



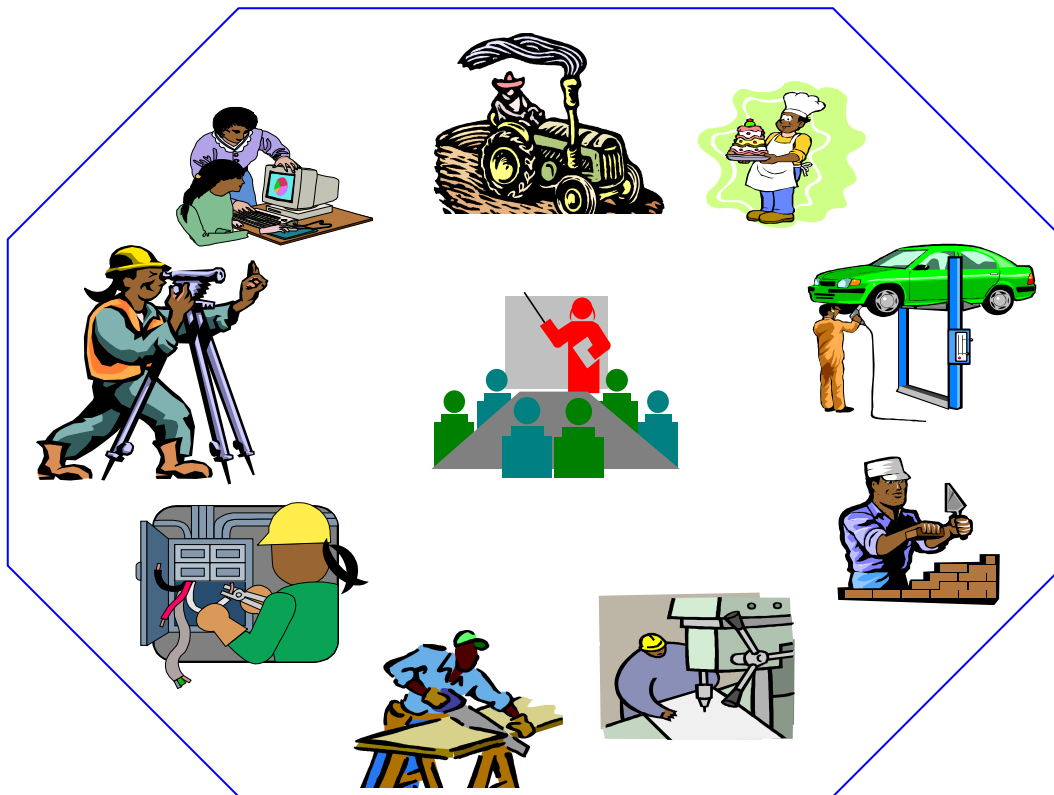
Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

COOPERATIVE ORGANIZATION

MANAGEMENT

NTQF Level IV



*Ministry of Education
January 2018*

Introduction

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

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

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

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

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

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

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

- Chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles
- Contents of each Unit Title (competence standard)
- Occupational map providing the TVET providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

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UNIT OF COMPETENCE CHART

Occupational Standard: Cooperative Management		
Occupational Code: AGR CMG4		
NTQF Level IV		
<p><u>AGR CMG4 01 0118</u> Contribute to the Development and Implementation of Organisational Policies</p>	<p><u>AGR CMG4 02 0118</u> Develop and Implement Strategic Plans</p>	<p><u>AGR CMG4 03 0118</u> Facilitate Development of Cooperatives Projects</p>
<p><u>AGR CMG4 04 0118</u> Develop Business Plan</p>	<p><u>AGR CMG4 05 0118</u> Produce Legal Documents</p>	<p><u>AGR CMG4 06 0118</u> Manage Human Resource</p>
<p><u>AGR CMG4 07 0118</u> Manage Production System of Cooperative</p>	<p><u>AGR CMG4 08 0118</u> Oversee Financial Management</p>	<p><u>AGR CMG4 09 0118</u> Develop and Implement Crisis Management Plan</p>
<p><u>AGR CMG4 10 0118</u> Manage Cooperative</p>	<p><u>AGR CMG4 11 0118</u> Inspect and Provide Support for Cooperative Activities</p>	<p><u>AGR CMG4 12 0118</u> Contribute to Cooperatives Governance</p>
<p><u>AGR CMG4 13 0118</u> Support Performance Management Process</p>	<p><u>AGR CMG4 14 0118</u> Support and Review Business Structures and Relationships</p>	<p><u>AGR CMG4 15 0118</u> Plan and Organize Work</p>
<p><u>AGR CMG4 16 0118</u> Migrate to New Technology</p>	<p><u>AGR CMG4 17 0118</u> Establish Quality Standards</p>	<p><u>AGR CMG4 18 0118</u> Develop Individuals and Team</p>
<p><u>AGR CMG4 19 0118</u> Utilize Specialized Communication Skills</p>	<p><u>AGR CMG4 20 0118</u> Manage Micro, Small and Medium Enterprises (MSMEs)</p>	<p><u>AGR CMG4 21 0118</u> Apply Problem Solving Techniques and Tools</p>

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Contribute to the Development and Implementation of Organisational Policies
Unit Code	AGR CMG4 01 0118
Unit Descriptor	This unit describes the knowledge, skills and attitude required to work with other board members to develop and implement the organisation's operational policies to serve the organisation and the community effectively.

Element	Performance Criteria
1. Design the process for developing policy	<p>1.1. Other board members are worked with to establish a policy development group and a procedure is developed for policy development.</p> <p>1.2. The community is consulted where appropriate.</p> <p>1.3. The need is determined for expert advice.</p> <p>1.4. Tasks are delegated to appropriate people.</p>
2. Obtain background information needed for policy development	<p>2.1. Key areas of operation requiring policy development are identified.</p> <p>2.2. Relevant previous board decisions are reviewed.</p> <p>2.3. Additional information required is identified and reviewed.</p>
3. Contribute to the drafting of policy	<p>3.1. Input is provided into the drafting of policy for each area of organization activity.</p> <p>3.2. Policy is checked to reflect the vision of the organization and cultural issues.</p> <p>3.3. Policy is checked to meet legal, constitutional and funding requirements.</p> <p>3.4. Feedback is provided to the policy development group on draft policies.</p>
4. Approve policy	<p>4.1. An explanation of draft policy is provided to others.</p> <p>4.2. Feedback is obtained and evaluated.</p> <p>4.3. Amendments to draft policy are proposed where required in response to feedback.</p> <p>4.4. Board members are worked with to approve agreed policy.</p> <p>4.5. Procedures are ensured to be in place to document and store policy in an accessible form.</p>

5. Implement policy	<p>5.1. Others are informed of the board decision and the final policy.</p> <p>5.2. Board decision is reviewed to comply with policy.</p> <p>5.3. Organizational procedures are evaluated to confirm consistency with policy.</p>
6. Review and amend policy as required	<p>6.1. Policy is reviewed regularly to ensure the organization's vision and values are maintained.</p> <p>6.2. Amendments to policy are proposed where appropriate.</p> <p>6.3. Policy changes are documented according to organizational procedures.</p>

Variable	Range
Policy development group	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Board members • Managers • Community members • Expert advisers • Staff members
Additional information	<p>May relate to:</p> <ul style="list-style-type: none"> • Examples of policies from other organisations • Existing organisational policy • Funding terms and conditions • Relevant government policy documents • Relevant research
Policy for each areas	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Asset management • Board processes • Complaints • Finance • Occupational health and safety • Programs and services • Training areas • Vision and values • Workplace relations
Cultural issues	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Family obligations • Gender • Protection of culture and heritage • Protocols • Traditional responsibilities

Others	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Clients • Community • Staff and Other organisations
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Evidence Guide	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • Work with others to implement a policy development process • Contribute to policy development processes • Inform others of new and changed policies • Review and amend policies as required.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Concept of community control of organisations and how it may impact on the development and implementation of policies • Cultural context boards operate, including their role in upholding traditional and cultural values, and how that could impact on the development and implementation of policies • Equity and diversity principles that might need to be applied when developing and implementing policies • Geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the development and implementation of organisational policies • Organisation's constitution, vision, purpose and current processes • Provisions of relevant federal, state or territory legislation and funding body requirements relevant to the content of particular organisational policies • Relevant protocols and cultural responsibilities that could impact on the development and implementation of policies
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities • Communication and teamwork skills to consult with other board members, staff, members, community and others regarding policy development and implementation • Evaluation and decision-making skills to: <ul style="list-style-type: none"> ➢ Review draft and existing policies and procedures ➢ Propose new or changed policies • Information-gathering skills to obtain information required for policy development

	<ul style="list-style-type: none"> • Negotiation skills to work with others to develop acceptable policies and ensure their implementation • Oral, diagrammatic or written literacy skills to be able to gather and share information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Develop and Implement Strategic Plans
Unit Code	AGR CMG4 02 0118
Unit Descriptor	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.

Element	Performance Criteria
1. Confirm organisational vision and mission	1.1. Check with stakeholders that organisational vision and mission are still held to be current and are supported 1.2. Any changes or refinements to vision or mission statement are made as required 1.3. Organisational values are reviewed or developed to support the vision and mission statement 1.4. Support for strategic planning process is gained from all relevant stakeholders
2. Analyse the internal and external environment	2.1. Information requirements are determined and research undertaken or commissioned to deliver relevant information 2.2. Political, economic, social, and technological developments are analysed in a global context 2.3. Advice is sought from appropriate experts wherever necessary 2.4. Strengths and weaknesses of existing and potential competitors and allies are identified and considered 2.5. Organisation's strengths, weaknesses, opportunities and threats are analysed 2.6. Consider cooperative ventures that are supported by risk and cost benefit analyses, are made consistent with the organisational vision, mission and values and provided for due diligence 2.7. Analysis of internal and external environment is checked to be consistent with the perspectives of other informed people
3. Write strategic plan	3.1. Relevant research and background are documented for inclusion in the strategic plan

	<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 endorsement</p>
4. Implement strategic plan	<p>4.1. Strategic plan is communicated to all relevant parties</p> <p>4.2. People are briefed with a specific role in relation to strategies</p> <p>4.3. Performance indicators 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>

Variable	Range
Organisational values	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> Cooperatives values like honesty, democracy, self-help self-responsibility and equality are some
Internal and external environment	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> Internal is resources in the organization like management, relationship and staff External is outside the organization like micro and macro environmental factors
Performance indicators	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> Relevant to and consistent with the specific organisation's vision, strategy and objectives Focused on organisation wide strategic value rather than non-critical local business outcomes Representative Realistic Specific Attainable Measurable Used to identify trends Timely Understood Agreed

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

	<ul style="list-style-type: none"> • Seek advice from appropriate experts wherever necessary • Monitor and evaluate the implementation of the plan and make refinements as appropriate • Review effectiveness of planning processes and identify opportunities for improvement.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Facilitate Development of Cooperatives Projects
Unit Code	AGR CMG4 03 0118
Unit Descriptor	This unit covers the knowledge, skills and attitude in facilitating development of cooperatives goals and projects and defines the standard required to identify and discuss land management issues with local groups; work with groups to identify local actions that they can become involved in to promote improved land management outcomes; provide support to a cooperatives in preparing project proposals and submissions.

Element	Performance Criteria
1. Promote the identification of environmental issues	<p>1.1.Cooperatives members are encouraged to identify local environmental issues within the context of the group's activities and program scope.</p> <p>1.2.Identified issues are developed in terms of the problem(s), the cause(s), and actions required.</p> <p>1.3.Cooperatives members are given opportunities to learn about environmental matters and to acquire additional related skills.</p>
2. Facilitate development of priorities for action	<p>2.1.Cooperatives members are facilitated to develop potential action strategies from identified issues to comply with program scope.</p> <p>2.2.Different action strategies are given priorities in terms of members' interests and skills, the impact in terms of solving environmental issues and promotion of solutions to environmental issues, and compliance with the program guidelines.</p> <p>2.3.Facilitation processes used are sensitive to the level of cooperatives development.</p>
3. Facilitate development of goals	<p>3.1.Cooperatives members are facilitated to develop goals of the cooperatives in terms of the locality and region environmental contexts, and to link these to action strategies to develop a cohesive action plan.</p> <p>3.2.Cooperatives is encouraged to document their goals and action strategies and to obtain membership approval.</p> <p>3.3.Cooperatives is encouraged to review previous goals and action plans as part of the development of new goals and action plans.</p>

	<p>3.4.Role of facilitator/coordinator in cooperatives development and management is clearly identified to reduce unrealistic expectations and conflict.</p> <p>3.5.Minority views and interests are managed to ensure cooperatives cohesion is maintained.</p> <p>3.6.Cooperatives is facilitated to develop its goals and projects within its rules of association and program guidelines.</p> <p>3.7.Goals and action strategies are correlated to regional plans and initiatives.</p>
4. Support cooperatives to identify and evaluate potential projects	<p>4.1.Cooperatives is facilitated to identify a range of potential projects within goals and action strategy.</p> <p>4.2.Cooperatives is facilitated through an evaluation process of alternative projects to determine: compliance with members' interests and skills, project scope within the resources of the cooperatives or network of regional groups, compliance within program scope, available funding and potential for acceptance.</p> <p>4.3.Cooperatives is encouraged to review the results of previous projects and submissions for funds as part of the development of new projects.</p> <p>4.4.Facilitation process is sensitive to individual members viewpoints, perspectives and cultures, and considerate of community goals and plans to manage any potential conflict.</p>
5. Support cooperatives in development of project proposals and submissions	<p>5.1.Cooperatives is facilitated to develop broad project plan within program guidelines and to develop costing.</p> <p>5.2.Cooperatives is assisted to prepare project proposal in terms of the program requirements and to complete submission for lodgement by the due date to the authorities.</p> <p>5.3.Cooperatives is assisted to document project evaluation requirements in accordance with program and proposal requirements.</p> <p>5.4.Relevant information is sourced to assist the cooperatives in the submission.</p>

Variable	Range
Goals, action plans and projects	May range from a small area to a sub-catchment plan.

Environment issues for this standard	May include, but not limited to: <ul style="list-style-type: none"> • Issues associated with the preservation of quality of soil, water and air, with protection of ecosystems or species, or the management of disturbance or degradation.
Cooperatives activities	May include, but not limited to: <ul style="list-style-type: none"> • previous and current range of activities of group • interests expressed by cooperatives members who may be independent or in co-operation with other groups • may relate to small area up to a sub-catchment plan, may address one or more issues.
Stakeholders	May include, but not limited to: <ul style="list-style-type: none"> • Indigenous cultures.

Evidence Guide	
Critical Aspects of Competence	Must demonstrate knowledge and skills competence to: <ul style="list-style-type: none"> • Identify and discuss land management issues with local groups • Work with groups to identify local actions that they can become involved in to promote improved land management outcomes • Provide support to a cooperatives in preparing project proposals and submissions may be in: <ul style="list-style-type: none"> ➤ the range of cooperatives facilitation styles ➤ previous cooperatives history ➤ regional and national environmental issues ➤ regional community, groups and cultures ➤ local and broader politics ➤ strategic planning principles ➤ program guidelines ➤ national, State and regional funding priorities ➤ legislative requirements ➤ Community and sector perspectives.
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Documentation to completion of written reports • The job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views • Complex workplace measures • Cultural, social and religious backgrounds and with a range of physical and mental abilities.
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> • Facilitate groups • Present to groups

	<ul style="list-style-type: none"> • Develop strategic plans • Promote the identification of land management issues • Assist in setting priorities for action • Support a cooperatives to identify and evaluate potential projects • Use literacy skills to fulfil job roles as required by the organisation. • 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 • 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.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Develop Business Plan
Unit Code	AGR CMG4 04 0118
Unit Descriptor	This unit deals with the skills, knowledge and attitude required to develop tactical and operational plans and review business plan

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

	on existing and forecasted risks.
2. Review business systems	<p>2.1. Reviews are undertaken regularly of the implementation of operational plans based on plans and standards.</p> <p>2.2. Information/reports are available to compare plans, budgets and forecasts to actual performance.</p> <p>2.3. Systems are reviewed in consultation with users and people responsible for implementing the business plans based on work procedure</p> <p>2.4. Reviews are undertaken regularly of the business operation</p>
3. develop monitoring system	<p>3.1. Monitoring schedule is developed</p> <p>3.2. Activities are followed up timely</p> <p>3.3. Appropriate corrective measures are taken</p>

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

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

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Produce Legal Documents
Unit Code	AGR CMG4 05 0118
Unit Descriptor	This unit describes the knowledge, skills and attitude to determine legal nature and relevance of documents for cooperative, prepare legal document for cooperative, review document against cooperative needs and check document for accuracy is required to produce legal documents for cooperative.

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

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

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

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

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Manage Human Resource
Unit Code	AGR CMG4 06 0118
Unit Descriptor	This unit encompasses the knowledge, skills and attitude required to design and implement 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. Develop recruitment, selection, induction and placement plan	<p>1.1. Human resources need assessment is carried out</p> <p>1.2. Human resource requirement plan is developed based on the need assessment</p> <p>1.3. Human resource recruitment ,selection, and placement process are planed</p> <p>1.4. Orientation, compensation and induction procedures are developed</p>
2. Identify skill requirements and prepare task descriptions and person specifications	<p>2.1. Tasks are identified and described along with the range of conditions under which performance may need to occur based on work requirement.</p> <p>2.2. Most appropriate employment arrangements are determined based on employer and employee needs, responsibilities and rights.</p> <p>2.3. Person specifications are prepared based on job specifications.</p>
3. Arrange employment of workforce members	<p>3.1. Options for filling job vacancies are assessed based on different variables.</p> <p>3.2. Resources and materials for recruitment are prepared and placed with media based on work requirement.</p> <p>3.3. Criteria for assessing job applicants are determined, and applicant evaluation processes and procedures are prepared in accordance with job and person specification.</p> <p>3.4. Applicants are assessed against the criteria and selection decision is finalized based on the applicant response and result.</p>

<p>4. Manage workforce performance</p>	<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>
<p>5. Support personal development, training and career development of workers</p>	<p>5.1. Strategies to identify skill and knowledge gaps are designed based on work requirement.</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.</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>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 & 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>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 on based on organization policies.</p>
8. Review labor productivity	<p>8.1. Strategies for monitoring labour costs are established.</p> <p>8.2. Benchmarks for labour 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 labour productivity are implemented according to plan.</p>

Variable	Range
Person specifications	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Qualification • Experience • Age • Sex
Job specifications	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Skills • Specialization • Activities

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires the candidate to:</p> <ul style="list-style-type: none"> • Develop recruitment, selection, induction and placement plan • Identify skill requirements and prepare task descriptions and person specifications • Arrange employment of workforce members • Manage workforce performance

	<ul style="list-style-type: none"> • Support personal development, training and career development of workers • Implement strategies for personal development and appropriate self-management • Manage administrative support • Review labor productivity
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Personnel management • Assessment techniques • Develop recruitment, selection, induction and placement plan • Task descriptions and person specifications • Employment of workforce members • Workforce performance • Personal development, training and career development of workers • Strategies for personal development and appropriate self-management • Administrative support • Labor productivity
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Managerial skills • Basic computer skills • Communication skills • Determining employment arrangement • Designing performance management strategies • Demonstrating strategies for: <ul style="list-style-type: none"> ➤ identifying training need and career development ➤ monitoring labour productivity established process and procedures for administration of staff
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Manage Production System of Cooperative
Unit Code	AGR CMG4 07 0118
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. Aggregate production plan is developed based on the resources 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, operational targets 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. Waste management techniques are set</p>
2. Input procurement plan	<p>2.1. Resource requirement are identified, specified and requested for procurement.</p> <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>
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Variable	Range
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"> Operational plan, scheduling(input procurement planning) Implementation Monitoring and evaluation
Operational targets	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> Internal targets which may relate to size, quality, quantity And diversity, wages to sales, sales to area/stock Levels/stock turnover/average debtor payment periods And levels External targets which may relate to market share and Positioning and may involve exploring new markets, Building national or international trade links Staffing level and skills mix
Waste management	May be include but not limited to byproducts during harvesting or production

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires the candidate to:</p> <ul style="list-style-type: none"> Develop strategic production plan Input procurement plan Implement and control production plan
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> Production planning Risk techniques Agronomic practices Input procurement system Material management Waste management
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> Production planning skills Basic computer skills Communication skills Examining interactions between different sectors of

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

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Oversee Financial Management
Unit Code	<u>AGR CMG4 08 0118</u>
Unit Descriptor	This unit describes the knowledge, skills and attitude required to monitor and act on financial reports cooperatives. It includes monitoring and guiding financial management of cooperatives societies.

Element	Performance Criteria
1. Interpret financial reports	<p>1.1. Ensure regular financial information is received from management in a form all board members can understand</p> <p>1.2. Purpose of financial reports and their key features are clarified with cooperatives societies board members</p> <p>1.3. Income shortfalls and expenditure overruns are identified</p>
2. Evaluate financial reports	<p>2.1. Financial implications of reports are considered and discussed with other board members and management</p> <p>2.2. Data is compared with previous reports and decisions</p> <p>2.3. Year-to-date and end-of-financial-year data are compared with budgeted outcomes</p> <p>2.4. Independent advice is sought where necessary</p>
3. Recognise board responsibilities for assets	<p>3.1. Statutory responsibilities of board members for assets are identified</p> <p>3.2. Funding body restrictions on the acquisition, use and disposal of assets are identified</p> <p>3.3. Statutory responsibilities and funding body requirements on assets are complied with</p>
4. Make decisions on finance	<p>4.1. Recommendations on finances are analysed in terms of their impact on the organisation and its vision and objectives</p> <p>4.2. Financial decisions are prioritised against organisational objectives</p> <p>4.3. Decisions are made in accordance with the organisation's policy and legal and funding requirements</p> <p>4.4. Ensure procedures are made in place to document financial decisions</p>
5. Approve expenditures	<p>5.1. Expenditure proposals are checked within budget and meet statutory and funding body requirements</p> <p>5.2. The organisation's current financial situation is checked</p>

	5.3. Expenditure is approved only if it is consistent with budget, statutory and funding body requirements, and the organisation's financial situation
6. Review financial decisions	6.1. Outcomes and actions are monitored from decisions 6.2. External influences on budgets and finances are identified and monitored 6.3. Ensure procedures are made in place to document variations to financial agreements

Variable	Range
Financial information	May include, but not limited to: <ul style="list-style-type: none"> • Financial statement • Budget • Qualitative • Quantitative
Purpose of financial reports	May include, but not limited to: <ul style="list-style-type: none"> • Financial planning for the future • Make investment decision • Provide information to users, etc.
Statutory responsibilities	May include, but not limited to: <ul style="list-style-type: none"> • Accountability • Contract agreement • Power and duties
Financial decisions	May include, but not limited to: <ul style="list-style-type: none"> • Investments or Long - term asset- mix decision • Financing or capital mix-decision. • Working capital decision. • Dividend or profit allocation decision.
Financial management	<ul style="list-style-type: none"> • Is a managerial activity concerned with the mobilization, planning and controlling of firm's financial resources.

Evidence Guide	
Critical Aspects of Competence	Evidence of the ability to: <ul style="list-style-type: none"> • Develop understand a variety of financial reports • Monitor financial status of the organisation • Make financial decisions according to organisational vision and objectives that comply with legal and contractual requirements • Responsibly manage organisational assets
Underpinning Knowledge and Attitude	Demonstrate knowledge of: <ul style="list-style-type: none"> • Explain concept of community control of organisations and how it may impact financial decisions

	<ul style="list-style-type: none"> • Identify geographic, social, economic and political contexts in which particular organisations operate and how these may impact financial decisions • Outline organisational procedures and processes regarding finances • Outline organisational vision and objectives • Identify previous budget performance and financial reports • Explain the purpose and components of financial reports • List relevant protocols and cultural responsibilities when making financial decisions • Explain statutory and funding body requirements relevant to the organisation's financial decision-making • Outline statutory and funding body responsibilities in relation to financial reporting and assets.
Underpinning Skills	<p>Demonstrate skills in:</p> <ul style="list-style-type: none"> • Explaining concept of community control of organisations and how it may impact financial decisions • Outlining organisational procedures and processes regarding finances • Outlining organisational vision and objectives • Identifying previous budget performance and financial reports • Management
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Develop and Implement Crisis Management Plan
Unit Code	AGR CMG4 09 0118
Unit Descriptor	This unit describes the knowledge, skills and attitude required to coordinate, cultivate and apply a crisis management plan. It applies to individuals who demonstrate a range of managerial skills in senior public relations roles.

Element	Performance Criteria
1. Develop crisis management plan	1.1. Research is conducted to identify crisis management best practice 1.2. Relevant groups and individuals are consulted for input into the crisis management plan 1.3. Organisational <i>Crisis Management Plan (CMP)</i> is documented, distributed and maintained 1.4. Ensure organisational crisis management plan is clearly understood by relevant groups 1.5. Ensure crisis management plan is complied with organisational policies and legal and ethical requirements 1.6. Simulated crisis responses are practised
2. Implement a crisis management plan	2.1. A dedicated crisis resource centre is set up 2.2. A crisis response team is developed to deal with media and conduct issue tracking 2.3. Media is monitored to ensure the organisation is aware of possible crises 2.4. Issues tracking systems are implemented and monitored according to crisis plan
3. Review and update crisis management plans	3.1. Managers and employees are consulted about the effectiveness of the crisis plan 3.2. Crisis management plan is amended as necessary to comply with <i>legal and ethical requirements</i>

Variable	Range
Crisis Management Plan (CMP)	May include, but not limited to is a document that outlines the processes a firm will use to respond to a critical situation that would negatively affect an organization's profitability, reputation or ability to operate.
Legal and ethical requirements	May include, but not limited to: <ul style="list-style-type: none"> • Legal -Proclamation, bylaw and internal bylaws

	<ul style="list-style-type: none"> Ethical- Cooperatives ethical values like openness, social responsibility, honesty and care for others
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Evidence Guide	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> Develop, distribute and implement a crisis management plan that complies with organisational, ethical and legal requirements Work with others to evaluate a crisis management plan and make necessary amendments.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> The key provisions of legislation, codes of practice and national standards that affect crisis management The components of a crisis management plan The relevance of media management to a crisis management plan.
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> Explain the key provisions of legislation, codes of practice and national standards that affect crisis management Explain the components of a crisis management plan Explain the relevance of media management to a crisis management plan.
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> Interview/Written Test Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Manage Cooperative
Unit Code	<u>AGR CMG4 10 0118</u>
Unit Descriptor	This unit covers a range of knowledge, skills and attitudes required to develop understanding of cooperative management includes, Identify cooperative management, use cooperative management function, Maintain democratic control in cooperative, excess the decision-making process of cooperative management, Identify issues associated with diversity, build understanding and respect, develop opportunities from a diverse workforce and customers.

Element	Performance Criteria
1. Identify cooperative management	<p>1.1. The concept of cooperative management is explained</p> <p>1.2. The nature and scope of cooperative management are identified.</p> <p>1.3. The objectives cooperative management is explained</p> <p>1.4. Role, use and relevance of cooperative management are explained</p>
2. Use cooperative management function	<p>2.1. Cooperative management function and use are distinguished according to appropriate work of cooperative</p> <p>2.2. Cooperative principle and management principle use are differentiated and compared for cooperative society purpose</p> <p>2.3. The unique features of cooperative management are discussed</p>
3. Manage diversity within the cooperative	<p>3.1. An understanding of the issues associated with diversity is built and explored.</p> <p>3.2. The strengths offered to the organisation are identified by its diverse workforce and customer base.</p> <p>3.3. Opportunities are analyzed for the organization in embracing the strengths of diversity.</p> <p>3.4. A role model in demonstrating behaviours is acted to respect workplace diversity.</p> <p>3.5. Organizational policies and legislative requirements are communicated to staff to support a workplace that is inclusive and respectful of diversity.</p> <p>3.6. Staffs are coached and mentored to develop their</p>

	<p>awareness of the benefits of a diverse workforce and customer base.</p> <p>3.7. The workplace is supervised to ensure literature, work practices and personal interactions are respectful of people from diverse backgrounds.</p> <p>3.8. Staff behavior is recognized and rewarded to demonstrate resections and commitment to diversity.</p> <p>3.9. Opportunities are provided and promoted to recognise the skills and knowledge of a diverse workforce are used.</p> <p>3.10. Opportunities are sought and implemented to build a customer based drawn diverse backgrounds</p>
4. Maintain democratic control in cooperative	<p>4.1. The area is identified and cooperative democratic control implemented according to work of cooperative service</p> <p>4.2. The cooperative democratic structure is identified with their right and responsibility for the better management of cooperative activities</p> <p>4.3. Controlling mechanism is identified and used for effective cooperative democratic control</p>
5. Excess the decision-making process of cooperative management	<p>5.1. The decision making process of cooperative activities is identified</p> <p>5.2. Potential solution is defined, identified and developed</p> <p>5.3. 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"> • Planning • Organizing • Staffing • Leading • Controlling
Cooperative principle	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Seven principle of cooperative • Voluntary and open membership • Democratic member control • Member economic participation • Autonomies and independence • Education, training and information • Cooperation among cooperative • Concern for community
Diversity	<p>May include, but not limited to:</p>

	<ul style="list-style-type: none"> • Age • Cultural background • Disabilities • Family structure • Gender • Language • National origin • Race • Sexual preference • Special needs.
Opportunities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • A more interesting workplace that reflects the diverse community • A multilingual workforce to communicate effectively with customers from diverse backgrounds • Ability to serve new and emerging markets ahead of competitors • Harmonious and productive workforce • Increased customers resulting from understanding and accessible workplace practices • Increased job satisfaction and recognition for staff members from diverse backgrounds • Increased perspectives brought to problem solving and service provision.
Democratic control	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Members participation police Setting and decision making process • Control by members • Voting/one member one vote • User is control • Electing their representative • Accountability for membership • Belongings to member

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires the candidate to:</p> <ul style="list-style-type: none"> • Define and describe cooperative management , concept and term • Apply basic managerial skills and functions; • Make decision in their own cooperative as their role; and • Perform their role and responsibilities by-laws of their cooperative. • Understand and solve the problem of cooperative according to coop. law and decision making process.

Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • How decision is made in cooperative according to cooperative law • The structure of cooperative organization • Have positives outlook about the cooperative • Management of cooperative in decision making in cooperative • Basic managerial function
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Identify the basic managerial function and skill • Managerial skills and functions; • Make decision in their cooperative; • Provide credit services and • Organize and run cooperative.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Inspect and Provide Support for Cooperative Activities
Unit Code	<u>AGR CMG4 11 0118</u>
Unit Descriptor	This unit deals with the knowledge, skills and attitude required to monitor, inspect and control activities of cooperatives as well as providing support.

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

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

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

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Contribute to Cooperatives Governance
Unit Code	AGR CMG4 12 0118
Unit Descriptor	This unit covers the processes involved with contributing to cooperatives governance and defines the standard required to: complete a checklist for cooperatives governance covering meeting procedure, finances, staff management, legislative compliance, ethical conduct and community consultation; conduct a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for the cooperatives s operations; participate in committee meetings.

Element	Performance Criteria
1. Monitor cooperatives activities	<p>1.1. Activities undertaken by group are monitored to ensure:</p> <p>1.1.1. Cooperatives objectives are being adhered to</p> <p>1.1.2. Resolutions of committee and members meetings are being followed</p> <p>1.1.3. Finances are properly managed</p> <p>1.1.4. Any employees are managed and volunteers are appropriately supervised</p> <p>1.1.5. Legislative requirements are being met</p> <p>1.1.6. Ethical requirements are being met</p> <p>1.1.7. Group operations and approaches are sensitive to and inclusive of community and sections within the community.</p> <p>1.2. Variations from expected standards are noted, and where required, immediate or routine action taken.</p>
2. Identify opportunities, threats and risks	<p>2.1. Opportunities for the group to commence new projects or activities are identified and submitted to the committee.</p> <p>2.2. Threats to the ongoing operation of the group are identified and raised at committee meetings.</p> <p>2.3. Risks associated with the group's activities and ongoing operation is identified.</p> <p>2.4. Risks and proposed risk control measures are submitted to the committee.</p>
3. Participate in committee meeting	<p>3.1. Committee agendas are reviewed prior to meetings.</p> <p>3.2. Agenda items and reports to committee are submitted as required.</p>

	<p>3.3. Committee meetings are attended and issues discussed as placed on the agenda or as modified.</p> <p>3.4. Good communications are established and maintained with other committee members to ensure competent management of group affairs.</p> <p>3.5. Personal observations and concerns including opportunities, threats and risks are raised at committee meetings.</p> <p>3.6. Actions are taken on personal commitments made at committee meeting and reported to the committee.</p>
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Variable	Range
Areas of employee supervision	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Direct supervision and appropriateness • Recruitment of paid employees and volunteers • Appraisal of paid employees including any disciplinary actions • Employment conditions including remuneration and benefits • Training provided • Relationships and cooperation between employees • Employees and volunteers • Committee.

Evidence Guide	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • Complete a checklist for cooperatives governance covering meeting procedure, finances, staff management, legislative compliance, ethical conduct and community consultation • Conduct a SWOT analysis for the cooperatives s operations • Participate in board/committee meetings.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Requirements of relevant cooperatives legislation • Interpretation of basic financial statements • Requirements of programs • Committee meeting and members meeting procedures • Objectives and rules of cooperatives • Basic management practice including practices in employing people • Community goals and plans • Diversity in community and range of views and goals

	<ul style="list-style-type: none"> • OHS and corporate governance legislation and codes of practice • Public safety requirements.
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Prepare brief verbal and written reports • Contribute to conflict resolution • Requires knowledge of relevant legislation, basic financial statements, committee meeting and members meeting procedures, objectives and rules of cooperatives and community goals and plans, and diversity in community and range of views and goals • Use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks • 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 • Use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data • 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.
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Support Performance Management Process
Unit Code	AGR CMG4 13 0118
Unit Descriptor	This unit describes the knowledge, skills and attitude required to assist in the effective implementation of a performance management system and to facilitate employee performance.

Element	Performance Criteria
1. Review performance management infrastructure	<p>1.1. Ensure all positions have current position descriptions are specified key requirements of the role</p> <p>1.2. Reviewing the performance management system is assisted to ensure it aligns with the strategic direction of the organisation</p> <p>1.3. Ensure managers have been provided reports of performance indicators consistent with the position description requirements</p> <p>1.4. Check performance appraisal meetings are held in line with organisational timeframes, that correct documentation has been completed, and necessary parties have recorded agreement</p> <p>1.5. Check appropriate organisational procedures have been followed for acknowledging good performance and addressing under-performance</p> <p>1.6. Advice and support are provided where there is dissention about performance appraisal outcomes</p>
2. Promote performance management system	<p>2.1. Goals and methods of the performance-management system are clarified to employees</p> <p>2.2. The performance management system is promoted to stakeholders</p> <p>2.3. Training or instruction is arranged or delivered using the performance management system</p> <p>2.4. Ongoing and regular feedback on personnel performance as well as formal performance appraisals is encouraged</p>
3. Recommend improvements to performance management system in response to collated data	<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>
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Variable	Range
Stakeholders	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Employees • Committee members • Managers • Members • Cooperative promotion and development office

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

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

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Support and Review Business Structures and Relationships
Unit Code	AGR CMG4 14 0118
Unit Descriptor	This unit covers the knowledge, skills and attitude in supporting and reviewing business structures and relationships and defines the standard required to: research and identify appropriate bodies and sources of information; select an appropriate business structure; establish roles and expectations for family positions in a rural business; negotiate and resolve disputes; manage stress.

Element	Performance Criteria
1. Identify and assist in establishing/reviewing a rural business structure	<p>1.1. Options for the business structure are identified and legal and taxation ramifications assessed.</p> <p>1.2. Administrative procedures are followed to ensure full compliance with the chosen structure.</p>
2. Identify and assist in the review of roles and responsibilities within the business unit	<p>2.1. Roles and responsibilities within the business are clearly communicated to members of the business unit.</p> <p>2.2. Business organisational structure is established/reviewed in consultation with members of the business unit.</p> <p>2.3. Roles and responsibilities of family members are reviewed regularly in accordance with succession and estate planning requirements.</p> <p>2.4. Wills are prepared, updated and stored in accordance with organisational requirements.</p>
3. Assist in the development and implementation of stress management strategies	<p>3.1. Potential causes of stress within a rural business environment are identified.</p> <p>3.2. Stress management strategies are developed in consultation with family and other employees.</p> <p>3.3. Strategies are implemented to minimise stress within the family and the workplace.</p> <p>3.4. Stress management strategies are reviewed regularly in accordance with organisational requirements.</p>
4. Access rural networks and support group	<p>4.1. Relevant rural networks and support groups are identified.</p> <p>4.2. Appropriate interpersonal skills are used to facilitate and promote positive relations.</p> <p>4.3. Relationships are developed and maintained to promote the rural business in accordance with organisational goals and objectives.</p>

	4.4. Networking opportunities are identified and accessed in accordance with organisational requirements.
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Variable	Range
Business structures and relationships	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Sole trader • Partnership • Company • Family trust.

Evidence Guide	
Critical Aspects of Competence	<p>Must demonstrate knowledge and skills competence to:</p> <ul style="list-style-type: none"> • Research and identify appropriate bodies and sources of information • Select an appropriate business structure • Establish roles and expectations for family positions in a rural business • Negotiate and resolve disputes • Manage stress.
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Relevant legislation and statutory requirements including those relating to OHS and anti-discrimination • Organisational structure • Organisations policies, plans and procedures • Environmental policies and procedures including sustainable energy work practices and techniques • Principles of effective communication in relation to listening, questioning and non-verbal communication • Workplace communication channels • Principles and techniques to use feedback to achieve positive outcomes • Rural networks and support groups • Stressors in the rural business environment.
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Research and identify appropriate bodies and sources of information • Utilise technology • Implement strategies to resolve problems • Implement OHS and environmental policies and procedures • Read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks

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

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Plan and Organize Work
Unit Code	AGR CMG4 15 0118
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

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

	<p>4.5. Timeliness of report is observed.</p> <p>4.6. Files are established and maintained in accordance with standard operating procedures.</p>
5. Review and evaluate work plans and activities	<p>5.1. Work plans, strategies and implementation are reviewed based on accurate, relevant and current information.</p> <p>5.2. Review is done based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback.</p> <p>5.3. Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities.</p> <p>5.4. Performance appraisal is conducted in accordance with organization rules and regulations.</p> <p>5.5. Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.6. Recommendations are prepared and presented to appropriate personnel/authorities.</p> <p>5.7. Feedback mechanisms are implemented in line with organization policies.</p>

Variable	Range
Objectives	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Specific • General
Resources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Personnel • Equipment and technology • Services • Supplies and materials • Sources for accessing specialist advice • Budget
Schedule of work activities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Daily • Work-based • Contractual and Regular
Work methods and practices	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Legislated regulations and codes of practice • Industry regulations and codes of practice • Occupational health and safety practices
Work plans	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Daily work plans

	<ul style="list-style-type: none"> • Project plans • Program plans • Resource plans • Skills development plans • Management strategies and objectives
Standards	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Performance targets • Performance management and evaluation systems • Occupational standards • Employment contracts • Client contracts • Discipline procedures • Workplace assessment guidelines • Internal quality assurance • Internal and external accountability and auditing requirements • Training Regulation Standards and Safety Standards
Appropriate personnel/ authorities	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Appropriate personnel include: • Management and Line Staff
Feedback mechanisms	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Verbal feedback • Informal feedback • Formal feedback • Questionnaire • Survey and Group discussion

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Set objectives • Plan and schedule work activities • Implement work plans • Monitor work activities • Review and evaluate work plans and activities
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities • Organizations policies, strategic plans, guidelines related to the role of the work unit • Team work and consultation strategies
Underpinning Skills	<p>Demonstrates skill to:</p> <ul style="list-style-type: none"> • Plan • Lead

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

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Migrate to New Technology
Unit Code	AGR CMG4 16 0118
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

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

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

Feedback	May include, but not limited to: <ul style="list-style-type: none"> • Surveys, • Questionnaires, • interviews and meetings.
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Evidence Guide	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols) • Vendor product directions • Ability to locate appropriate sources of information regarding metal manufacturing and new technologies • Current industry products/services, procedures and techniques with knowledge of general features • Information gathering techniques
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> • Research skills for identifying broad features of new technologies • Ability to assist in the decision making process • Literacy skills in regard to interpretation of technical manuals • Ability to solve known problems in a variety of situations and locations • Evaluate and apply new technology to assist in solving organizational problems • General analytical skills in relation to known problems
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Establish Quality Standards
Unit Code	AGR CMG4 17 0118
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

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

	<p>2.3. Work is conducted to produce required outcomes.</p> <p>2.4. Work processes are monitored to confirm quality of output and/or service.</p> <p>2.5. Processes are adjusted to maintain outputs within specification.</p>
6. Participate in maintaining and improving quality at work	<p>6.1. Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements.</p> <p>6.2. Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements.</p> <p>6.3. Corrective action is taken within level of responsibility, to maintain quality standards.</p> <p>6.4. Quality issues are raised with designated personnel.</p>
7. Report problems that affect quality	<p>7.1. Potential or existing quality problems are recognized.</p> <p>7.2. Instances of variation in quality are identified from specifications or work instructions.</p> <p>7.3. Variation and potential problems are reported to supervisor/manager according to enterprise guidelines.</p>

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

Evidence Guide	
Critical Aspect of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Monitor quality of work • Establish quality specifications for product

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

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Develop Individuals and Team
Unit Code	AGR CMG4 18 0118
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

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

4. Develop team commitment and cooperation	<p>4.1. Open communication processes to obtain and share information is used by team.</p> <p>4.2. Decisions are reached by the team in accordance with its agreed roles and responsibilities.</p> <p>4.3. Mutual concern and camaraderie are developed in the team.</p>
5. Facilitate accomplishment of organizational goals	<p>5.1. Team members are actively participated in team activities and communication processes.</p> <p>5.2. Individual and joint responsibility is developed by team's members for their actions.</p> <p>5.3. Collaborative efforts are sustained to attain organizational goals.</p>

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

Learning delivery methods	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • On the job coaching or monitoring • Problem solving • Presentation/demonstration • Formal course participation • Work experience and involvement in professional networks • Conference and seminar attendance
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Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Identify and implement learning opportunities for others • Give and receive feedback constructively • Facilitate participation of individuals in the work of the team • Negotiate plans to improve the effectiveness of learning • Prepare learning plans to match skill needs • Access and designate learning opportunities
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Coaching and monitoring principles • How to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • How to facilitate team development and improvement • Methods and techniques to obtain and interpreting feedback • Methods for identifying and prioritizing personal development opportunities and options • Career paths and competence standards in the industry
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Read a variety of texts, preparing general information and documents according to target audience; spell with accuracy; • Use grammar and punctuation effective relationships and conflict management • Communicate to receive feedback and report, maintain effective relationships and conflict management • Plan and organize required resources and equipment to meet learning needs • Coach and mentor skills to provide support to colleagues • Report to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • Facilitate and conduct small group training sessions • Relate to people from a range of social, cultural, physical and mental backgrounds

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

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	AGR CMG4 19 0118
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

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

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

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

	<ul style="list-style-type: none"> • Establish rapport • obtain facts and information • Facilitate resolution of issues • Develop action plans • Diffuse potentially difficult situation
Types of Interview	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Related to staff issues • Routine • Confidential • Evidential • Non-disclosure • Disclosure

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Demonstrate effective communication skills with clients and work colleagues accessing service • Adopt relevant communication techniques and strategies to meet client particular needs and difficulties
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Communication process • Dynamics of groups and different styles of group leadership • Communication skills relevant to client groups
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Full range of communication techniques including: <ul style="list-style-type: none"> ➢ Active listening ➢ Feedback ➢ Interpretation ➢ Role boundaries setting ➢ Negotiation ➢ Establishing empathy ➢ Communication strategies • Communicate to fulfill job roles as specified by the organization
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Manage Micro, Small and Medium Enterprises (MSMEs)
Unit Code	AGR CMG4 20 0118
Unit Descriptor	This unit covers knowledge, skills and attitude required in running Micro, Small and Medium enterprises. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

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

	<p>2.8. Business or inquiries is/are responded to promptly and effectively.</p> <p>2.9. Information is presented in a format appropriate to the industry and audience.</p>		
3. Manage Marketing of MSMEs	<p>3.1. Information on market and business needs is analyzed and market opportunities identified.</p> <p>3.2. Marketing mix and components are evaluated.</p> <p>3.3. Marketing mix for specific target market is determined.</p> <p>3.4. Marketing mix is monitored and continual adjusted against marketing performance.</p>		
4. Manage Human Resources	<p>4.1. Human resource rules, regulations law and procedures are identified and determined.</p> <p>4.2. The existing human resource is audited, and gaps are identified.</p> <p>4.3. Recruitment and selection are conducted based on the organizational requirements.</p> <p>4.4. Selected candidates are oriented and placed for the appropriate position.</p> <p>4.5. Appraisal of employees' performance is conducted.</p> <p>4.6. Appraisal result is used for training and development, promotion, compensation, disciplinary measures and other purposes as required.</p> <p>4.7. Employee relations are maintained.</p>		
5. Manage production and Operation	<p>5.1. Production/operation plan is developed and implemented.</p> <p>5.2. Required inputs are purchased and adequate inventories maintained.</p> <p>5.3. Production /operation process is checked and controlled.</p> <p>5.4. Quality control is applied and maintained.</p>		
6. Maintain financial records and use for decision making	<p>6.1. The objective and benefits of financial records are discussed and understood.</p> <p>6.2. Asset, liabilities and capital are identified and recorded.</p> <p>6.3. Balance sheet and different journals are discussed.</p> <p>6.4. Business transactions are discussed, analyzed, classified and recorded.</p> <p>6.5. Daily financial records are maintained correctly in accordance with legal and accounting requirements.</p>		
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	<p>6.6. Invoices and payments are prepared and distributed in timely manner and in accordance with legal requirements.</p> <p>6.7. Outstanding accounts are collected or followed-up.</p> <p>6.8. Revenue, expense and costs are identified and discussed.</p> <p>6.9. Different ledgers and subsidiary ledgers are discussed and maintained.</p> <p>6.10. Profit and loss report is prepared.</p> <p>6.11. Financial interpretation is conducted with assistant from the appropriate person.</p> <p>6.12. Financial manual is prepared.</p>
7. Monitor, Manage and Evaluate work performance	<p>7.1. People, resources and/or equipment are coordinated to provide optimum results.</p> <p>7.2. Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to business goals or timelines.</p> <p>7.3. Problem solving techniques are applied to work situations to overcome difficulties and achieve positive outcomes.</p> <p>7.4. Opportunities for improvements are monitored according to business demands.</p> <p>7.5. Work schedules are adjusted to incorporate necessary modifications to existing work and routines or changing needs and requirements.</p> <p>7.6. Proposed changes are clearly communicated and recorded to aid in future planning and evaluation.</p> <p>7.7. Relevant codes of practice are used to guide an ethical approach to workplace practices and decisions.</p>

Variable	Range
Major components of work plan	May include, but not limited to: <ul style="list-style-type: none"> • Objective • Responsibilities • Resources (human, materials, finance, time, etc) • Activities
Resources	May include, but not limited to: <ul style="list-style-type: none"> • Human resource • Money • Time

	<ul style="list-style-type: none"> • Machines • Equipment • Space
Time management strategies	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Prioritizing and anticipating • Short term and long term planning and scheduling • Creating a positive and organized work environment • Clear timelines and goal setting that is regularly reviewed and adjusted as necessary • Breaking large tasks into smaller tasks • Getting additional support if identified and necessary
Internal and external sources	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Staff and colleagues • Management, supervisors, advisors or head office • Relevant professionals such as lawyers, accountants, management consultants • Professional associations
Human resource rules, regulations law and procedures	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Recruitment and selection • Orientation and placement • Training and development • Performance appraisal and reward system • Disciplinary procedures • Movement and separation • Industrial relation
Employee relations	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Relationship within employees • Relationship among employees and management and labor union • Relationship between labor union and government
Business goals	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Sales targets • Budgetary targets • Team and individual goals • Production targets and Reporting deadlines
Problem solving techniques	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> • Brainstorming • Fish bone • Focus group discussion and Problem tree

Evidence Guide			
Critical Aspects of Competence		<p>A person must be able to demonstrate:</p> <ul style="list-style-type: none"> • Ability to identify daily work requirements and allocate work appropriately 	
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	<ul style="list-style-type: none"> • Ability to interpret financial documents in accordance with legal requirements • The ability to prepare strategic plan • The ability to develop effective work habit • The ability to manage marketing of MSEs • The ability to manage human resources of MSEs • the ability to manage production/operation of MSEs • The ability to maintain financial records of MSEs • The ability to manage, monitor and evaluate work performance of MSMEs
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Strategic plan • Working culture • Time management strategy • Marketing Mix • Relevant marketing, operation/production, human resource and financial management • Human resource functions • Production/operation functions • Monitoring and evaluation • Problem solving techniques • Federal and Local Government legislative requirements affecting business operations, especially in regard to OHS, equal employment opportunity, industrial relations and anti-discrimination • Relevant industry code of practice • Planning techniques to establish realistic timelines and priorities • Identification of relevant performance measures • Quality assurance principles and methods
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Technical or specialist skills relevant to the business operation • Interpret legal requirements, company policies and procedures and immediate, day-to-day demands • Strategic planning skills • Human relation skills • Communicate using questioning, clarifying, reporting, and giving and receiving constructive feedback • Numeracy skills for performance information, setting targets and interpreting financial documents and reports • Technical skills to interpret business document, reports and financial statements and projections

	<ul style="list-style-type: none"> • Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Solve problem and develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Evaluate using assessment work and outcomes • Observe for identifying appropriate people, resources and to monitor work
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview/Written Test • Observation/Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Cooperative Organization Management Level IV	
Unit Title	Apply Problem Solving Techniques and Tools
Unit Code	AGR CMG4 21 0118
Unit Descriptor	This unit of competency covers the knowledge, skills and attitude required to apply scientific problem solving techniques and tools to enhance quality, productivity and other kaizen Element on continual basis.

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

	<p>4.7. The suggested solutions are carefully tested and evaluated for potential complications.</p> <p>4.8. Detailed summaries of the action plan are prepared to implement the suggested solution.</p>
5. Examine countermeasures and their implementation.	<p>5.1. Action plan is implemented by medium KPT members.</p> <p>5.2. Implementation is monitored according to the agreed procedure and activities are checked with preset plan.</p>
6. Assess effectiveness of the solution.	<p>6.1. Tangible and intangible results are identified.</p> <p>6.2. The results are verified over time.</p> <p>6.3. Tangible results are compared with targets using various types of diagram.</p>
7. Standardize and sustain operation.	<p>7.1. If the goal is achieved, the new procedures are standardized and made part of daily activities.</p> <p>7.2. All employees are trained on the new Standard Operating Procedures (SOPs).</p> <p>7.3. SOP is verified and followed by all employees.</p> <p>7.4. The next problem is selected to be tackled by the team.</p>

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

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

	<ul style="list-style-type: none"> • All process quality checks required to minimize defects/errors • The exact amount of work in process required
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Evidence Guide	
Critical Aspects of Assessment	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> • Apply all relevant procedures and regulatory requirements to ensure quality and productivity of an organization. • Detect non-conforming products/services in the work area • Apply effective problem solving approaches/strategies. • Implement and monitor improved practices and procedures • Apply statistical quality control tools and techniques.
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • QC story/PDCA cycle/ • QC story/ Problem solving steps • QCC techniques • 7 QC tools • Basic IE tools and techniques. • SOP • Quality requirements associated with the individual's job function and/or work area • Workplace procedures associated with the candidate's regular technical duties • Relevant health, safety and environment requirements • organizational structure of the enterprise • Lines of communication • Methods of making/recommending improvements. • Reporting procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Apply problem solving techniques and tools • Apply statistical analysis tools • Apply Visual Management Board/Kaizen Board. • Detect non-conforming products or services in the work area • Document and report information about quality, productivity and other kaizen Element. • Contribute effectively within a team to recognize and recommend improvements in quality, productivity and other kaizen Element. • Implement and monitor improved practices and procedures. • Organize and prioritize activities and items. • Read and interpret documents describing procedures

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

Sector: Agriculture

Sub Sector: Agricultural Cooperative

