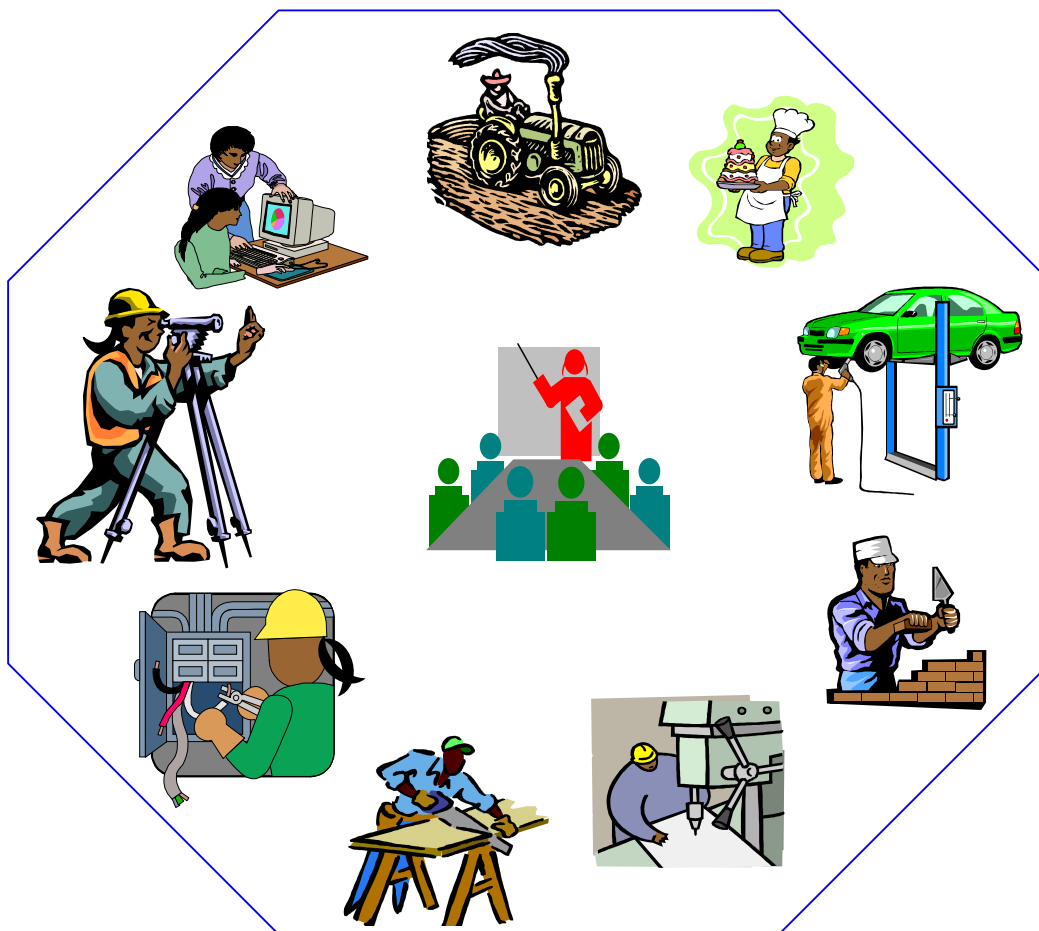**Federal Democratic Republic of Ethiopia**

OCCUPATIONAL STANDARD

ADMINISTRATIVE OFFICE MANAGEMENT
NTQF Level V

Ministry of Education
August 2012

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) are - a 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 Ethiopian Occupational Standard comprised of Units of Competence.

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

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

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

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

- chart with an overview of all Units of Competence for the respective level including the Unit Codes and Unit of Titles

- contents of each Unit of Competence (competence standard)

- occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards, and for the individual, a career path

UNIT OF COMPETENCE CHART

Occupational Standard: Administrative Office Management

Occupational Code: EIS AOM

NTQF Level V

EIS AOM5 01 0812 Manage an Information or Knowledge Management System	**EIS AOM5 02 0812** Ensure Team Effectiveness	**EIS AOM5 03 0812** Manage Customer Contact Operational Costs
EIS AOM5 04 0812 Integrate Customer Contact Operations within the Organization	**EIS AOM5 05 0812** Manage Employee Relations	**EIS AOM5 06 0812** Ensure a safe Workplace
EIS AOM5 07 0812 Initiate Quality Audit	**EIS AOM5 08 0812** Manage Business Document Design and Development	**EIS AOM5 09 0812** Manage the Public Relations Publication Process
EIS AOM5 10 0812 Manage Personal Priorities and Professional Development	**EIS AOM5 11 0812** Manage Project Quality	**EIS AOM5 12 0812** Facilitate and Capitalize on Change and Innovation
EIS AOM5 13 0812 Establish and Conduct Business Relations	**EIS AOM5 14 1012** Develop and Refine Systems for Continuous Improvement in Operations	

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Manage an Information or Knowledge Management System**
Unit Code	**EIS AOM5 01 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to organize learning to use an information or knowledge management system and to manage the use of the system

Elements	Performance Criteria
1. Organise learning to use information or knowledge management system	1.1 Learning needs of **relevant personnel** and **stakeholders** are identified for input into, and use of, **an information or knowledge management system**
	1.2 Human, financial and physical resources required are identified and secured for **learning activities** to use an information or knowledge management system
	1.3 Learning activities are organised and facilitated
	1.4 Use of the system is promoted and supported throughout the organisation
	1.5 Effectiveness of learning activities is monitored and documented
2. Manage use of information or knowledge management system	2.1 Ensure implementation of **policies and procedures for the information or knowledge management system** are monitored for compliance, effectiveness and efficiency
	2.2 Implementation issues and problems are addressed as they arise
	2.3 Integration and alignment with data and information systems are monitored
	2.4 Information on achievement of **performance measures** is collected
	2.5 Contingencies such as system failure or technical difficulties are managed by accessing technical specialist help as required
3. Review use of information or knowledge management system	3.1 Effectiveness of system is analysed and strengths and limitations of the system are reported
	3.2 Business and operational plan are reviewed and how effectively the system is contributing to intended outcomes is determined
	3.3 Recommendations are made for improvement to system, policy or work practices

Variable	Range
Relevant personnel include:	• managers, leaders, supervisors and coordinators • owners • staff, team members and colleagues
Stakeholders include:	• clients and customers • employee representatives • funding bodies • industry, professional and trade associations • regulatory bodies and authorities • sponsors • tenderers, suppliers and contractors
Information or knowledge management *is* defined as:	• equipment, strategies, methods, activities and techniques used formally and informally by individuals and the organisation to identify, collect, organise, store, retrieve, analyse, share and draw on information and knowledge valuable to the work of the organisation
An information or knowledge management system*:*	• comprises policies, protocols, procedures and practices to manage information or knowledge within the organisation and among relevant stakeholders
Learning activities include:	• coaching and mentoring programs • help desks • information sessions, briefings, workshops and training programs • paper-based or electronic (including intranet) learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
Policies and procedures for the information or knowledge management system cover:	• complying with legislative requirements (such as privacy, confidentiality and defamation requirements) and other policies and procedures • content guidelines • ensuring accuracy and relevance of knowledge input into the system • mechanisms, formats and styles of input to system, including appropriate alternative formats for people with a disability • permissions for input • removing out-of-date, inaccurate and content that is no longer relevant • selecting, maintaining and disposing of knowledge in the system • sharing knowledge in the system

Performance measures include:	• key performance indicators
	• other systems and measures to enable assessment of how, when, where and why outcomes are being achieved
	• performance objectives
	• performance standards (including codes of conduct)
	• qualitative or quantitative mechanisms to measure individual performance

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate:
	• analysis of the strengths and weaknesses of information or knowledge management system/s and evaluation of suitability for a particular work or organisational context
	• knowledge of relevant legislation, codes of practice and national standards
Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• legislation, codes of practice and national standards, for example:
	➢ privacy and confidentiality legislation
	➢ freedom of information legislation
	• organisational policies and procedures, for example:
	➢ records management
	➢ information management
	➢ customer service
	➢ commercial confidentiality
	• organizational operations, and existing data and information systems
Underpinning Skills	Demonstrates skills to:
	• analytical and problem-solving skills to ensure the system is working in accordance with organisational expectations and to deal with contingencies
	• technology skills to work with and manage the use of the information or knowledge management system
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through:
	• Interview / Written Test / Oral Questioning
	• Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Ensure Team Effectiveness**
Unit Code	**EIS AOM5 02 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to facilitate all aspects of teamwork within the organization. It involves taking a leadership role in the development of team plans, leading and facilitating teamwork and actively engaging with the management of the organization.

Elements	**Performance Criteria**
1. Establish team performance plan	1.1. Team members are **consulted** to establish a common understanding of team purpose, roles, responsibilities and **accountabilities** in accordance with organisational goals, plans and objectives
	1.2. **Performance plans** are developed to establish expected **outcomes**, **outputs**, **key performance indicators** and goals for work team
	1.3. Team members are **supported** in meeting expected performance outcomes
2. Develop and facilitate team cohesion	2.1. **Strategies** are developed to ensure team members have input into planning, decision making and operational aspects of work team
	2.2. **Policies and procedures** are developed to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
	2.3. Feedback is provided to team members to encourage, value and reward individual and team efforts and contributions
	2.4. **Processes** are developed to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate teamwork	3.1. Team members and individuals are encouraged to participate in and to take responsibility for team activities, including communication processes
	3.2. The team is supported in identifying and resolving work performance problems
	3.3. Ensure own contribution to work team serves as a role model for others and enhances the organisation's image for all **stakeholders**
4. Liaise with stakeholders	4.1. Open communication processes are established and maintained with all stakeholders
	4.2. Information from **line manager**/**management** is

	communicated to the team
	4.3. Unresolved issues, concerns and problems raised by team members are communicated and followed-up with line manager/management and other relevant stakeholders
	4.4. Necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders is evaluated and taken

Variable	Range
Consultation may refer to:	• conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans • mechanisms used to provide feedback to the work team in relation to outcomes of consultation
Accountabilities may refer to:	• responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar • statement of conduct outlining responsibilities/actions/performance
Performance plans may refer to:	• individual performance plans linked to team goals • team plans based on work assignments and responsibilities
Outcomes, outputs, key performance indicators may refer to agreed:	• changes in work roles and responsibilities • improved individual and team, performance and participation • improvements to systems, operations • measures for monitoring and evaluating the efficiency or effectiveness of systems or services • quality standards and expectations • targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism • targets for training and development
Support may include:	• Coaching • Mentoring • Training and development opportunities • Clarification of roles and expectations • Long term or short term plans • Meetings
Strategies may refer to:	• clarification of roles and expectations • electronic communication devices and processes, such as intranet and email communication systems, to facilitate input • long-term or short-term plans factoring in opportunities for team input • mentoring and 'buddy' systems to support team members in providing input

	• newsletters and briefings • training and development activities
Policies and procedures may refer to:	• organisational guidelines and systems that govern operational functions • procedures that detail the activities that must be carried out for the completion of actions and tasks • Standard Operating Procedures
Processes may refer to:	• brainstorming options with the team for addressing concerns • creating a matrix of issues and concerns and distributing for comment • discussions with individuals regarding their concerns • distributing drafts for comment with a range of options for resolution of concerns • training and development sessions
Stakeholders may include:	• Board members • business or government contacts • funding bodies • union/employee groups and representatives • work team
Line manager/managem ent may refer to:	• chief executive officer • direct superior • other management representatives

Evidence Guide	

Critical aspects of Competence	Assessment requires evidence that the candidate:
	• formulating a research proposal or plan which includes:
	  ➢ specific research questions or hypotheses
	  ➢ valid population or sample size
	  ➢ description of the geographical, cultural, social or institutional context within which the research will be carried out
	  ➢ full description of the data collection methods
	  ➢ analysis of the limitations to research design
	• designing an applied research project using appropriate tools and techniques
	• research report with analysis of data, and valid and reliable findings
	• utility and relevance of the research results
	• knowledge of applied research techniques

Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • communication processes and methods • data collection methods • legislation, regulations, policies, procedures and guidelines relating to handling or storing data, including privacy and freedom of information • presentation techniques • reporting methods

	• research ethics and codes of conduct • research tools and methods • selection of appropriate applied research techniques

Underpinning Skills	• communication and teamwork skills to:
	  ➢ analyse and interpret structurally intricate information in the area being researched
	  ➢ consult with target groups using a range of communication techniques
	  ➢ develop written texts which deal with complex ideas and concepts
	  ➢ present research results creatively to meet audience needs
	• initiative and enterprise skills to discover and source appropriate information, and to identify future implication of information and data collected
	• planning and organising skills to:
	  ➢ construct an applied research strategy
	  ➢ initiate and design research methodology
	  ➢ manage an applied research project
	  ➢ frame research strategy in consideration of available resources
	• problem-solving skills to:
	  ➢ develop and examine the validity of the hypothesis using a range of applied research techniques
	  ➢ collect, organise, analyse and present data
	  ➢ analyse research
	  ➢ check the integrity of data collected
	  ➢ conduct trend analyses
	• self-management and learning skills to:
	  ➢ manage own time and determine priorities
	  ➢ review and adhere to relevant ethics and codes of conduct
	  ➢ store data to maintain privacy and confidentiality of information
	  ➢ conduct research to develop capabilities and learning related activities
	• technical skills to:
	  ➢ select suitable technology and technical services
	  ➢ use a range of software programs
	  ➢ use technology and the internet to discover, access, collect and store data, information and research in a systematic manner

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Manage Customer Contact Operational Costs**
Unit Code	**EIS AOM5 03 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage costs in a customer contact environment. It requires the application of well-developed skills and knowledge in effective financial management and management of the budgetary process.

Elements	Performance Criteria
1. Calculate cost for contact centre operations	1.1 Cost-generating contact centre transactions are identified 1.2 **Transaction costs** are calculated 1.3 Fixed and variable components of transaction costs are identified clearly
2. Prepare budget for customer contact operation	2.1 Accurate estimates of expected **revenue** supported by business and financial records are produced 2.2 Expected **operating expenses** are identified based on realistic projections 2.3 Proposed **capital expenditure** are identified based on business plans and estimates 2.4 Work closely with **stakeholders** to identify factors that may influence operations and costs 2.5 Justifiable high, low and expected budget scenarios are prepared
3. Present and justify budget	3.1 An effective presentation of customer contact centre budget is delivered 3.2 Aspects of operating expenses, revenues and capital expenditure are justified 3.3 Qualitative information is introduced into justification when appropriate
4. Monitor budget performance	4.1 **Statistical performance** of contact centre is correlated to budget estimates 4.2 Variations between actual budget reporting and expected budget are closely monitored 4.3 Accurate tracking of accrued, invoiced and other costs are maintained 4.4 Cash flow implications are identified for current and planned events 4.5 Progress is communicated against budget to stakeholders

5. Control financial operations of the customer contact operation	5.1 Reasonable threats are closely monitored to budget on a regular basis
	5.2 Variations are identified in contact centre performance that present threats to financial performance
	5.3 Operational strategies are identified to minimise threats to budget
	5.4 Staff compliance with financial delegation limits is regularly monitored
	5.5 Organisation's **financial control systems** are regularly updated

Variable	Range
Transaction costs may include:	• unit cost per transaction, which may comprise: ➢ administration costs ➢ information technology costs ➢ incentive payment costs ➢ infrastructure costs ➢ staff costs ➢ support service costs ➢ telecommunications services costs
Revenue may include:	• payments for outsourced services • payments for services provided to organisation • performance incentives • sales and marketing incentives
Operating expenses may include:	• information technology costs • labour costs • recurring costs associated with operations • rental for facilities • repair and maintenance costs • sales incentive payments • stationery • training costs • utility costs
Capital expenditure may include:	• expenditure on depreciating assets • non-recurring costs • purchase of equipment • purchase of infrastructure
Stakeholders may include:	• back office support areas • billing • credit and collections • executive • finance • marketing and sales • regulatory

	• strategy and planning • other service areas
Statistical performance may include:	• abandoned call data • call volume and handling time data • customer satisfaction data • headcount and staffing data • occupancy and adherence data • overtime levels • sales conversion rates • sales data • service level data

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • analyse costs of operating customer contact operations • prepare, justify and present the budget • control and monitor the budget and comply with financial control systems • demonstrate knowledge of budgeting principles
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • accounting principles • benchmarking principles • budgeting principles • cost-benefit analysis principles • financial delegation policy of organisation, financial control systems and requirements • organisational business objectives and goals, including operational and business planning • risk assessment and management principles

Underpinning Skills	• analytical skills to:
	  ➢ analyze workplace information and data
	  ➢ use understanding of budget scenarios, sensitivities and threats
	• communication skills to:
	  ➢ communicate effectively with personnel at all levels
	  ➢ conduct effective formal and informal meetings
	• consultation and negotiation skills to develop, implement and monitor strategies
	• interpersonal skills to:
	  ➢ establish rapport and build relationships with clients, team members and stakeholders
	  ➢ establish relevant networks
	• literacy skills to prepare and present reports containing complex information, data and concepts

	• leadership skills to gain the trust and confidence of colleagues and stakeholders
	• numeracy skills to:
	  ➢ deal with the data and statistical information required to establish and monitor the budget
	  ➢ manage budgetary resources
	• planning and organising skills to manage own tasks within required timeframes
	• presentation skills to articulate information and ideas effectively
	• problem solving skills to create innovative solutions to problems that arise
	• research skills to access relevant information and consider available options
	• risk assessment and mitigation skills to identify threats to the customer contact centre budget and to implement remedial actions
	• self-management skills to:
	  ➢ comply with policies and procedures
	  ➢ pay attention to detail when making observations and recording outcomes
	  ➢ seek learning and development opportunities
	• technology skills to organise, manage and analyse data

Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Integrate Customer Contact Operations within the Organization**
Unit Code	**EIS AOM5 04 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to integrate the customer contact operations fully within the organisation and to ensure that they maintain a high profile and significance within the organisation. Competence in this unit requires communication and cooperation between customer contact operations and the rest of the business operations. Regular contact, consultation and feedback with the organisation, alignment of objectives, and communication of performance and issues are also required.

Elements	Performance Criteria
1. Identify and analyse interdependencies	1.1 **Interdependencies** between contact centre and other departments are identified within the organisation
	1.2 The degree of interdependence is identified
	1.3 The flow of transactions and information between other departments and the contact centre is mapped
2. Analyse value and service chain and identify gaps	2.1 **Value and service chain** model are developed
	2.2 **Stakeholders** are consulted regularly
	2.3 Data is collected to support chain continuity and gap identification
	2.4 Gaps in the value and service chain are identified
3. Prepare plan to close value and service chain gaps	3.1 Service chain gaps are identified within the control of customer contact operations
	3.2 Other gaps are communicated to stakeholders and relevant parties
	3.3 Activities and resources needed to close gaps are identified
	3.4 An action plan is prepared
	3.5 A review and feedback process are established
	3.6 Internal networks are developed to ensure sound communication across organisation
4. Integrate market intelligence capture into operations	4.1 Organisation marketing area or business unit are consulted
	4.2 Desired market intelligence is identified and agreed
	4.3 Data collection is integrated into contact guidelines
	4.4 Data capture facilities are integrated into database
	4.5 Information is integrated into existing contact centre strategy

	and operations
5. Report market intelligence to other corporate departments	5.1 Captured intelligence information is retrieved
	5.2 Market intelligence reports are prepared
	5.3 Information to relevant parties is communicated in an effective and timely manner

Variable	Range
Interdependencies may include:	• finance • human resources operations • resourcing • technology and infrastructure
Value and service chain may include:	• billing • components of the enterprise/organization infrastructure contributing directly to the supply of goods or services to the customer • credit • customer service • field staff • order fulfilment • sales support
Stakeholders may include:	• administration and support • billing • credit and collections • marketing • finance • human resources • strategy and planning • training

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • analyse interdependencies, and value and service chain • prepare plans to close gaps in value and service chain • integrate and report market intelligence within a customer contact environment • demonstrate knowledge of compliance policies and requirements applicable to the organisation

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• analytical methods and techniques, such as:
	  ➢ strengths, weaknesses, opportunities and threats (SWOT)
	  ➢ balanced scorecard
	  ➢ return on investment (ROI)
	  ➢ economic value added

	• compliance policies and requirements applicable to organisation • corporate aims and objectives • market intelligence and data-gathering principles • information technology infrastructure, functionality and reporting capability • organisational communication methods • organisational structure and reporting lines, including key personnel required to effect change • principles of running effective meetings, and recording and distributing minutes • risk assessment and management principles

Underpinning Skills	Demonstrates skills to:
	• analytical skills to:
	   ➢ analyze workplace information and data
	   ➢ use observations of workplace tasks and interactions between n people, their activities, equipment, environment and system
	• communication skills to:
	   ➢ articulate ideas and information
	   ➢ communicate effectively with personnel at all levels
	   ➢ conduct effective formal and informal meetings
	   ➢ consultation and negotiation skills to develop, implement and monitor strategies
	• interpersonal skills to:
	   ➢ establish rapport and build relationships with clients, team members and stakeholders
	   ➢ establish relevant networks
	• leadership skills to gain the trust and confidence of colleagues and stakeholders
	• literacy skills to develop reports that deal with complex ideas and concepts
	• numeracy skills to:
	   ➢ carry out statistical analysis
	   ➢ manage budgetary resources
	• planning and organising skills to manage own tasks within required timeframes
	• problem-solving skills to create innovative solutions to problems that arise
	• research skills to access relevant information and consider available options
	• risk assessment and management skills to fully consider impacts of existing or new activities
	• self-management skills to:
	   ➢ comply with policies and procedures
	   ➢ pay attention to detail when making observations and recording outcomes
	   ➢ seek learning and development opportunities

	• technology skills to organise, manage and analyse data
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Administrative Office Management Level V	
Unit Title	Manage Employee Relations
Unit Code	**EIS AOM5 05 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge to develop and maintain a positive and productive workplace environment. It covers all aspects of employee relations impacting on managers at the strategic level.

Elements	Performance Criteria
1. Implement employee relations strategy and policies for own work area	1.1. ***Employee relations*** strategy is ensured to be consistent with organisational strategic objectives
	1.2. ***Strategies and policies*** are developed through the application of a risk management approach and extensive consultation and participation by relevant groups and individuals
	1.3. Strategy and policies are ensured by taking in to account of equal opportunity, family/work relationships and the absence of discrimination and/or harassment is promoted
	1.4. ***Risk management*** strategies which take account of the withdrawal of labour and other potential outcomes of disputes are developed
	1.5. Potential areas of conflict (if any) are identified and strategies and policies which take account of the objectives of relevant groups and individuals are ensured
2. Build and maintain a productive culture	2.1. Awards, agreements, and contracts which balance organisational objectives and ***employee rights and obligations*** are negotiated
	2.2. All legal and organisational requirements are identified and met within the ***conditions of employment***
	2.3. Regular and timely consultation and communication are undertaken with individuals and relevant groups
	2.4. Policies and practices are developed to facilitate employee recruitment, retention and satisfaction
	2.5. Induction programs and training are provided to develop competence and confidence, and to ensure work is performed safely and effectively
	2.6. Opportunities are provided for employees to understand their role and how it contributes to the achievement of organisational objectives
	2.7. Individual and team development plans are developed, regularly reviewed and updated

	2.8. Employee relations policies are evaluated and revised regularly
3. Resolve employee relations problems	3.1. Processes are established for early intervention to identify and minimise problems or grievances
	3.2. **Problem solving processes** are communicated, and support is obtained from, all relevant groups and individuals
	3.3. Training is provided to develop competence in conflict management, negotiation and resolution is disputed
	3.4. **Specialist** advice is obtained where appropriate or where formal hearings are required
4. Manage diversity	4.1. Plans are developed for the promotion of **diversity** within the organisation
	4.2. Diversity and its benefits are openly promoted within the organisation
	4.3. **Education and communication plans** are developed to promote and encourage diversity
	4.4. Processes are developed and implemented to deal with events which inhibit the organisation from meeting its diversity objectives

Variable	Range
Employee relations includes:	• all of the activities in an organisation which impact on the employees' terms and conditions of employment and their personal well-being and satisfaction with their work
Strategies and policies may include:	• discipline • equal opportunity • human resource strategy • induction and training • industrial/labour relations • organisational values statement • performance management • racial discrimination/vilification • remuneration and benefits • selection/recruitment • sexual harassment
Risk management means:	• the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the
Employee rights and obligations refers to:	• those contained within any award agreement or contract of employment, or implied terms of those agreements, together with all relevant rights and obligations under the laws of the country

Conditions of employment may include:	• grievance procedures • holidays and leave entitlements • hours of work • penalty rates • salary/wages • superannuation
Problem solving processes may include:	• arbitration • conciliation • dispute resolution procedures • grievance procedures • mediation
Specialist means:	• person expert in the conduct of formal hearings in the relevant jurisdiction
Diversity refers to:	• any difference between individuals and groups, and includes age, gender, race, nationality, political and philosophical beliefs, or any other different individual or group characteristic
Education and communication plans refers to:	• a structured program for the dissemination of information, and the receipt of feedback information from individuals, relevant to the process or activity

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • While the unit is designed for non-specialist HR managers, there is an expectation that competence will be demonstrated in the implementation of the full range of employee relations activities • Negotiation of employment agreements/contracts and the maintenance of high standards of performance in respect to equal opportunity and the management of diversity are key areas of assessment • Conflict management and early intervention in respect to employee grievances/problems are also key elements of the evidence to be presented during assessment.
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • human resource planning • human resource specialist assistance available • industrial agreements • key result areas of the organisation • organisational plans and objectives (strategic, tactical and operational) • organisational policies relating to balancing family/work relationships • organisational support services for employees (external and internal) • performance measurement systems utilised within the organisation • relevant legislation from all levels of government that affects

	business operation such as: ➤ award and organization agreements and relevant industrial instruments ➤ Occupational Health and Safety ➤ environmental issues ➤ equal opportunity ➤ industrial relations ➤ anti-discrimination ➤ relevant industry codes of practice • staff development strategies • unfair dismissal rules and due process
Underpinning Skills	Demonstrates skills to: • ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input • conflict management skills to mediate, negotiate and/or attempt to obtain consensus between individuals/groups in conflict situations which are dysfunctional in relation to the organisation's performance • networking skills to ensure support from key groups and individuals for concepts/ideas/products/services • risk management skills to analyse, identify and develop mitigation strategies for identified risks
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Ensure a Safe Workplace**
Unit Code	**EIS AOM5 06 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and evaluate the organization's occupational health and safety (OHS) policies, procedures and programs in the relevant work area in accordance with OHS legal requirements.

Elements	Performance Criteria
1. Establish and maintain an OHS system	1.1. OHS policies which clearly express the organisation's commitment are located and communicated to implement relevant **OHS legislation** in the organization
	1.2. OHS responsibilities are defined for all workplace personnel in accordance with OHS policies, procedures and programs
	1.3. Financial and human resources are identified and approved for the effective operation of the OHS system
2. Establish and maintain participative arrangements for the management of OHS	2.1. Participative arrangements are established and maintained with employees and their representatives in accordance with relevant OHS legislation
	2.2. Issues raised are appropriately resolved through participative arrangements and consultation
	2.3. Information about the outcomes of participation and consultation is promptly provided in a manner accessible to employees
3. Establish and maintain procedures for identifying hazards, and assessing and controlling risks	3.1. Procedures are developed for ongoing hazard identification, and assessment and **control of associated risks**
	3.2. Hazard identification is included at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes
	3.3. Procedures are developed and maintained for selection and implementation of risk control measures in accordance with the hierarchy of control
	3.4. Inadequacies are identified in existing risk control measures in accordance with the hierarchy of control and promptly provide resources to enable implementation of new measures
	3.5. Intervention points are identified for expert OHS advice

4. Establish and maintain a quality OHS management system	4.1. An OHS induction and training program are developed and provided for all employees as part of the organisation's training program
	4.2. System is utilised for **OHS record keeping** to allow identification of patterns of occupational injury and disease in the organisation
	4.3. The OHS system is measured and evaluated in line with the organisation's quality systems framework
	4.4. Improvements are developed and implemented to the OHS system to achieve organisational OHS objectives
	4.5. Ensure compliance with the OHS legislative framework so that legal OHS standards are maintained as a minimum

Variable	Range
OHS legislation will depend on state/territory legislation and requirements, and will include:	• common law duties to meet general duty of care requirements • regulations and approved codes of practice relating to hazards in the work area • requirements for establishment of consultative arrangements including those for health and safety representatives, and health and safety committees • requirements for effective management of hazards • requirements for provision of information and training including training in safe operating procedures, procedures for workplace hazards, hazard identification, risk assessment and risk control, and emergency and evacuation procedures • requirements for the maintenance and confidentiality of records of occupational injury and disease
Control of associated risks may include:	• administrative • counselling/disciplinary processes • elimination • engineering • housekeeping and storage • issue resolution • OHS records maintenance and analysis • personal protective equipment • purchasing of supplies and equipment • workplace inspections including plant and equipment
Organisational health and safety record keeping may relate to:	• audit and inspection reports • workplace environmental monitoring records • consultation e.g. meetings of health & safety committees, work group meeting agendas including OHS items and actions • induction, instruction and training

	• manufacturers' and suppliers' information including dangerous goods storage lists • hazardous substances registers • plant and equipment maintenance and testing reports • workers compensation and rehabilitation records • first aid/medical post records

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • detailed knowledge and application of all relevant OHS legislative frameworks • establishment and maintenance of arrangements for managing OHS within the organisations' business systems and practices • identification of intervention points for expert OHS advice • principles and practice of effective OHS management in a small, medium or large business
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • application of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls, personal protective equipment) • hazard identification and risk management • relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination • reporting requirements
Underpinning Skills	Demonstrates skills to: • analytic skills to analyse relevant workplace data in order to identify hazards, and to assess and control risks • communication skills to consult with staff and to promote a safe workplace • problem-solving skills to deal with complex and non-routine difficulties • technology skills to store and retrieve relevant workplace data
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Initiate Quality Audit**
Unit Code	**EIS AOM5 07 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to initiate and organise a quality audit with an auditee. It covers assessing the scope and objectives of a quality audit; communicating with the auditee regarding the proposed quality audit; identifying resources required to conduct the audit; and developing and submitting a quality audit plan. The types of audit may include an external or internal systems audit or process or product/service audit.

Elements	Performance Criteria
1. Assess quality audit scope and objectives	1.1. Audit objectives are determined and discussed with the auditee, client and all other relevant parties
	1.2. Scope of the quality audit is determined and discussed with the auditee, client and all other **relevant parties**
	1.3. Relevant standards that impact on the environment are identified in which the audit operates
	1.4. Scope is determined to commensurate with identified risks
2. Communicate with auditee regarding proposed quality audit	2.1. Audit history, organisational structure and culture are determined through consultation with the auditee
	2.2. Agreement with auditee, the proposed **audit methods and techniques** to be applied is negotiated and ensured
	2.3. Audit processes are outlined to establish sequence of audit activities, and the roles of the auditors and auditees in the process
3. Identify resources required to conduct quality audit	3.1. **Resources** required to perform the quality audit are identified efficiently and effectively
	3.2. Audit team members are selected on the basis of relevant expertise
	3.3. Availability of resources required to conduct the audit is confirmed with auditee
	3.4. Roles and responsibilities are assigned to audit team members
4. Develop and submit quality audit plan	4.1. Quality **audit plan** is developed according to established scope and objectives
	4.2. Timing, schedules and responsibilities for implementation of the audit plan are assigned
	4.3. Audit priorities are developed and agreement with auditees and audit team members is ensured

	4.4. Audit plan is **documented** and submitted to auditee
5. Prepare audit team	5.1. Audit team members are informed of their responsibilities, audit objectives and scope
	5.2. Audit plan and schedules are communicated to all audit team members
	5.3. Audit methods and techniques are discussed and clarified with audit team members
6. Review auditee documentation	6.1. Auditee's previous audits are reviewed to establish possible impact on the conduct of the current audit
	6.2. Relevant organisational documents are reviewed and checked for accuracy
	6.3. Arising problems are resolved with auditee and relevant parties
7. Identify and prepare checklists and audit related documentation	7.1. Checklists are developed to reflect audit scope and objectives
	7.2. Documentation required for the audit is developed or obtained
	7.3. Agenda is prepared for entry meeting
	7.4. Value-adding activities are included in audit related documentation where required

Variable	Range
Relevant parties s may include:	• persons from different levels within the auditee's organisation such as management, administrative personnel and work floor personnel • persons performing activities or tasks under consideration in the audit process
Methods and techniques may include:	• advanced management information systems • analysis • determining information flows • evaluating the effectiveness of system controls • questioning • sampling • scanning • tracing • trend analysis
Sources of information may include:	• activities • internal documentation • interview results • records, such as meeting minutes, reports or log books • reports from external sources, such as external laboratory

	reports and vendor ratings
Audit plan may include:	• audit requirements and/or identification of relevant quality system documentation • auditee provision of personnel for audit • confidentiality requirements • contingency actions • distribution of reports • entry meeting • exit meeting • follow-up procedures • measurement criteria • reporting procedures • resource requirements • safety of auditors • sampling techniques • scope and objectives of audit • time lines and schedules
Relevant documentation may include:	• documented procedures • log books • meeting minutes • previous audit reports • reports • reports from external sources • systems specifications • test results • user requirements definitions • work instructions • audit procedures • checklists • forms for documenting conformance and non-conformance evidence • forms for recording information • organisational charts • previous audit reports • quality standards • records of meetings • sampling plans defined in documented procedures or in audit plan • schedules

Evidence Guide

Critical aspects of Competence	Assessment requires evidence that the candidate: • documented audit plans for auditees across a variety of contexts including the scope and objectives of the audit, proposed audit methods and techniques to be used, required resources and schedules, and allocation of individual audit team member responsibilities for conducting the proposed audit • knowledge of relevant legislation, national standards and compliance issues
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • auditing codes of practice or ethics • auditing methods and techniques • current audit practices • industry, product and/or service knowledge • quality auditing principles, techniques and systems • requirements of house or other style manual protocols for written communications • relevant legislation affecting business operations including appropriate occupational health and safety, environmental, and privacy legislation • software applications relevant to conducting quality auditing activities • terminology relating to quality auditing
Underpinning Skills	Demonstrates skills to: • communication skills to listen to and question clients and other audit team members • culturally appropriate communication skills to relate to people from diverse backgrounds and abilities • interpersonal skills to establish rapport with clients and to liaise with other audit team members • literacy skills to read, write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information • organisational, planning and time management skills to sequence tasks, meet time lines, conduct inspections and arrange meetings • problem-solving skills to overcome any issues which may potentially affect the auditing process or outcome • teamwork skills • technology skills to use equipment required to conduct quality auditing activities
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of	Competency may be assessed in the work place or in a

Assessment	simulated work place setting.

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Manage Business Document Design and Development**
Unit Code	**EIS AOM5 08 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to establish standards for the design and production of organisational documents and to manage document design and production processes to ensure agreed standards are met.

Elements	Performance Criteria
1. Establish documentation standards	1.1. Organisational requirements are identified for information entry, storage, output, and quality of **document** design and production
	1.2. Organisation's present and future information technology capability are evaluated in terms of its effect on document design and production
	1.3. Types of documents used and required by the organisation are identified
	1.4. Documentation **standards and design tasks** are established for organisational documents in accordance with information, budget and technology requirements
2. Manage template design and development	2.1. Standard formats and templates suit the purpose, audience and information requirements of each document are ensured
	2.2. Document templates are ensured to enhance readability and appearance, and meet organisational requirements for style and layout
	2.3. Templates are tested, organisational and user feedback is obtained, and amendments are made as necessary to ensure maximum efficiency and quality of presentation
3. Develop standard text for documents	3.1. **Complex technical functions** of software are evaluated for their usefulness in automating aspects of standard document production
	3.2. Requirements of each document are matched with software functions to allow efficient production of documents
	3.3. Macros are tested to ensure they meet the requirements of each document in accordance with documentation standards
4. Develop and implement strategies to ensure the use of standard	4.1. Explanatory notes are prepared for the use of standard templates and macros using content, format and language style to suit existing and future users
	4.2. Training on the use of standard templates and macros is

documentation	developed and implemented and the content and level of detail are adjusted to suit user needs
	4.3. Master files and print copies of templates and macros are produced, circulated, named and stored in accordance with organisational requirements
5. Develop and implement strategies for maintenance and continuous improvement of standard documentation	5.1. Use of standard documentation templates and macros is monitored, and the quality of documents produced is evaluated against documentation standards
	5.2. Documentation standards are reviewed against the changing needs of the organisation, and plan and implement improvements in accordance with organisational procedures

Variable	Range

Documents may be created:	• using a range of commercial or organisational software packages:
	  ➢ databases
	  ➢ desktop publishing
	  ➢ spreadsheets
	  ➢ word processing

Standards and design tasks may include:	• binding • binding media • checking final print copy • client requirements • colour photocopy • copying • creating templates and style or procedures manual • drafting • drawing • editing • electronic or paper-based • enterprise policies and procedures • enterprise templates or house style conventions for margins, fonts, use of colour • final document presentation • formatting • language and style of document • liaison with external personnel • locating and collecting appropriate information or precedents • print quality • production of graphics • production of multiple and subsequent copies • quality standards • use of page layout software • writing

Complex technical functions may include:	- data transfer - display features - embedding - exporting - fields - form fields - formula - importing - index - linking - macros - merge criteria - sort criteria - table of contents

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: - designing templates or style sheets for use in document design - documenting processes and strategies to ensure implementation
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: - cost constraints - document production processes - functions of range of software applications, including desktop publishing, word processing and spreadsheets - key provisions of relevant legislation and regulations from all forms of government, codes and standards that may affect aspects of business operations, such as: - anti-discrimination legislation - ethical principles - codes of practice - privacy laws - organisational policies and procedures relating to document design and formatting - sources of expertise external to the organization or workgroup
Underpinning Skills	Demonstrates skills to: - communication skills to present complex instructions orally, to communicate ideas logically, and to explain technical concepts and designs to others - literacy skills to: - read and interpret policies and procedures - review and select technological designs - consider aspects of context, purpose and audience when designing and formatting texts - research and analysis skills to evaluate content, structure

	and purpose of technical texts, and to adapt task instructions to suit changes in technology • technological skills to manage design requirements and layouts
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Manage the Public Relations Publication Process**
Unit Code	EIS AOM5 09 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the design, production, implementation and evaluation of public relations publications in accordance with organisational requirements.

Elements	Performance Criteria
1. Research publication requirements and segment target audience	1.1. Public relations research brief that specifies the research objectives, methodology, time schedule and budget are prepared
	1.2. The **internal** and **external factors** that may impact the effectiveness of public relations publication are considered
	1.3. **Primary** and **secondary research methods** are assessed for their capacity to provide information on publications requirements and market segments
	1.4. **Criteria** is evaluated and chosen to use in segmenting the audience in accordance with the public relations brief
	1.5. The target audience is defined in terms of prospective readers of the publications
	1.6. The target audience profile is ensured to meet organisational requirements in terms of level and style of language usage, format, content and level of detail
2. Plan public relations publications	2.1. **Publication purpose** is ensured to be consistent with organisational mission, vision and corporate values
	2.2. Publication objectives and central message consistent with messages are identified, agreed upon and documented in other organisational publications
	2.3. Team members are selected according to skill and knowledge requirements
	2.4. Budgets and schedules are developed and agreed with relevant stakeholders
	2.5. Appropriate **suppliers** of goods and services are identified and quotations obtained as required
	2.6. Criteria is developed to test and evaluate the success of the publication
3. Develop and evaluate public relations publications	3.1. Publication text is designed and written in accordance with communication objectives and house style
	3.2. Readability of material is checked to ensure it is geared to

	the target audience's reading levels
	3.3. Document is tested with relevant stakeholders and findings are incorporated into the final publication
	3.4. Publications and including any changes are ensured and complied with **legal and ethical requirements**
	3.5. Suppliers are selected and contracted to complete publication production processes
	3.6. Publication is distributed according to public relations plan
	3.7. **Aspects** of the publication are evaluated in line with stakeholder feedback and against evaluation criteria

Variable	Range
Internal factors may include:	• organisational communication history • organisational policies • organisational procedures • perceptions and actions of key internal stakeholders
External factors may include:	• community expectations • external stakeholder perceptions • legislative requirements • prevailing social and economic trends
Primary research methods may include:	• interviews • observation • questionnaires • SWOT analysis
Secondary research methods may include:	• annual reports • customer complaints records • employee complaints records • newsletters • personal contacts • sales reports
Criteria may include:	• attitudes • demographics • psychographics • sociography • values
Publication purpose may include:	• communicating a message to a target audience • differentiating organisational features • promoting business policies • promoting the image • providing information
Suppliers may include:	• contractors • external editors • media companies

	• printers • promotion agencies • publishers • web designers	
Legal and ethical requirements may include:	• community standards • cultural expectations and influences • ethical principles • industry codes of conduct • legislation • regulations • society's expectations	
Aspects may include:	• appeal • credibility • impact • capacity to arouse interest • language style • message clarity	

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • developing and implementing at least one complex public relations publication in accordance with the publication deadline

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• overview knowledge of key provisions of relevant legislation from all levels of government, codes of practice and national standards that affect business operations, such as:
	  ➢ anti-discrimination legislation and the principles of equal opportunity, equity and diversity
	  ➢ copyright
	  ➢ defamation and libel
	  ➢ ethical principles such as those outlined in the relevant Public Relations Code of Ethics and the national Journalists Association Code of Ethics
	  ➢ marketing codes of practice and conduct privacy laws
	  ➢ Relevant Trade Practices Acts
	  ➢ principles and practices of the media and printing industries

Underpinning Skills	Demonstrates skills to: • culturally appropriate communication and negotiation skills to relate to people from diverse backgrounds and people with diverse abilities, to liaise effectively with team members and consult with external suppliers • literacy skills to write a range of documents containing complex ideas in a readable and engaging style appropriate to suit a range of audiences • organisational, project management and time management

	skills to ensure publications are ready and distributed on time
	• research and evaluation skills to segment and profile target audiences of public relations communications
	• technology skills to use a range of office equipment and software applications
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Manage Personal Work Priorities and Professional Development**
Unit Code	**EIS AOM5 10 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.

Elements	Performance Criteria
1. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation
	1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and **own responsibilities and accountabilities**
	1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives
	2.2. Use **technology** efficiently and effectively to manage work priorities and commitments
	2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Personal knowledge and skills are assessed against **competency standards** to determine development needs, priorities and plans
	3.2. Feedback is sought from employees, **clients and colleagues** and this feedback is used to identify and develop ways to improve competence
	3.3. **Development opportunities** suitable to personal learning style/ are identified, evaluated, selected and used to develop competence
	3.4. Participation in networks is undertaken to enhance personal knowledge, skills and work relationships
	3.5. New skills are identified and developed to achieve and maintain a competitive edge

Variable	Range

Own responsibilities and accountabilities may include:	• expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
Technology may include:	• computerised systems and software, databases, project management and word processing • electronic diary • personal digital assistant (PDA)
Competency standards may include:	• enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
Clients and colleagues may be:	• colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Development opportunities may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• principles and techniques involved in the management and organisation of:
	    ➢ performance measurement
	    ➢ personal behavior, self-awareness and personality traits identification
	    ➢ personal development plan
	    ➢ personal goal setting
	    ➢ time management
	• management development opportunities and options for self
	• organisation's policies, plans and procedures
	• types of learning style/s and how they relate to the individual
	• types of work methods and practices that can improve

	personal performance
Underpinning Skills	Demonstrates skills to: • communication skills to receive, analyse and report on feedback • literacy skills to interpret written and verbal information about workplace requirements • organizational skills to set and achieve priorities
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Manage Project Quality**
Unit Code	**EIS AOM5 11 0812**
Unit Descriptor	This unit specifies the outcomes required to manage quality within projects. It covers determining quality requirements, implementing quality assurance processes, and using review and evaluation to make quality improvements in current and future projects.

Elements	Performance Criteria
1. Determine quality requirements	1.1 **Quality objectives**, standards and levels are determined, with input from stakeholders and guidance of a higher project authority, to establish the basis for quality outcomes and a **quality management plan**
	1.2 Established **quality management methods, techniques and tools** are selected and used to determine preferred mix of quality, capability, cost and time
	1.3 Quality criteria are identified, agreed with a higher project authority and communicated to stakeholders to ensure clarity of understanding and achievement of quality and overall project objectives
	1.4 Agreed quality requirements are included in the project plan and implemented as basis for performance measurement
2. Implement quality assurance	2.1 Results of project activities and product performance are measured and documented throughout the project life cycle to determine compliance with agreed quality standards
	2.2 Causes of unsatisfactory results are identified, in consultation with the client, and appropriate actions are recommended to a higher project authority to enable continuous improvement in quality outcomes
	2.3 Inspections of quality processes and **quality control** results are conducted to determine compliance of quality standards to overall quality objectives
	2.4 A quality management system is maintained to enable effective recording and communication of quality issues and outcomes to a higher project authority and stakeholders
3. Implement project quality improvements	3.1 Processes are reviewed and agreed changes implemented continually throughout the project life cycle to ensure continuous improvement to quality
	3.2 Project outcomes are reviewed against performance criteria to determine the effectiveness of quality management

	3.3 Lessons learned and recommended *improvements* are identified, documented and passed on to a higher project authority for application in future projects

Variable	Range
Quality objectives	May include but not limited to: • requirements from the client and other stakeholders • requirements from a higher project authority • negotiated trade-offs between cost, schedule and performance • those quality aspects which may impact on customer satisfaction
Quality management plan	May include but not limited to: • established processes • authorizations and responsibilities for quality control • quality assurance • continuous improvement
Quality management methods, techniques and tools	May include but not limited to: • brainstorming • benchmarking • charting processes • ranking candidates • defining control • undertaking benefit/cost analysis • processes that limit and/or indicate variation • control charts • flowcharts • histograms • pareto charts • scatter gram • run charts
Quality control	May include but not limited to: • monitoring conformance with specifications • recommending ways to eliminate causes of unsatisfactory • performance of products or processes • monitoring of regular inspections by internal or external agents
Improvements	May include but not limited to: • formal practices, such as total quality management or continuous improvement • improvement by less formal processes which enhance both the product quality and processes of the project, for example client surveys to determine client satisfaction with project team performance

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • lists of quality objectives, standards, levels and measurement criteria • records of inspections, recommended rectification actions and quality outcomes • management of quality management system and quality management plans • application of quality control, quality assurance and continuous improvement processes • records of quality reviews • lists of lessons learned and recommended improvements Processes that could be used as evidence include: • how quality requirements and outcomes were determined for projects • how quality tools were selected for use in projects • how team members were managed throughout projects with respect to quality within the project • how quality was managed throughout projects • how problems and issues with respect to quality and arising during projects were identified and addressed • how projects were reviewed with respect to quality management • how improvements to quality management of projects have been acted upon

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• the principles of project quality management and their application
	• acceptance of responsibilities for project quality management
	• use of quality management systems and standards
	• the place of quality management in the context of the project life cycle
	• appropriate project quality management methodologies; and their capabilities, limitations, applicability and contribution to project outcomes
	• attributes:
	  ➢ analytical
	  ➢ attention to detail
	  ➢ able to maintain an overview
	  ➢ communicative
	  ➢ positive leadership

Underpinning Skills	Demonstrate skills of: • ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities • project management • quality management

	• planning and organizing • communication and negotiation • problem-solving • leadership and personnel management • monitoring and review 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	Competence may be assessed through: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Facilitate and Capitalize on Change and Innovation**
Unit Code	**EIS AOM5 12 0812**
Unit Descriptor	This unit specifies the outcomes required to plan and manage the introduction and facilitation of change; particular emphasis is on the development of creative and flexible approaches, and on managing emerging opportunities and challenges.

Elements	Performance Criteria
1. Participate in planning the introduction and facilitation of change	1.1 **Manager** contributes effectively to the organization's planning processes to introduce and facilitate change
	1.2 Plans are made to introduce change in consultation with **appropriate stakeholders**
	1.3 Organization's objectives and plans are communicated effectively to introduce change to individuals and teams
2. Develop creative and flexible approaches and solutions	2.1 Variety of approaches are identified and analyzed to manage workplace issues and problems
	2.2 **Risks** are identified and assessed, and action initiated to manage these to achieve a recognized benefit or advantage to the organization
	2.3 Workplace is managed in a way which promotes the development of innovative approaches and outcomes
	2.4 Creative and responsive approaches to resource management improve productivity and services, and/or reduce costs
3. Manage emerging challenges and opportunities	3.1 Individuals and teams are supported to respond effectively and efficiently to changes in the organization's goals, plans and priorities
	3.2 Coaching and mentoring are made to assist individuals and teams to develop competencies to handle change efficiently and effectively
	3.3 Opportunities are identified and taken as appropriate, to make adjustments and to respond to the changing needs of customers and the organization
	3.4 **Information needs** of individuals and teams are anticipated and facilitated as part of change implementation and management
	3.5 Recommendations for improving the methods and techniques to manage change are identified, evaluated and negotiated with appropriate individuals and groups

Variables	Range
Manager	a person with frontline management roles and responsibilities, regardless of the title of their position
Appropriate stakeholders	May include but not limited to: • organization directors and other relevant managers • teams and individual employees who are both directly and indirectly involved in the proposed change • union/employee representatives or groups • OHS committees • other people with specialist responsibilities • external stakeholders where appropriate - such as clients, suppliers, industry associations, regulatory and licensing agencies
Risks	May include but not limited to: • any event, process or action that may result in goals and objectives of the organization not being met • any adverse impact on individuals or the organization • various risks identified in a risk management process
Information needs	May include but not limited to: • new and emerging workplace issues • implications for current work roles and practices including training and development • changes relative to workplace legislation, such as OHS, workplace data such as productivity, inputs/outputs and future projections • planning documents • reports • market trend data • scenario plans • customer/competitor data

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • Planning the introduction and facilitation of change • Developing creative and flexible approaches and solutions • Managing emerging challenges and opportunities
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • the principles and techniques involved in: • change and innovation management • development of strategies and procedures to implement and

	facilitate change and innovation
	• use of risk management strategies: identifying hazards,
	• assessing risks and implementing risk control measures
	• problem identification and resolution
	• leadership and mentoring techniques
	• management of quality customer service delivery
	• consultation and communication techniques
	• record keeping and management methods
	• the sources of change and how they impact
	• factors which lead/cause resistance to change
	• approaches to managing workplace issues
Underpinning Skills	Demonstrate skills on:
	• Communication skills
	• Planning work
	• Managing risk
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through:
	• Interview / Written Test
	• Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Establish and Conduct Business Relationships**
Unit Code	**EIS AOM5 13 0812**
Unit Descriptor	This unit covers the skills, attitudes and knowledge required to manage business relationship with customers.

Elements	Performance Criteria
1. Establish contact with customer	1.1 Welcoming customer environment is maintained.
	1.2 Customer is greeted warmly according to enterprise policies and procedures.
	1.3 Effective service environment is created through verbal and non-verbal presentation according to enterprise policies and procedures.
	1.4 Customer data is maintained to ensure database relevance and currency.
	1.5 Information on customers and service history is gathered for analysis.
	1.6 **Opportunities** to maintain regular contact with customers are identified and taken up.
2. Clarify needs of customer	2.1 Customer needs are determined through questioning and active listening.
	2.2 Customer needs are accurately assessed against the products/services of the enterprise.
	2.3 Customer details are documented clearly and accurately in required format.
	2.4 Negotiations are conducted in a business-like and professional manner.
	2.5 Maximize benefits for all parties in the negotiation through use of established **negotiation techniques** and in the context of establishing long term relationships.
	2.6 The results of negotiations are communicated to appropriate colleagues and stakeholders within appropriate timeframes.
3. Provide information and advice	3.1 Features and benefits of products/services provided by the enterprise are described / recommended to meet customer needs.
	3.2 Information is provided to satisfy customer needs.
	3.3 Alternative sources of information/advice are discussed with the customer.

4. Foster and maintain business relationships	4.1 Pro-actively seek, review and act upon information needed to maintain sound business relationships.
	4.2 Agreements are honored within the scope of individual responsibility.
	4.3 Adjustments to agreements are made in consultation with the customer and share information with appropriate colleagues.
	4.4 Nurture relationships through regular contact and use of effective interpersonal and communication styles.

Variables	Range
Opportunities to maintain regular contact with customers	May include but not limited to: • informal social occasions • industry functions • association membership • co-operative promotions • program of regular telephone contact
Negotiation techniques	May include but not limited to: • identification of goals, limits • clarification of needs of all parties • identifying points of agreement and points of difference • preparatory research of facts • active listening and questioning • non-verbal communication techniques • appropriate language • bargaining • developing options • confirming agreements • appropriate cultural behavior

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • consistently applying enterprise policies and procedures and industry codes of practice in regard to customer service • providing a quality service environment by treating customers in a courteous and professional manner through all stages of the procedure • using effective questioning/active listening and observation skills to identify customer needs • communicating effectively with others involved in or affected by the work • maintaining relevant and current customer databases in accordance with enterprise policies and procedures • ability to build and maintain relationships to achieve successful business outcomes

Underpinning Knowledge and Attitudes	Demonstrate knowledge of:
	• Operational knowledge of enterprise policies and procedures in regard to:
	   ➢ customer service
	   ➢ dealing with difficult customers
	   ➢ maintenance of customer databases
	   ➢ allocated duties/responsibilities
	   ➢ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections
	• Basic operational knowledge of legislation and statutory requirements, including consumer law, trade practices and fair trading legislation
	• Basic operational knowledge of industry/workplace codes of practice in relation to customer service
	• negotiation and communication techniques appropriate to negotiations that may be of significant commercial value

Underpinning Skills	Demonstrate skills to: • Use workplace technology related to use of customer database • Collect, organize and understand information related to collating and analyzing customer information to identify needs • Communicate ideas and information • Plan and organize activities concerning information for database entries • Use mathematical ideas and techniques to plan database cells and size • Establish diagnostic processes which identify and recommend improvements to customer service
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Administrative Office Management Level V	
Unit Title	**Develop and Refine Systems for Continuous Improvement in Operations**
Unit Code	**EIS AOM5 14 1012**
Unit Descriptor	This unit of competency covers the skills, knowledge and processes required to ensure that continuous improvement systems do not stultify and continue to improve along with other operational systems in an organization. This unit is about improving the process yield/unit of effort or cost, reducing process variation and increasing process reliability, upgrading, enhancing or refining process outputs, and includes developing a culture of reviewing and sustaining change ensuring improvements are maintained and built on.

Elements	Performance Criteria
1. Establish parameters of current internal improvement systems	1.1 **Organization systems** that impact on continuous improvement are described 1.2 Current **relevant metrics** and their values are identified 1.3 Metrics are collected for all improvements 1.4 **Yield of current improvement processes** is determined 1.5 Results of improvements are reviewed
2. Distinguish breakthrough improvement processes	2.1 All **improvements** which have occurred over an agreed period of time are identified 2.2 **Breakthrough improvements** and continuous improvements are distinguished 2.3 The timing of breakthrough improvement processes is determined 2.4 Factors controlling the **timing** and selection of breakthrough improvements are analyzed 2.5 **Continuous improvements** are analyzed to identify cases where breakthrough improvements were required 2.6 Findings with process/system owners are validated and required approvals are obtained 2.7 Timing/selection of breakthrough improvements is improved 2.8 Other factors limiting the gains are improved from breakthrough improvements
3. Develop continuous improvement	3.1 Levels of delegated authority and responsibility are made appropriate for continuous improvement from the shop floor

practice	3.2	All personnel are ensured have appropriate capabilities for continuous improvement processes
	3.3	Personnel and systems are ensured to recognize potential breakthrough improvement projects
	3.4	Sufficient **resources** available are ensured for the operation of continuous and breakthrough improvement processes
	3.5	Check that relevant information flows from improvement changes to all required areas and stakeholders
	3.6	Check data collection and metrics analysis capture changes which result from improvement actions
	3.7	Check that improvement changes are standardized and sustained
	3.8	Review processes are checked for routine continuous improvements
	3.9	Factors limiting gains are removed or changed from improvements
	3.10	Systems are modified to ensure appropriate possible changes are referred to other improvement processes
	3.11	Breakthrough is institutionalized
4. Establish parameters of current external improvement system	4.1	**Value stream improvements** that impact on the systems are captured
	4.2	Procedures are reviewed for deciding improvement methodologies
	4.3	Current relevant metrics and their values, are identified as appropriate
	4.4	Yield of current improvement processes is determined
	4.5	Results of improvements are reviewed
5. Explore opportunities for further development of value stream improvement processes	5.1	Mechanisms are reviewed for consultation with value stream members
	5.2	Mechanisms are developed for further improving joint problem solving
	5.3	Mechanisms are developed for increased sharing of **organizational knowledge**
	5.4	Support and necessary authorizations are obtained from process/system owners
	5.5	Improvements are captured and standardized
	5.6	Factors limiting gains from continuous improvements are improved

6. Review systems for compatibility with improvement strategy	6.1	Review all systems which impact or are **impacted on improvements** and the improvement system
	6.2	Relationships between improvement systems and other relevant systems are analyzed
	6.3	**Competitive systems and practices** caused by and results from the systems are analyzed
	6.4	Changes to the systems are negotiated to improve the outcomes from improvement systems
	6.5	Necessary approvals are obtained to implement changes
	6.6	The implementation of the changes is monitored

Variable	Range
Organization systems	May include but not limited to: • problem recognition and solving • operational/process improvement • improvement projects • product/process design and development • processes for making incremental improvements
Relevant metrics	May include but not limited to: • hurdle rates for new investments • KPIs for existing processes • quality statistics • delivery timing and quantity statistics • process/equipment reliability ('uptime') • incident and non-conformance reports • complaints, returns and rejects
Process improvement yield	May include but not limited to: • the benefit achieved for the effort invested
Improvements	May include but not limited to: • be to process, plant, procedures or practice • include changes to ensure positive benefits to stakeholders are maintained
Breakthrough improvements	May include but not limited to: • those which result from a kaizen blitz or other improvement project or event and are a subset of all improvements
Timing of breakthrough improvements	May include but not limited to: • frequency (which should be maximized) and duration (which should be minimized) of events/projects
Continuous improvement	Continuous improvement is part of normal work and does not require a special event to occur (although may still require authorizations) and contrasts with breakthrough improvement/kaizen blitz which occurs by way of an event or project

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Resources	May include but not limited to: • improvement budget • guidelines for trialing of possible improvements • mechanism for approvals for possible improvements • business case guidelines for proposed improvements • indicators of success of proposed improvement • mechanisms for tracking and evaluation of changes • forum for the open discussion of the results of the implementation • mechanisms for the examination of the improvement for additional improvements • organization systems to sustain beneficial changes
Capturing value stream improvements	May include but not limited to: • revised contractual arrangements • revised specifications • signed agreements • other documented arrangements which formalize the raised base line
Organizational knowledge	May include but not limited to: • be able to be quantified or otherwise modified to make its outcomes measurable or observable • be able to be expressed in an accessible and distributable form appropriate to the organization operations and stakeholders
Impacting improvements	May include but not limited to: • office • purchasing • rewards (individual or team at all levels) • sales • marketing • maintenance • process/product • transport and logistics
Competitive systems and practices	May include but not limited to: • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, KANBAN and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S

	• continuous improvement (kaizen)
	• breakthrough improvement (kaizen blitz)
	• cause/effect diagrams
	• overall equipment effectiveness (OEE)
	• TAKT time
	• process mapping
	• problem solving
	• run charts
	• standard procedures
	• current reality tree
	• Competitive systems and practices should be interpreted so as to take into account:
	   ➢ stage of implementation of competitive systems and practices
	   ➢ the size of the enterprise
	   ➢ the work organization, culture, regulatory environment and the industry sector

Code of practice and standards	Where reference is made to industry codes of practice, and/or Ethiopian/international standards, the latest version must be used

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • critically review current continuous improvement processes • establish ongoing review of continuous improvement processes • implement improvements in the practice of continuous improvement • better align internal and external systems • gather data through interviews with stakeholders • review existing data • obtain additional data through a variety of techniques • communicate and negotiate at all levels within the organization
Underpinning Knowledge and Attitudes	competitive systems and practices tools, including: • value stream mapping • 5S • Just in Time (JIT) • mistake proofing • process mapping • establishing customer pull • kaizen and kaizen blitz • setting of KPIs/metrics • identification and elimination of waste (MUDA) • continuous improvement processes including implementation, monitoring and evaluation strategies for a

	whole organization and its value stream
	• difference between breakthrough improvement and continuous improvement
	• organizational goals, processes and structure
	• approval processes within organization
	• cost/benefit analysis methods
	• methods of determining the impact of a change
	• advantages and disadvantages of communication media, methods and formats for different messages and audiences
	• customer perception of value
	• define, measure, analyze, improve, and control and sustain (DMAIC) process
Underpinning Skills	Demonstrates skills to:
	• undertake self-directed problem solving and decision-making on issues of a broad and/or highly specialized nature and in highly varied and/or highly specialized contexts
	• communicate at all levels in the organization and value stream and to audiences of different levels of literacy and numeracy
	• analyze current state/situation of the organization and value stream
	• determine and implement the most appropriate method for capturing value stream improvements
	• collect and interpret data and qualitative information from a variety of sources
	• analyze individually and collectively the implementation of competitive systems and practices tools in the organization and determining strategies for improved implementation
	• relate implementation and use of competitive systems and practices and continuous improvement to customer benefit
	• solve highly varied and highly specialized problems related to competitive systems and practices implementation and continuous improvement to root cause
	• negotiate with stakeholders, where required, to obtain information required for implementation and refinement of continuous improvements, including management, unions, value stream members, employees and members of the community
	• review relevant metrics, including all those measures which might be used to determine the performance of the improvement system, including:
	➢ Key Performance Indicators (KPIs) for existing processes
	➢ quality statistics
	➢ delivery timing and quantity statistics
	➢ process/equipment reliability ('uptime')
	➢ incident and non-conformance reports

	➤ implementing continuous improvement to support systems and areas, including maintenance, office, training and human resources
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Sector: Economic Infrastructure
Sub-Sector: Business and Finance
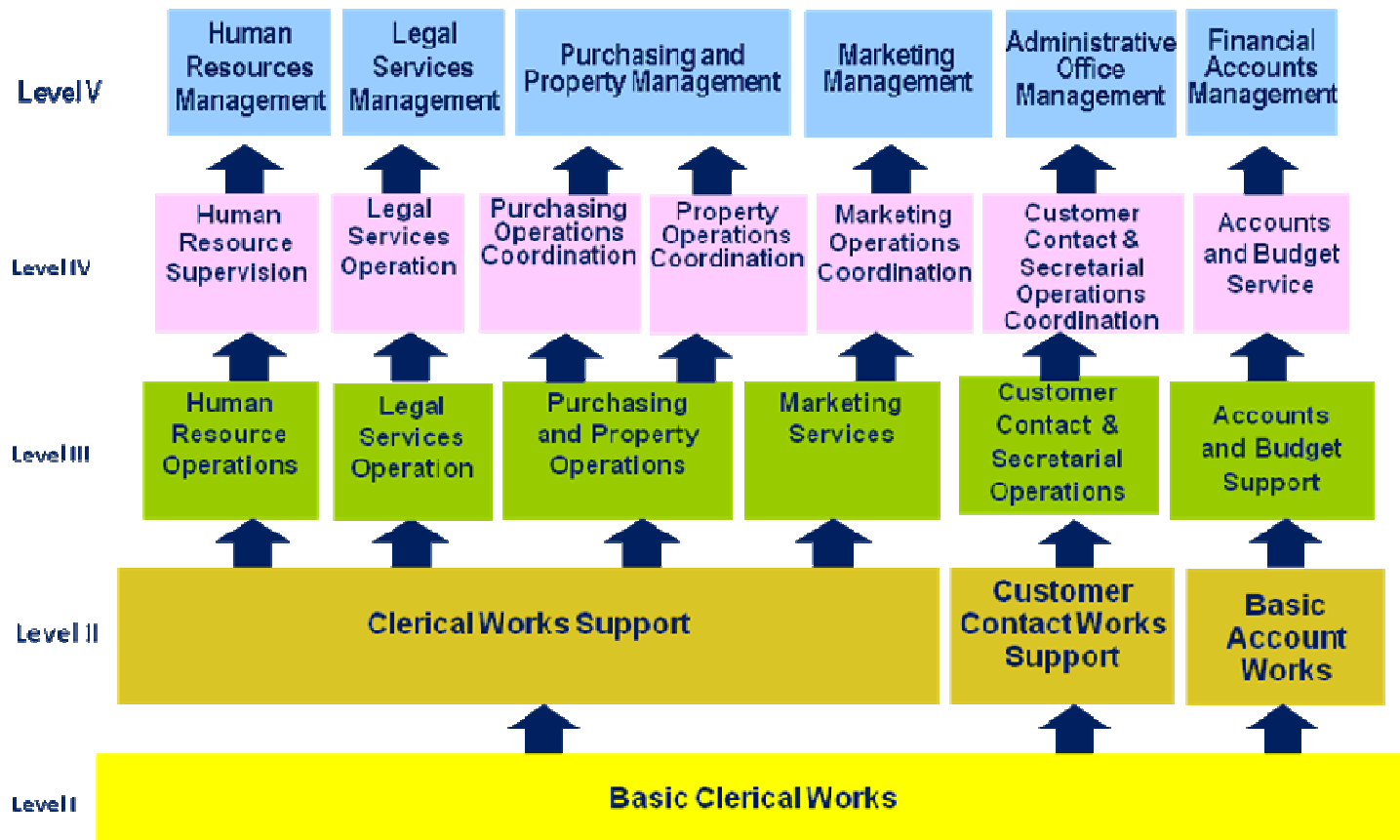
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