <li>• Develop Action plan to implement Agricultural marketing strategies.</li> <li>• Prepare Business plans to perform cost and benefit analysis</li> <li>• Apply marketing conditions to conducted Need assessment for products and service</li> <li>• Organize customer feedbacks to improve Agricultural marketing services</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply appropriate models to established contract farming</li> <li>• Contract farming requirements to applied based on the organizational guide line</li> <li>• Established Contract farming systems based on the organizational standard</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperatives Business Management I</b>	
<b>Unit Title</b>	<b>Apply Basics of Human Nutrition Practices</b>
<b>Unit Code</b>	<b><u><a href="#">AGR CBM1 09 0122</a></u></b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skill and attitude required to categorize agricultural foods items, recognize malnutrition in the community, identify the role of agriculture in nutrition and contribute to the awareness creation of the community in utilization of agricultural products.

<b>Element</b>	<b>Performance Criteria</b>
1. Identify Categories of agricultural foods items	<p>1.1. Basic <i>terminologies and concepts</i> in nutrition are identified and explained</p> <p>1.2. <i>Food groups, nutrient and their sources</i> of balanced diet are identified and explained</p> <p>1.3. <i>Origin</i> and composition of food stuffs are identified and described</p> <p>1.4. <i>Energy dense</i> and <i>nutrient dense</i> food sources are identified and explained</p>
2. Recognize malnutrition in the community	<p>2.1. Physical signs of malnutrition are identified and explained</p> <p>2.2. Forms, causes and consequences of <i>malnutrition</i> in different groups of community are identified</p> <p>2.3. Measures to overcome malnutrition, importance of maintenance of adequate and balanced diet are promoted</p> <p>2.4. Contribution is made in elders, family heads and women awareness creation programs</p>
3. Identify the role of agriculture in nutrition	<p>3.1. The role of agriculture as source of variety foods is recognized and promoted</p>



	<p>3.2. The contribution of agriculture sector in nutrition sensitive intervention is described</p> <p>3.3. <b>Nutrition sensitive agricultural practices</b> are identified and communicated as per the nutrition program guideline</p>
4. Demonstrate diversified Agricultural food production and consumption techniques	<p>4.1. Importance of diet diversification is identified and discussed with family holds and community according to the program guideline</p> <p>4.2. Techniques of diversified food production are identified and demonstrated to farmers and family members</p> <p>4.3. <b>Techniques of enhancing</b> the nutrient content of family foods are assessed and implemented according to the program guideline and cultural requirements of the rural community</p> <p>4.4. Utensils are identified and cooking techniques demonstrated for specific agricultural products</p> <p>4.5. PPE are selected and used in accordance to OHS requirement and code of ethics</p> <p>4.6. Balanced and nutrient dense diet preparation is demonstrated using food stuff ingredients</p>
5. Perform proper handling and storage of agricultural food products	<p>5.1. Importance of <b>hygiene</b> for nutrition is explained</p> <p>5.2. <b>Storage facilities</b> are identified and family holds supported in construction.</p> <p>5.3. Agricultural products are <b>safely handled and stored</b></p> <p>5.4. Methods and techniques of safely handling and storing agricultural products are demonstrated in accordance products requirement</p>
6. Document and report food	<p>6.1. Diversified food production and consumption activities are</p>

production, consumption and difficulties	documented 6.2. Difficulties happened in the processes are reported to the respective authorities.
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Variable	Range
Terminologies and concepts	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Diet</li> <li>• Nutrient</li> <li>• Balanced Diet</li> <li>• Nutritious food</li> <li>• Hidden hunger</li> <li>• Malnutrition</li> <li>• Stunting</li> <li>• Underweight</li> <li>• Overweight</li> <li>• Nutrition</li> <li>• Diversification</li> <li>• Body growth</li> <li>• Body Development</li> <li>• Food fortification</li> <li>• Bioavailability</li> <li>• Food taboos</li> <li>• Window of opportunity</li> <li>• Fortification</li> <li>• Food security</li> <li>• Nutrition security</li> <li>• Small holder farmer</li> <li>• Cretinism</li> </ul>

Food groups	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Vegetables food group</li> <li>• Fruits food group</li> <li>• Legumes and nuts food group</li> <li>• Animal source food group</li> <li>• Fats oils and sweets food group</li> <li>• Staples food group</li> </ul>
Nutrient and their sources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Carbohydrates</li> <li>• Lipids/Fats</li> <li>• Proteins</li> <li>• Minerals</li> <li>• Vitamins</li> </ul>
Food origin	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Animal</li> <li>• Plant</li> </ul>
Energy dense	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Calories</li> <li>• Nutrient</li> </ul>
Nutrient dense	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Vitamins</li> <li>• Minerals</li> <li>• Fibbers</li> </ul>
Malnutrition	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Under nutrition may be: <ul style="list-style-type: none"> <li>➤ stunting</li> <li>➤ wasting</li> <li>➤ underweight</li> </ul> </li> <li>• Over nutrition may be:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ obesity</li> <li>➤ overweight</li> </ul>
Nutrition sensitive agricultural practices	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Nutrition sensitive agricultural intervention</li> <li>• Diversification in: <ul style="list-style-type: none"> <li>➤ Production of fruits, vegetable, nutritious roots, cereals, pulse, and mushroom</li> <li>➤ Animal source foods (Dairy, poultry, shoat, fish)</li> </ul> </li> </ul>
Techniques of enhancing	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Fortification,</li> <li>• Germination,</li> <li>• Fermentation,</li> <li>• Roasting and Cooking</li> </ul>
Hygiene	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Food hygiene</li> <li>• Personal hygiene</li> <li>• Environmental hygiene</li> </ul>
Storage facilities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Bins</li> <li>• Refrigerator</li> <li>• Shelf</li> <li>• Rack and Barn</li> </ul>
Safely handling and storing	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Sanitation</li> <li>• Ventilation</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• Use utensils and prepare balanced nutrition</li> <li>• Distinguish and demonstrate energy dense and nutrients- dense foods and preparation techniques</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate food storing and preserving techniques</li> <li>• Explain the need for variety and diversification of foods</li> <li>• Explain agricultural food types, and sources</li> <li>• Describe forms, causes and consequences of excess or deficient intake of certain food types</li> <li>• Maintain personal hygiene to minimize risk to food product safety</li> </ul>
Required Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Terminologies and concepts of nutrition</li> <li>• OHS requirements</li> <li>• Food groups and nutrient composition and diet requirement</li> <li>• Adequate and balanced diets</li> <li>• Agricultural food types, and sources</li> <li>• Need for variety and diversification of family diet with a variety of agricultural food products</li> <li>• Basic principles of producing quality/ nutritious agricultural products</li> <li>• Effect of food production and /or preparation on nutrient content of a variety of energy- dense and nutrients- dense foods</li> <li>• Child and maternal nutrition</li> <li>• Forms, causes and consequences of malnutrition</li> <li>• Basic food safety principles and requirements</li> <li>• Hygiene and food safety procedures</li> <li>• food safety recording requirements</li> <li>• Common hazards and sources of contamination in area of work</li> <li>• Legal and regulatory requirements pertaining to food production, storage, handling and packaging relevant to area of work</li> <li>• Personal hygiene practices and clothing requirements relevant to area of work.</li> </ul>

Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Categorize agricultural food items into major food groups based on their nutrient contents</li> </ul>
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	<ul style="list-style-type: none"> <li>• Identify local varieties of animal and plant products,</li> <li>• Demonstrate production and /or preparation of nutrient rich diets</li> <li>• Communicate appropriate information with regard to diversified foods for pregnant women and children</li> <li>• Demonstrate various methods of integrated nutritious agricultural products production</li> <li>• Identify the consequences of excess or deficient intake of certain food types</li> <li>• Demonstrate how to enhance nutrient content using different food groups</li> <li>• Handle food.products to prevent damage, spoilage and waste</li> <li>• Identify hazards, contaminants and risks or control points</li> <li>• Document and report food safety hazards and risks to appropriate personnel</li> <li>• Store food products in appropriate areas at correct temperatures</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Business Management Level II	
Unit Title	Apply 5S Procedures
Unit Code	<a href="#">AGR CAA1 07 0122</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required to apply 5S techniques 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. <i>OHS requirements</i>, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4. <i>Tools and equipment</i> are prepared and used to implement 5S.</p> <p>1.5. <i>Safety equipment and tools</i> are identified and checked for safe and effective operation.</p> <p>1.6. Kaizen Board (Visual Management Board) is prepared and used in harmony with different workplace contexts.</p>
2. Sort items.	<p>2.1. Plan is prepared to implement sorting activities.</p> <p>2.2. Cleaning activities are performed.</p> <p>2.3. All <i>items</i> in the workplace are identified following <i>the appropriate procedures</i>.</p> <p>2.4. Necessary and <i>unnecessary items</i> are listed using</p>

	<p><i>the appropriate format.</i></p> <p>2.5. <b>Red tag</b> strategy is used for unnecessary items.</p> <p>2.6. Unnecessary items are evaluated and placed in an appropriate place other than the workplace.</p> <p>2.7. <b>Necessary items</b> are recorded and quantified using appropriate format.</p> <p>2.8. Performance results are reported using appropriate formats.</p> <p>2.9. Necessary items are regularly checked in the workplace.</p>
<p>3. Set all items in order.</p>	<p>3.1. Plan is prepared to implement set in order activities.</p> <p>3.2. General cleaning activities are performed.</p> <p>3.3. Location/Layout, storage and indication methods for items are decided.</p> <p>3.4. Necessary tools and equipment are prepared and used for setting in order activities.</p> <p>3.5. Items are placed in their assigned locations.</p> <p>3.6. After use, the items are immediately returned to their assigned locations.</p> <p>3.7. Performance results are reported using appropriate formats.</p> <p>3.8. Each item is regularly checked in its assigned location and order.</p>
<p>4. Perform shine activities.</p>	<p>5.1. Plan is prepared to implement shine activities.</p> <p>5.2. Necessary tools and equipment are prepared and used for shinning activities.</p> <p>5.3. <b>Shine activity</b> is implemented using appropriate procedures.</p> <p>5.4. Performance results are reported using appropriate formats.</p>



	5.5. Regular shining activities are conducted.
5. Standardize 5S.	<p>6.1. Plan is prepared and used to standardize 5S activities.</p> <p>6.2. <i>Tools and techniques to standardize 5S</i> are prepared and implemented based on <i>relevant procedures</i>.</p> <p>6.3. Checklists are followed for standardize activities and <i>reported to relevant personnel</i>.</p> <p>6.4. The workplace is kept to the specified standard.</p> <p>6.5. Problems are avoided by standardizing activities.</p>
6. Sustain 5S.	<p>7.1. Plan is prepared and followed to sustain 5S activities.</p> <p>7.2. Tools and techniques to sustain 5S are discussed, prepared and implemented based on relevant procedures.</p> <p>7.3. Workplace is inspected regularly for compliance to specified standard and sustainability of 5S techniques.</p> <p>7.4. Workplace is cleaned up after completion of job and before commencing next job or end of shift.</p> <p>7.5. Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.</p> <p>7.6. Improvements are recommended to lift the level of compliance in the workplace.</p> <p>7.7. Checklists are followed to sustain activities and report to relevant personnel.</p> <p>7.8. Problems are avoided by sustaining activities.</p>

Variable	Range
OHS requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Legislation/Regulations/Codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances.</li> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.</li> </ul>
Tools and equipment	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Paint</li> <li>• Hook</li> <li>• Sticker</li> <li>• Signboard</li> <li>• Nails</li> <li>• Shelves</li> <li>• Chip wood</li> <li>• Sponge</li> <li>• Broom</li> </ul>

	<ul style="list-style-type: none"> <li>• Pencil</li> <li>• Shadow board/Tools board</li> </ul>
Safety equipment and tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Dust masks/goggles</li> <li>• Glove</li> <li>• Working cloth</li> <li>• First aid and safety shoes</li> </ul>
Items	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Tools</li> <li>• Jigs/Fixtures</li> <li>• Materials/components</li> <li>• Machine and equipment</li> <li>• Manuals</li> <li>• Documents</li> <li>• Personal items (e.g. Bags, lunch boxes and posters)</li> <li>• Safety equipment and personal protective equipment</li> <li>• Other items which happen to be in the work area</li> </ul>
The appropriate procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Steps for implementing 5S (sort, set in order and shine) activities.</li> <li>• Written, verbal and computer based or in some other format.</li> </ul>
Unnecessary items	<p>Are not needed for current production or administrative operation and include but not limited to:</p> <ul style="list-style-type: none"> <li>• Defective or excess quantities of small parts and inventory</li> <li>• Outdated or broken jigs and dies</li> <li>• Worn-out bits</li> <li>• Outdated or broken tools and inspection gear</li> <li>• Old rags and other cleaning supplies</li> <li>• Electrical equipment with broken cords</li> </ul>

	<ul style="list-style-type: none"> <li>• Outdated posters, signs, notices and memos</li> <li>• Some locations where unneeded items tend to accumulate</li> <li>• In rooms or areas not designated for any particular purpose</li> <li>• In corners next to entrances or exists</li> <li>• Along interior and exterior walls</li> <li>• Next to partitions and behind pillars</li> <li>• Under the eaves of warehouses</li> <li>• Under desks and shelves and in desk and cabinet drawers</li> <li>• Near the bottom of tall stacks of items</li> <li>• On unused management and production schedule boards</li> <li>• In tools boxes that are not clearly sorted</li> </ul>
Appropriate format	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• All items, necessary and unnecessary items.</li> </ul>
Red tag	<p>A format prepared with a red color paper or card which is filled and attached temporarily on the unnecessary items until decision is made. The red tag catch people’s attention because red is a color that stands out. So, to fill and attach red tag on items, asks the following three questions:</p> <ul style="list-style-type: none"> <li>• Is this item needed?</li> <li>• If it is needed, is it needed in this quantity?</li> <li>• If it is needed, does it need to be located here?</li> </ul>
Necessary items	<p>Are required in the workplace for current production or administrative operation in the amount needed.</p>
Shine activity	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Inspection</li> <li>• Cleaning</li> <li>• Minor maintenance May include, but not limited to: <ul style="list-style-type: none"> <li>➤ Tightening bolts</li> <li>➤ Lubrication and Replacing missing parts</li> </ul> </li> </ul>

Tools and techniques to standardize 5S	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S Job Cycle Charts</li> <li>• Visual 5S</li> <li>• The Five Minute 5S</li> <li>• Standardization level checklist</li> <li>• 5S checklist</li> <li>• The five Whys and one How approach(5W1H)</li> <li>• Suspension</li> <li>• Incorporation and Use Elimination</li> <li>• 5S slogans</li> <li>• 5S posters</li> <li>• 5S photo exhibits and storyboards</li> <li>• 5S newsletter</li> <li>• 5S maps</li> <li>• 5S pocket manuals</li> <li>• 5S department/benchmarking tours</li> <li>• 5S months</li> <li>• 5S audit</li> <li>• Awarding system</li> <li>• Big cleaning day</li> <li>• Patrolling system May include, but not limited to: <ul style="list-style-type: none"> <li>➤ Top management Patrol</li> <li>➤ 5S Committee members and Promotion office Patrol</li> <li>➤ Mutual patrol</li> <li>➤ Self-patrol</li> </ul> </li> <li>• Checklist and Camera patrols</li> </ul>
Relevant procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Assign 5S responsibilities</li> <li>• Integrate 5S duties into regular work duties</li> </ul>

	<ul style="list-style-type: none"> <li>• Check on 5S maintenance level</li> <li>• OHS measures such as signage, symbols / coding and labelling of workplace and equipment</li> <li>• Creating conditions to sustain your plans</li> <li>• Roles in implementation</li> </ul>
<b>Reporting</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal responses</li> <li>• Data entry into enterprise database</li> <li>• Brief written reports using enterprise report formats</li> </ul>
<b>Relevant personnel</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Supervisors, managers and quality managers</li> <li>• Administrative, laboratory and production personnel</li> <li>• Internal/external contractors, customers and suppliers</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Discuss how to organize KPT.</li> <li>• Describe the pillars of 5S.</li> <li>• Discuss the relationship between Kaizen elements.</li> <li>• Implement 5S in own workplace by following appropriate procedures and techniques.</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Kaizen principle, pillars and concept</li> <li>• Key characteristic of Kaizen</li> <li>• Elements of Kaizen</li> <li>• Wastes/MUDA</li> <li>• Basics of KPT</li> <li>• Aims, benefits and principles of KPT</li> <li>• Stages of KPT</li> </ul>

	<ul style="list-style-type: none"> <li>• Structure and role of the components of Junior KPT</li> <li>• Concept and parts of Kaizen board</li> <li>• Concept and benefits of 5S</li> <li>• The pillars of 5S</li> <li>• Three stages of 5S application</li> <li>• Benefits and procedure of sorting activities</li> <li>• The concept and application of Red Tag strategy</li> <li>• Relevant Occupational Health and Safety (OHS) and environment requirements</li> <li>• Benefits and procedure of set in order activities</li> <li>• Set in order methods/techniques</li> <li>• Benefits and procedure of shine activities</li> <li>• Inspection methods</li> <li>• Planning and reporting methods</li> <li>• Method of Communication</li> <li>• Benefits of standardizing and sustaining 5S</li> <li>• Tools and techniques to sustain 5S</li> <li>• Ways to improve Kaizen elements</li> <li>• Benefits of improving kaizen elements</li> <li>• Relationship between Kaizen elements</li> </ul>
Required Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> <li>• Participating actively in KPT</li> <li>• Technical drawing</li> <li>• Communication skills</li> <li>• Planning and reporting own tasks in implementation of 5S</li> <li>• Following procedures to implement 5S in own workplace</li> <li>• Using sorting formats to identify necessary and unnecessary items</li> <li>• Improving workplace layout following work procedures</li> </ul>

	<ul style="list-style-type: none"> <li>• Preparing labels, slogans, etc.</li> <li>• Reading and interpreting documents</li> <li>• Observing situations</li> <li>• Gathering evidence by using different means</li> <li>• Recording activities and results using prescribed formats</li> <li>• Working with others</li> <li>• Solving problems by applying 5S</li> <li>• Preparing and using kaizen board</li> <li>• Preparing and using tools and equipment to implement and sustain 5S</li> <li>• Improving Kaizen elements by applying 5S</li> <li>• Standardizing and sustaining procedures and techniques to avoid problems</li> <li>• Procedures to standardizing 5S activities</li> <li>• Analysing and preparing shop layout of the workplace</li> <li>• Standardizing and sustaining checklists</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



## **LEVEL II**

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<b>Occupational Title: Cooperative Business Management Level II</b>	
<b>Unit of competence Title</b>	<b>Conduct awareness creation about cooperatives</b>
<b>Unit of competence Code</b>	<b>AGR CBM2 020322</b>
Unit Descriptor	This unit deals with the skills, knowledge and attitude required to identify tools for creating awareness, perform awareness creation activities and review awareness creation progress so as to spread the thoughts and practices of Cooperatives to Community.
<b>Element of competence</b>	<b>Performance criteria</b>
Identify Awareness Creation Tools	<p>1.1 <i>Awareness creation methods</i> are identified based on cooperative standards and requirements.</p> <p>1.2 <i>Appropriate media</i> for awareness creation is selected based on <i>environmental condition</i> of the community and budget requirements.</p> <p>1.3 Level of awareness &amp; language of the community is identified</p> <p>1.4 <i>Resources</i> required for awareness creation are allocated.</p>
Perform Awareness Creation activities	<p>2.1 Target <i>audience</i> is identified and selected</p> <p>2.2 <i>Reference groups</i> and <i>Influential individuals</i> are contacted &amp; appointed from community to assist on promotional activities</p> <p>2.3 Basic Philosophy of Cooperative is spread to communities using appropriate language and clear, relevant and proper way of communication</p>
1. Review progress	<p>3.1 Feedback on the awareness creation process is collected from audiences</p> <p>3.2 Cooperative's awareness of community is reviewed</p> <p>3.3 Cooperative's awareness of community complied and reported to responsible body</p> <p>3.4 Adjustments are made based on performance review</p>

<b>Variables</b>	<b>Range</b>
Appropriate methods & media	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>✓ Method <ul style="list-style-type: none"> <li>• Advertising</li> <li>• Workshops</li> <li>• Symposium</li> <li>• Cooperative day</li> <li>• Exhibitions</li> <li>• Experience</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Sharing</li> <li>• Using local social institution</li> <li>✓ Media</li> <li>• Tv</li> <li>• Radio</li> <li>• Social media</li> <li>• Masse media</li> <li>• Website</li> </ul>
Audience	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Surrounding community</li> <li>• Institution</li> <li>• Group of people</li> <li>• Individual</li> <li>• Customer</li> <li>• Family</li> </ul>
Environmental condition	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Climate</li> <li>• Geographic area</li> <li>• Transportation</li> <li>• Proximity</li> <li>• Culture</li> <li>• Political</li> <li>• Security</li> </ul>
Relevant and available	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Model cooperative</li> <li>• Legal documents</li> <li>• Manuals,</li> </ul>
Influential individuals	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Stakeholders</li> <li>• Members</li> <li>• Committee</li> <li>• Leader</li> <li>• Managers</li> <li>• Elders</li> </ul>
Reference groups	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Parents</li> </ul>

	<ul style="list-style-type: none"> <li>• Sibling</li> <li>• Teachers</li> <li>• Peer</li> <li>• Associates</li> <li>• Friends</li> <li>• Model cooperatives</li> <li>• Best experienced /performance</li> </ul>
Resources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Material</li> <li>• Financial</li> <li>• Human resource</li> </ul>

Evidence Guide	Description
Critical aspects of Assessment	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• Identify suitable environment to create awareness</li> <li>• Select appropriate method and media</li> <li>• Demonstrate different communication methods &amp; Medias.</li> <li>• Develop awareness creation about cooperatives</li> <li>• Understand appropriate promotion methods to create awareness about cooperatives</li> <li>• Explain relevant and available practices to present as role model.</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrates knowledge and positive attitudes of:</p> <ul style="list-style-type: none"> <li>• Develop awareness creation about cooperatives</li> <li>• Understand appropriate promotion methods to create awareness about cooperatives</li> <li>• Explain relevant and available practices to present as role model</li> <li>• Measure cooperative understanding of the community</li> </ul>

Required Skills	<p>Skills include the ability to:</p> <ul style="list-style-type: none"> <li>• Identify and use suitable environment to create awareness about cooperation</li> <li>• Select and apply proper method for awareness creation</li> <li>• Use appropriate method and media of promotion</li> <li>• Clear, relevant and proper way communication skill</li> </ul>
Resource Implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>• Workplace or fully equipped assessment or simulated location with necessary tools and equipment as well as consumable materials includes:</li> <li>• Approved assessment tools</li> <li>• Certified assessor /Assessor’s panel</li> </ul>
Methods of assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment</li> <li>• Interview</li> </ul>
Context of assessment	<ul style="list-style-type: none"> <li>• Competence may be assessed in the work place or in a simulated work place setting.</li> </ul>

<b>Unit Title</b>	<b>Assess Suitability for Cooperatives Business Operations</b>
<b>Unit Code</b>	<a href="#"><u>AGR CBM2 02 03 22</u></a>
<b>Unit Descriptor</b>	This unit describes the knowledge, skills and attitude required to undertake cooperatives self-evaluation to determine potential of their business idea, business opportunity and market, whether identified business opportunities are realistic.
<b>Elements</b>	<b>Performance Criteria</b>
1. Explore potential business ideas	<p>1.1. Products and services available from cooperative are identified.</p> <p>1.2. Products and services not available in the existing market are identified.</p> <p>1.3. <i>Opportunities</i> for new cooperative businesses are determined based on gaps in available goods and services.</p> <p>1.4. A range of sources to gather information about cooperative business opportunities identified and utilised.</p> <p>1.5. Outline processes to be undertaken by the cooperative business to provide products or services.</p>
2. Compare personal skills and aspirations with cooperative business opportunities	<p>2.1. Members entering into a cooperatives business in realistic terms of own personal commitments, expectations and capabilities are identified.</p> <p>2.2. <i>Personal capabilities</i> are matched realistically with identified business opportunities.</p> <p>2.3. Personal commitments, expectations and capabilities to realistically identify impact on preferred in cooperatives business opportunity are examined.</p> <p>2.4. Options are examined to address and minimise <i>negative impact</i> and strengthen positive impact of these aspects.</p>

3. Access business opportunities, mentoring and advice for cooperatives	<p>3.1. Gaps in members knowledge and skills needed for the business are identified</p> <p>3.2. Knowledge and skills required to develop and operate are listed to maximise the business opportunity of cooperatives.</p> <p>3.3. Appropriate learning opportunities are identified to rectify gaps in personal knowledge and skills.</p> <p>3.4. Potential mentors, advisors, networks and sources of assistance for the business are identified.</p>
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Variable	Range
Opportunities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Free custom duty</li> <li>• Favorable government regulation</li> <li>• Security</li> <li>• Availability of finance</li> <li>• Stable economy, etc.</li> <li>• Marketing</li> <li>• Cooperative’s policies</li> <li>• Cooperatives law</li> <li>• Regulation</li> <li>• Government direction</li> <li>• Business idea</li> <li>• Environmental suitability</li> </ul>
Negative impact	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Poor managerial skill</li> <li>• Commitment</li> <li>• Poor money management</li> </ul>
Personal capabilities	<p>May include, but not limited to:</p>

	<ul style="list-style-type: none"> <li>• Skill</li> <li>• Knowledge</li> <li>• Attitude</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify appropriate development opportunities to achieve cooperatives goals,</li> <li>• Extract, evaluate and compare numerical information,</li> <li>• Explain cooperatives business of benchmarking,</li> <li>• Explain differences between cooperative business and large corporations,</li> <li>• Identify and determine cooperative business opportunities by locating existing market gaps and based on the needs of members</li> <li>• Demonstrate effective matching of personal attributes with cooperative business opportunities, and identification of personnel and skill development opportunities,</li> <li>• Collaborate with others to identify mentors, advisors and networks to assist cooperative businesses operation.</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• The business fundamentals that make an idea a viable business proposition,</li> <li>• Members attributes needed to run a successful cooperative business operation</li> <li>• Differences between cooperative business and large corporations,</li> <li>• Three training courses or support services available to cooperative business operators.</li> </ul>
Required Skills	<p>Demonstrate skills to:</p>



	<ul style="list-style-type: none"> <li>• Examine skills gaps and development needs to identify professional learning needs,</li> <li>• Identify appropriate development opportunities to achieve cooperatives goals,</li> <li>• Interpret textual and numerical information to determine business requirements,</li> <li>• Use clear and relevant language to convey personal information, requirements and recommendations,</li> <li>• Extract, evaluate and compare numerical information,</li> <li>• Explain cooperatives business of benchmarking,</li> <li>• Explain differences between cooperative business and large corporations,</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Business Management Level II	
Unit Title	Conduct need assessment to establish new cooperative
Unit Code	AGR CBM2030322
Unit Descriptor	This unit applies to covers application of knowledge, skill and attitude to conduct need assessment by collecting, analyzing, interpreting data for prioritizing needs of the community.

Element	Performance Criteria
1. Perform data Collection.	<p>1.1 <i>Sampling techniques</i> are selected according to context of population</p> <p>1.2 Appropriate method is used to collect data</p> <p>1.3 <i>Sample size</i> is determined based on nature of population</p> <p>1.4 <i>Data collection tools</i> are determined based on status of sample.</p> <p>1.5 Data are collected from preset sample size with selected tool.</p> <p>1.6 Clear, relevant and proper way communication are used</p>
2. Organize and analyze data	<p>2.1 Collected data is classified &amp; organized based on type of data obtained and work requirements.</p> <p>2.2 Data are analyzed</p> <p>2.3 Data are Interpreted based on analyses.</p>
3. Identify and prioritize need	<p>3.1 Needs are listed out based on analyzed data.</p> <p>3.2 Needs are prioritized on the basis of community demand &amp; guidelines.</p> <p>3.3 The conducted need assessment is finalized and reported to the <i>responsible body</i> for the establishment new cooperative</p> <p>3.4 Clear, relevant and proper way communication are used</p>

Variable	Range statement
Sampling techniques	May include, but not limited to: <ul style="list-style-type: none"> <li>• Simple Random</li> <li>• Stratified</li> <li>• Cluster</li> <li>• Quota</li> <li>• Convenience</li> </ul>
Sample size	May include, but not limited to: <ul style="list-style-type: none"> <li>• Population size</li> <li>• Confidence level</li> <li>• Standard deviation</li> </ul>
Data collection tools	May include, but not limited to: <ul style="list-style-type: none"> <li>• Interviews.</li> <li>• Questionnaires.</li> <li>• Case Studies.</li> <li>• Usage Data.</li> <li>• Checklists.</li> <li>• Surveys.</li> <li>• Observations.</li> <li>• Documents and records</li> <li>• Group discussion</li> </ul>
Responsible body	May include, but not limited to: <ul style="list-style-type: none"> <li>• Supervisee</li> <li>• Managers</li> <li>• Board of director</li> <li>• Colleagues</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify appropriate method of data collection and tool to achieve community need</li> <li>• Organize and analyzed collected data,</li> <li>• Prioritize need of community for cooperatives based on gathered information</li> <li>• Conducted need assessment and reported to the responsible body for the establishment new cooperative</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Basic information about need assessment of cooperatives</li> <li>• Understand about data collection methods and tool</li> <li>• Recognize Participatory approach</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Examine skills gaps and development needs to identify professional learning needs,</li> <li>• Identify appropriate method of data collection and tool to achieve community need of cooperatives</li> <li>• Use clear and relevant language to convey community need information, requirements and recommendations,</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> </ul> <p>Observation/Demonstration with Oral Questioning</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

<b>Occupational Standard: Cooperative Business Management Level II</b>	
<b>Unit Title</b>	<b>Create Linkage with Cooperatives' Stakeholders</b>
<b>Unit Code</b>	<b><u>AGR CBM2 04 0322</u></b>
<b>Unit Descriptor</b>	This unit describes knowledge, skills and attitude required for participation of stakeholder, communicate and create unified work relationship with stakeholders.
<b>Element</b>	Performance Criteria
1. Design stakeholders' participation strategy	1.1. <i>Stakeholders</i> in every sector are identified according to the objective and interest of cooperative organization. 1.2. <i>Stakeholders' profile</i> is identified and maintained. 1.3. Stakeholder's analysis is carried out. 1.4. Stakeholder's participation strategy is determined based on <i>stakeholder analysis</i> .
2. Communicate with stakeholders	2.1 Stakeholders are communicated to establish favorable work relationship in line with their common interests. 2.2 <i>Cooperation among cooperatives</i> is identified and communicated with appropriate means for integration based on its significance. 2.3 Appropriate <i>linkage methodologies</i> are identified and implemented based on common interest.
3. Establish unified work relationship	3.1. Business agreements between stockholders and cooperatives are facilitated according to defined rules and regulations. 3.2. Work experience sharing is facilitated and arranged between cooperatives and their stakeholders based on their work similarity and relationship.
4. Undertake market linkages	4.1. <i>Customer profiles</i> are updated based on needs and production capacity. 4.2. <i>Appropriate legal documents</i> are prepared based on customers' preference. 4.3. Negotiation is conducted with customers on controversial issues based on content of legal document. 4.4. Agreement is signed between the parties based on negotiation.

Variable	Range
Stakeholders	May include, but not limited to: <ul style="list-style-type: none"> <li>• Individuals</li> <li>• Group</li> <li>• Cooperatives</li> <li>• NGOs,</li> <li>• government agents,</li> <li>• financial institutions,</li> <li>• Customers.</li> </ul>
Stakeholders' profile	May include, but not limited to: <ul style="list-style-type: none"> <li>• stakeholder group</li> <li>• Organization.</li> <li>• Demographics</li> <li>• Attitude</li> <li>• Behaviors</li> <li>• Location</li> <li>• Geographic area</li> </ul>
Stakeholders' analysis	May include, but not limited to: <ul style="list-style-type: none"> <li>• Analysis matrices</li> <li>• Display each person</li> <li>• Group's interest</li> <li>• Technical</li> <li>• Approaches</li> <li>• Tool</li> </ul>
Appropriate legal documents	May include, but not limited to: <ul style="list-style-type: none"> <li>• Cooperative's proclamation</li> <li>• By-law</li> <li>• Regulation</li> <li>• Business document</li> </ul>

Cooperation among cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Amalgamation</li> <li>• Diversification</li> <li>• Link-up System</li> <li>• primary with union</li> <li>• Union with federation</li> <li>• Federation with Confederation/league</li> <li>• Local</li> <li>• National</li> <li>• International</li> </ul>
Linkage methodologies	<p>May be include the following steps:</p> <ul style="list-style-type: none"> <li>• Map the Network</li> <li>• Build Relationships</li> <li>• Establish Goals and Ground Rules</li> <li>• Vertical Backward Linkages</li> <li>• Vertical Forward Linkages</li> <li>• Horizontal Linkages:</li> <li>• Means of Business Linkages</li> </ul>
Customer profiles	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Buying behaviors’</li> <li>• Location</li> <li>• Buy product</li> <li>• Demographic</li> <li>• Geographic</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify and implement appropriate linkage methodologies,</li> <li>• Establish relationship with relevant stakeholders,</li> <li>• Identify integrations between cooperatives,</li> <li>• Identify stakeholders and understand their needs,</li> <li>• Prioritize the stakeholders based on their power, proximity and ‘urgency’,</li> </ul>

	<ul style="list-style-type: none"> <li>• Visualize the key stakeholders using the Stakeholder needs,</li> <li>• Engage with the stakeholders, by building and implementing an effective communication plan based on the stakeholder’s supportiveness and receptiveness,</li> <li>• Monitor changes over time using the Stakeholder Engagement Profile to analyze the effectiveness communication update and review your stakeholder community at key points in the project.</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Describe business linkage of cooperatives stakeholder</li> <li>• Understand how create linkage among stake holder</li> <li>• Update Customer profiles are based on needs and production capacity.</li> <li>• Explain types and method of cooperatives linkage with stakeholders</li> <li>• List and discusses stake holder profile</li> </ul>
Required Skills	<p>Demonstrate skill in:</p> <ul style="list-style-type: none"> <li>• Engage with the stakeholders, by building and implementing an effective communication plan based on the stakeholder’s supportiveness and receptiveness,</li> <li>• Establish relationship with relevant stakeholders,</li> <li>• Negotiation skills</li> <li>• facilitated and arranged between cooperatives and their stakeholders</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>



<b>Occupational Standard: Cooperative Business Management Level II</b>	
<b>Unit Title</b>	<b>Assist cooperatives in community development activity</b>
<b>Unit Code</b>	<b>AGR CBM2 05 0322</b>
<b>Unit Descriptor</b>	This unit perform to cover the knowledge, skill and attitude, Identify and engage in social networks within the broad community, identify community development activity/need and involving Cooperative based on their Potential in community development activity to ensure maximum participation
<b>Element</b>	<b>Performance Criteria</b>
1. Identify Community needs	<p>1.1 <i>Community development responsibilities</i> of cooperatives are identified and understood based on Cooperative values and principles</p> <p>1.2 Community need assessment requirements and <i>methods</i> are identified and selected</p> <p>1.3 Community needs are assessed and identified based on assessment requirements</p>
2. Identify cooperative capacity	<p>2.1 Resource potential and role of the cooperatives are recognized in the community development</p> <p>2.2 <i>Potential of cooperative</i> is identified from <i>appropriate body and required documents</i></p> <p>2.3 <i>Community needs</i> are prioritized based on community requirements and potential of the Cooperative</p> <p>2.4 Prioritized community needs are proposed to the general assembly and decision is made based on internal by-law and rules and regulations of Cooperatives</p>
3. Plan and Implement	<p>3.1 <i>Community development plan</i> is prepared and presented to Cooperative based on cooperative potential and selected area of development</p> <p>3.2 Cooperatives are encouraged to allocate budget for</p>

	<p>community development activity and facilitate its utilization.</p> <p>3.3 Cooperatives' participation in community development activities are followed up and facilitated according to the plan.</p> <p>3.4 The implementation of the community's concern is checked as to the cooperatives member's plan.</p>
<b>Variable</b>	<b>Range</b>
Communityneeds	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Other agencies providing services to the designated</li> <li>• individuals and groups service /product</li> <li>• People with specified needs and interests</li> <li>• People using the organization's services/programs</li> <li>• Different service</li> <li>• Different product</li> <li>• Education and information projects,</li> <li>• Capacity building,</li> <li>• Construction by cooperatives</li> </ul>
Methods	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Check list</li> <li>• Questioner</li> <li>• Group discussion</li> <li>• Observation</li> <li>• Case study</li> </ul>
Appropriate body	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Managers</li> <li>• Board of directors</li> <li>• General assembly</li> </ul>

	<ul style="list-style-type: none"> <li>• Supervise</li> <li>• Cooperatives committee</li> </ul>
Community development responsibilities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Economic</li> <li>• Social</li> <li>• Cultural</li> </ul>
Potential of cooperative	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Financial</li> <li>• Human</li> <li>• Material</li> </ul>
Community development	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Community development activities and strategies,</li> <li>• Education and information projects,</li> <li>• Capacity building,</li> <li>• Construction by cooperatives,</li> <li>• Support by cooperatives in the community,</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Collect, Identify and classify data about community development activity</li> <li>• Identify community development needs</li> <li>• Prioritize community development need</li> <li>• Prepare plan and implement community development activity</li> <li>• Identify cost components of appropriate services, technologies and equipment</li> <li>• Identify community need assessment based on criteria requirement and using different methods</li> <li>• Apply concern for community</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify potential of cooperatives for selected area of community development activity</li> <li>• Understand Cooperative concern for Community development based on Cooperative values and principles</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate the knowledge of:</p> <ul style="list-style-type: none"> <li>• Cooperative business undertaking</li> <li>• Participatory approach</li> <li>• Extension services</li> <li>• Commitment raises</li> <li>• Understand Cooperative concern for Community development based on Cooperative values and principles</li> <li>• Documentation of indigenous/local practices</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Demonstrate extension communication skills</li> <li>• Conduct need assessment</li> <li>• Collect, Identify and classify data about community development activity</li> <li>• work plan Schedule for community development activity</li> <li>• Identify cost components of appropriate services, technologies and equipment,</li> <li>• Apply indigenous/local practices</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Business Management Level II</b>	
<b>Unit Title</b>	<b>Perform Basic Accounting Records</b>
<b>Unit Code</b>	<a href="#"><u>AGR CBM2 060322</u></a>
<b>Unit Descriptor</b>	This unit of competence covers the knowledge, skills, and attitudes required to Identify and produce source documents, record business transaction on journal, and post to the ledger, prepare unadjusted trial balance and file the document.
<b>Element</b>	<b>Performance Criteria</b>
1. Identify source documents and Record business transaction on journal	<p>1.1. <i>Source document</i> are obtained and <i>verified</i></p> <p>1.2. Appropriate accounting bases are selected</p> <p>1.3. The effect of transaction by using <i>appropriatetechniques</i> areDetermined.</p> <p>1.4. Business transactions are approved and identified.</p> <p>1.5. Based on the source documents <i>Types of account</i> are determined.</p> <p>1.6. Business transactions are recorded on <i>journal</i> based on rules, regulations, accounting standard and legislative body</p>
2. Post to the ledger and prepare unadjusted trial balance	<p>2.1. the beginning or opening balance of each account from journal Entered into ledger</p> <p>2.2. Posting periodically in appropriate <i>ledger</i> is performed.</p> <p>2.3. Extract balance of each account after all information are posted</p> <p>2.4. Prepare unadjusted trial balance and determine the equality of debit and credit for a specific period</p> <p>2.5. Error in preparing trial balance is Identified and corrected</p>
3. Prepare adjusted trial balance and financial statement	<p>3.1. Adjustment and reverse entries are analysed and discussed after preparing the unadjusted trial balance</p> <p>3.2. Adjusted journal entries are conducted on journal voucher according to bases of accounting</p> <p>3.3. Adjusted journal entries are transferred or post from journal</p>

	<p>voucher to ledger</p> <p>3.4. Adjusted trial balance prepared and determined the equality of Debit and credit</p> <p>3.5. Prepare <i>financial statement</i> according financial reporting standard based on the <i>nature of the organization</i></p>
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Variable	Range
Source documents	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Original records containing the details to substantiate a transaction entered in an accounting system: <ul style="list-style-type: none"> <li>➤ Receipts</li> <li>➤ Voucher</li> <li>➤ Purchase orders,</li> <li>➤ Bank statements</li> <li>➤ Notes</li> </ul> </li> </ul>
Verification	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• proper authorization,</li> <li>• accuracy</li> <li>• Ownership</li> <li>• completeness</li> </ul>
Accounting base	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Accrual bases of accounting</li> <li>• Cash base of accounting</li> </ul>
Journal	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• General journal</li> <li>• Special journal <ul style="list-style-type: none"> <li>➤ Sales journal</li> <li>➤ Purchase journal</li> <li>➤ Cash receipt journal</li> </ul> </li> </ul>

	➤ Cash payment journal
<i>Types of account</i>	May include, but not limited to: <ul style="list-style-type: none"> <li>• Asset account</li> <li>• liability Account</li> <li>• Capital Account</li> <li>• Temporary Capital Account</li> </ul>
<i>financial statement</i>	May include, but not limited to: <ul style="list-style-type: none"> <li>• Balance sheet</li> <li>• Income statement</li> <li>• Capital statement</li> <li>• Cash-flow statement</li> </ul>
Ledger	May include, but not limited to: <ul style="list-style-type: none"> <li>• General ledger</li> <li>• Subsidiary ledger</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	A candidate must be able to: <ul style="list-style-type: none"> <li>• Obtain source documents and verifications</li> <li>• Record business transaction on journal</li> <li>• Perform Posting</li> <li>• Prepare unadjusted trial balance</li> <li>• File the document and financial record</li> </ul>
Required Knowledge and Attitude	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Source documents identification and verification</li> <li>• Basic accounting concepts,</li> <li>• Accounting principles,</li> <li>• Journalizing and posting</li> </ul>
Required Skills	Demonstrate skills to:

	<ul style="list-style-type: none"> <li>• Identify types of source documents,</li> <li>• Record Business transactions on journal and post to ledger</li> <li>• Preparing unadjusted trial balance</li> <li>• Classify and sort financial documents.</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



<b>Occupational Standard: Cooperative Business Management Level II</b>	
<b>Unit Title</b>	<b>Preform Savings and Credit Plan for cooperatives</b>
<b>Unit Code</b>	
<b>Unit Descriptor</b>	This unit describes the performance the knowledge, skills and attitude required to utilize a savings plan to achieve identified goals and includes understanding the role of the savings plan, the risk/return relationship and how to determine appropriate savings vehicles to maximise savings.
<b>Element</b>	<b>Performance Criteria</b>
1. Identify place of saving, credit and investing today	<p>1.1. The concept, meaning and role of saving and credit plan are identified and explained according to cooperatives rules and regulation.</p> <p>1.2. Increasing levels of cooperative in debt in Ethiopia are discussed with reference to relevant current issues.</p> <p>1.3. The importance of setting <i>financial goals</i> and developing a saving, credit and investment plan at different stages of an individual member's life is analysed and discussed.</p> <p>1.4. Different <i>attitudes to savings, credit and investment</i> are analysed and discussed and the individual member's spending habits are explored.</p> <p>1.5. Different saving and credit practices of Ethiopia as well as cooperatives as strategic view point are discussed and analysed.</p>
2. Determine risk as it relates to saving, credit and investing	<p>2.1. The concept of <i>risk</i> and <i>risk versus return</i> is described and demonstrated.</p> <p>2.2. An individual's <i>risk profile</i> is determined based on current and future requirements and the individual's level of risk aversion.</p> <p>2.3. The impact of <i>inflation</i> on the earnings power of money is identified, assessed and discussed.</p> <p>2.4. Risks of credit and other risks in the cooperatives are assessed.</p>
3. Develop cooperatives savings and credit plan	<p>3.1. The cooperative/member savings <i>goals</i> are identified and quantified into money amounts and arranged in order of priority.</p> <p>3.2. Cooperatives/Member budget is developed to reveal funds available to contribute towards savings goals.</p> <p>3.3. The range of financial <i>product options</i> available to maximize earnings on savings are investigated and the most appropriate is</p>

	<p>selected according to own <i>requirements</i>.</p> <p>3.4. Ways of cooperatives and cooperative members saving and credit requirements and administration are identified.</p>
<b>4. Implement cooperative savings and credit plan</b>	<p>4.1. Therequirements to open an account and provide evidence of personal identity are researched and steps taken to gather the necessary documentation.</p> <p>4.2. Relevant savings accounts or other investigated financial products are opened and the savings plan implemented and monitored for a short period of time.</p> <p>4.3. Adjustments to the savings goal are made where it is realized that the goal is unattainable.</p> <p>4.4. The cooperative ways of plan for controlling and evaluation of members and cooperatives saving and credit are used.</p>
<b>Variable</b>	<b>Range</b>
<b>Financial goals</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Accumulating a set amount of money by a specified date in the future for the purposes of: <ul style="list-style-type: none"> <li>➤ Purchasing assets</li> <li>➤ Financing holidays, educational expenses, home renovations and other known future expenses</li> <li>➤ Establishing a deposit for an investment such as a home or investment property</li> </ul> </li> <li>• Aiming to repay existing debts and be debt free,</li> <li>• Establishing a regular savings plan,</li> <li>• Handling income and expenditure responsibly and avoiding financial difficulties,</li> </ul>
<b>Attitudes to savings, credit and investment</b>	<p>Differ and may encompass those who:</p> <ul style="list-style-type: none"> <li>• Believe it is essential in order to manage their money and achieve future financial goals,</li> <li>• Lack interest in or the discipline to save and therefore live from one pay packet to the next,</li> <li>• Occasionally think about saving but who do not take active steps to save,</li> </ul>
<b>Risk</b>	<p>May refers but not limited to:</p> <ul style="list-style-type: none"> <li>• The level of uncertainty associated with a particular savings or investment product,</li> </ul>
<b>Risk versus return</b>	<p>May refers to the general truth that:</p> <ul style="list-style-type: none"> <li>• The higher the risk of the investment, the higher the expected return,</li> </ul>

	<ul style="list-style-type: none"> <li>• The lower the risk of the investment, the lower the expected return,</li> </ul>
<b>Risk profile</b>	<p>May refers but not limited to:</p> <ul style="list-style-type: none"> <li>• The level of risk an individual is comfortable with when investing the money.</li> </ul>
<b>Inflation</b>	<p>May refers to:</p> <ul style="list-style-type: none"> <li>• The cost of living, indicated by the inflation rate,</li> <li>• The percentage change in the consumer price index which is a quarterly survey of the retail price of a basket of goods and services consumed by the general population.</li> </ul>
<b>Goals</b>	<p>Need to be:</p> <ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> <li>• Achievable</li> <li>• Realistic</li> <li>• Timely</li> </ul>
<b>Product options</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Basic savings account</li> <li>• Cash management trusts</li> <li>• Fixed term deposits</li> <li>• Investments in debentures and secured and unsecured stock</li> <li>• Online bank accounts offering higher rates of return</li> </ul>
<b>Requirements</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Account keeping fees, on-going fees and charges and other non-government fees and charges</li> <li>• Additional services offered</li> <li>• Ease of access to funds</li> <li>• Level of risk involved</li> <li>• Locality of the institution</li> <li>• Minimum opening balance required</li> <li>• Potential tax implications</li> <li>• Rate of interest earned</li> <li>• Reputation of the financial institution</li> <li>• Term to maturity</li> </ul>
<b>The requirements to open an account</b>	<p>May comprise but not limited to:</p> <ul style="list-style-type: none"> <li>• Kebele/Woreda ID cards;</li> <li>• Farmers associations' ID cards;</li> <li>• Employment and pension ID cards;</li> <li>• School, college and university ID cards;</li> <li>• Driver's/operator's licenses;</li> </ul>

	<ul style="list-style-type: none"> <li>• Tax identification ID card;</li> <li>• Passports;</li> <li>• Work or residence permits; and</li> <li>• Foreign-nationals-of-Ethiopian-origin ID card, together with a valid passport.</li> <li>• Ethiopian Community ID.</li> </ul>
<b>Member/Consumer debt</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Mobile telephone debt</li> <li>• Mortgages on residential and investment properties</li> <li>• Loans to purchase: Houses, motor vehicles, travel and domestic white goods</li> <li>• Store credit</li> <li>• Student loans including the higher education contribution scheme</li> </ul>
<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must demonstrate the able to:</p> <ul style="list-style-type: none"> <li>• Prepare cooperatives saving and credit plan</li> <li>• Use the cooperatives saving</li> <li>• identify risk and return in relation to savings and investment</li> <li>• Set specific, measurable, realistic, and timely financial goals</li> <li>• Calculate amount needed to achieve identified financial goals</li> <li>• Develop a basic savings plan based on surplus income</li> <li>• Explain the differences between basic financial products used to maximise savings</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Principles of budgeting</li> <li>• Role of budgeting and savings in establishing personal wealth</li> <li>• Understanding of the financial institutions and their savings products</li> <li>• Accounting for On-going Savings With Deposits</li> <li>• Define and concept of saving plan</li> <li>• Having positive outlook of saving plan</li> <li>• Enhance personal and group saving</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Communication skills to: <ul style="list-style-type: none"> <li>➢ Clearly explain personal budgeting and savings plans</li> <li>➢ Use questioning to develop clear understanding</li> <li>➢ Liaise with others, share information, listen and understand</li> <li>➢ Use language and concepts appropriate to cultural differences</li> </ul> </li> <li>• Numeracy and IT skills to: <ul style="list-style-type: none"> <li>➢ Calculate interest and surplus or deficit funds</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Calculate simple and Compound Interests</li> <li>➤ Calculate Future Values (FV) and Annual Percentage Yield (APY)</li> <li>➤ Use a calculator</li> <li>➤ Use internet information</li> <li>➤ Use spread sheet</li> <li>• Literacy skills for interpreting relevant information</li> <li>• Learning skills to maintain knowledge of budgeting and saving techniques</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Business Management Level II</b>	
<b>Unit Title</b>	<b>Prepare WorkPlan for Cooperative</b>
<b>Unit Code</b>	<a href="#"><u>AGR CBM2 08 0322</u></a>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required in planning and organizing work activities of Cooperatives. It applied to Set objectives, schedule work activities, implement work plans, and monitor and evaluate work activities.
<b>Element</b>	Performance Criteria
<b>1. Set objectives</b>	<p>1.1 Objectives are planned consistent with and linked to work activities in accordance with cooperatives aims.</p> <p>1.2 Objectives are stated as measurable targets with clear time frames.</p> <p>1.3 Support and commitment of team members are reflected in the objectives.</p> <p>1.4 Realistic and attainable objectives are identified.</p>
<b>2. Plan and schedule work activities</b>	<p>2.1 Work plan activities to be completed are explained and identified.</p> <p>2.2 Work activities are broken down into steps in accordance with types of planning.</p> <p>2.3 Elements/Contents of work plan are explained and identified.</p> <p>2.4 The Overall Flow of the Work Plan are described and discussed.</p>
<b>3. Implement work plans</b>	<p>3.1 Work methods and practices are identified in consultation with personnel concerned.</p> <p>3.2 Work plans are implemented in accordance with set time frames, resources and standards.</p>
<b>4. Monitor work activities</b>	<p>4.1 Work activities are monitored and compared with set objectives.</p> <p>4.2 Observation from work activities is reported and recommendations are coordinated with appropriate personnel and in accordance with set standards.</p>

	<p>4.3 Reporting requirements are complied with in accordance with recommended format.</p> <p>4.4 Files are established and maintained in accordance with standard operating procedures.</p>
<b>5. Review and evaluate work plans</b>	<p>5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information.</p> <p>5.1 Review is done based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback.</p> <p>5.2 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities.</p> <p>5.3 Performance appraisal is conducted in accordance with organization rules and regulations.</p> <p>5.4 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.5 Recommendations are prepared and presented to appropriate personnel/authorities.</p> <p>5.6 Feedback mechanisms are implemented in line with organization policies.</p>

<b>Variable</b>	<b>Range</b>
Objectives	May include, but not limited to:

	<ul style="list-style-type: none"> <li>• Specific</li> <li>• General</li> </ul>
appropriate committee	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Management committee</li> <li>• Control committee</li> <li>• Saving and credit committee</li> <li>• Sub-committee</li> </ul>
cooperatives aim.	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Provides</li> <li>• Services rendering</li> <li>• Poverty alleviation</li> <li>• Social welfare</li> <li>• Creating unit</li> <li>• Developing efficiency</li> <li>• Supply of good at fair price</li> <li>• Creating self dependency</li> <li>• Solution of capita problem</li> </ul>
Resources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Equipment and technology</li> <li>• Services</li> <li>• Supplies and materials</li> <li>• Sources for accessing specialist advice</li> <li>• Budget</li> </ul>
Schedule of work activities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Daily</li> <li>• Work-based</li> </ul>



	<ul style="list-style-type: none"> <li>• Contractual and Regular</li> </ul>
Work plans	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Daily work plans</li> <li>• Project plans</li> <li>• Program plans</li> <li>• Resource plans</li> <li>• Skills development plans</li> <li>• Management strategies and objectives</li> </ul>
Appropriate personnel	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Management</li> <li>• Line Staff</li> <li>• Manager</li> </ul>
Feedback mechanisms	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Informal feedback</li> <li>• Formal feedback</li> <li>• Questionnaire</li> <li>• Survey and Group discussion</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Set objectives for work plan activities</li> <li>• Plan and schedule work activities for cooperative society</li> <li>• Implement work plan activities for cooperatives society</li> <li>• Monitor work plan activities</li> <li>• Review work plan activity of cooperatives</li> </ul>

	<ul style="list-style-type: none"> <li>• Review and evaluate work plans and activities</li> <li>• Prepare work plan actives in accordance with cooperatives aims</li> <li>• Identified realistic and attainable objectives</li> <li>• Compile and reporting work plan activities with in accordance and recommended format</li> <li>• AllocatedResourcesfor preparing work plan are as per requirements of the activity</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Organization’s policies, strategic plans, guidelines related to the role of the objectives for work unit activities and priorities</li> <li>• Team work and consultation strategies</li> <li>• Files are established and maintained in accordance with standard operating procedures.</li> <li>• Understand objectives of cooperatives work plan</li> <li>• Review work plan activity of cooperatives</li> <li>• Monitor and evaluation work plan activity</li> </ul>
Required Skills	<p>Demonstrates skill to:</p> <ul style="list-style-type: none"> <li>• Compile and reporting work plan activities with in accordance and recommended format</li> <li>• AllocatedResources for preparing work plan are as per requirements of the activity</li> <li>• Plan and implement workactivity of cooperatives</li> <li>• Monitor and compare Work activities with set objectives</li> <li>• Lead cooperatives and members of a cooperative</li> <li>• Inter-and intra-person/motivation skills</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through:

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

Occupational Standard: Cooperatives Business Management Level II	
Unit Title	Apply Agricultural Extension service for Rural development
Unit Code	<a href="#">AGR CBM2 09 0122</a>
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to promote the use of digital technology agricultural extension, understand adult learning, Integrated gender agricultural extension and Recognize Indigenous Knowledge

Element	Performance Criteria
1. Promote the use of digital technology in Agricultural Extension	<p>1.1 The <i>use of Digital technology in Agricultural extension</i> is introduced to familiarize its importance</p> <p>1.2 <i>Skills in using digital technology</i> is built to strengthen agricultural extension services</p> <p>1.3 The <i>role of digital technologies in agricultural extension</i> services is understood to enhance agricultural development.</p>
2. Understand Adult Learning	<p>2.1 The <i>concept of adult learning</i> is understood to bring behavioral changes</p> <p>2.2 <i>Principles of Adult learning</i> is determined for the implementation of extension services</p> <p>2.3 The <i>importance of Adult learning</i> in Agricultural Extension is understood to enhance agricultural extension services</p> <p>2.4 <i>Adult learning methods</i> are understood to enhance the knowledge and skills of extension beneficiaries</p> <p>2.5 <i>The role of adult learning</i> is understood to allow farmers develop</p>

	knowledge and skills
3. Integrate Gender in Agricultural Extension	<p>3.1 The <b><i>concept of gender</i></b> is understood to provide inclusive agricultural extension services</p> <p>3.2 Gender awareness and sensitization is created to increase the contribution of gender in agricultural development</p> <p>3.3 The <b><i>role of gender in agriculture</i></b> is determined to enhance agricultural development.</p> <p><b>3.4 Gender mainstreaming</b> is implemented for effective outcome of extension services</p>
4. Recognize Indigenous Knowledge	<p>4.1. The <b><i>concept of indigenous knowledge</i></b> is understood to strengthen the service of agricultural extension</p> <p>4.2. <b><i>Characters of indigenous knowledge</i></b> are understood to promote local experience</p> <p>4.3. <b><i>Exchange of indigenous knowledge</i></b> is promoted to enhance community development</p> <p>4.4. The <b><i>importance of indigenous knowledge</i></b> is understood to facilitate its contribution to the development processes.</p> <p>4.5. The <b><i>controversial issues of the debate on indigenous knowledge</i></b> are further studied to propose the urgent need, to document, learn, preserve, and exchange indigenous knowledge</p>

Variable	Range
Use of Digital technology in Agricultural extension	May include but not limited to: <ul style="list-style-type: none"> <li>• Define Digital Technology</li> <li>• Evolution and progress of digital technologies</li> <li>• Digital technology for Agricultural Extension</li> <li>• Tools for digital technology</li> <li>• Utilization of digital technologies</li> </ul>
Skills in using digital technology	May include but not limited to: <ul style="list-style-type: none"> <li>• Demonstrate digital technologies</li> <li>• Practice digital technologies</li> <li>• Apply digital technologies</li> <li>• Maintain and manage digital technologies</li> </ul>
Role of digital technologies in agricultural extension	May include but not limited to: <ul style="list-style-type: none"> <li>• Provide diverse knowledge to beneficiaries</li> <li>• Supply Efficient information products</li> <li>• Provide technology-related advice</li> <li>• provide location-specific market information</li> </ul>
Concept of adult learning	May include but not limited to: <ul style="list-style-type: none"> <li>• Adult learning theories</li> <li>• Characteristics</li> <li>• Adult learning approaches</li> <li>• Purpose of Adult learn</li> <li>• Adult learning practices</li> </ul>
Principles of Adult learning	May include but not limited to: <ul style="list-style-type: none"> <li>• Self-directed</li> <li>• Experiential</li> </ul>

	<ul style="list-style-type: none"> <li>• Problem-centered</li> <li>• Motivated to learn</li> <li>• Learner oriented</li> <li>• Practice Oriented</li> <li>• looks for help and mentorship</li> <li>• Open for modern ways of learning</li> <li>• Choose how to learn</li> </ul>
Importance of Adult learning	<p>May include but not limited to;</p> <ul style="list-style-type: none"> <li>• Increase effective participation in decision making</li> <li>• Improves individuals' technology utilization</li> <li>• Enhances working efficiency,</li> <li>• Keep up with the growing economic competition</li> <li>• Self-improvement</li> <li>• Financial growth and benefit</li> </ul>
Adult learning methods	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Visual Aids</li> <li>• Audio</li> <li>• Print Media</li> <li>• Tactile</li> </ul>
The role of adult learning	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Behavioral change</li> <li>• Enhance to acquire new skills and knowledge</li> <li>• Access disadvantaged groups</li> </ul>
Concept of gender	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Definition of Gender</li> <li>• Historical development of Gender</li> <li>• Importance of Gender</li> </ul>

Role of gender in agriculture	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Women’s contribution in Agricultural Production</li> <li>• Women’s participations in rural labor market</li> <li>• Women’s participation in Agricultural Extension</li> <li>• Gender difference in rural labor markets</li> </ul>
Gender mainstreaming	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Understanding of gender equality</li> <li>• Mainstreaming strategy</li> </ul>
Concept of indigenous knowledge	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Definition of Indigenous knowledge</li> <li>• Historical development of indigenous knowledge</li> </ul>
Characters of indigenous knowledge	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Experiences</li> <li>• its compatibility with indigenous environment and culture</li> <li>• insufficient knowledge of rural people</li> </ul>
Exchange of indigenous knowledge	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Recognition and identification</li> <li>• Validation of indigenous knowledge</li> <li>• Recording and document indigenous knowledge</li> <li>• Storage in retrievable repositories</li> </ul>
Importance of indigenous knowledge	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Problem solving strategies</li> <li>• Important component of global knowledge</li> <li>• Resource in the development processes</li> <li>• Understanding of local conditions</li> </ul>



<p>Controversial issues of the debate on indigenous knowledge</p>	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Discrimination,</li> <li>• Exploitation,</li> <li>• Dispossession</li> <li>• Miss-Used And</li> </ul>
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<b>Evidence Guide</b>	
<p>Critical Aspects of Competence</p>	<p>Demonstrate knowledge attitude and skill to:</p> <ul style="list-style-type: none"> <li>• Use of Digital technology in Agricultural extension</li> <li>• Applies the role of digital technologies in agricultural extension</li> <li>• Implements Adult learning methods</li> <li>• Implements Gender mainstreaming</li> <li>• Facilitates the Exchange of indigenous knowledge</li> <li>• Understands the controversial issues of the debate on indigenous knowledge</li> </ul>
<p>Required Knowledge and Attitudes</p>	<p>Demonstrates knowledge of -</p> <ul style="list-style-type: none"> <li>• Understands concept of adult learning</li> <li>• Recognize the Principles of Adult learning</li> <li>• Appreciates the importance of Adult learning</li> <li>• Understands the concept of gender</li> <li>• Understands the concept of indigenous knowledge</li> <li>• Understand the Characters of indigenous knowledge</li> <li>• Appreciates the importance of indigenous knowledge</li> <li>• Understands the controversial issues of the debate on indigenous knowledge</li> </ul>

Required Skills	<p>Demonstrates skills:</p> <ul style="list-style-type: none"> <li>• Demonstrates the use of Digital technology in Agricultural extension</li> <li>• Applies the role of digital technologies in agricultural extension</li> <li>• Implements the Adult learning methods</li> <li>• Understands and implements the role of adult learning</li> <li>• Understands and implement the role of gender in agriculture</li> <li>• Implements Gender mainstreaming</li> <li>• Facilitates the Exchange of indigenous knowledge</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and Occupational health and safety (OHS) practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Written Test, Interview, Quiz, Practical assignment</li> <li>• Observation and Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

<b>Occupational Standard: Cooperatives Business Management Level II</b>	
<b>Unit Title</b>	<b>Prevent and Eliminate MUDA</b>
<b>Unit Code</b>	<a href="#"><u>AGR CBM2 10 0122</u></a>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her workplace by applying scientific problem-solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis. It covers responsibility for the day-to-day operation of the work and ensures Kaizen Elements are continuously improved and institutionalized.

<b>Element</b>	<b>Performance Criteria</b>
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. Appropriate material is selected for work.</p> <p>1.5. Safety equipment and tools are identified and checked for safe and effective operation.</p>
2. Identify MUDA and problem	<p>2.1 Plan of MUDA and problem identification is prepared and implemented.</p> <p>2.2 Causes and effects of MUDA are discussed.</p> <p>2.3 All possible problems related to the process /Kaizen elements are listed using statistical tools and techniques.</p> <p>2.4 All possible problems related to kaizen elements are identified and listed on Visual Management Board/Kaizen Board.</p>

	<p>2.5 Tools and techniques are used to draw and analyze current situation of the work place.</p> <p>2.6 Wastes/MUDA are identified and measured based on relevant procedures.</p> <p>2.7 Identified and measured wastes are reported to relevant personnel.</p>
3. Analyze causes of a problem	<p>3.1 All possible causes of a problem are listed.</p> <p>3.2 Cause relationships are analyzed using 4M1E.</p> <p>3.3 Causes of the problems are identified.</p> <p>3.4 The root cause which is most directly related to the problem is selected.</p> <p>3.5 All possible ways are listed using creative idea generation to eliminate the most critical root cause.</p> <p>3.6 The suggested solutions are carefully tested and evaluated for potential complications.</p> <p>3.7 Detailed summaries of the action plan are prepared to implement the suggested solution.</p>
4. Eliminate MUDA and Assess effectiveness of the solution	<p>4.1. Plan of MUDA elimination is prepared and implemented by medium KPT members.</p> <p>4.2. Necessary attitude and the ten basic principles for improvement are adopted to eliminate waste/MUDA.</p> <p>4.3. Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS.</p> <p>4.4. Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements.</p> <p>4.5. Tangible and intangible results are identified.</p> <p>4.6. Tangible results are compared with targets using various types of diagrams.</p> <p>4.7. Improvements gained by elimination of waste/MUDA are reported to relevant bodies.</p>

<p>5. Prevent occurrence of wastes and sustain operation</p>	<p>5.1. Plan of MUDA prevention is prepared and implemented.</p> <p>5.2. Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.</p> <p>5.3. Occurrences of wastes/MUDA are prevented by using visual and auditory control methods.</p> <p>5.4. Waste-free workplace is created using 5W and 1Hsheet.</p> <p>5.5. The completion of required operation is done in accordance with standard procedures and practices.</p> <p>5.6. The updating of standard procedures and practices is facilitated.</p> <p>5.7. The capability of the work team that aligns with the requirements of the procedure is ensured and trained on the new Standard Operating Procedures (SOPs).</p>
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<b>Variable</b>	<b>Range</b>
OHS requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of firefighting equipment, enterprise first aid, hazard control and hazardous materials and substances.</li> <li>• PPE are to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• Emergency procedures related to this unit are to include but may not be</li> </ul>

	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"> <li>• Dust masks/goggles</li> <li>• Glove</li> <li>• Working cloth</li> <li>• First aid and</li> <li>• Safety shoes</li> </ul>
Statistical tools and techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• 7 QC tools May include, but not limited to: <ul style="list-style-type: none"> <li>➤ Stratification</li> <li>➤ Pareto Diagram</li> <li>➤ Cause and Effect Diagram</li> <li>➤ Check Sheet</li> <li>➤ Control Chart/Graph</li> <li>➤ Histogram and Scatter Diagram</li> </ul> </li> <li>• QC techniques May include, but not limited to: <ul style="list-style-type: none"> <li>➤ Brain storming</li> <li>➤ Why analysis</li> <li>➤ What if analysis</li> <li>➤ 5W1H</li> </ul> </li> </ul>
Φ	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Plant Layout</li> <li>• Process flow</li> <li>• Other Analysis tools</li> <li>• Do time study by work element</li> </ul>

	<ul style="list-style-type: none"> <li>• Measure Travel distance</li> <li>• Take a photo of workplace</li> <li>• Measure Total steps</li> <li>• Make list of items/products, who produces them and who uses them &amp; those in warehouses, storages etc.</li> <li>• Focal points to Check and find out existing problems</li> <li>• 5S</li> <li>• Layout improvement</li> <li>• Brainstorming</li> <li>• Andon</li> <li>• U-line</li> <li>• In-lining</li> <li>• Unification</li> <li>• Multi-process handling &amp; Multi-skilled operators</li> <li>• A.B. control (Two point control)</li> <li>• Cell production line</li> <li>• TPM (Total Productive Maintenance)</li> </ul>
Relevant procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Make waste visible</li> <li>• Be conscious of the waste</li> <li>• Be accountable for the waste and measure the waste.</li> </ul>
4M1E	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Man</li> <li>• Machine</li> <li>• Method</li> </ul> <p>Material and Environment</p>
Creative idea	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> </ul>

generation	<ul style="list-style-type: none"> <li>• Exploring and examining ideas in varied ways</li> <li>• Elaborating and extrapolating</li> <li>• Conceptualizing</li> </ul>
Medium KPT	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S</li> <li>• 4M (Machine, Method, Material and Man)</li> <li>• 4p (Policy, Procedures, People and Plant)</li> <li>• PDCA cycle</li> </ul> <p>Basics of IE tools and techniques</p>
The ten basic principles for improvement	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Throw out all of your fixed ideas about how to do things.</li> <li>• Think of how the new method will work- not how it won.</li> <li>• Don't accept excuses. Totally deny the status quo.</li> <li>• Don't seek perfection. A 50 percent implementation rate is fine as long as it's done on the spot.</li> <li>• Correct mistakes the moment they are found.</li> <li>• Don't spend a lot of money on improvements.</li> <li>• Problems give you a chance to use your brain.</li> <li>• Ask "why?" At least five times until you find the ultimate cause.</li> <li>• Ten people's ideas are better than one person's.</li> <li>• Improvement knows no limits.</li> </ul>
Tangible and intangible results	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Tangible result may include quantifiable data</li> <li>• Intangible result may include qualitative data</li> </ul>
Various types of diagrams.	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Line graph</li> <li>• Bar graph</li> </ul>



	<ul style="list-style-type: none"> <li>• Pie-chart</li> <li>• Scatter diagrams</li> <li>• Affinity diagrams</li> </ul>
Visual and auditory control methods	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Red Tagging</li> <li>• Sign boards</li> <li>• Outlining</li> <li>• And ones</li> <li>• Kanban, etc.</li> </ul>
5W and 1H	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Who</li> <li>• What</li> <li>• Were</li> <li>• When</li> <li>• Why and</li> <li>• How</li> </ul>
Standard Operating Procedures (SOPs).	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• The customer demands</li> <li>• The most efficient work routine (steps)</li> <li>• The cycle times required to complete work elements</li> <li>• All process quality checks required to minimize defects/errors</li> <li>• The exact amount of work in process required</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate knowledge and skills to:</p> <ul style="list-style-type: none"> <li>• Discuss why wastes occur in the workplace</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss causes and effects of wastes/MUDA in the workplace</li> <li>• Analyze the current situation of the workplace by using appropriate tools and techniques</li> <li>• Identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques</li> <li>• Use 5W and 1H sheet to prevent</li> <li>• Detect non-conforming products/services in the work area</li> <li>• Apply effective problem-solving approaches/strategies.</li> <li>• Implement and monitor improved practices and procedures</li> <li>• Apply statistical quality control tools and techniques.</li> </ul>
<p>Required Knowledge and Attitude</p>	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Targets of customers and manufacturer/service provider</li> <li>• Traditional and kaizen thinking of price setting</li> <li>• Kaizen thinking in relation to targets of manufacturer/service provider and customer</li> <li>• value</li> <li>• The three categories of operations</li> <li>• the 3“MU”</li> <li>• wastes occur in the workplace</li> <li>• The 7 types of MUDA</li> <li>• QC story/PDCA cycle/</li> <li>• QC story/ Problem solving steps</li> <li>• QCC techniques</li> <li>• 7 QC tools</li> <li>• The Benefits of identifying and eliminating waste</li> <li>• Causes and effects of 7 MUDA</li> <li>• Procedures to identify MUDA</li> <li>• Necessary attitude and the ten basic principles for improvement</li> <li>• Procedures to eliminate MUDA</li> </ul>

	<ul style="list-style-type: none"> <li>• Prevention of wastes</li> <li>• Methods of waste prevention</li> <li>• Definition and purpose of standardization</li> <li>• Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement</li> <li>• Methods of visual and auditory control</li> <li>• TPM concept and its pillars.</li> <li>• Relevant OHS and environment requirements</li> <li>• Method and Lines of communication</li> <li>• Methods of making/recommending improvements.</li> <li>• Reporting procedures</li> <li>• Workplace procedures associated with the candidate's regular technical duties</li> <li>• organizational structure of the enterprise</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Draw &amp; analyze current situation of the work place</li> <li>• Use measurement apparatus (stop watch, tape, etc.)</li> <li>• Calculate volume and area</li> <li>• Apply statistical analysis tools</li> <li>• Use and follow checklists to identify, measure and eliminate wastes/MUDA</li> <li>• Identify and measure wastes/MUDA in accordance with OHS and procedures</li> <li>• Use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure.</li> <li>• Apply 5W and 1H sheet</li> <li>• Update and use standard procedures for completion of required operation</li> <li>• Apply Visual Management Board/Kaizen Board.</li> </ul>

	<ul style="list-style-type: none"> <li>• Detect non-conforming products or services in the work area</li> <li>• Work with others</li> <li>• Read and interpret documents</li> <li>• Observe situations</li> <li>• Solve problems</li> <li>• Communicate information</li> <li>• Gather evidence by using different means</li> <li>• Report activities and results using report formats</li> <li>• Implement and monitor improved practices and procedures</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

## **LEVEL III**

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<b>Occupational Standard: Cooperative Business Management Level III</b>	
<b>Unit of competence Title</b>	<b>Organize Cooperatives</b>
<b>Unit of competence Code</b>	<u>AGR CBM3 03 0322</u>
Unit Descriptor	This unit deals with skills, knowledge and attitude required to undertake creating awareness, election & organization of steering committee, Conduct feasibility study and board of directors, conduct general meeting and facilitation of cooperatives registrations to establish new cooperative

Element of competence	Performance criteria
1. Develop initiative and Build consensus	1.1. Proposed initiative and ideas are worked out 1.2. Committed core group is pulled together 1.3. Critical questions are defined and Information is collected. 1.4. Scope, nature of the problem, economic and social aspects of problem are discussed 1.5. Discuss within core group whether a new cooperative can adequately address identified problems and opportunities 1.6. Organizational alternatives are studied and Initial meetings are held to review scope and nature of a Cooperative solution 1.7. Consensus Built on the scop and nature of cooperatives organization among the community
2. Conduct feasibility study and member survey	2.1. Feasibility study is conducted and Potential members are surveyed. 2.2. Feasibility study presented to general assembly 2.3. Supporter and expertise are obtained from third parties 2.4. Feasibility is agreed by general assembly and stakeholders are informed
3. Facilitate selection and organization of Steering	3.1. The general assembly meeting is held to elect steering committee

committee members	<p>3.2. Election of <i>Steering committee</i> is facilitated among founding members of cooperative following democratic election procedures.</p> <p>3.3. <i>Technical support</i> is provided to different activities of Steering committee</p> <p>3.4. Steering committee established and Founders meeting are held</p>
4. Conduct general meeting	<p>4.1. General meeting is organized to discuss and pass decisions on various issues in line with the agenda of meeting</p> <p>4.2. Members of cooperative are invited through appropriate means.</p> <p>4.3. Meeting is conducted in selected venue based on schedule.</p> <p>4.4. Various decisions are passed by <i>General assembly</i> on activities done by Steering committee according to work procedures.</p> <p>4.5. Election of <i>Board of directors</i> is conducted based on cooperatives' laws &amp; Proclamation.</p>
5. Facilitate process of cooperatives' registrations	<p>5.1. Fulfillment of <i>necessary documents</i> for registration is checked following pre-sated criteria.</p> <p>5.2. Complete documents are submitted to concerned bodies following the procedure.</p> <p>5.3. The steps are identified for registration of cooperatives society</p> <p>5.4. Process of cooperatives registration is inspected by <i>appropriate authority</i> in accordance with cooperatives proclamation.</p> <p>5.5. Based on the fulfilled criteria the proposed cooperatives society is registered by the responsible body.</p>

Variable	Range
Necessary documents	May include, but not limited to: <ul style="list-style-type: none"> <li>• Minutes of the founders meeting;</li> <li>• By-laws of the society in three copies;</li> <li>• Name, address, and signature of members of management committee of the society;</li> <li>• Plan of the society;</li> <li>• Documents showing that the amount of capital of the society</li> <li>• The description of land on which the society operates</li> </ul>
Appropriate authority	May include, but not limited to: <ul style="list-style-type: none"> <li>• General assembly</li> <li>• Management committee,</li> <li>• Control committee</li> <li>• Board of director</li> <li>• Manager</li> <li>• Members</li> <li>• Employees</li> </ul>
Technical support	May include, but not limited to: <ul style="list-style-type: none"> <li>• Prepare Business plan</li> <li>• Prepare draft By-law</li> <li>• Prepare Application format</li> </ul>
Board of directors	May include, but not limited to: <ul style="list-style-type: none"> <li>• Individuals elected by General assembly from members to oversee the managements of the cooperative</li> </ul>
General assembly	May include, but not limited to: <ul style="list-style-type: none"> <li>• General assembly: refers to total number of members of a cooperative.</li> </ul>



Steering committee	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>Steering committee: is a group of individuals temporarily elected from founding members by the members to undertake specific activities in order to organize new cooperatives.</li> </ul>
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<b>Evidence Guide</b>	
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Critical Aspects of Competence	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>Identify economic and social aspects of problem</li> <li>Conduct feasibility study for newly organized cooperatives</li> <li>Identify legal document for the registration of cooperatives</li> <li>Identify steps of cooperatives organizing</li> <li>Facilitate selection of steering committee</li> <li>Conduct general assembly meeting of cooperatives to elect steering committee and Board of director</li> <li>Explain relevance and appropriate for organizing</li> <li>Critical questions are defined and Information</li> <li>Built Consensus on the scop and nature of cooperatives organization among the community</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>Understand process of organizing cooperatives</li> <li>Recognize cooperative proclamation, values and principles, by-laws, internal bay-law, directives</li> <li>Understand process of cooperatives registration</li> <li>Understand the Consensus on the scop and nature of cooperatives organization among the community</li> <li>Report and discuss proved support on feedbacks with the cooperative management body and with appropriate authorities,</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the necessary document for registration of cooperatives</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Identify legal document for the registration of cooperatives</li> <li>• Identify steps of cooperatives organizing</li> <li>• Facilitate selection of steering committee</li> <li>• Conduct general assembly meeting of cooperatives to elect steering committee and Board of director</li> <li>• Implement selected corrective action to solve problems encountered.</li> <li>• Give cooperative education to members to build their capacity in line with training program</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Business Management Level III	
Unit of competence	Prepare Business Documents for cooperatives
Unit Code	AGR <a href="#">CBM3 04 0322</a>
Unit Descriptor	This unit covers the knowledge and skills required select and organize the appropriate material prepare and use various a range of functions on both manual and computer application to draft, prepare and finalize and documented and use for also cooperatives society depending on their business actives.

Element of competence	Performance Criteria
1. Select and prepare resources	<p>1.1. Appropriate <i>technology</i> and <i>software</i> applications are selected and utilized to prepare required <i>business documents</i></p> <p>1.2. <i>Organizational requirements</i> for information entry, storage, output and quality of presentation are identified prior to design of documentation</p> <p>1.3. Select and organize raw data or information required</p> <p>1.4. Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user</p>
2. Design document	<p>2.1. Document design is appropriate for the efficient entry of information and maximizes the presentation and appearance of information</p> <p>2.2. Files and records are identified, opened, generated and amended according to task and cooperatives organization requirements</p> <p>2.3. A range of functions are used to ensure consistency of design and layout</p> <p>2.4. <i>Input devices</i> are operated within designated speed and accuracy requirements</p>

<p>3. Prepare document</p>	<p>3.1. Document production is completed within designated timelines according to cooperatives organizational requirements</p> <p>3.2. Documents produced are checked to ensure they meet task requirements for style and layout</p> <p>3.3. <i>Storage and retrieval</i> of documents are appropriate and applications are exited without damage to or loss of information</p> <p>3.4. Manuals, training booklets and/or help-desks are used to overcome basic difficulties with document design and production.</p>
<p>4. Finalize and documentation</p>	<p>4.1. Document is proofread for readability, accuracy and consistency in language, style and layout prior to final output</p> <p>4.2. Any modifications to document are made to meet requirements</p> <p>4.3. Document is named and stored in accordance with organizational requirements and exit the application without data/loss damage</p> <p>4.4. Document is printed and presented according to requirements</p> <p>4.5. Prepared Business documents are carefully maintained and relevant records are kept and updated to ensure validity and accessibility</p>

Variable	Range statement
Technology	May include but not limited to: <ul style="list-style-type: none"> <li>• computers</li> <li>• scanners</li> <li>• photocopiers</li> <li>• printers</li> <li>• internet access</li> </ul>
Software	May include but not limited to: <ul style="list-style-type: none"> <li>• word processing packages</li> <li>• spreadsheet packages</li> <li>• database packages</li> <li>• accounting packages</li> <li>• presentation packages</li> </ul>
Business documents	May include but not limited to: <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• client databases</li> <li>• proposals</li> <li>• reports</li> <li>• financials statements</li> <li>• project reviews</li> <li>• web pages</li> <li>• legal document and contractual agreement</li> </ul>
Organizational requirements	May include but not limited to: <ul style="list-style-type: none"> <li>• quality assurances and/or procedures manuals</li> <li>• log-on procedures</li> <li>• legal and organizational policy/guidelines and requirements</li> <li>• correctly identifying and opening files</li> </ul>

	<ul style="list-style-type: none"> <li>• locating data</li> <li>• budgets</li> <li>• security</li> <li>• saving and closing files</li> <li>• Storing data</li> <li>• Cooperative's procedure and law</li> </ul>
Input devices	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Numerical key pad</li> <li>• Mouse</li> <li>• Scanner</li> </ul>
Storage and retrieval of documents	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• storage in directories and sub-directories</li> <li>• storage on CD-ROMs, disk drives or backup systems</li> <li>• storage/filing of hard copies of computer-generated documents</li> <li>• storage/filing of hard copies of incoming and outgoing facsimile</li> <li>• storage/filing of incoming and outgoing correspondence</li> </ul>

<b>Evidence Guide</b>	
Critical aspects of competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Selecting and applying appropriate technology and software to prepare business document</li> <li>• Prepare business documents using a software application and manuals</li> <li>• Use of a range of functions which enhance the presentation and readability of the document for cooperatives business</li> <li>• Apply OHS procedures for set up of workstation and operation of computer</li> <li>• Using data storage options</li> <li>• Identify and organize necessary material to prepare business document according to cooperatives organization</li> </ul>
Required Knowledge and Attitudes	<ul style="list-style-type: none"> <li>• Understanding the cooperative societies policy, plans and procedures</li> <li>• Understanding the functions and features of contemporary computer applications</li> <li>• Understanding how to select appropriate technology for production requirements</li> <li>• Knowledge of organizational requirements for document design e.g., style guide</li> <li>• Read and understand a variety of texts</li> </ul>
Required Skills	<p>skills include the ability to:</p> <ul style="list-style-type: none"> <li>• prepare general information and papers according to target audience</li> <li>• use grammar and punctuation effectively as an aid to understanding</li> <li>• identify techniques and methods used to check accuracy of cooperatives business document</li> </ul>

	<ul style="list-style-type: none"> <li>• check for accuracy and consistency of information</li> <li>• determine document production processes and design</li> <li>• access and retrieve data</li> <li>• complete a range of formatting and layout tasks</li> </ul>
Resources Implication	The following resources <b>MUST</b> be provided. Access to real or appropriately simulated situations, including work areas, materials and equipment,
Assessment Methods	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting



Occupational Standard: Cooperative Business Management Level III	
Unit Title	Organize and Manage Meetings
Unit code	AGR <a href="#">CBM3 02 0322</a>
Unit Descriptor	This unit encompasses the knowledge, skills and attitude required to organize and manage meetings including agendas, arrange meeting venue, participant selections, taking, keeping minutes. Record and report to appropriate body

Element	Performance Criteria
1. Arrange and prepare for meeting	1.1. Any legal or ethical requirements are identified and complied 1.2. The type of meeting and its purpose are identified 1.3. <i>Agenda</i> is developed in line with stated <i>meeting purpose</i> . 1.4. Requirements of meeting and participants are identified 1.5. <i>Meeting arrangements</i> are made in accordance with requirements of meeting. 1.6. Participants are advised of any changes to original meeting details. 1.7. Style and structure of meeting are ensured to be appropriate to its purpose in cooperatives.
2. Prepare documentation for meetings	2.1 Agenda, meeting papers and notice of meeting, are prepared in accordance with meeting requirements 2.2 Documentation is checked for accuracy and any errors are corrected 2.3 Documentation is dispatched to participants within designated timelines 2.4 Spare sets of documents are prepared
3. Conduct meetings	3.1 Meetings are chaired in accordance with organizational requirements, agreed <i>conventions</i> for type of meeting and <i>legal and ethical requirements</i> .

	<p>3.2 Meetings are conducted to ensure to be focused, time efficient and achieve outcomes.</p> <p>3.3 Meeting facilitation is ensured to enable participation, discussion, problem-solving and <b>resolution</b> of issues.</p> <p>3.4 Minute taker is briefed on method for recording meeting notes in accordance with organizational requirements and conventions for type of meeting.</p>
4. Record and produce minutes of meeting	<p>2.5 <b>Notes</b> are taken with the required degree of speed and accuracy to ensure an accurate record of the meeting</p> <p>2.6 Minutes are produced that reflect a true and accurate account of the meeting</p> <p>2.7 Minutes are checked for accuracy and submitted for approval by the nominated person</p> <p>2.8 Copies of minutes are dispatched within designated timelines</p>
5. Follow up and manage meetings	<p>5.1 Transcribed meeting notes are checked to reflect a true and accurate record of the meeting, and are formatted in accordance with organizational procedures and meeting conventions.</p> <p>5.2 <b>Minutes</b> and other follow-up documentation are distributed and <b>stored</b> within designated time lines and according to organizational requirement</p> <p>5.3 Outcomes of meetings are reported as required within designated time lines to appropriate body/concerned</p>

Variable	Range
Legal and ethical requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Requirements for cooperative societies meetings</li> <li>• Codes of practice</li> <li>• Legislation relating to cooperatives, associations etc</li> </ul>
Type of meeting	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Face-to-face</li> </ul>

	<ul style="list-style-type: none"> <li>• Video and Tele-conferencing</li> <li>• Annual general meeting</li> <li>• Urgent meetings</li> <li>• Management committee, control committee and board meetings</li> <li>• Staff meeting</li> </ul>
Agendas	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Correspondence</li> <li>• Date, time and location of meeting</li> <li>• Date of next meeting</li> <li>• General business</li> <li>• Major agenda items</li> <li>• Matters or business arising from the minutes</li> <li>• Minutes of the previous meeting</li> <li>• Reports</li> <li>• Statement of the meeting's purpose</li> <li>• Welcome</li> </ul>
Meeting purpose	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Discussion forum for internal or external clients</li> <li>• Planning and development of a project</li> <li>• Progress of a project</li> <li>• Range of business items</li> <li>• Setting of enterprise or team goals</li> </ul>
Meeting arrangements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Booking an appropriate venue</li> <li>• Deciding on process for recording of meeting</li> <li>• Establishing costs and operating within a budget</li> <li>• Identifying any specific needs of participants</li> </ul>

	<ul style="list-style-type: none"> <li>• Organising accommodation and transport</li> <li>• Organising appropriate communication technology</li> <li>• Organising catering</li> <li>• Organising a minute taker</li> <li>• Preparing relevant documentation for participants</li> <li>• Scheduling date and time for the meeting</li> </ul>
Meeting arrangements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Scheduling the date and time for the meeting</li> <li>• Booking an appropriate venue</li> <li>• Organizing catering</li> <li>• Organizing accommodation and transport</li> <li>• Organizing appropriate communication technology</li> <li>• Establishing costs and operating within a budget</li> <li>• Preparing relevant documentation for participants</li> </ul>
Agenda	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Statement of the meeting's purpose</li> <li>• Date, time and location of meeting</li> <li>• Welcome</li> <li>• Minutes of the previous meeting</li> <li>• Matters or business arising from the minutes</li> <li>• Correspondence</li> <li>• Reports</li> <li>• Major agenda items/cooperative societies business issues</li> <li>• Requesting other agendas from audience date of next meeting</li> <li>• Election board of directors of cooperatives</li> <li>• Surplus dividend</li> </ul>
Meeting papers	<p>May include, but not limited to:</p>

	<ul style="list-style-type: none"> <li>• Financial reports</li> <li>• Chairperson's report</li> <li>• Inspection and audit reports</li> <li>• Itemized meeting papers</li> <li>• Draft documentation</li> <li>• Correspondence</li> <li>• Control committee reports</li> <li>• Minutes of previous meeting</li> </ul>
Notes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Opening speech Chairperson</li> <li>• Points discussed at the meeting</li> <li>• Suggestions made at the meeting</li> <li>• Issues raised at the meeting</li> <li>• Decisions taken at the meeting</li> <li>• Questions, suggestions, points of differences and comments</li> <li>• Formal motions/ Votes</li> <li>• Arrangements for next meeting</li> <li>• Record of participants who were present at or absent from the meeting (attendees and apologies)</li> </ul>
Minutes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Using previous minutes to determine required format</li> <li>• Using organization templates</li> <li>• Meeting details (e.g. Title, date, time, location)</li> <li>• Welcoming speech</li> <li>• Names of absent and attending participants</li> <li>• Apologies</li> <li>• Papers summary report</li> <li>• Approval of the record of the previous minutes</li> </ul>

	<ul style="list-style-type: none"> <li>• Matters arising from the previous meetings</li> <li>• Correspondence</li> <li>• Agenda items</li> <li>• Other business</li> <li>• Date of the next meeting lists rather than complete sentences</li> </ul>
Storing	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Authorised access</li> <li>• Electronic storage in folders, sub-folders, disk drives, CD-ROM, USBs, tape or server back-up</li> <li>• File names according to cooperatives procedure</li> <li>• File names which are easily identifiable in relation to the content</li> <li>• File and folder names which identify the operator, author, section, date</li> <li>• Filing locations</li> <li>• Cooperatives Organisational policy for backing up files</li> <li>• Organisational policy for filing hard copies of documents</li> </ul> <p>Security</p>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify issues for minutes from general discussions</li> <li>• Describe principles and procedures in regard to meetings, agendas and minute-taking</li> <li>• Applying conventions and procedures for formal and</li> </ul>

	<p>informal meetings</p> <ul style="list-style-type: none"> <li>• Chairing meetings in relation to agreed agendas</li> <li>• Identify types of meeting in cooperatives</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• Principles and procedures in regard to meetings, agendas and minute-taking</li> <li>• Understand and apply Meeting terminology</li> <li>• Arrange Meeting structures</li> <li>• Write and Create Minute format</li> <li>• Culturally appropriate techniques to communicate with people from diverse backgrounds and people with diverse abilities</li> <li>• Organizational procedures and policies regarding meetings, chairing and minutes.</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• compile agenda items and record minutes; make notes from spoken texts in meetings;</li> <li>• Communication skills to co-ordinate and consult with participants; orally present written reports with a number of defined sections; clarify points made in meetings</li> <li>• Time-management skills to allow sufficient time to prepare for and conduct meetings</li> <li>• Negotiation skills</li> <li>• Problem-solving skills to choose appropriate solutions from available options.</li> <li>• Identify issues for minutes from general discussions</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>

<b>Occupational Standard: Cooperative Business Management Level -III</b>	
<b>Unit Title</b>	<b>Perform Conflict Management</b>
<b>Unit Code</b>	<u>AGR CBM3 08 0322</u>
<b>Unit Descriptor</b>	This unit covers the required to perform conflict management in the workplace between Members, Management Committees, manager, employees and Clients. It includes recognising the presence of conflict, dealing with emotions, overcoming barriers to communication, gathering the facts, agreeing on and implementing action.

<b>Element</b>	<b>Performance Criteria</b>
1. Recognise the presence of conflict	<p>1.1. <i>Conflict situations</i> and/or the potential for conflict are/is recognised and confirmed according to cooperatives society</p> <p>1.2. The signs, stages and <i>causes of conflict</i> are identified.</p> <p>1.3. <i>Conflict solutions</i> are avoided where appropriate, and assistance required when necessary.</p> <p>1.4. Records of actual/potential conflict are completed in accordance with cooperatives organisational policy and procedures.</p>
2. Deal with emotions	<p>2.1. Own behaviour and feelings about the situation are reflected.</p> <p>2.2. Own emotions are recognised and managed.</p> <p>2.3. The other party's emotions are acknowledged and dealt in a manner that prevents escalation.</p> <p>2.4. When members are feeling unnecessary behaviour due to poor service of their cooperative, manager or committees are expected to discuss.</p> <p>2.5. <i>Dissatisfaction</i> with in cooperative members are dealt.</p>
3. Overcome barriers to communication	<p>3.1 Barriers to effective communication are identified.</p> <p>3.2 Factors and issues relevant to the situation are identified, clarified and confirmed using appropriate <i>communication</i></p>



	<p><i>techniques.</i></p> <p>3.3 Third party support is sought, if necessary, in accordance with <i>legislation, policy and procedures</i></p> <p>3.4 <i>Social and cultural differences</i> are taken into account in the communication style and approach.</p>
3. Gather the facts	<p>3.1. The other party is encouraged to relate the facts as they see them.</p> <p>3.2. Information, as well as emotions or behaviour is assessed from the other party.</p> <p>3.3. Facts from own point of view are shared with the other party objectively.</p> <p>3.4. Additional information is gathered and included where possible to ensure all perspectives are considered.</p>
4. Agree on and implement action	<p>4.1. <i>Strategies</i> are determined to solve the problem/issue in consultation with the other party</p> <p>4.2. Where necessary, approval on agreed strategies is obtained in accordance with cooperatives law and procedures, and strategies implemented.</p> <p>4.3. Progress is monitored with other party to confirm the effectiveness of the agreed action.</p> <p>4.4. Records and reports are completed in accordance with legislation, organisational policy and procedures</p> <p>4.5. Where agreement cannot be reached on strategies for resolution, the problem/issue is referred in accordance with cooperatives dispute settle and procedures.</p>

Variable	Range
Conflict situations	<p>May includes but not Limited to:</p> <ul style="list-style-type: none"> <li>• Conflicts with work colleagues</li> <li>• Conflict among cooperatives members</li> <li>• Conflict among manager and board of directors</li> <li>• Refusals to follow directions/guidance</li> <li>• Customer complaints/dissatisfaction</li> <li>• Disagreements with members of the public</li> <li>• Bystander behaviour</li> <li>• Drug or alcohol affected persons</li> <li>• Persons suffering emotional distress</li> </ul>
Causes of conflict	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Personality clashes</li> <li>• Poor communication</li> <li>• Competing needs</li> <li>• Cross-cultural issues</li> <li>• Abuse of power</li> <li>• Workplace bullying</li> <li>• Customer dissatisfaction</li> <li>• Gender issues</li> <li>• Inter-generational issues</li> </ul>
Conflict solutions	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Unsafe situations</li> <li>• Escalating situations</li> <li>• Situations presenting physical danger</li> <li>• Situations beyond one's level of expertise or comfort zone</li> </ul>

Dissatisfactions of members	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Poor service</li> <li>• Low or no dividend</li> <li>• Poor management</li> </ul>
Communication techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal and non-verbal language</li> <li>• Questioning and listening</li> <li>• Cooperative language</li> <li>• Control of emotions, voice and body language</li> <li>• Constructive feedback</li> <li>• Reflection</li> <li>• Summarising</li> <li>• Re-phrasing</li> <li>• Paraphrasing</li> <li>• Presenting options</li> <li>• Using language and concepts suited to the occasion and the other party</li> <li>• Showing a willingness to compromise</li> </ul>
Legislation, policies and procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Legislation, regulations, organisational policies, procedures and guidelines relating to the conflict management in the public sector, including equal employment opportunity, diversity, anti-discrimination, harassment, occupational health and safety, privacy, confidentiality, freedom of information</li> <li>• Public sector standards</li> <li>• Codes of practice</li> <li>• Codes of ethics</li> <li>• Security standards</li> </ul>

	<ul style="list-style-type: none"> <li>• Cooperatives By-law</li> <li>• Cooperative’s proclamation</li> </ul>
Social and cultural differences	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Beliefs and values</li> <li>• Social conventions</li> <li>• Family relationships</li> <li>• Codes of conduct</li> <li>• Cultural observances</li> <li>• Verbal and non-verbal language</li> </ul>
Strategies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• A partnership approaches</li> <li>• Working cooperatively on solving the problem</li> <li>• Third party assistance and Mediation</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> <li>• Identify and apply the causes of conflict among the cooperatives</li> <li>• Gathers, interprets and analyses information to measure the success of conflict-resolution strategies</li> <li>• Articulates clearly using specific language and suitable tone to convey requirements for different audiences</li> <li>• Uses active questioning and listening techniques to confirm understanding</li> <li>• uses analytical processes to decide on a course of action, establishing criteria for deciding between options and seeking input and advice from others before taking action</li> <li>• uses formal and informal processes to monitor implementation of solutions and reflect on outcomes</li> </ul>

<p>Require Knowledge and Attitudes</p>	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Legislation, regulations, organisational policies, By-Laws, proclamation, procedures and guidelines relating to managing conflict in the cooperatives society</li> <li>• explain the concept of community control of organizations and its potential impact on how conflict is resolved</li> <li>• outline conflict resolution theories and strategies, including mediation strategies</li> <li>• effective working relationships</li> <li>• Adapts personal communication style to build positive working relationships and show respect for opinions, values and particular needs of others</li> <li>• Collaborates and negotiates with others to achieve agreeable outcomes, playing an active role in facilitating consensus in potentially contentious situations, seeking expert advice if required</li> <li>• Different social and cultural practices</li> <li>• Conflict resolution skills and strategies</li> <li>• Personal power and positional power</li> <li>• Grievance procedures in the public sector</li> </ul>
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Required Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Uses a range of communication techniques with a diverse workforce and client base including assertiveness, listening, non-verbal communication, language style, problem solving</li> <li>• Uses problem solving to deal with unexpected issues or attitudes</li> <li>• Deal with difficult situations and people</li> <li>• Responding to diversity, including gender and disability</li> <li>• Applying procedures relating to occupational health and safety and environment in the context of conflict resolution</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <p>Interview/Written Test</p> <p>Observation/Demonstration with Oral Questioning</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Business Management Level-III</b>	
<b>Unit Title</b>	<b>Follow up and provide support for cooperatives</b>
<b>Unit code</b>	<b>AGR CBM3 07 0322</b>
Unit Descriptor	This unit deal to covers application of knowledge, skill and attitude to monitor and control activities of cooperatives through preparing check list to identify strength, weakness, opportunities and threats as well as organized and summited to concerned body to follow up and support.

Element	Performance Criteria
1. Monitor cooperative's activities	<p>1.1. Check list is prepared for monitoring purpose based on cooperative gap</p> <p>1.2. Data are collected and organized according to prepared check list and monitor.</p> <p>1.3. Activities of cooperatives are monitored to identify strength, weakness, opportunities and threats according to their <i>guidelines of cooperatives</i></p> <p>1.4. Progressive reports are submitted to concerned bodies following work place procedures.</p>
2. Take corrective action	<p>2.1. Activities and different strategies are identified to strengthen weaknesses, cope up threats, and utilize opportunities</p> <p>2.2. <b>Concerned bodies</b> are identified and communicated based on their role to implement identified activities &amp; strategies.</p>
3. Provide training and education	<p>3.1. Related new ideas, technologies are identified based on their importance and communicated to cooperatives through appropriate means.</p> <p>3.2. Skill and knowledge gap of different committee members &amp; employees of cooperatives are assessed based on their</p>

	<p>expected and actual performance.</p> <p>3.3. Different training is designed and organized to fill identified knowledge and skill gaps.</p> <p>3.4. Training is given or facilitated based on designed training.</p> <p>3.5. Continuous member education is performed through different means based on their existing knowledge gap concerning cooperative.</p> <p>3.6. <i>Capacity building</i> is provided to members, employees and management committee to upgrade their performance</p> <p>3.7. Follow up and evaluation are reported.</p>
4. Financial and material support	<p>4.1. Source and type of finance support is identified</p> <p>4.2. Required types of materials and technology are separated</p> <p>4.3. Financial supports are given so as to strengthen cooperative development</p> <p>4.4. <i>Materials and technology</i> support are provided so as to fit the internal resources gap</p> <p>4.5. Follow up and evaluation are Reported</p>

Variable	Range
Guidelines of cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Cooperative law</li> <li>• Proclamation</li> <li>• By- law</li> <li>• Regulation</li> <li>• Internal by-law</li> </ul>



Concerned bodies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• General assembly</li> <li>• Management committee,</li> <li>• Control committee</li> <li>• Board of director</li> <li>• Manager</li> <li>• Members</li> <li>• Employees</li> </ul>
Capacity building	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Training and development</li> <li>• Technological equipment's provision,</li> <li>• Institutional support (legal, technical advices, materials)</li> </ul>
Materials and technology	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Materials:</li> <li>• Warehouse</li> <li>• Office</li> <li>• Furniture</li> <li>• Technology:</li> <li>• Computer application/soft ware</li> <li>• Modern machines</li> <li>• Processes</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Conduct needs assessments to Identify gaps of cooperatives</li> <li>• Facilitate training and education for cooperatives</li> <li>• Identify skill and knowledge gap of different committee members &amp; employees of cooperatives</li> <li>• Conduct different training to fill knowledge and skill gaps.</li> <li>• Undertake corrective actions based on their performance</li> <li>• Understand financial and material support for cooperative</li> <li>• prepared Check list for monitoring purpose based on cooperative gap</li> <li>• Collected and organized data according to prepared check list and monitor.</li> <li>• Identify strength, weakness, opportunities and threats according to their guidelines of cooperatives</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate Knowledge of:</p> <ul style="list-style-type: none"> <li>• Recognize monitoring and evaluation</li> <li>• Understand Cooperative legal system</li> <li>• Facilitate training and education</li> <li>• Planning and program</li> <li>• Write the reports and submitted Progressive to concerned body</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Report and discuss proved support on feedbacks with the cooperative management body and with appropriate authorities,</li> <li>• Identify strength, weakness, opportunities and threats according to their guidelines of cooperatives</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement selected corrective action to solve problems encountered,</li> <li>• Give cooperative education to members to build their capacity in line with training program</li> <li>• Conduct needs assessments to Identify gaps of cooperatives</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: 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.

<b>Occupation standard</b>	<b>Cooperative Business Management Level-III</b>
<b>Unit Title</b>	<b>Apply Cooperative Management Function</b>
<b>Unit Code</b>	<b>AGR CBM4020322</b>
<b>Unit Descriptor</b>	This unit covers a range of knowledge, skills and attitudes required to apply cooperative management function includes, identify cooperative management, uses planning, organizing staffing and controlling to maintain democratic control in cooperative, and also to Implement decision-making process of cooperative management.

<b>Element</b>	<b>Performance Criteria</b>
1. Identify cooperative management	1.1 The concept of cooperative management is explained 1.2 The nature and scope of cooperative management are identified. 1.3 The objectives cooperative management is explained 1.4 Role, use and relevance of cooperative management are explained 1.5 The unique features of cooperative management are discussed 1.6 Cooperative principle and management principle use are differentiated and compared for cooperative society purpose
2. Apply cooperative management function	2.1 Cooperative <i>management function</i> and use are distinguished according to appropriate work of cooperative 2.2 Cooperative management functions <i>are applied</i> to accomplish predetermined objectives based on the organizational plan. 2.3 Standards for activities are established based on work requirements and Implementation of evaluation is done against established standards. 2.4 <i>Motivational techniques</i> are identified and applied to make employees do their work assigned willingly based on work requirement and employee need.
3. Implement democratic	3.1 cooperative <i>democratic control</i> identified and implemented

control principle in cooperative	<p>according to work of cooperative service</p> <p>3.2 The cooperative democratic structure is identified with their right and responsibility for the better management of cooperative activities</p> <p>3.3 Controlling mechanisms are identified and used for effective cooperative democratic control</p>
4. Assist and implement decision making	<p>4.1 Issues for <i>decision making</i> are identified in line with work requirement.</p> <p>4.2 Alternatives are prepared and presented for decision according to working procedure.</p> <p>4.3 Decision is identified and implemented according to rules and regulations of cooperatives.</p> <p>4.5. Way to make ethical decision is identified in cooperative</p>

Variable	Range
Management function	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Staffing</li> <li>• Leading</li> <li>• Controlling</li> </ul>
<i>decision making</i>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Budget</li> <li>• New members</li> <li>• Punishment</li> <li>• Rewards</li> <li>• Surplus appropriation</li> <li>• Retention</li> </ul>

	<ul style="list-style-type: none"> <li>• amendments of Bylaw</li> </ul>
Cooperative principle	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Voluntary and open membership</li> <li>• Democratic member control</li> <li>• Member economic participation</li> <li>• Autonomies and independence</li> <li>• Education, training and information</li> <li>• Cooperation among cooperative</li> <li>• Concern for community</li> </ul>
Democratic control	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Member’s participation police Setting and decision-making process</li> <li>• Control by members</li> <li>• Voting/one member one vote</li> <li>• User is control</li> <li>• Electing their representative</li> <li>• Accountability for membership</li> <li>• Belongings to member</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires the candidate to:</p> <ul style="list-style-type: none"> <li>• Understand cooperative management function</li> <li>• Apply basic managerial skills and functions;</li> <li>• Make decision process in cooperative organization</li> <li>• Perform their role and responsibilities by-laws of their cooperative.</li> <li>• Identify the level of managerial function in cooperatives</li> <li>• Understand and solve the problem of cooperative according to</li> </ul>

	<p>coop. law- and decision-making process.</p> <ul style="list-style-type: none"> <li>• Distinguish the difference between cooperative management and pure management</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Understand decision make in cooperative according to cooperative law</li> <li>• The structure of cooperative organization</li> <li>• Have positives outlook about the cooperative</li> <li>• Decision making in cooperative</li> <li>• Discusses Basic managerial function of cooperatives</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Identify the basic managerial function and skill</li> <li>• Managerial skills and functions;</li> <li>• Make decision in their cooperative;</li> <li>• Make decision process in cooperative organization</li> <li>• Perform their role and responsibilities by-laws of their cooperative.</li> <li>• Identify the level of managerial function in cooperatives</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

<b>Occupational Standard: Cooperative Business Management Level III</b>	
<b>Unit Title</b>	<b>Maintain Cooperatives Business Resources</b>
<b>Unit Code</b>	<b><u>AGR CBM306 0322</u></b>
<b>Unit Descriptor</b>	This unit covers the knowledge, attitude and skills required to advise on resource usage, acquire, administer, monitor and maintain cooperative business resources to complete a variety of cooperatives operation

<b>Element</b>	<b>Performance Criteria</b>
1. Advise on resource requirements	<p>1.1. Resource shortages and possible impact on operations are identified</p> <p>1.2. <i>Cooperative business resources</i> are identified, estimated, and market survey are under taken in accordance with organizational requirements</p> <p>1.3. Clear, concise and relevant advice is given on the most economical and effective choice of equipment, materials and suppliers to achievement of <i>organizational requirements</i></p>
2. Monitor equipment/ resource usage and maintenance	<p>2.1 Resource handling is established in accordance with organizational requirements</p> <p>2.2 <i>Business technology</i> is used to monitor and identify the effective use of equipment and resources</p> <p>2.3 Consultation with individuals and teams is used to facilitate effective decision making on the appropriate allocation of resources</p> <p>2.4 Relevant policies regarding resource use are identified and adhered to in the performance of operational tasks</p> <p>2.5 Resource usage is routinely monitored and compared with estimate requirements in budget plans</p>
3. Acquire resources	3.1. Acquisition and storage of resources are done in accordance with organizational requirements



	<p>3.2. Acquisition of resources is made cost effective and consistent with organizational timelines</p> <p>3.3. Resources are acquired within available timelines to meet identified requirements</p> <p>3.4. <i>Cooperative resource acquisition processes</i> are reviewed to identify improvements in future resource acquisitions</p>
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Variable	Range
Cooperative business resources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Facilities</li> <li>• Software</li> <li>• Raw materials</li> <li>• Human resource</li> <li>• Stock and supplies</li> </ul>
Organizational requirements	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Quality assertion and/or procedures manuals</li> <li>• Legal and organizational principles and guidelines requirements</li> <li>• Business and performance plans</li> <li>• Security and confidentiality requirements</li> <li>• Line management and accountability channels</li> <li>• Access and equity principles and practice</li> <li>• Ethical standards</li> <li>• Occupational Health and Safety policies, procedures and programs</li> <li>• Continuous improvement processes and standards</li> </ul>

Business technology	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Computer applications</li> <li>• Modems</li> <li>• Personal schedules</li> <li>• Email</li> <li>• Internet/Extranet/Intranet</li> <li>• Photocopiers</li> </ul>
Cooperative resource acquisition processes	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Tendered processes</li> <li>• Non-tendered processes</li> <li>• Contracted supplier ordering</li> <li>• Internal approvals and periodic forecasts</li> <li>• Members</li> <li>• union</li> <li>• Federation</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires that the candidate:</p> <ul style="list-style-type: none"> <li>• Collect and record data on resource use of cooperatives</li> <li>• Observe resource use over define and operational timeframes</li> <li>• Prepare reports to advise on resource needs</li> <li>• Access resources to maintain operations in line with requirement outcomes</li> <li>• Undertake routine maintenance</li> <li>• Identify cooperatives business resource</li> <li>• Monitor cooperatives business resource according legal procedure of organization</li> </ul>

Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Cooperative business resource acquisition Principles, plans and procedures</li> <li>• The functions of a range of business equipment</li> <li>• The organizational procedures for record keeping/filing systems, security and safe recording practices</li> <li>• Review Organization’s business structure</li> <li>• Procedures for routine maintenance cooperatives resource</li> </ul>
Required Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Reading organization’s principles, plans and procedures;</li> <li>• Diagnose faults and to monitor cooperative resource usage</li> <li>• Solving problem and determine appropriate fault repair actions</li> <li>• Numeracy skills to calculate resource/equipment expenditure</li> <li>• Technology skills including the ability to select and use technology appropriate to a task</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <p>Interview/Written Test</p> <p>Observation/Demonstration with Oral Questioning</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Business Management Level III</b>	
<b>Unit Title</b>	<b>Apply Economics of Cooperatives</b>
<b>Unit Code</b>	<b>AGRCBM3 05 0322</b>
<b>Unit Descriptor</b>	This unit covers skills, knowledge and attitude required to develop awareness about basic economic concepts in cooperatives, identify members transaction, surplus and dividends are applied in economic principle of cooperatives

<b>Element</b>	<b>Performance Criteria</b>
1. Identify basic economic concepts in cooperatives	<p>1.1 The meaning, role and concept of economics in cooperative are understood, identified and explained.</p> <p>1.2 Appropriate cooperative business economic issues of the cost/price, profit and benefit are identified and used in decisions of the work place.</p> <p>1.3 Information on investment decision making, customer value and demand curves are considered</p> <p>1.4 Market changes and scope of economics of scale are identified for improved decision and benefits in the cooperatives</p>
2. Identify members transaction	<p>2.1 Meanings, requirements, contributions, role, <i>liability</i>, benefit and impacts of members are explained in the cooperative societies business transaction</p> <p>2.2 The appropriate ways of managing members participation in cooperatives are worked by using <i>controlling and handling</i> means for the services and products</p> <p>2.3 Motivation and <i>certification</i> are assisted in based information to members for better performance and governance concern</p>
3. Implement surplus appropriation	<p>3.1. The concepts of profit and surplus are described and differentiated in cooperative business context</p> <p>3.2. Information about <i>members transaction</i> with the cooperatives</p>

	<p>are gathered and identified for fair and proper work according to <i>functions of cooperatives</i></p> <p>3.3. The status of cooperative is identified and <i>appropriate division</i> of cooperatives' surplus applied according to the appropriate <i>cooperative laws</i></p> <p>3.4. The different appropriate methods/approaches of surplus appropriation are identified and used in the cooperative</p> <p>3.5. Different appropriate methods of loss appropriation are identified and used in the cooperative</p> <p>3.6. Appropriate methods of surplus and /or loss appropriation are implemented in the cooperative depending on the status of cooperative society</p>
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Variable	Range
Liability	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Limited</li> <li>• Unlimited</li> </ul>
controlling and handling	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Pass book</li> <li>• Ledger</li> <li>• Membership certificate</li> <li>• Share certificate</li> <li>• Receipts</li> <li>• Contract agreement</li> <li>• Cash payment</li> <li>• Notices</li> <li>• Documentation</li> <li>• Openness</li> </ul>

Certification	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Membership certificate</li> <li>• Share certificate</li> </ul>
Member's transaction	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Purchase</li> <li>• Used Services</li> <li>• Goods and services</li> <li>• Collection</li> <li>• Producers/Processing</li> </ul>
Functions of cooperatives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Production</li> <li>• Services rendering</li> </ul>
Appropriate division of cooperatives' surplus	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Dividend</li> <li>• Patronage</li> <li>• Reserve fund</li> <li>• Cooperative fund</li> <li>• Expansion fund</li> <li>• Training and miscellaneous expenses fund</li> </ul>
Cooperative laws	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Coop Proclamation</li> <li>• Coop Directives</li> <li>• By Law</li> <li>• Internal By Law</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify strategy to manage the cooperative members performance</li> <li>• Identify the basics concepts cooperatives economic</li> <li>• Select relevant and available practices of member's transaction management and surplus/loss appropriation.</li> <li>• Apply the appropriate surplus/loss appropriation according to the appropriate cooperatives law</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• The cooperative values, principles, concept and scope</li> <li>• Understand the concepts of economics in cooperatives according to principle of cooperatives</li> <li>• Cooperative thoughts and theories</li> <li>• Internal and bylaws of the cooperative</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Apply cooperative values/ethical values, principles, concept, bylaws of the cooperative, business plan, communication,</li> <li>• Identify strategy to manage the cooperative members performance</li> <li>• Identify the basics concepts cooperatives economic</li> <li>• Select relevant and available practices of member's</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <p>Interview/Written Test</p> <p>Observation/Demonstration with Oral Questioning</p>

Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.
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Occupational Standard: Cooperative Business Management Level III	
Unit Title	Apply Risk Management Processes
Unit Code	AGR CBM3 090322
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify risk according to cooperatives organization context and defined area of operation with the responsibility and obligation to established risk management processes. In addition to this unit applies to an employer, line manager, supervisor, safety representative or employee and applies to those who carry out or assist in carrying out risk assessment in the workplace
Elements	Performance Criteria
1. Identify risks	<p>1.1.The <i>context</i> is identified for risk management in cooperatives</p> <p>1.2.<i>Risks</i> are identified using <i>tools</i>, ensuring all reasonable steps have been taken to identify all risks</p> <p>1.3.Procedures for on-going identification of <i>risks</i> are established</p> <p>1.4. Identified risks are documented in accordance with relevant cooperative procedure</p>
2. Analyze and evaluate risks	<p>2.1. Risks are analyzed and documented in consultation with members and relevant stakeholders</p> <p>2.2. Risks are examined in terms of the criteria in the risk management plan</p> <p>2.3. <i>Risk categorization</i> is undertaken &amp; level of risk determined</p> <p>2.4. Analysis processes and outcomes are documented</p>
3. Treat risks	<p>3.1. Appropriate <i>control measures</i> are determined for risks and strengths and weaknesses assessed</p> <p>3.2. Control measures are identified for all risk</p> <p>3.3. Risks relevant to whole of organization or having an impact beyond own work responsibilities and area of operation are referred to</p>

	<p>others as per established procedures of cooperatives</p> <p>3.4. Control measures are chosen and implemented for own area of operation and/or responsibilities</p> <p>3.5. Treatment plans are prepared and implemented</p> <p>3.6. Identified <b>Insurance</b> to minimize risks.</p>
4. Monitor and review effectiveness of risk treatment/s	<p>4.1. Implemented treatment/s is are regularly reviewed against <b>measures of success</b></p> <p>4.2. Review results are used to improve the treatment of risks Assistance is provided to auditing risk in own area of operation</p> <p>4.3. Management of risk is monitored and reviewed in own area of cooperatives operation</p>

Variable	Range
Context	<p>may include:</p> <ul style="list-style-type: none"> <li>• Any related organizations and cooperatives</li> <li>• Any resources, including physical assets, which are vital to cooperatives operations</li> <li>• Key operational elements and service of the cooperative’s organization</li> <li>• Cooperatives how it is organized and its capabilities</li> <li>• Own role and responsibilities in relation to overall cooperatives organization design</li> </ul>
Risks	<p>may include:</p> <ul style="list-style-type: none"> <li>• Commercial and legal relationships</li> <li>• Economic circumstances and scenarios</li> <li>• Human behavior</li> <li>• Member’s activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Management, board of directors’ activities and controllers</li> <li>• Natural events</li> <li>• political circumstances</li> <li>• technology - technological issues</li> </ul>
Tools	<p>may include:</p> <ul style="list-style-type: none"> <li>• Documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence</li> <li>• Standard instruments developed for the cooperatives organization and contextualized for sections of the workplace's operations, such as checklists and testing procedures</li> <li>• Tools to priorities risks, including where relevant, numerical scoring systems for risks</li> </ul>
Stakeholders and Members	<p>May include but not, include:</p> <ul style="list-style-type: none"> <li>•Contractors</li> <li>•Employees</li> <li>•Financial managers</li> <li>•insurance agents</li> <li>•Cooperative’s managers</li> <li>•public</li> <li>•service providers</li> <li>•suppliers</li> <li>•unions</li> <li>•volunteers</li> <li>• Cooperative members and potential members</li> <li>• Management bodies of cooperative’s</li> <li>• Various NGOs participating in cooperatives</li> <li>• Government body</li> </ul>

Risk categorization	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• likelihood of risks: <ul style="list-style-type: none"> <li>➤ almost certain</li> <li>➤ likely</li> <li>➤ possible</li> <li>➤ unlikely</li> <li>➤ rare</li> </ul> </li> <li>• consequences of risks: <ul style="list-style-type: none"> <li>➤ insignificant</li> <li>➤ minor</li> <li>➤ moderate</li> <li>➤ major</li> <li>➤ catastrophic</li> <li>➤ current control measures</li> </ul> </li> </ul>
Level of risk	<p>may include:</p> <ul style="list-style-type: none"> <li>• low, treated with routine procedures</li> <li>• moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented</li> <li>• high, requiring action, as it has potential to be damaging to the organization or project</li> <li>• extreme, requiring immediate action, as it has potential to be devastating to the organization or project</li> </ul>
Control measures	<p>may include:</p> <ul style="list-style-type: none"> <li>• hierarchy of controls: <ul style="list-style-type: none"> <li>➤ reduction in likelihood of risks</li> <li>➤ reduction of consequences of risks</li> <li>➤ retention of risks</li> <li>➤ risk aversion</li> </ul> </li> </ul>

	➤ transfer of responsibility of risks
Measures of success	<p>may include:</p> <ul style="list-style-type: none"> <li>• Costs</li> <li>• Reductions in impact</li> <li>• Reductions in likelihood</li> <li>• Reductions in occurrence</li> </ul>
Insurances	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Property Insurance</li> <li>• Crop Insurance</li> <li>• Credit Insurance</li> <li>• Investment Insurance</li> <li>• Life Insurance</li> <li>• Health Insurance</li> <li>• Fire Insurance</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• applying planning and organising skills to the risk management processes</li> <li>• identifying or sourcing criteria to determine unacceptable risk</li> <li>• identifying and recognising type and scope of hazards and their impact</li> <li>• assessing and determining the consequence, likelihood and level of potential risk</li> <li>• identifying unacceptable risk using the acceptable/unacceptable criteria</li> <li>• assessing options for appropriate controls and implementing accordingly</li> </ul>

	<ul style="list-style-type: none"> <li>• identifying and obtaining required resources</li> <li>• preparing and maintaining written records and report requirements</li> <li>• reviewing risk management documentation</li> <li>• identifying and recommending controls</li> <li>• contributing to the implementation of controls</li> <li>• Identifies and interprets information from workplace procedures, policies, documentation and systems</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• concept of hazards, risks and risk factors</li> <li>• topics or subject areas which are targets for assessment and treatment</li> <li>• site risk management systems and their application</li> <li>• site work related health and safety management systems and their application</li> <li>• Hierarchy of Control and its application</li> <li>• conventions and requirements for written communications including report writing</li> <li>• problem solving techniques.</li> <li>• Strategic, tactical and operational plans of cooperatives</li> <li>• Disaster/emergency/evacuation plans</li> <li>• Legal requirements for operating cooperatives business</li> <li>• Workplace standards for OHS and environmental requirements</li> </ul>
Required Skills	<ul style="list-style-type: none"> <li>○ Research &amp; data collection skills to monitor &amp; evaluate risks</li> <li>○ Problem-solving skills to appropriately address identified risks.</li> <li>○ Demonstrated of risk management processes and Cooperative's procedures</li> <li>○ Produces and completes workplace reports, including risk</li> </ul>

	<p>management matrices, using appropriate vocabulary, grammatical structures and conventions</p> <ul style="list-style-type: none"> <li>○ Uses listening and questioning to clarify and confirm</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>● Interview / Written Test</li> <li>● Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperatives Business Management Level III	
Unit Title	Apply Digital Technology in Agriculture
Unit Code	<a href="#">AGR CBM3 07 0122</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required to Understand the Concept of digital technology, apply Digital technologies among rural population and recording and documentation system.

Element	Performance Criteria
1. Understand the Concept of digital technology	<p>1.1 Digital technologies are understood to apply digital technology.</p> <p><b>1.2 Importance of digital technologies</b> are understood in agricultural sector</p> <p><b>1.3 Role of digital technologies</b> in agriculture is identified to enhance agricultural development.</p> <p><b>1.4 Principles of Agricultural technology</b> are identified to apply in the agricultural sector</p> <p>1.5 Mobile/Smart phones and template functions are understood to collect data and use in the reporting system</p>
2. Apply Digital technologies among rural population and farmers	<p>2.1 Require <b>tools and equipment</b> are identified and coordinated to apply digital technologies</p> <p>2.2 Digital technology <b>infrastructures</b> are identified to implement in agricultural development</p> <p>2.3 Digital technology skills are developed among the rural population</p> <p>2.4 Digital <b>Agri-perineurial</b> skill is developed for agricultural transformation.</p> <p><b>2.5 Digital technology communication tools are</b> used to collect data and reporting system</p> <p>2.6 Digital technologies, tools and <b>techniques</b> are used to deliver digital education</p>



	2.7 Implementation of digital technologies is promoted to enhance productivity
3. Recording and documentation	<p>3.1 <i>Data collecting formats</i> are developed based on the needs</p> <p>3.2 <i>Data collection methodologies</i> are identified and selected based on the intended objectives</p> <p>3.3 Collected data are organized, analyzed and interpreted based on the intended objectives</p> <p>3.4 Organized, analyzed and interpreted data are documented and reported</p> <p>3.5 Feedbacks are collected from the relevant stakeholders</p>

Variable	Range
Digital technologies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Computer</li> <li>• Smart phone</li> <li>• Tablet</li> <li>• GPS</li> <li>• Web browser</li> </ul>
Importance of digital technologies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Sharing and searching information</li> <li>• Collect data</li> <li>• Enable storage of massive information</li> <li>• Time saving</li> <li>• Cost minimizing</li> <li>• Data accuracy and reliability</li> <li>• Data centralizing and administration</li> <li>• Improve collaboration</li> <li>• Enhance creativity</li> <li>• Enhances work accuracy</li> </ul>
Role of digital technologies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Create connectivity between operations</li> </ul>

	<ul style="list-style-type: none"> <li>• Facilitate communication in agricultural sectors</li> <li>• Globalize communication</li> <li>• Strengthen market linkage</li> </ul>
Principles of Agricultural technology	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Design with user</li> <li>• Understand the existing ecosystem</li> <li>• Design for scale</li> <li>• Build for sustainability</li> <li>• Data driving</li> <li>• Reuse and improve</li> <li>• Address privacy and security</li> <li>• Collaborative</li> </ul>
tools and equipment	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Chargers</li> <li>• Computer</li> <li>• Smart phone</li> <li>• Tablet</li> <li>• I pad</li> <li>• GIS</li> <li>• Website</li> <li>• Online resources</li> <li>• Digital programs</li> </ul>
infrastructures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Telecommunications utilities</li> <li>• Electricity power</li> <li>• Server</li> <li>• Information and communication Technologies</li> <li>• Mobiles Phones</li> <li>• Computer's systems</li> </ul>
Agri-preneurial	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Online marketing</li> <li>• Online Learning</li> </ul>
Digital technology communication tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Smart phone</li> <li>• Cell phone</li> </ul>

	<ul style="list-style-type: none"> <li>• Email</li> <li>• Telegram</li> <li>• SMS</li> <li>• What's APP</li> </ul>
technique	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Video chat</li> <li>• Virtual meeting</li> <li>• E-learning</li> <li>• Email</li> <li>• Video conference</li> </ul>
Data collecting formats	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Google sheet</li> <li>• Templates</li> <li>• Ex-cell</li> <li>• Google drive storage</li> </ul>
Data collection methodologies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Questionnaire</li> <li>• Surveying</li> <li>• Focus group discussion (FGD)</li> <li>• Case study</li> </ul>

<b>Evidence guide</b>	
Critical aspects of competence	<p>Demonstrate knowledge and skills on:</p> <ul style="list-style-type: none"> <li>• Understand the basic digital technologies.</li> <li>• Use mobile/Smart phones and template to collect data and reporting the data</li> <li>• Understand the basic digital technology communication tools.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify the require tools and equipment to apply digital technologies</li> <li>• Apply digital technology</li> <li>• Understand the basic virtual meeting.</li> </ul>
Required knowledge and attitude	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> <li>• Understand the basic digital technology communication tools.</li> <li>• Understand the basic digital technologies.</li> <li>• New or upgraded technology performance</li> <li>• Environmental considerations</li> <li>• Appropriate performance evaluation.</li> </ul>
Required skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Use Digital technology communication to collect data and report system</li> <li>• Use digital technologies applications</li> <li>• Use software applications (word processing, spread sheets, data base management</li> <li>• Apply skills for accessing and using spreadsheets and databases</li> <li>• Literacy skills for data analysis and interpretation</li> <li>• Determine and confirm digital technology communication tools.</li> </ul>
Resources implication	<ul style="list-style-type: none"> <li>• Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</li> </ul>
Methods of assessment	<p>Competence may be assessed through:</p> <p>Interview/written test</p> <p>Observation/demonstration with oral questioning</p>
Context of assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

## LEVEL IV

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<b>Occupational Standard: Cooperative Business Management L-IV</b>	
<b>Unit Title</b>	<b>Prepare Cooperatives Legal Documents</b>
<b>Unit Code</b>	<b><u>AGRCBM4 01 0322</u></b>
<b>Unit Descriptor</b>	This unit describes the knowledge, skills and attitude to determine legal nature and relevance of cooperative documents, prepare legal document, review document according to cooperative needs and check document for its relevance and validity.

<b>Element</b>	<b>Performance Criteria</b>
<b>1.</b> Determine legal nature and relevancy of documents for cooperative	1.1. The legal nature of the document is interpreted for cooperatives' use 1.2. The structure, function and significance of the document are determined in cooperative. 1.3. Statutory and general law principles governing the document and its function are interpreted and applied in cooperative.
<b>2.</b> Prepare legal document for cooperative	2.1. Rules governing organization and interpretation of <b>legal documents</b> are identified and prepared for cooperative 2.2. Cooperative rules for use of guides, standard form and statutory forms are identified and prepared 2.3. Principles of legal drafting, including the use of appropriate language are used to prepare the document for cooperative
<b>3.</b> Review document towards cooperative needs	3.1. Terms essential is interpreted and drafted to protect cooperative interests 3.2. Any lack of conformity with the <b>cooperative laws</b> is rectified
<b>4.</b> Check document for accuracy	4.1. Parties, property information and factual details are checked for accuracy 4.2. Annex to the document is checked for accuracy and relevance of cooperative 4.3. Gaps, lack of certainty or ambiguity in language are corrected 4.4. Non-compliance with legal principles is reviewed and rectified within the document of cooperative 4.5. Record, use and maintain cooperatives legal documents

Variable	Range
Legal documents	May include, but not limited to: <ul style="list-style-type: none"> <li>• Cooperative proclamation</li> <li>• Directives</li> <li>• By laws</li> <li>• Contract</li> <li>• Coop policy</li> </ul>
Cooperative laws	May include, but not limited to: <ul style="list-style-type: none"> <li>• Proclamation</li> <li>• By law</li> <li>• Regulation and directives</li> <li>• Internal by laws and Coop policy</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identify and amend the appropriate legal documents for cooperatives</li> <li>• Improve legal document handling system</li> <li>• Provide legal services to cooperatives</li> <li>• Prepare legal document for cooperative society</li> <li>• Understand legal documentcooperatives’</li> <li>• govern cooperatives legal documents</li> <li>• check accuracy and relevance of cooperative legal document</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• The cooperative concept, principles, values, and scope cooperative</li> <li>• Understand Internal and bylaws of the cooperative</li> <li>• Improve legal document handling system</li> <li>• Provide legal services to cooperatives</li> <li>• Understand legal documentcooperatives’</li> <li>• Use Legal system in cooperative</li> </ul>
Required Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Applying cooperative values/ethical values, principles, concept, bylaws of the cooperative, communication, report writing, organizing procedures and basic marketing concepts</li> <li>• Enhancing technical and legal skills</li> <li>• Data collection and documentation</li> <li>• use appropriate language and draft legal documents</li> <li>• Apply legal system in cooperatives</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>



Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> </ul> 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: Cooperative Business Management Level IV	
<b>Unit Title</b>	<b>Apply Cooperatives Governance and Leadership</b>
<b>Unit Code</b>	<a href="#"><u>AGR CBM4 020322</u></a>
<b>Unit Descriptor</b>	This unit covers the processes involved with contributing to cooperatives governance and Leadership to defines the standard required to: complete a checklist for cooperatives governance covering monitoring procedure, staff management, legislative compliance, ethical conduct and community consultation; conduct a Strengths, Weaknesses, Opportunities and Threats analysis for the cooperatives operations; identify policy development, plan for good governance and adopt appropriate principles of Leadership.
<b>Element</b>	Performance Criteria
1. Monitor cooperatives activities	1.1 Activities undertaken by group are monitored to ensure <i>cooperative's objectives</i> are followed. 1.2 Resolutions of committee and members meetings are monitored 1.3 Any <i>employees' activities</i> and finances are managed and supervised appropriately. 1.4 <i>Legislative and Ethical requirements</i> are met 1.5 Variations from expected standards are noted, and where required, immediate or routine action taken.
2. Identify Organizational policy in Cooperatives	2.1 Board members are worked with to establish a policy development group 2.2 Key areas of operation requiring policy development are identified 2.3 Relevant <i>previous board decisions</i> , additional information required are identified and reviewed 2.4 <i>Types of Cooperative policy</i> is checked to reflect the vision of the organization and cultural issues. 2.5 <i>Policy</i> is checked to meet legal, constitutional and funding requirements.

<p>3. Identify opportunities, threats and risks</p>	<p>3.1 Opportunities for the group to commence new projects or activities are identified and submitted to the committee.</p> <p>3.2 Threats to the ongoing operation of the group are identified and raised at committee meetings.</p> <p>3.3 Risks associated with the group's activities and ongoing operation is identified.</p> <p>3.4 Risks and proposed risk control measures are submitted to the committee.</p>
<p>4. Plan for work procedure to bring Good Governance of Cooperative</p>	<p>4.1 Efficiency and effectiveness, equity and inclusiveness, the rule of law, legitimacy, and the setting of strategic vision in the exercise of political, economic and administrative authority are discussed.</p> <p>4.2 Cooperative members and staff must understand good governance, including member control and economic participation and realize that it is needed for good performance and sustainable growth.</p> <p>4.3 <b>Good governance</b> is important in order to increase cooperatives' assets, and to maximize the effectiveness of its management committees.</p> <p>4.4 The concept of <b>Effectiveness and efficiency</b> in the context of good governance are explained</p> <p>4.5 The differences between cooperatives governance and other forms of business are Identified.</p>
<p>5. Identify the ways how to build leading capacity of management bodies</p>	<p>5.1 Cooperatives engage with their members to understand and act in response to their direct interests and challenges.</p> <p>5.2 offered by the cooperative, while in other organizations it is not mandatory for members to utilize services.</p> <p>5.3 The principle of one person, one vote is the building block for democracy in cooperatives.</p> <p>5.4 The members of the cooperative are the rightful owners, users and controllers the organization.</p> <p>5.5 In context of Cooperatives <b>principles of Leadership</b> are discussed.</p>

Variable	Range
Cooperative's objectives	May include, but not limited to: <ul style="list-style-type: none"> <li>✓ Met needs of members</li> <li>✓ Social benefits</li> <li>✓ Community support</li> <li>✓ Empowerment</li> <li>✓ Teaches Democratic management</li> <li>✓ Equity and equality for all</li> </ul>
Employees' activities	May include, but not limited to: <ul style="list-style-type: none"> <li>• Give different services</li> <li>• Write financial reports</li> <li>• Manage departments and teams</li> <li>• Sale production</li> <li>• Promote cooperative service or production</li> <li>• Encourage members to support their cooperative</li> </ul>
Legislative and Ethical requirements	May include, but not limited to: <ul style="list-style-type: none"> <li>• Direct supervision and appropriateness</li> <li>• Recruitment of paid employees and volunteers</li> <li>• Appraisal of paid employees including any disciplinary actions</li> <li>• Employment conditions including remuneration and benefits</li> <li>• Training provided</li> <li>• Relationships and cooperation between employees</li> </ul>
Previous board decisions	May include, but not limited to: <ul style="list-style-type: none"> <li>• Establishment of cooperative</li> <li>• Amendment of by-laws</li> <li>• Government instruction</li> <li>• To use different legal documents</li> <li>• How to use budget a different projects</li> </ul>
Types of Cooperative policy	May include, but not limited to: <ul style="list-style-type: none"> <li>✚ Destructive policy</li> <li>✚ Neutral policy</li> <li>✚ Supportive policy</li> <li>✚ Participating policy</li> </ul> Controlling policy
Policy	May include, but not limited to: <ul style="list-style-type: none"> <li>• Rules</li> <li>• Strategies</li> <li>• Plan</li> <li>• Procedures</li> <li>• Programs</li> </ul>

Principles of Leadership or leadership principles	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>➤ Lead by example.</li> <li>➤ Leadership is about people.</li> <li>➤ Focus on change.</li> <li>➤ Be human and admit mistakes.</li> <li>➤ Understand the value of listening.</li> <li>➤ Develop leadership skills.</li> <li>➤ Promote diversity.</li> <li>➤ Work together to achieve more.</li> <li>➤ Have solid values.</li> <li>➤ Use technology and innovation.</li> <li>➤ Help to develop future leaders.</li> </ul>
<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> <li>• Complete a checklist for cooperatives governance covering Plan work procedure, finances, staff management, legislative compliance, ethical conduct and community consultation</li> <li>• Conduct a SWOT analysis for the cooperatives s operations</li> <li>• See the ways of Good Governance and Leading system</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Requirements of relevant cooperatives legislation</li> <li>• Requirements of programs</li> <li>• Plan work procedures</li> <li>• Objectives and rules of cooperatives</li> <li>• Community goals and plans</li> <li>• OHS and corporate governance legislation and codes of practice</li> <li>• Leadership Principles.</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Prepare brief verbal and written reports</li> <li>• Contribute to good governance</li> <li>• Use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected.</li> <li>• Use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views.</li> <li>• Use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>

Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.
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Occupational Standard: Cooperative Business Management Level-IV	
Unit Title	Prepare Business Plan for Cooperatives
Unit Code	<a href="#">AGRCBM4 03 0322</a>
Unit Descriptor	This unit describes skills, knowledge and attitude required to run a cooperatives business operation and covers the steps required to develop and implement a business plan, Its critical tools for business growth and development. This unit also covers assess existing situation of plan, preparing business plan, identifying typical elements of a business plan and the standard approaches to be used in prepared and implementing a business plan.
Elements	Performance Criteria
1. Assess existing situation of the business	1.1 Concepts and Purpose business plan are Identified 1.2 Current market situations are assessed and analysed 1.3 Existing operations of the business are assessed and analysed 1.4 Current situation of the business’s human resources is assessed and analysed 1.5 Existing financial situation of the business are assessed and analysed 1.6 Internal strength and weakness of the business are analysed and interpreted 1.7 The business external opportunities and threats are analysed and interpreted
2. Develop Business Plan	2.1 Pre-existing business situation are reviewed and evaluated 2.2 Mission and Vision statement of the business is developed 2.3 Business goals and objectives Identified and documented as a basis for measuring business performance 2.4 The essential components of the business plan are identified and reviewed 2.5 Market needs, market size and potential are identified 2.6 Financial plan is identified to provide required liquidity and

	<p>profitability for the business</p> <p>2.7 Methods of marketing strategies are, developed to promote the market exposure of the cooperatives business</p> <p>2.8 Methods/means of production/operations plan developed to conform with cooperatives goals and objectives</p> <p>2.9 Staffing requirements identified and developed to effectively produce/deliver products/services</p> <p>2.10 The business risk management plan is developed</p>
3. Implement business plan	<p>3.1 Accomplished work of business plan is checked for its fulfilment of all cooperative's legal requirements</p> <p>3.2 The prepared business plan is approved by appropriate authority</p> <p>3.3 Appropriate documentation is maintained</p> <p>3.4 Prepared business plan is implemented according to cooperatives business activity</p>
4 Monitor and evaluate performance	<p>4.1 All relevant parties are Communicated and understand to ensure the performance of business plan of cooperatives according to requirements and timeframes</p> <p>4.2 Performance of business plan is measured and refined</p> <p>4.3 Performance of business plan is reviewed and continuous improvement</p> <p>4.4 Performance is measured and reported to concerned body</p>
<b>Variable</b>	<b>Range</b>
Business plan	<p>May include but not limited to</p> <ul style="list-style-type: none"> <li>• business opportunities, which may be influenced by:</li> <li>• amount and types of finance available</li> <li>• expected financial viability</li> <li>• skills of operator</li> </ul>



	<ul style="list-style-type: none"> <li>• level of risk involved, risk assessment and management</li> <li>• market focus of the business</li> <li>• marketing requirements</li> <li>• need to raise finance and requirements of lenders</li> <li>• organization/operational arrangements</li> <li>• proposed size and scale of the business</li> </ul>
Business goals and objectives	<p>May include but not limited to</p> <ul style="list-style-type: none"> <li>• customer needs/marketing projections</li> <li>• family or community benefits</li> <li>• financial projections</li> <li>• goals, objectives, plans, systems and processes</li> <li>• market focus of the business</li> <li>• proposed size and scale of the business</li> <li>• short-, medium- or long-term goals</li> </ul>
Financial plan	<p>May include but not limited to</p> <ul style="list-style-type: none"> <li>• Cash flow estimates for each forward period</li> <li>• Current financial state of the enterprise (or owner/operator)</li> <li>• Estimates of profit and loss projections for each forward period</li> <li>• Financial performance to date (if applicable)</li> <li>• Likely return on investment</li> <li>• Monthly, quarterly or annual returns</li> <li>• Non-recurrent assets calculations</li> <li>• Profit, turnover, capital and equity targets</li> <li>• Projected profit targets, pricing strategies, margins</li> </ul>
Marketing strategies	<p>May include but not limited to</p> <ul style="list-style-type: none"> <li>• Achieving lower costs of production and distribution than competitors</li> <li>• Creating a very different product line or service so that the business</li> </ul>

	<p>becomes a class leader in the industry</p> <ul style="list-style-type: none"> <li>• Distribution</li> <li>• Pricing, presentation and display of products/services</li> <li>• Product design and packaging</li> <li>• Product range and mix</li> <li>• Promotion and advertising</li> <li>• Pursuing cost leadership and/or product differentiation within a specialist market segment</li> </ul>
Production/operations plan	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Customer requirements, market expectations, budgetary constraints</li> <li>• Industrial relations climate and quality assurance considerations</li> <li>• means of supply and distribution</li> <li>• operational targets and action plan, which may include short-, medium- or long-term goals</li> <li>• options for production, delivery, technical and customer service and support</li> </ul>
Staffing requirements	<p>May include but not limited to</p> <ul style="list-style-type: none"> <li>• full-time, part-time staff, permanent, temporary or casual staff</li> <li>• owner/operator</li> <li>• sub-contractors or external</li> </ul>
<b>Evidence Guide</b>	
Critical aspects of competence	<p>Assessment requires the candidate:</p> <ul style="list-style-type: none"> <li>• Analysis of the strengths and weaknesses of business plans</li> <li>• Prepare business plan</li> <li>• Implement of a business plan including evaluation of performance against documented indicators in key results areas</li> <li>• Identify the components of business plan</li> <li>• knowledge of performance measurement approaches and benchmarking.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify and prioritize business’s goals and objectives of cooperatives</li> <li>• Identify business risk management plan</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate the Knowledge of:</p> <ul style="list-style-type: none"> <li>• Planning processes</li> <li>• Reasons for and benefits of, business planning</li> <li>• types of business planning - feasibility studies; strategic, operational, financial and marketing planning</li> <li>• Business plan development</li> <li>• Management</li> <li>• Budgeting</li> </ul>
Require Skills	<p>Demonstrate the skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to assess business performance</li> <li>• literacy skills to enable interpretation of business information</li> <li>• prepare business plan</li> <li>• setting goals and objectives</li> </ul>
Resources Implication	<p>The following resources MUST be provided.</p> <ul style="list-style-type: none"> <li>• Access is required to real or appropriately simulated situations, including work areas, materials and equipment,</li> <li>• Documentation and information on workplace practice and OHS practices.</li> <li>• specifications and work instructions</li> </ul>
Assessment Methods	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Practical assessment by direct observation of tasks through simulation/Role-plays</li> <li>• Written exam/test on underpinning knowledge</li> <li>• questioning or interview on underpinning knowledge</li> <li>• project-related conditions (real or simulated) and require evidence of process</li> </ul> <p>Assessment methods must confirm the ability to access and correctly interpret</p>

	and apply the essential underpinning knowledge
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Cooperative Business Management Level IV	
Unit Title	Manage Human Resource
Unit Code	<a href="#">AGR CBM404 03 22</a>
Unit Descriptor	This unit encompasses the knowledge, skills and attitude required to design and implements strategies for personal development and appropriate self-management, identify skill requirements, prepare task descriptions and person specifications, arrange employment of workforce members, implement OHS priorities and procedures and review labor productivity.
Element	Performance Criteria
1. Identify Human Resource skill requirement's and job Descriptions	<p>1.1.Job Descriptions are Developed from the organization Strategic plan</p> <p>1.2.Tasks are identified and described along with the range of conditions under which performance may need to occur based on work requirement according to the vision and Mission of the organization.</p> <p>1.3.Most appropriate employment arrangements are determined based on employer and employee needs, responsibilities and rights.</p> <p>1.4.Job specifications are identified based on job Descriptions</p> <p>1.5.Person specifications are prepared based <i>on job specifications</i>.</p>
2. Identify options for vacancy	<p>2.1.Options for filling job vacancies are assessed based on different <i>variables</i>.</p> <p>2.2.Resources and materials for recruitment are prepared and placed with media based on work requirement.</p> <p>2.3.Criteria for assessing job applicants are determined, and applicant evaluation processes and procedures are prepared in accordance with job and <i>person specification</i>.</p> <p>2.4.Applicants are assessed against the criteria and selection decision</p>

		is finalized based on the applicant response and result
3. Implement hiring procedures		<p>3.1. Human resources need assessment is carried out</p> <p>3.2. Human resource requirement plan is developed based on the need assessment of cooperatives</p> <p>3.3. Human resource recruitment, selection, and placement process are planned according to that society.</p> <p>3.4. Process of Hiring is implemented.</p> <p>3.5. induction procedures are developed</p> <p>3.6. compensation process are fulfilled</p>
4. Manage workforce performance		<p>4.1. Induction programs are designed for each employee consistent with legislative requirements and effective management based on nature of work and employee.</p> <p>4.2. Induction programs are conducted for new appointees and appropriate records established following work procedure.</p> <p>4.3. Work plans are developed with all members of workforce based on activities to be done.</p> <p>4.4. Strategies for communicating with workers are designed and implemented based on organizational structure.</p> <p>4.5. Performance management strategies are designed and implemented based on performance standard.</p> <p>4.6. Processes for the termination of non-performing staff are identified and followed based on performance evaluation.</p>
2.5.Support personal development, training and career development of workers		<p>5.1. Strategies to identify skill and knowledge gaps are designed based on work requirement at cooperative society.</p> <p>5.2. Strategies to perform gap identification are implemented based on need assessment.</p>

	<p>5.3. Training is provided to optimize worker performance based on identified knowledge and skill gap.</p> <p>5.4. Opportunities for career development are identified and provided following guidelines (By laws).</p> <p>5.5. Strategies for succession are designed and implemented based on career development plan.</p> <p>5.6. Prior learning, experience and training is recognized and rewarded where appropriate based on work requirement.</p>
<p>2.6.Implement strategies for personal development and appropriate self-management</p>	<p>6.1. Own management strengths and weaknesses are regularly audited and addressed through training and family &amp; professional support based on enterprise’s requirement.</p> <p>6.2. Priorities in management and operations are determined based on objective and time is allocated to achieve effective outcomes based on work requirement.</p> <p>6.3. Strategies for managing conflicting demands and pressure are investigated and implemented.</p>
<p>2.7.Manage administrative support</p>	<p>7.1. Processes and procedures for administration of staff records are designed and implemented based on workers profile and organizational structure.</p> <p>7.2. Administrative procedures and processes to meet legislated requirements are designed and implemented according to work procedure.</p> <p>7.3. Industrial relations are established and monitored based on organization’s policies.</p> <p>7.4. Awards adhered to, enterprise agreements and/or contracts of employment negotiated, and disputes and conflicts resolved based</p>

	on based on organization policies.
2.8.Review labor productivity	<p>8.1. Strategies for monitoring labor costs are established.</p> <p>8.2. Benchmarks for labor productivity are sourced and analyzed to review performance of the enterprise.</p> <p>8.3. Opportunities to develop more efficient work practices are established by consulting peers, staff and consultants as appropriate.</p> <p>8.4. Appropriate industrial relations are established and monitored; awards adhered to, enterprise agreements and/or contracts of employment negotiated, and disputes and conflicts resolved.</p> <p>8.5. Strategies for improving labor productivity are implemented according to plan.</p>
<b>Variable</b>	Range
Person specifications	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Qualification</li> <li>• Experience</li> <li>• Age</li> <li>• Sex</li> </ul>
Job specifications	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Skills</li> <li>• Specialization</li> <li>• Activities</li> </ul>
<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires the candidate to:</p> <ul style="list-style-type: none"> <li>• Develop recruitment, selection, induction and placement</li> </ul>



	<p>plan</p> <ul style="list-style-type: none"> <li>• Identify skill requirements and prepare task descriptions and person specifications</li> <li>• develop and facilitating performance</li> <li>• developing and reviewing performance management plans for individual staff members</li> <li>• develop and arrangements for issue resolution and grievance procedures</li> <li>• display personal and professional integrity in working relationships</li> <li>• establish key performance measures for individuals, teams and/or work groups</li> <li>• establish training and development opportunities</li> <li>• facilitate training, education and development of personnel</li> <li>• identify and where appropriate using stress management facilities and services</li> <li>• implement communication techniques including negotiation and resolution</li> <li>• leading and motivating people</li> <li>• monitor performance of individuals, teams and/or groups against key performance indicators</li> <li>• undertake human resource planning</li> <li>• using consultative methods to achieve operational target</li> </ul>
<p>Required Knowledge and Attitudes</p>	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Personnel management</li> <li>• Assessment techniques</li> <li>• Develop recruitment, selection, induction and placement plan</li> <li>• Task descriptions and person specifications</li> </ul>

	<ul style="list-style-type: none"> <li>• Employment of workforce members</li> <li>• Workforce performance</li> <li>• Personal development, training and career development of workers</li> <li>• Strategies for personal development and appropriate self-management</li> <li>• Administrative support</li> <li>• Labor productivity</li> </ul>
Required Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• identify and where appropriate using stress management facilities and services</li> <li>• implement communication techniques including negotiation and resolution</li> <li>• leading and motivating people</li> <li>• monitor performance of individuals, teams and/or groups against key performance indicators</li> <li>• undertake human resource planning</li> <li>• using consultative methods to achieve operational target</li> <li>• Designing performance management strategies</li> <li>• identifying training need and career development</li> <li>• monitoring labor productivity established process and procedures for administration of staff</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a

	simulated work place setting.
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Occupational Standard: Cooperative Business Management Level IV	
Unit Title	Manage Production System of Cooperative
Unit Code	<a href="#">AGR CBM4 05 0322</a>
Unit Descriptor	This unit encompasses a range of knowledge, skills and attitude required to develop production plan and system, and analyzing performance in terms of sustainability and profitability
Element	Performance Criteria
1. Develop strategic production plan	<p>1.1. The cooperative organization’s vision, mission, objectives and goals are understood and analyzed.</p> <p>1.2. Production goals are set and prioritized in line with organization’s vision, mission, goals and objectives.</p> <p>1.3. Production system is identified analyzed and determined</p> <p>1.4. <b>Aggregate production plan</b> is developed based on the resource’s availability estimated.</p> <p>1.5. Best- and worst-case production scenarios are estimated.</p> <p>1.6. Strategies for using existing, new or emerging technologies are developed and implemented where practicable to optimize business performance.</p> <p>1.7. Performance measures, <b>operational targets</b> and quality assurance issues are developed to conform with the business plan</p> <p>1.8. The techniques of risk management are identified, analyzed and set preventive measures.</p> <p>1.9. <b>Waste management</b> techniques are set</p>
2. Input procurement plan	2.1. Resource requirement are identified, specified and requested for procurement.

	<p>2.2. Sources of appropriate inputs are identified and analyzed based on organizational requirements</p> <p>2.3. Selection of suppliers and resources acquirement are made</p> <p>2.4. Transportation, storage and distribution (logistics issues) are managed</p> <p>2.5. Resources are received and stored based on the specification.</p> <p>2.6. Preventative and reactive contingency plans are developed to minimize threats and maximize opportunities considering risk management techniques.</p>
3. Implement and control production plan	<p>3.1. The production plan is implemented.</p> <p>3.2. Monitoring and evaluation techniques are carried out.</p> <p>3.3. Waste management techniques are implemented</p> <p>3.4. Feedback is reported and used</p>
<b>Variable</b>	<b>Range</b>
Aggregate production	May be include but not limited to Actual/total production estimates
Production plan	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Operational plan, scheduling (input procurement planning)</li> <li>• Implementation</li> <li>• Monitoring and evaluation</li> </ul>
Operational targets	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Internal targets which may relate to size, quality, quantity And diversity, wages to sales, sales to area/stock</li> <li>• Levels/stock turnover/average debtor payment periods</li> <li>• And levels</li> <li>• External targets which may relate to market share and</li> </ul>

	<ul style="list-style-type: none"> <li>• Positioning and may involve exploring new markets,</li> <li>• Building national or international trade links</li> <li>• Staffing level and skills mix</li> </ul>
Waste management	May be include but not limited to byproducts during harvesting or production
<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires the candidate to:</p> <ul style="list-style-type: none"> <li>• Develop strategic production plan</li> <li>• Prepare Input procurement plan</li> <li>• Implement and control production plan</li> <li>• Understand cooperative organization’s vision, mission, objectives and goals</li> <li>• set and prioritize Production goals in line with cooperatives vision, mission, goals and objectives</li> <li>• identify and analyze and Production system determined</li> <li>• specify resource requirement requested for procurement</li> <li>• Select of suppliers and resources acquirement</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Production planning</li> <li>• Risk techniques</li> <li>• Understand cooperative organization’s vision, mission, objectives and goals</li> <li>• Agronomic practices</li> <li>• Input procurement system</li> <li>• Material management</li> <li>• Waste management</li> </ul>
Require Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• identify and analyze and Production system determined</li> <li>• specify resource requirement requested for procurement</li> </ul>

	<ul style="list-style-type: none"> <li>• Select of suppliers and resources acquirement Communication</li> <li>• Examine interactions between different sectors of enterprise and impact on production system</li> <li>• Perform production plan</li> <li>• Design contingency plan production system of cooperatives</li> <li>• Perform risk assessment method</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Business Management Level IV</b>	
<b>Unit Title</b>	<b>Implement Strategic Plans</b>
<b>Unit Code</b>	<a href="#"><u>AGR CBM4 06 0322</u></a>
<b>Unit Descriptor</b>	This unit describes the knowledge, skills and attitude required to establish the strategic direction of the organisation, sustain competitive advantage and enhance competitiveness. It covers analysis and interpretation of relevant markets, capability assessment of the organisation and analysis of the organisation's existing and potential competitors and allies.
<b>Element</b>	Performance Criteria
1. Confirm organisational vision and mission	<p>1.1. Check with stakeholders that organisational vision and mission are still held to be current and are supported</p> <p>1.2. Any changes or refinements to vision or mission statement are made as required</p> <p>1.3. <b>Organisational values</b> are reviewed or developed to support the vision and mission statement</p> <p>1.4. Support for strategic planning process is gained from all relevant stakeholders</p>
2. Analyse the internal and external environment	<p>2.1. Information requirements are determined and research undertaken or commissioned to deliver relevant information</p> <p>2.2. Political, economic, social, and technological developments are analysed in a global context</p> <p>2.3. Advice is sought from appropriate experts wherever necessary</p> <p>2.4. Strengths and weaknesses of existing and potential competitors and allies are identified and considered</p> <p>2.5. Organisation's strengths, weaknesses, opportunities and threats are analysed</p>



	<p>2.6. Consider cooperative projects that are supported by risk and cost benefit analyses, are made consistent with the organisational vision, mission and values and provided for due industry</p> <p>2.7. Analysis of <i>internal and external environment</i> is checked to be consistent with the perspectives of other informed people</p>
3. Write strategic plan	<p>3.1. Relevant research and background are documented for inclusion in the strategic plan</p> <p>3.2. Strategic objectives and strategies needed for the future are formulated</p> <p>3.3. Each strategy is detailed with an assigned priority, a timeframe, responsible parties and measurable performance indicators</p> <p>3.4. Strategic plan is circulated for comment, support and confirmation.</p>
4. Implement strategic plan	<p>4.1. Strategic plan is communicated to all relevant parties</p> <p>4.2. Members are briefed with a specific role in relation to strategies of their cooperative.</p> <p>4.3. <i>Performance indicators</i> are used to monitor progress in implementing plan</p> <p>4.4. Necessary refinements are made to plan</p> <p>4.5. Achievement of objectives is evaluated at agreed milestones</p> <p>4.6. Effectiveness of plan is reviewed and methods considered for improving strategic planning processes</p>
<b>Variable</b>	<b>Range</b>
Organisational values	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Cooperatives values like honesty, democracy, self-help self-responsibility and equality are some</li> </ul>

Internal and external environment	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Internal is resources in the organization like management, relationship and staff</li> <li>• External is outside the organization like micro and macro environmental factors</li> </ul>
Performance indicators	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Relevant to and consistent with the specific organisation’s vision, strategy and objectives</li> <li>• Focused on organisation wide strategic value rather than non-critical local business outcomes</li> <li>• Representative</li> <li>• Realistic</li> <li>• Specific</li> <li>• Attainable</li> <li>• Measurable</li> <li>• Used to identify trends</li> <li>• Timely, Understood, Agreed, Reported, Governed, Resourced</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> <li>• Confirm organisational vision and mission</li> <li>• Analyse the internal and external environment</li> <li>• Write strategic plan</li> <li>• Implement strategic plan</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Outline the legislation, regulations and codes of practice relevant to the organisation's strategic plan.</li> <li>• Give examples of risks and risk management strategies relevant to strategic planning including:</li> <li>• Intellectual property rights and responsibilities</li> <li>• Outline strategic planning methodologies including Political, Economic, Social and Technological (PEST) analysis and Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis</li> <li>• Identify internal and external sources of information relevant to the organisation's market, competitors, customer base, vision, values and capabilities</li> <li>• Outline techniques for developing organisational values.</li> <li>• Background and research relevant to the plan</li> <li>• Objectives, strategies and priorities</li> <li>• Roles and responsibilities</li> <li>• Performance indicators</li> <li>• Timeframes</li> <li>• Consideration of co-operative ventures</li> <li>• Cost-benefit and risk analysis</li> </ul>
Required Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Consult and communicate effectively with relevant stakeholders</li> </ul>

	<p>to:</p> <ul style="list-style-type: none"> <li>• Confirm or revise the organisation’s mission, vision and values</li> <li>• Validate findings of research and analysis</li> <li>• Get input to and endorsement of strategic plans</li> <li>• Brief relevant parties about the plan</li> <li>• Analyse organisation’s internal and external environment to formulate strategic plans including:</li> <li>• Seek advice from appropriate experts wherever necessary</li> <li>• Monitor and evaluate the implementation of the plan and make refinements as appropriate</li> <li>• Review effectiveness of planning processes and identify opportunities for improvement.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Business Management Level V</b>	
<b>Unit Title</b>	<b>Manage Budgets and Financial Plans</b>
<b>Unit Code</b>	<b>AGR CBM4 07 0322</b>
<b>Unit Descriptor</b>	This unit describes the knowledge, skills and attitude required to undertake financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and the organisation.
<b>Element</b>	Performance Criteria
<b>1. Plan financial management approaches</b>	<p>1.1. Budget/financial plans are accessed for the work team</p> <p>1.2. Budget/financial plans with relevant personnel are clarified within the organization to ensure that documented outcomes are achievable, accurate and comprehensible</p> <p>1.3. Any changes required to be made are negotiated to budget/financial plans with relevant personnel within the organization</p> <p>1.4. Contingency plans are prepared in the event that initial plans need to be varied</p>
<b>2. Implement financial management approaches</b>	<p>2.1. Relevant details of the agreed budget/financial plans are disseminated to team members</p> <p>2.2. Support is provided to ensure that team members can competently perform required roles associated with the management of finances</p>

	2.3.Resources and systems are determined and accessed to manage financial management processes within the work team
<b>3. Monitor and control finances</b>	<p>1.1 Processes are implemented to monitor actual expenditure and to control costs across the work team</p> <p>1.2 Expenditure and costs on an agreed cyclical basis are monitored to identify cost variations and expenditure overruns</p> <p>1.3 The importance of contingency plan identified</p> <p>1.4 Contingency plans are prepared, implemented, monitored and modified as required to maintain financial objectives</p> <p>1.5 Budget and expenditure are reported in accordance with organizational protocols</p>
<b>4. Review and evaluate financial management processes</b>	<p>4.1 Data and information on the effectiveness of financial management processes are collected and collated for analysis within the work team</p> <p>4.2 Data and information on the effectiveness of financial management processes are analysed within the work team and any improvements to existing processes are identified, documented and recommended</p> <p>4.3 Agreed improvements are implemented and monitored in line with financial objectives of the work team and the organization</p>
<b>Variable</b>	Range
<b>Budget/Financial plans</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Cash flow projections</li> <li>• Long-term budgets/plans</li> <li>• Operational plans</li> <li>• Short-term budgets/plans</li> <li>• Spreadsheet-based financial projections</li> </ul>

	<ul style="list-style-type: none"> <li>• Targets or key performance indicators for production, productivity, wastage, sales, income and expenditure</li> </ul>
<b>Relevant personnel</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>▪ Financial managers,</li> <li>▪ accountants or financial controllers</li> <li>▪ Supervisors,</li> <li>▪ other frontline managers</li> </ul>
<b>Importance of contingency plan</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Contracting out or outsourcing human resources</li> <li>• Diversification of outcomes</li> <li>• Finding cheaper or lower quality raw materials and consumables</li> <li>• Increasing sales or production</li> <li>• Recycling and re-using</li> <li>• Rental, hire purchase or alternative means of procurement of required materials, equipment and stock</li> <li>• Restructuring of organisation to reduce labour costs</li> <li>• Risk identification, assessment and management processes</li> <li>• Seeking further funding</li> <li>• Strategies for reducing costs, wastage, stock or consumables</li> <li>• Succession planning</li> </ul>
<b>Support</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Access to specialist advice</li> <li>• Documentation of procedures</li> <li>• Help desk or identified experts within the organisation</li> <li>• Information briefings or sessions</li> <li>• Intranet-based information</li> <li>• Training including mentoring, coaching and shadowing</li> </ul>

<b>Required roles</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Arranging for use of corporate credit cards</li> <li>• Banking</li> <li>• Debt collection</li> <li>• Ensuring security, accuracy and currency of financial operations</li> <li>• Invoicing clients, customers and consumers</li> <li>• Maintaining journals, ledgers and other record keeping systems</li> <li>• Maintaining petty cash system</li> <li>• Purchasing and procurement</li> <li>• Wages and salaries payments and record keeping</li> </ul>
<b>Resources and systems</b>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Hardware and software</li> <li>• Human, physical or financial resources</li> <li>• Record keeping systems (electronic and paper-based)</li> <li>• Specialist advice or support</li> </ul>
<b>Processes</b>	<p>May include, but not limited to reporting of:</p> <ul style="list-style-type: none"> <li>• Assets</li> <li>• Consumables</li> <li>• Equipment</li> <li>• Expenditure</li> <li>• Income</li> <li>• Stock</li> <li>• Wastage</li> </ul>
<b>Reporting</b>	<p>May include data from:</p> <ul style="list-style-type: none"> <li>• Bank statements</li> <li>• Credit card statements</li> <li>• Financial reports</li> </ul>



	<ul style="list-style-type: none"> <li>• Invoices and receipts</li> <li>• Ledgers and journals</li> <li>• Logs</li> <li>• Petty cash records</li> <li>• Spreadsheet-based records</li> </ul>
<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• Financial skills required to work with and interpret budgets, ageing summaries, cash flow, petty cash, goods and services tax, and profit and loss statements</li> <li>• Knowledge of the record keeping requirements for the Revenues and Customs Authority and for auditing purposes</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• Basic accounting principles</li> <li>• Organisational requirements related to financial management</li> <li>• Relevant legislation and current requirements of the Revenues and Customs Authority, including goods and services tax</li> <li>• Requirements for organisational record keeping and auditing</li> <li>• Principles and techniques involved in: <ul style="list-style-type: none"> <li>• budgeting</li> <li>• cash flows</li> <li>• electronic spreadsheets</li> <li>• goods and services tax</li> <li>• ledgers and financial statements</li> <li>• profit and loss statements</li> </ul> </li> </ul>

Required Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> <li>❖ Numeracy to read and understand a budget and to update a budget</li> <li>❖ Technology to use software associated with financial record keeping</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <p>Interview/Written Test</p> <p>Observation/Demonstration with Oral Questioning</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard Title- Cooperative Business Management Level-IV	
Unit of Competence Title	Administer Cooperatives Projects
Unit of Competence Code	AGR CBM4 080322
Unit Descriptor	This unit applies covers the application of knowledge, skill and attitude undertake to develop plan of project administration, coordinate and review monitoring and evaluate over all activity of cooperatives project implementation.

Elements of Competence	Performance Criteria
1. Plan project	<p>1.1 Purpose, scope and objectives of projects are identified and recorded based on cooperatives objectives.</p> <p>1.2 <b>Project plans</b> are developed that identify project activities and key milestones and timelines in accordance with requirements of project brief / contract in consultation with cooperatives and stakeholders.</p> <p>1.3 Factors that affect timeframes are identified and addressed in project planning to ensure timeframes are realistic and achievable through analyzing existing and future conditions.</p> <p>1.4 Project budgets are linked to key outcomes within projects and reporting mechanisms are incorporated to ensure payments are made / received as outcomes are achieved based on activities and objective of project.</p> <p>1.5 Project plans identify monitoring and reporting arrangements for project activities and budgets in accordance with cooperatives rules and regulation and auditing requirements.</p>

2. Coordinate project administration	<p>2.1 Tasks and resources are allocated and monitored in accordance with project requirements.</p> <p>2.2 Project expenditure is detailed in financial control systems, and monitored against project budgets in accordance with project plan.</p> <p>2.3 Project timeframes and milestones are monitored and reported on to designated person/s in accordance with organizational requirements.</p> <p>2.4 Project records are maintained in accordance with project and organizational requirements.</p>
3. Reviews and Finalize project administration	<p>3.1 Procedures for winding up projects are identified and completed in accordance with <i>cooperatives legal</i> and auditing requirements.</p> <p>3.2 Project administration is reviewed according to project plan</p> <p>3.3 Outcomes of the project are measured according to cooperatives requirement</p> <p>3.4 Evaluation result of the project is reported to <i>concerned body</i> accordance with organizational and task requirements.</p>
Variable	Range
Project plans	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Details of how the project will be manager</li> <li>• roles and responsibilities</li> <li>• time lines</li> <li>• work breakdown structure</li> </ul>
Cooperatives legal	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Cooperative proclamation</li> <li>• Directives</li> <li>• By laws</li> <li>• Contract</li> </ul>

	<ul style="list-style-type: none"> <li>• Regulation and directives</li> <li>• Coop policy</li> </ul>
Concerned body	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Project manager</li> <li>• Board of director</li> <li>• Cooperatives management body</li> <li>• Partners</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>A candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Identified project activities and budgeting</li> <li>• Identified project monitoring and evaluation</li> <li>• Review the project implementation</li> <li>• Evaluate and take correctives action</li> <li>• Outline the cooperatives mission, goals, objectives and operations and how the project relates to them</li> <li>• Explain the Cooperatives procedures and processes that are relevant to managing a project including:</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Explain processes for identifying and managing risk in a project</li> <li>• Outline the cooperatives mission, goals, objectives and operations and how the project relates to them</li> <li>• Explain the Cooperatives procedures and processes that are relevant to managing a project including:</li> <li>• Lines of authority and approvals</li> <li>• Quality assurance</li> <li>• Human resources</li> <li>• Budgets and finance</li> <li>• Outline the legislative and regulatory context of the</li> <li>• The cooperative concept, principles, values, and scope cooperative</li> <li>• Internal and bylaws of the cooperative</li> <li>• Legal system in cooperative</li> </ul>
Required Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Consult and communicate with relevant stakeholders to generate</li> </ul>

	<p>input and engagement in planning, implementing and reviewing the project</p> <ul style="list-style-type: none"> <li>• Provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project</li> <li>• Enhancing technical and legal skills</li> <li>• Report and documentation</li> <li>• Apply legal system in cooperatives</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational standard: Cooperatives Business Management IV	
Unit Title	Develop value chain analysis
Unit Code	<a href="#">AGR CBM4 10 0122</a>
Unit Descriptor	This unit covers the knowledge, skills, and attitude needed to Understand value chain, identify concepts of value chain ideas Develop the value chain and Upgraded value addition

Elements	Performance Criteria
1. Understand concepts of value chain	<p>1.1 <i>Concept of value chain</i> are understood.</p> <p>1.2 Value chain scopes are understood and identified.</p> <p>1.3 <i>Principle of value chain</i> are understood and identified.</p> <p>1.4 Value chain <i>characteristic</i> are understood and identified.</p> <p>1.5 Value chain <i>Importance</i> are discussed and understood.</p> <p>1.6 <i>Concept of value addition</i> are understood and determined.</p>
2. Identify Value chain analysis	<p>2.1 <i>Dimension</i> and <i>structures</i> of Value chain are identified and interpreted</p> <p>2.2 <i>Value chain actors</i> are identified according to the objective and interest or need of chain actors</p> <p>2.3 <i>Value chain maps</i> are illustrated for different <i>agricultural products</i></p> <p>2.4 Value chain techniques for <b>value addition</b> are identified and analyzed</p> <p>2.5 <i>Contract farming</i> system is established to promote value chain.</p>
3. Develop Value Chain	<p>3.1 Value chain <i>parameters</i> are analyzed to compare the gaps between the existing and the benchmark.</p> <p>3.2 <i>Constraints and gaps</i> are collected, analyzed and ranked according to the priority used to develop value chain</p> <p>3.3 <i>Steps of value chain</i> development are identified</p> <p>3.4 Value Chain <i>selection techniques</i> are identified to develop value chain</p> <p>3.5 Potential <i>interventions</i> for value chain development are identified</p>



<p><b>4 Upgrade Value Addition</b></p>	<p>4.1 <i>Environmental considerations</i> are understood to upgrade value addition development</p> <p>4.2 Value chain actors are identified for <i>Value addition</i></p> <p>4.3 Value chain is <i>upgraded</i> for agricultural products to measure performance of value chain development</p> <p>4.4 Customer feedbacks are collected, organized and documented to improve customer satisfaction</p>
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Variable	Range
Concept value chain	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Market oriented products</li> <li>• General Principle</li> <li>• Value chain actor</li> <li>• Mapping</li> <li>• Value addition</li> </ul>
Principles of value chain	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Value chain mapping</li> <li>• Identifying the distribution of benefits of actors</li> <li>• Examining the role of upgrading</li> <li>• Governance in the value chain</li> </ul>
Characteristic	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Inbound logistic</li> <li>• Operation</li> <li>• Out bound logistic</li> <li>• Marketing</li> <li>• Sales</li> <li>• Services</li> </ul>

Importance	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Simple and better way to identify gaps and technologies.</li> <li>• Increases efficiency and systemic competitiveness of local enterprise</li> <li>• Primary targets involvement between local sector and sub sector</li> <li>• Reduces production costs and improves profitability</li> <li>• Improves customer satisfaction by providing quality product and service</li> </ul>
Dimension	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Sourcing of Inputs and supplies</li> <li>• Production capacity and technology</li> <li>• End-markets and trade</li> <li>• Governance of value chains</li> </ul>
Structures	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Input sector:</li> <li>• Farm/production sector:</li> <li>• Product sector</li> </ul>
Value chain actors	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Farmers,</li> <li>• Traders,</li> <li>• Processors,</li> <li>• Transporters</li> <li>• Wholesalers</li> <li>• Retailers and final consumers</li> </ul>
Agricultural sectors	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Crop farming</li> <li>• Forestry</li> <li>• Livestock</li> <li>• Fisher and aquaculture</li> <li>• Agricultural cooperative</li> </ul>

	<ul style="list-style-type: none"> <li>• Agricultural extension service</li> </ul>
Parameters	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Yield</li> <li>• Quality</li> <li>• Cost</li> <li>• Time</li> </ul>
Technology constraints	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Marketability</li> <li>• Profitability</li> <li>• Capability and Usefulness</li> <li>• Functionality</li> <li>• Import Substitution</li> <li>• Feasibility</li> <li>• Adaptability</li> <li>• Potential Impact to the MSE</li> <li>• Woman Empowerment</li> <li>• Employment</li> </ul>
Steps of value chain	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Value chain selection</li> <li>• Data collection</li> <li>• Value chain mapping</li> <li>• Value analysis</li> <li>• Gap identification</li> <li>• Prioritizing constraints</li> <li>• Technology identification &amp; categorization</li> </ul>
Selection technique	<p>May include, but not limited to</p> <ul style="list-style-type: none"> <li>• Integration economic</li> <li>• Environmental</li> </ul>

	<ul style="list-style-type: none"> <li>• Social</li> <li>• Institutional</li> </ul>
Environmental considerations	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Sustainability of the land use system for production and processing</li> <li>• Sources of energy</li> <li>• Efficiency of energy use</li> <li>• Greenhouse gas emissions</li> <li>• Water use efficiency and possibilities of contamination</li> <li>• Quantity and character of chemicals being used</li> <li>• Waste production and management</li> </ul>
Value addition	<p>May include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• measured against its contribution to the customer</li> <li>• Technical benefits/features</li> <li>• Location benefits/features</li> <li>• Aesthetic benefits/features</li> <li>• Information benefits/features</li> </ul>
Contract farming	<p>May include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Agreement between buyer and seller</li> <li>• Farmer and processing making firm for production</li> <li>• Supply of agricultural product</li> </ul>
Upgraded	<p>May include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Farm crop</li> <li>• Milk and Milk Products</li> <li>• Meat and Meat Products</li> <li>• Poultry Products</li> <li>• Fish and Fish Products</li> <li>• Honey and Honey Products</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Must demonstrate skills and knowledge to:</p> <ul style="list-style-type: none"> <li>• Understand concept of value chain</li> <li>• Identify Value chain actors</li> <li>• Apply techniques for value addition</li> <li>• Understand selection technique to develop value chain</li> <li>• Identify potential interventions to value chain analysis</li> <li>• Evaluate value chain addition</li> <li>• Contract farming system is established to promote value chain</li> <li>• Describe value chain upgraded and identify environmental issues for value chain development</li> </ul>
Required Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Understand concepts of value chain</li> <li>• Understand and Recognize characteristic of value chain</li> <li>• Understand dimension and structures of value chain</li> <li>• Identify principles of value chain for agricultural production</li> <li>• Identify value chain actors and Illustrate value chain mapping in agricultural product</li> <li>• Identify value chain analysis improve vale chain development</li> <li>• Understand the Bench mark analyze to develop value chain analysis</li> <li>• Observe environmental issue to upgrade Value chain</li> <li>• Determine value chain upgrade and focus on Value chain addition</li> </ul>

Required Skills	<p>Demonstrate the Skills to :</p> <ul style="list-style-type: none"> <li>• Identify concepts of value chain</li> <li>• Recognize and describe characteristic of value chain</li> <li>• Describe dimension and structures of value chain</li> <li>• Apply principles of value chain for agricultural production</li> <li>• Classify value chain actors and Illustrate value chain mapping in agricultural sector</li> <li>• Analyze the Bench mark to develop value chain analysis</li> <li>• Apply value addition and determine value chain upgrade development value chain analysis</li> <li>• Contract farming system is established to promote value chain</li> <li>• Describe value chain upgraded and identify environmental issues for value chain development</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

# LEVEL V

Occupational Standard: Cooperative Business Management Level V	
<b>Unit Title</b>	<b>Develop Sustainability Strategy for Cooperatives</b>
<b>Unit Code</b>	<a href="#"><u>AGR CBM5 01 0322</u></a>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required to identify factors of cooperatives business environment, develop and Implement strategy to carry out sustainability issues in cooperatives.
<b>Element</b>	Performance Criteria
2. Identify current situation	<p>1.1. SWOT analysis is conducted</p> <p>1.2. <i>Appropriate Cooperatedocuments</i> are collected and reviewed</p> <p>1.3. Methods for gathering information are identified and selected</p> <p>1.4. <i>Primary and secondary data</i> are gathered and analyzed</p> <p>1.5. Influential factors of <i>cooperative business environment</i> are identified and listed</p>
3. Develop sustainability strategic plan	<p>2.2. Vision, mission and values of cooperatives are identified and reviewed</p> <p>2.3. Objectives of cooperatives are set</p> <p>2.4. Enablers and possible challenges are listed in accordance with objectives of cooperative</p> <p>2.5. Targets along with the time frame for the implementation of the strategy are identified</p> <p>2.6. Activities that ensure sustainability are identified based on identified strategy.</p> <p>2.7. Sustainability strategies are developed based on <i>participatory approach</i> procedures.</p>



4. Implement sustainability strategy	<p>3.1. Sustainability strategic plan is cascaded</p> <p>3.2. Activities that ensure sustainability are allocated to concerned bodies based on their level of urgency</p> <p>3.3. Suitable platform is facilitated to discuss with <i>internal and external stakeholders</i> about the successful implementation of sustainability strategy and constructed feedbacks are collected</p> <p>3.4. Sustainability strategy is implemented based on the specified target and time frame.</p> <p>3.5. Monitoring and Evaluation program is established and applied</p>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires the candidate</p> <ul style="list-style-type: none"> <li>• conduct SWOT analysis</li> <li>• collect and review <i>Appropriated documents</i></li> <li>• indicate sustainability issues</li> <li>• Identify influencing factors in designing and implementing sustainable strategies to follow-up mechanism</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Sustainability issues</li> <li>• Assessment techniques</li> <li>• Participatory approach</li> <li>• Gender issues</li> <li>• Cooperatives' issues</li> </ul>
Required Skills	<p>Demonstrate skills of</p> <ul style="list-style-type: none"> <li>❖ Basic computer</li> <li>❖ communication</li> <li>❖ Participatory Rural Appraisal (PRA) techniques</li> <li>❖ Managerial</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations,</p>

	including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: Interview/Written Test Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Business Management Level IV</b>	
<b>Unit Title</b>	<b>Establish cooperative arrangements with other organisations</b>
<b>Unit Code</b>	<a href="#"><u>AGR CBM5 020322</u></a>
<b>Unit Descriptor</b>	The unit covers identifying, developing, implementing and monitoring cooperative arrangements with other organisations in an effort to improve services provided to the community. The unit is appropriate for staff working in areas of council where community and business development are a major focus.
<b>Element</b>	Performance Criteria
<b>1.1. Identify opportunities for cooperatives arrangements</b>	<p>1.1 Opportunities for cooperative arrangements are identified through consultation with other organisations.</p> <p>1.2 Opportunities identified are analyzed to ensure they will provide an increased level, or at least an equivalent level, of service to the community.</p>
<b>1.2. Develop and implement cooperative policies and projects with other organizations</b>	<p>2.1 Cooperative policies are agreed upon by all participating organisations and disseminated to all involved staff.</p> <p>2.2 Project objectives and performance indicators are determined and plans are drawn up to facilitate the smooth implementation and conduct of collaborative projects.</p> <p>2.3 Implementation methods are organised and agreed actions and work programs are allocated to relevant staff.</p> <p>2.4 Communications strategies are put in place to enable efficient and coherent implementation and conduct.</p> <p>2.5 Resources are identified and accessed in the most cost-effective manner.</p> <p>2.6 Communities are informed of the changes and benefits in service delivery due to the new collaborative arrangements.</p>
<b>1.3. Monitor and evaluate the effectiveness of the</b>	<p>3.1 Project progress is evaluated with reference to planned time lines and performance criteria at predetermined intervals to assess effectiveness</p>

<b>collaborative venture</b>	<p>for council and community.</p> <p>3.2 Project is reviewed and project plan and resource allocations are revised when necessary.</p> <p>3.3 Information gathered from project evaluation is used to provide input to continuous improvement and planning processes.</p> <p>3.4 Problems or contingencies that arise are managed and resolved professionally and promptly in conjunction with relevant personnel.</p>
<b>Evidence Guide</b>	
Critical aspects of evidence to be considered	<p>The demonstrated ability to:</p> <ul style="list-style-type: none"> <li>• Establish cooperative arrangements with other organisations on behalf of council that create measurable benefits to the organisation, incorporate effective evaluation mechanisms and support corporate direction and strategies</li> <li>• Communicate cooperative arrangements and their benefit effectively throughout the organization.</li> <li>• Negotiation with a range of personnel and other agencies</li> <li>• Research and evaluation, including cost-benefit analysis</li> <li>• Written and verbal communication with public and council personnel affected by implementation</li> <li>• Strategic and business planning</li> <li>• Ability to work as part of a team particularly with people from diverse backgrounds</li> <li>• Using appropriate software and technology</li> </ul>
Required Knowledge	<ul style="list-style-type: none"> <li>• Relevant council policies and procedures</li> <li>• Sustainable practices</li> <li>• Council operations</li> <li>• Council goals, objectives and strategies other organisations potentially interested in cooperative arrangements</li> </ul>

<b>Required Skills</b>	<ul style="list-style-type: none"> <li>• Negotiation with a range of personnel and other agencies</li> <li>• research and evaluation, including cost-benefit analysis</li> <li>• written and verbal communication with public and council personnel affected by implementation</li> <li>• strategic and business planning</li> <li>• planning and organisational</li> <li>• time management</li> <li>• ability to work as part of a team particularly with people from diverse backgrounds</li> <li>• problem solving using appropriate software and technology</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> </ul> Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Business Management Level V</b>	
<b>Unit Title</b>	<b>Guide Performance Management process</b>
<b>Unit Code</b>	<b>AGR CBM5 030322</b>
<b>Unit Descriptor</b>	This unit describes the knowledge, skills and attitude required to review cooperative performance management process, direct indicate the effective implementation of a performance management system and advice improvement of employee performance management process.
<b>Element</b>	<b>Performance Criteria</b>
1. Review performance management process	<p>3.1 Ensure all positions have/had current position descriptions which specify key requirements of the role.</p> <p>3.2 The alignment of the performance management process with the strategic direction of the organization is reviewed and ensured.</p> <p>3.3 The managers performance indicators consistency with the position description requirement is ensured and provided.</p> <p>3.4 Performance appraisal meetings are held in line with organisational timeframes is checked, that correct perf documentation has been completed, and necessary parties have recorded agreement</p> <p>3.5 Necessary parties' agreements Documents are completed and recorded.</p> <p>3.6 Appropriate organisational procedures have been followed to check acknowledgment of good performance and addressing under-performance.</p> <p>3.7 Advice and support are provided where there is dissention about performance appraisal outcomes</p>

<p>4. Indicate performance management system</p>	<p>4.1 Goals and methods of the performance-management system are clarified to cooperative members, employees and management body.</p> <p>4.2 The performance management system is explained to stakeholders</p> <p>4.3 Training or instruction is arranged or delivered using the performance management system</p> <p>4.4 Ongoing and regular feedback on personnel performance as well as formal performance appraisals is encouraged</p>
<p>5. Recommend improvements to performance management system in response to collated data</p>	<p>3.1. Performance management documentation is reviewed to establish trends or problem areas requiring attention</p> <p>3.2. Patterns are reviewed in skill or performance gaps and requirements and options considered for performance development</p> <p>3.3. Revising policies and procedures are assisted where necessary</p> <p>3.4. Suggest improvements to the performance management system</p>

Variable	Range
<p><b>Stakeholders</b></p>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Employees</li> <li>• Committee members</li> <li>• Managers</li> <li>• Members</li> <li>• Cooperative promotion and development office</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<ul style="list-style-type: none"> <li>• A person who demonstrates competence to:</li> <li>• Promote the implementation of the performance management system and analyses its strengths and weaknesses</li> <li>• Provide advice and information to employees on the benefits of effective performance management, and how it links with performance development</li> <li>• Review the performance management system</li> <li>• Make recommendations for improvement.</li> </ul>
Require Knowledge and Attitudes	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of:</li> <li>• Key element and purposes of performance management processes, and their contribution to organizational objectives and the human resource cycle</li> <li>• The strengths and weaknesses of a performance management system</li> <li>• Rewards and incentives schemes</li> <li>• Warning systems and grievance procedures.</li> </ul>
Required Skills	<ul style="list-style-type: none"> <li>• Demonstrates skills to:</li> <li>• Describe key element and purposes of performance management processes, and their contribution to organizational objectives and the human resource cycle</li> <li>• Analyses the strengths and weaknesses of a performance management system</li> <li>• Outline rewards and incentives schemes</li> <li>• Identify warning systems and grievance procedures.</li> <li>• Actively reinforce learning by instructing and training others</li> </ul>



	<ul style="list-style-type: none"> <li>• Critically evaluate and applies content from a range of structurally complex texts to support performance management processes</li> <li>• Develop a range of documentation using tone, structure and language suited to context and audience</li> <li>• Ask questions and listens carefully to gather and evaluate information</li> <li>• Use appropriate vocabulary and tone to present ideas, give advice and make suggestions</li> <li>• Make basic calculations to ensure work output meets predetermined timeframes</li> <li>• Take personal responsibility for adhering to and updating explicit and implicit organizational policies and procedures</li> <li>• Understand how own role meshes with others and contributes to broader work goals</li> <li>• Select and use appropriate conventions and protocols when communicating with others in a range of work contexts</li> <li>• Cooperate with others and contributes to work practices where joint outcomes are expected</li> <li>• Recognize behaviors and triggers that contribute to conflict and implements strategies to moderate conflict</li> <li>• Take responsibility for planning, sequencing and prioritizing tasks required to achieve required outcomes</li> <li>• Address less predictable problems and initiates standard procedures in response, applying problem-solving processes in determining a solution</li> <li>• Contribute to continuous improvement of current work practices by analyzing and evaluating outcomes of decisions</li> </ul>
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Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperative Business Management Level V</b>	
<b>Unit Title</b>	<b>Manage Cooperative Risk</b>
<b>Unit Code</b>	<b>AGR CBM5 040322</b>
<b>Unit Descriptor</b>	This unit covers the knowledge, skills and attitude required in the development, implementation and evaluation of a risk management plan for cooperatives organization.
<b>Element</b>	<b>Performance Criteria</b>
1. Develop risk management plan	<p>1.1. All potential risks incorporate are assessed that facing the cooperative business expansion.</p> <p>1.2. Strategies plans are developed to mitigate all risk situations through elimination, isolation or protection.</p> <p>1.3. Strategic position and policy on risk management are analyzed are interpreted</p> <p>1.4. Cooperative business environment is audited to identify risk management context and potential areas of risk</p> <p>1.5. Cooperative’s capability to reduce/control the likelihood of both incidents and consequences is analyzed</p> <p>1.6. Risk register is developed incorporating a probability/consequence matrix</p> <p>1.7. Risk management policies are documented and include provisions for training/education of all members and stakeholders</p> <p>1.8. Access to external specialist assistance is identified within the plan</p> <p>1.9. Procedures for on-going identification of risks are</p>

	established
2. Implement risk management an	<p>2.1. Monitoring of activities to identify potential risk is undertaken continuously</p> <p>2.2. Sources of risk are clearly documented and analyzed</p> <p>2.3. Risks are examined in terms of the criteria in the risk management plan</p> <p>2.4. Risks classified as low/acceptable are placed on a monitor/review watch list</p> <p>2.5. Risks that are unacceptable are eliminated wherever practicable</p> <p>2.6. Risks that cannot be eliminated are mitigated/minimized in accordance with the risk management plan</p> <p>2.7. Strategies for risk minimization are documented</p>
3. Evaluate risk management plan	<p>3.1. Procedures are placed to review risk management activities regularly</p> <p>3.2. Activities which do not align with objectives/performance outcomes are examined to determine cause</p> <p>3.3. Incidents which occur that indicate a near failure are analyzed and the risk management plan reviewed on each occasion</p> <p>3.4. Risk management which is a key component of project/active is evaluated</p>
<b>Variable</b>	<b>Range</b>
Risk register	<ul style="list-style-type: none"> <li>• A register of all identified risks and documentation of the strategies/plans in place to deal with any event/incident which might occur</li> </ul>
Risk management	<ul style="list-style-type: none"> <li>• Means the process of identification of potential negative</li> </ul>

	events and the development of plans to mitigate or minimize the likelihood of the negative event occurring and/or the consequences in the event it does occur
Members and stakeholders	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Cooperative members and potential members</li> <li>• Management bodies</li> <li>• Various NGOs participating in agricultural cooperatives development movement</li> <li>• Government agencies (cooperative development agencies)</li> <li>• Those personnel who have knowledge about the issue being dealt with and the expertise to assist the decision-making process</li> </ul>
External specialist assistance	<ul style="list-style-type: none"> <li>• Means any group or individual in the community who has the expertise to assist the organization to deal with any event/incident which may occur</li> </ul>
Risks	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Product failure</li> <li>• Financial/economic loss/failure</li> <li>• Damage to property/equipment</li> <li>• Member's disputation</li> <li>• Professional incompetence</li> <li>• Natural disasters</li> <li>• Political events</li> <li>• Occupational Health and Safety</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires evidence to:</p> <ul style="list-style-type: none"> <li>• Develop risk management plan</li> <li>• Implement risk management plan</li> <li>• Evaluate risk management plan</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Relevant legislation from appropriate government that affects business operation, especially in regard to <ul style="list-style-type: none"> <li>• equal opportunity, industrial relations and anti-discrimination</li> <li>• Strategic, tactical and operational plans of the cooperatives</li> <li>• agricultural cooperatives capability to deal with events/incidents</li> <li>• Disaster/emergency/evacuation plans</li> <li>• Legal requirements for operating the cooperatives Business</li> <li>• Workplace standards for OHS and environmental requirements</li> </ul> </li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Communication/consultation to ensure all members and stakeholders are advised of what is occurring and are provided with an opportunity for input and out put</li> <li>• Conflict management to mediate, negotiate and/or attempt to obtain consensus between members and stakeholders in conflict situations which are dysfunctional in relation to the agricultural cooperative's performance</li> <li>• Process analysis to identify potential risks/hazards of any type</li> </ul>

	<ul style="list-style-type: none"> <li>• Problem solving to deal effectively with risks and hazards as identified</li> <li>• Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview/Written Test</li> <li>• Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

<b>Occupational Standard: Cooperatives Business Management Level V</b>	
<b>Unit Title</b>	<b>Develop project for cooperatives</b>
<b>Unit Code</b>	<b>AGR CBM505 0322</b>
<b>Unit Descriptor</b>	This unit covers knowledge, skill and attitude to undertake the planning and development of simple, low risk projects that may be small scale and managed by one person or with a small team. It includes identifying project requirements, organize and analyze the required project input, preparing the project plan to implement and evaluate the project performance.
<b>Element</b>	<b>Performance Criteria</b>
1. Identify project requirements	<p>1.1 The logic of project is outlined that identifies the purpose, outcomes and likely benefits for cooperatives</p> <p>1.2 Stakeholders are identified and their input is obtained at the planning stage to ensure the project proposal and its objectives are required and achievable.</p> <p>1.3 The project environment is assessed and environmental issues are addressed in the project proposal.</p> <p>1.4 Project parameters are determined and a project proposal is completed to organizational standards and within guidelines.</p> <p>1.5 The project proposal is structured so it is compatible with cooperatives objectives and other organizational projects, and is designed in accordance with the cooperatives policies and procedures and in consultation with specialists to meet members and user/client requirements</p>
2. Organize and analyze project input	<p>2.1 The project input is identified and analyzed to undertake impacts and risks, constraining factors and alternate options.</p> <p>2.2 Options and solutions are identified, advice is obtained and recommendations are made in accordance with the strategic direction</p>



	<p>of the cooperative’s organization.</p> <p>2.3 A report is prepared that demonstrates the project in accordance with organizational requirements.</p> <p>2.4 Approvals for the project proposal are obtained in accordance with cooperatives organization policy and procedures.</p>
<p><b>3. Develop for Project cooperatives</b></p>	<p>3.1 Project scope is determined in terms of objectives, outcomes and project deliverables.</p> <p>3.2 Specialists are consulted where necessary, to advise on potential risks, and options to manage risks are investigated and recorded in the project plan.</p> <p>3.3 Each of the parameters identified in the proposal are addressed in the project plan in consultation with relevant parties and appropriate approvals are sought and recorded.</p> <p>3.4 Project management tools are utilized for planning in accordance with project requirements.</p> <p>3.5 Project outputs are determined that are measurable and achievable and indicators to monitor the performance of the project are developed, under guidance, and agreed by relevant parties in accordance with organizational policy and procedures.</p> <p>3.6 The prepared project is submitted to concerned body</p>
<p><b>4. Implement and evaluate the project performance</b></p>	<p>4.1 An implementation strategy is developed in accordance with the project plan and cooperatives guidelines, and presented to cooperatives members and stakeholders to gain project support.</p> <p>4.2 Terms of reference and project infrastructure requirements for set-up and implementation of the project are clarified in the implementation strategy in accordance with the project plan.</p> <p>4.3 Resources are obtained to set up the project office, and roles and responsibilities are assigned to team members and stakeholders as agreed in the project plan.</p> <p>4.4 Processes are identified for monitoring, evaluating and reporting</p>

	<p>performance against project objectives are established in accordance with the project plan.</p> <p>4.5 Monitoring and Evaluations are performed and reported to concerned body</p>
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Variable	Range
Project parameters	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• project scope - outcomes,</li> <li>• objectives,</li> <li>• project deliverables</li> <li>• feasibility</li> <li>• communications</li> <li>• timeframe and milestones</li> <li>• resources for project</li> <li>• acquisition/procurement</li> <li>• organizational structure for project</li> <li>• project quality control and operational flexibility</li> <li>• project governance structure</li> <li>• monitoring through staged rollout</li> <li>• project delivery requirements</li> <li>• pilot outcomes</li> <li>• intellectual property</li> <li>• integration of project within organization</li> <li>• transition arrangements</li> <li>• project evaluation</li> </ul>
Policies and procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• government legislation (Federal, State and Local)</li> <li>• cooperatives law</li> <li>• financial management and accounting legislation and regulations</li> <li>• privacy legislation</li> <li>• government and cooperatives guidelines and procedures relating to: <ul style="list-style-type: none"> <li>✓ project governance</li> <li>✓ resourcing</li> <li>✓ security</li> <li>✓ recruitment</li> <li>✓ risk management</li> <li>✓ procurement guidelines</li> <li>✓ designation approvals</li> </ul> </li> </ul>

Specialists	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• legal</li> <li>• technical</li> <li>• financial</li> <li>• other functional areas</li> <li>• logistics</li> </ul>
Constraining factors	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• Political</li> <li>• industrial</li> <li>• legislative</li> <li>• financial</li> <li>• resourcing</li> <li>• social and cultural considerations</li> <li>• cultural change management (internal)</li> <li>• security/privacy</li> <li>• environmental</li> <li>• logistic support</li> </ul>
Analysis report	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• cost-benefit analysis</li> </ul>
Approval	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• project sponsor/funding body</li> <li>• business owner of the project</li> <li>• program manager</li> <li>• line manager</li> <li>• project governance office</li> <li>• chief executive officer, manager or management representative</li> <li>• customer or client/cooperatives members</li> <li>• Board of directors/management committee</li> <li>• objectives - aims/goals for doing the project</li> </ul>

	<ul style="list-style-type: none"> <li>• outcomes - measurable benefit achieved from the utilisation of the outputs delivered by the project</li> <li>• outputs/project deliverables - the services/products delivered by the project</li> </ul>
Project scope	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• objectives - aims/goals for doing the project</li> <li>• outcomes - measurable benefit achieved from the utilisation of the outputs delivered by the project</li> <li>• outputs/project deliverables - the services/products delivered by the project</li> </ul>
Options to manage risks	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• acceptance</li> <li>• avoidance</li> <li>• minimization</li> <li>• transfer</li> <li>• strategies</li> <li>• flexibility</li> <li>• empathy</li> <li>• emotional intelligence</li> </ul>

Project plan	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• acquisition strategies</li> <li>• budget and financial management strategy</li> <li>• cost estimates</li> <li>• evaluation criteria</li> <li>• expected outcomes/measurable benefits of the project</li> <li>• information/communication strategy</li> <li>• intellectual property strategies</li> <li>• milestones</li> <li>• objectives</li> <li>• human resource development</li> <li>• performance criteria/indicators</li> <li>• project control mechanisms</li> <li>• project implementation strategy</li> <li>• project governance strategy</li> <li>• required project resources</li> <li>• resource management</li> <li>• risk management</li> <li>• schedule/timeline</li> </ul>
Project management tools	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• risk analysis</li> <li>• organisational project governance framework</li> <li>• communications plan</li> <li>• reporting framework</li> <li>• project management software and other tools:</li> <li>• Gantt and bar charts</li> <li>• Program Evaluation and Review Technique (PERT) charts</li> <li>• Critical Path Method</li> </ul>

	<ul style="list-style-type: none"> <li>• cost schedule control system</li> <li>• logistics support analysis</li> <li>• life cycle cost analysis</li> <li>• spreadsheet</li> </ul>
Project infrastructure	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>• staffing levels/need for recruitment action and training</li> <li>• equipment and technical support</li> <li>• resource requirements including travel, finance etc</li> <li>• project office accommodation</li> <li>• management infrastructure</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• conduct simple project proposal</li> <li>• identify basic procedure to prepare plan for project</li> <li>• identify requirement for project plan</li> <li>• explain concept and propose of project preparation</li> <li>• identify resource need for preparation of project plan</li> </ul>
Required Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• legislation, organizational policies and procedures</li> <li>• occupational health and safety and environment requirements</li> <li>• quality standards</li> <li>• risk management</li> <li>• financial management</li> <li>• procurement</li> <li>• human resources</li> <li>• organizational project approval processes</li> <li>• scheduling</li> <li>• project planning methods for small scale or low risk projects</li> <li>• project management tools to suit the projects planned</li> <li>• principles relating to the planning phase of project management for small scale or low risk projects</li> <li>• awareness cooperative law, principle, value and ethical value</li> </ul>
Required Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• detailing requirements, writing recommendations and preparing plans requiring precision of expression</li> <li>• negotiating timelines, roles and responsibilities with stakeholders or team members</li> <li>• communicating with stakeholders or team members using a range of communication styles to suit different audiences and purposes</li> </ul>



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

Occupational Standard: Cooperative Business Management Level V	
Unit Title	Develop and Conduct Community Consultations
Unit Code	AGR <a href="#">CBM5 06 0322</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required in devising and conducting community consultations and reporting on results. The vital and unique responsibility councils have to engage and consult with communities in order to respond to the needs of the community in a timely and effective manner is recognised.

Element	Performance Criteria
1. Devise consultation strategies	<p>1.1 A range of consultation strategies is identified and assessed for suitability.</p> <p>1.2 <i>Interested and affected parties</i> are identified.</p> <p>1.3 <i>Resources</i> required to conduct consultation are assessed.</p> <p>1.4 <i>Consultation strategies</i> are chosen that enable and encourage relevant groups or individuals to be involved.</p> <p>1.5 Legislative and council requirements are reviewed to ensure strategies all criteria.</p>
Conduct consultations	<p>1.1. Information is prepared that is clear, accurate and appropriate to the needs of all parties.</p> <p>1.2. All people involved in conducting the consultations are briefed on the process of consultation and the parties involved.</p> <p>1.3. <b>Information</b> is presented to affected parties at an appropriate time and place.</p> <p>1.4. Access and equity requirements are implemented in the consultations.</p> <p>1.5. Measures to expedite community consultation are taken to ensure consultation occurs within an identified time frame.</p> <p>1.6. Consultation is undertaken in an orderly manner to ensure all</p>

	viewpoints are canvassed.
<b>3. Record, analyses and report on results</b>	<p>3.1. Public consultation responses and processes are formatted to enable informed decision making to proceed.</p> <p>3.2. Appropriate suggestions for improvement are incorporated into design parameters.</p> <p>3.3. Summaries of responses and adopted amendments are provided to interested parties to ensure public consultation is recognised.</p> <p>3.4. Other issues raised during consultation are directed to relevant department or person to respond to community concern.</p> <p>3.5. An accurate report on community consultation that includes recommendations is prepared to enable informed decision making to occur.</p> <p>3.6. The overall effectiveness of the consultation process is reviewed and evaluated and action is taken where necessary.</p>

Variable	Range
Interested and affected parties	May include, but not limited to: <ul style="list-style-type: none"> <li>• Community groups</li> <li>• Other authorities</li> <li>• Individuals</li> <li>• Emergency authorities (police, fire and ambulance)</li> <li>• Private sector business interests</li> <li>• Special interest groups</li> <li>• Experts</li> </ul>
Resources	May include, but not limited to: <ul style="list-style-type: none"> <li>• Human</li> <li>• Financial</li> <li>• Locations</li> </ul>
Consultation strategies	May include, but not limited to: <ul style="list-style-type: none"> <li>• Public meetings</li> <li>• Phone-ins</li> <li>• Questionnaires</li> <li>• Informal gatherings</li> <li>• Door knocks</li> <li>• Council meetings</li> </ul>
Enabling and encouraging relevant groups	To be involved may include, but not limited to: <ul style="list-style-type: none"> <li>• Physical accessibility</li> <li>• Diverse language needs</li> <li>• Culture, including indigenous, youth and non-English speaking background</li> <li>• Physical environment</li> <li>• Number of people</li> </ul>

<b>Legislation</b>	May include, but not limited to: <ul style="list-style-type: none"> <li>○ Local government</li> <li>○ Anti-discrimination</li> <li>○ Planning</li> </ul>
<b>Information</b>	May include, but not limited to: <ul style="list-style-type: none"> <li>▪ Written and oral records</li> <li>▪ Anecdotes</li> <li>▪ Reports</li> <li>▪ Instructions</li> <li>▪ Directions from supervisor or management</li> <li>▪ Interviews</li> <li>▪ Formal and informal team meetings</li> </ul>
Presentation of information	May include, but not limited to: <ul style="list-style-type: none"> <li>• Graphics</li> <li>• Models</li> <li>• Computer animations</li> <li>• Video displays</li> <li>• Overhead transparencies</li> <li>• Handouts</li> <li>• Display plans</li> <li>• Interpreter service</li> </ul>
<b>Access and equity</b>	May include, but not limited to: <ul style="list-style-type: none"> <li>➤ Subject matter</li> <li>➤ Manner in which consultations are conducted</li> <li>➤ Physical accessibility</li> <li>➤ Community profile</li> </ul>
<b>Evidence Guide</b>	
Critical Aspects of	The demonstrated ability to devise and conduct community consultations

Competence	<p>where:</p> <ul style="list-style-type: none"> <li>• consultation ensures council's image or reputation is maintained or enhanced</li> <li>• community consultation produces valid and useful information</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Relevant council policies and procedures</li> <li>• Relevant legislation, including planning and anti-discrimination</li> <li>• Relevant sections of local government act</li> <li>• Access and equity issues</li> <li>• Strategies for consultation</li> <li>• Codes of conduct and ethics</li> </ul>
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> <li>• Consultation, presentation, negotiation and report writing</li> <li>• Research</li> <li>• Planning and organising</li> <li>• Information gathering and analysis</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>○ Interview/Written Test</li> <li>○ Observation/Demonstration with Oral Questioning</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

**Sector: Agriculture**

**Sub Sector: Agricultural Cooperative**

### Occupational Map

