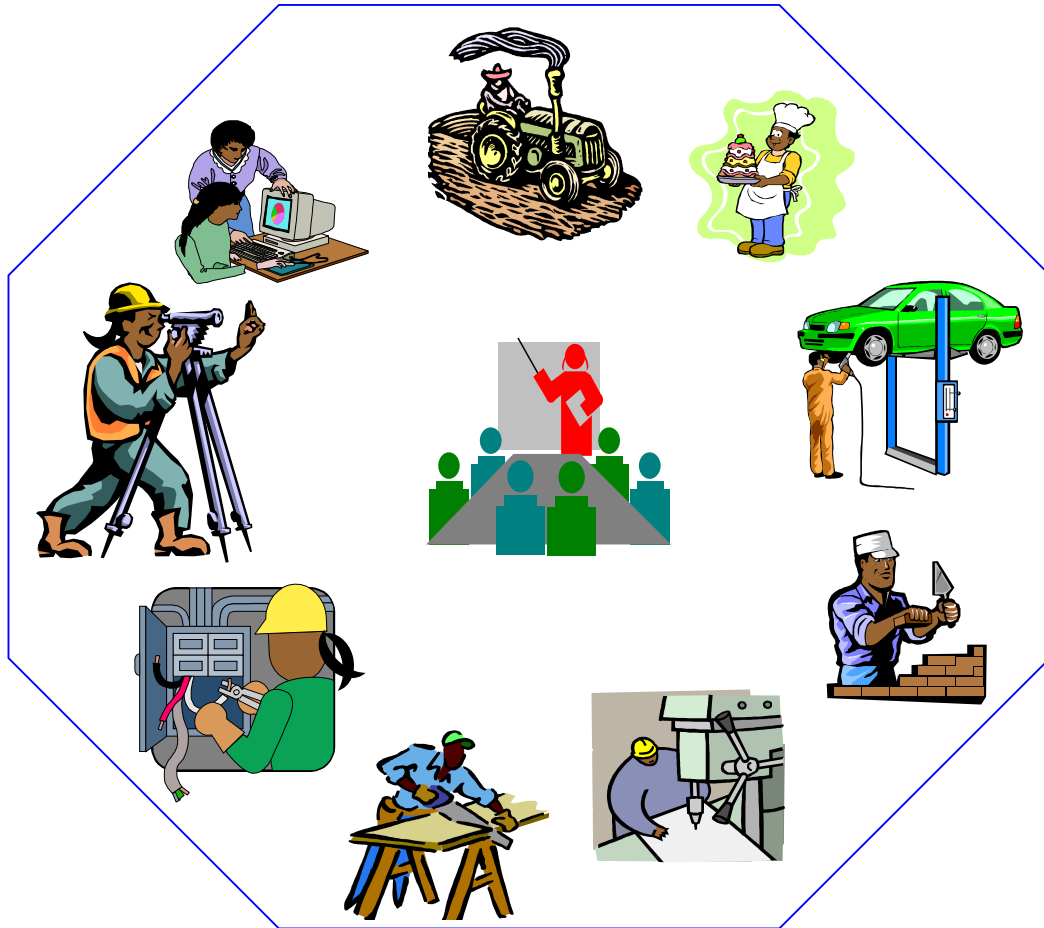,

Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

CUSTOMER CONTACT & SECRETARIAL OPERATIONS

NTQF Level III

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: Customer Contact & Secretarial Operations
Occupational Code: EIS CSO

NTQF Level III

EIS CSO3 01 0812 Promote Innovation in a Team Environment	**EIS CSO3 02 0812** Implement and Monitor Environmentally Sustainable Work Practices	**EIS CSO3 03 0812** Manage Personal Stress in the Workplace
EIS CSO3 04 0812 Create Electronic Presentations	**EIS CSO3 05 0812** Design and Produce Business Documents	**EIS CSO3 06 0812** Support Continuous Improvement Systems and Processes
EIS CSO3 07 0812 Support Operational Plan	**EIS CSO3 08 0812** Purchase Goods and Services	**EIS CSO3 09 0812** Support a Workplace Learning Environment
EIS CSO3 10 0812 Monitor Implementation of Workplan/Activities	**EIS CSO3 11 0812** Apply Quality Control	**EIS CSO3 12 0812** Lead Workplace Communication
EIS CSO3 13 0812 Lead Small Teams	**EIS CSO3 14 0812** Improve Business Practice	**EIS CSO3 15 1012** Maintain Quality System and Continuous Improvement Processes (Kaizen)

Occupational Standard: Customer Contact & Secretarial Operations Level III	
Unit Title	Promote Innovation in a Team Environment
Unit Code	EIS CSO3 01 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to be an effective and pro active member of an innovative team.

Elements	Performance Criteria
1. Create opportunities to maximize innovation within the team	1.1. **What the team needs and wants to achieve** are evaluated and reflected
	1.2. **Information about current or potential team members' work** is checked out in the context of developing a more innovative team
	1.3. People are brought into the team or suggestions are made for team members based on what needs to be achieved and the potential for cross-fertilizing ideas
	1.4. The **different ways that different people may contribute** to building or enhancing the team are acknowledged, respected and discussed
2. Organize and agree effective ways of working	2.1. **Ground rules** are jointly established for how the team will operate
	2.2. Responsibilities are agreed and communicated in ways that encourage and reinforce **team-based innovation**
	2.3. Tasks and activities are agreed and shared to ensure the best use of skills and abilities within the team
	2.4. Activities are planned and scheduled to allow time for thinking, challenging and collaboration
	2.5. Personal reward and stimulation are established as an integral part of the team's way of working
3. Support and guide colleagues	3.1. **Behavior that supports innovation** is modeled
	3.2. **External stimuli and ideas** are sought to feed into team activities
	3.3. Information, knowledge and experiences are pro-actively shared with other team members
	3.4. Ideas within the team are challenged and tested in a positive and collaborative way
	3.5. Ideas are pro-actively discussed and explored with other team members on an ongoing basis
4. Reflect on how the team is	4.1. Activities and opportunities are de-briefed and reflected for improvement and innovation

	working	4.2. Feedback is gathered and used from within and outside the team to generate discussion and debate
		4.3. The **challenges of being innovative** are discussed in a constructive and open way
		4.4. Ideas are taken for improvement, build them into future activities and communicate key issues to relevant colleagues
		4.5. Successes and examples of successful innovation are identified, promoted and celebrated

Variable	Range
What the team needs and wants to achieve may relate to:	• addressing particular customer feedback • conceiving and implementing a particular project • developing new services or products • generating ongoing ideas within the work unit • improving budgetary performance • improving or changing work conditions • new ideas that impact beyond the workplace (e.g. that have a broader social or community impact)
Information about current or potential team members' work may relate to:	• interests • lifestyle preferences • past jobs • technical strengths • work preferences • working styles
Different ways that different people may contribute may relate to individual strengths around:	• creating positive energy within the team • fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication) • generating ideas • networks or spheres of influence • particular ways of thinking • powers of persuasion • problem-solving capacities • specific technical skills or knowledge
Ground rules may relate to:	• boundaries or lack of boundaries for team activities and ideas • confidentiality • copyright, moral rights or intellectual property • regularity of communication • key roles and responsibilities • time lines • ways of communicating
Team-based innovation may be encouraged through:	• accessing training and learning opportunities • enough but not too much guidance and structure • equitable sharing of workload • follow-through with ideas • supportive communication

Behaviour that supports innovation may include being:	• collaborative • equitable • fair • fun • hardworking • reflective • responsible • sympathetic
External stimuli and ideas might be from:	• Overseas • colleagues outside of the team • family and friends • internet • journals • networks or technical experts • other organizations
Challenges of being innovative may relate to:	• budgetary or other resource constraints • competing priorities • organizational culture • problems with breaking old patterns of behaviour or thinking • time pressures

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • active participation in a team where the team takes a pro-active and considered approach to innovation and innovative practice • collaborative and open communication within the team • knowledge and understanding of the internal and external factors that contribute to a team becoming
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • barriers to innovation that can occur within a team and broader barriers that sometimes hinder innovation • broad concepts of innovation including what innovation is, different types of innovation and the benefits of innovation • characteristics of teams that are more likely to be innovative and Demonstrates skills to: • communication skills to work collaboratively as part of a team, to provide guidance and support to others, and to participate in open and constructive discussions • creative thinking skills to generate, explore, test and challenge ideas • learning skills to stretch boundaries of own knowledge and skills • literacy skills to Analyze a wide range of information from varied sources • planning and organizational skills to participate in the effective

	allocation of work in a team context
	• problem-solving skills to work constructively to overcome issues and challenges of both a practical and conceptual nature and to make ideas become realities
	• self-management characteristics of broader environments that support and encourage innovation
	• different roles that people may play within a team, how this impacts on the way a team works and what it might achieve
	• group dynamics in a team
Underpinning Skills	• skills to take a pro-active team role and to reflect on own performance in modelling and encouraging behaviour that supports innovation
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: Customer Contact & Secretarial Operations Level III	
Unit Title	**Implement and Monitor Environmentally Sustainable Work Practices**
Unit Code	**EIS CSO3 02 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively Analyze the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

Elements	Performance Criteria
1. Investigate current practices in relation to resource usage	1.1. Environmental regulations applying to the organization are identified.
	1.2. Procedures are analyzed for assessing **compliance** with environmental/sustainability regulations
	1.3. Information on environmental and resource efficiency systems and procedures is collected, and provided to the work group where appropriate
	1.4. Information is collected, analyzed and organized from a range of **sources** to provide information/advice and tools/resources for improvement opportunities
	1.5. Current resource usage of members of the work group is measured and documented
	1.6. Current **purchasing strategies** are analyzed and documented
	1.7. Current work processes are analyzed to access information and data to assist in identifying areas for improvement.
2. Set targets for improvements	2.1. Input is sought from **stakeholders**, **key personnel and specialists**
	2.2. External sources of information and data are accessed as required
	2.3. Alternative solutions are evaluated to workplace environmental issues
	2.4. Efficiency targets are set
3. Implement performance improvement strategies	3.1. Appropriate **techniques and tools** are sourced and used to assist in achieving efficiency targets
	3.2. Continuous improvement strategies are applied to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management
	3.3. **Environmental and resource efficiency improvement**

		plans are implemented and integrated for own work group with other operational activities
		3.4. Team members are supervised and supported to identify possible areas for improved practices and resource efficiency in work area
		3.5. **Suggestions** and ideas about environmental and resource efficiency management are sought from stakeholders and acted upon where appropriate
		3.6. Costing strategies are implemented to fully value environmental assets
4. Monitor performance		4.1. Evaluation and monitoring, tools and technology are used and/or developed
		4.2. Outcomes are documented and communicated to report on efficiency targets to key personnel and stakeholders
		4.3. Strategies and improvement plans are evaluated
		4.4. New efficiency targets are set, and new tools and strategies are investigated and applied
		4.5. Successful strategies and reward participants are promoted where possible

Variable	Range
Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act): ➢ international ➢ industry ➢ organization
Sources may include:	• organization specifications • regulatory sources • relevant stakeholders • resource use
Purchasing strategies may include:	• influencing suppliers to take up environmental sustainability approaches • researching and participating in programs such as a supply chain program to purchase sustainable products
Stakeholders, key personnel and specialists may include:	• individuals and groups both inside and outside the organization who have direct or indirect interest in the organization's conduct, actions, products and services, including: ➢ customers ➢ employees at all levels of the organization

	➢ government
	    ➢ investors
	    ➢ local community
	    ➢ other organizations
	    ➢ suppliers
	• key personnel within the organization, and specialists outside the organization who may have particular technical expertise

Techniques and tools may include:	• examination of invoices from suppliers • examination of relevant information and data • measurements made under different conditions • others as appropriate to the specific industry context

Environmental and resource efficiency improvement plans may include:	• addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits
	• applying the waste management hierarchy in the workplace
	• determining organization's most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment
	• initiating and/or maintaining appropriate organizational procedures for operational energy consumption, including stationary energy and non-stationary (transport)
	• preventing and minimizing risks, and maximising opportunities such as:
	    ➢ improving resource/energy efficiency
	    ➢ reducing emissions of greenhouse gases
	• reducing use of non-renewable resources
	• referencing standards, guidelines and approaches such as:
	    ➢ ecological foot printing
	    ➢ Global Reporting Initiative
	    ➢ green office program - a cultural change program
	    ➢ green purchasing
	    ➢ Greenhouse Challenge Plus (Ethiopian government initiative)
	    ➢ Environmental management systems life cycle Analyzes
	    ➢ product stewardship
	    ➢ supply chain management
	    ➢ sustainability covenants/compacts
	    ➢ triple bottom line reporting

Suggestions may include ideas that help to:	• prevent and minimize risks and maximize opportunities such as:
	    ➢ usage of solar or renewable energies where appropriate
	    ➢ reducing emissions of greenhouse gases
	    ➢ reducing use of non-renewable resources
	    ➢ making more efficient use of resources, energy and water
	• maximising opportunities to re-use, recycle and reclaim materials

	• identifying strategies to offset or mitigate environmental impacts:
	  ➢ purchasing carbon credits
	  ➢ energy conservation
	  ➢ reducing chemical use
	  ➢ reducing material consumption
	• expressing purchasing power through the selection of suppliers with improved environmental performance e.g. purchasing renewable energy
	• eliminating the use of hazardous and toxic materials

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • knowledge of relevant compliance requirements within work area • developing plans to make improvements • planning and organising work group activities in relation to measuring current use and devising strategies to improve usage • monitoring resource use and improvements for environmental performance relative to work area and supervision • ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards • implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • best practice approaches relevant to own area of responsibility and industry • compliance requirements within work area for all relevant environmental/sustainability legislation, regulations and codes of practice including resource hazards/risks associated with work area, job specifications and procedures • environmental and energy efficiency issues, systems and procedures specific to industry practice • external benchmarks and support for particular benchmarks to be used within organization, including approaches to improving resource use for work area and expected outcomes • OHS issues and requirements • organizational structure and reporting channels and procedures • quality assurance systems relevant to own work area • strategies to maximize opportunities and to minimize impact relevant to own work area • supply chain procedures • terms and conditions of employment including policies and procedures, such as daily tasks, work area responsibilities,

	employee, supervisor and employer rights, equal opportunity
Underpinning Skills	Demonstrate: • analytical skills to Analyze problems, to devise solutions and to reflect on approaches taken • change management skills • communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency • communication/consultation skills to support information flow from stakeholders to the work group • innovation skills to identify improvements, to apply knowledge about resource use to organizational activities and to develop tools • literacy skills to comprehend documentation, to interpret environmental and energy efficiency requirements, to create tools to measure and monitor improvements and to report outcomes • numeracy skills to Analyze data on organizational resource consumption and waste product volumes • planning and organising skills to implement environmental and energy efficiency management polices and procedures relevant to own work area • problem-solving skills to devise approaches to improved environmental sustainability and to develop alternative approaches as required • technology skills to operate and shut down equipment; where relevant, to use software systems for recording and filing documentation to measure current usage; and to use word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • supervisory skills to work effectively with a team
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: Customer Contact & Secretarial Operations Level III	
Unit Title	**Manage Personal Stress in the Workplace**
Unit Code	**EIS CSO3 03 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage personal stress in a customer contact environment.

Elements	Performance Criteria
1. Develop personal awareness of stress	1.1. **Signs** and **sources of stress** are recognized 1.2. Stress and **difficult situations** are acknowledged 1.3. Potential areas of stress are analyzed and understood in the work environment
2. Develop stress management techniques	2.1. An effective understanding of a range of **stress management techniques** is developed 2.2. Appropriate techniques are used effectively to manage stressful situations 2.3. Areas of stress are focused within personal control 2.4. Strategies are adopted to effectively reduce, manage and deal with stress
3. Manage time	3.1. Job role priorities are developed and understood 3.2. Techniques are developed to support the achievement of **key performance indicators** (**KPIs**) and priorities 3.3. Appropriate **time management tools and techniques** are used 3.4. Tools and techniques are regularly evaluated 3.5. Relevant personnel of any variations and difficulties affecting work requirements are promptly identified and informed, through regular reviews
4. Recover from a stressful contact	4.1. The contact or situation is reviewed 4.2. The root cause/s of stressful contact or situation is analyzed 4.3. The context of contact or situation is depersonalized 4.4. Outcomes are discussed with appropriate staff members 4.5. Next contact or situation is prepared in a positive manner 4.6. Action is followed-up or take where needed
5. Maintain personal stamina and resilience	5.1. **Sources of fatigue** are identified in contact centre role 5.2. Work routine and procedural strategies are adopted to minimize stress and fatigue

	5.3. Personal performance is monitored against performance requirements
	5.4. **Stamina management strategies** are adapted to maximize performance
	5.5. Assistance is sought from team members and management in managing stamina
6. Maintain work/life balance	6.1. Work/life priorities are identified
	6.2. Strategies are adopted to support work/life priorities
	6.3. High priority is given to health and wellbeing
	6.4. Work/life balance is monitored
	6.5. The ability is developed to effectively leave work behind at the end of the day

Variable	Range
Signs of stress may include:	• absence from work • conflict • fatigue • lack of self-esteem and confidence • poor work performance • sickness
Sources of stress may include:	• challenging KPIs and/or priorities • complex tasks • difficult customer contact • external factors • inadequate physical environment • interpersonal relationships
Difficult situations may include:	• changing regulations and legislation • customer abuse • customer complaint • high number of customer contacts • sensitive customer situations • unreliable technology
Stress management techniques may include:	• debriefing with peers and/or line manager • relaxation methods • specific training • stretching and exercises • taking breaks
KPIs may include:	• call rates • compliance with schedules (adherence) • customer satisfaction results • performance measures • quality assurance ratings • sales targets

	• targets
Time management tools and techniques may include:	• diary and/or schedule • organising information • prioritisation of tasks • self-management of training requirements
Sources of fatigue may include:	• ergonomic factors • excessive overtime • external issues • overload of information • repetitive tasks and/or contacts • shift rostering and hours of work

Stamina management strategies may include:	• management of personal wellbeing, for example:
	  ➢ breaks
	  ➢ hydration
	  ➢ life balance
	  ➢ meals
	  ➢ recognizing fatigue
	• management of the environment, for example:
	  ➢ ergonomics
	  ➢ climate
	  ➢ noise
	• management of work, for example:
	  ➢ minimizing re-working
	  ➢ sequencing tasks

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: • understanding of signs and sources of stress • understanding of job role priorities and KPIs • knowledge of occupational health and safety guidelines and policies
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • escalation pathways • job role priorities and KPIs • internal and external sources of assistance • occupational health and safety guidelines and policies • signs and sources of existing and potential stress or difficult situations • stress management and reduction techniques • time management tools and techniques • workplace policies and procedures
Underpinning Skills	Demonstrates skills to: • analytical skills to understand the needs of internal and external customers • communication skills to relate to people from diverse backgrounds and people with diverse abilities • customer service skills to handle customer contacts confidently and effectively

	• interpersonal skills to establish rapport and to build relationships with customers, team members and stakeholders • literacy skills to communicate and articulate clearly and effectively • negotiation skills to effectively deal with customers and work colleagues • organizational skills to manage own tasks within timeframes • problem-solving skills to solve problems creatively, independently and confidently • self-confidence skills to confidently introduce own ideas and abilities • self management skills to evaluate and monitor own performance and wellbeing • teamwork skills to participate positively within the team and to be supported by the team
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: Customer Contact & Secretarial Operations Level III	
Unit Title	**Create Electronic Presentations**
Unit Code	**EIS CSO3 04 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce electronic presentations for speakers, for self access and for online access.

Elements	Performance Criteria
1. Prepare to create presentation	1.1. Personal work environment is organized in accordance with *ergonomic requirements*
	1.2. Purpose, audience and *mode of presentation* are determined in consultation with content author or presenter
	1.3. *Presentation requirements* are identified in terms of supporting documents, transparencies and equipment
	1.4. *Work organization strategies* and *energy and resource conservation techniques* are applied to plan work activities
2. Create presentation	2.1. Slides, notes and handout masters are designed to incorporate *organizational and task requirements* in relation to image and preferred style, avoiding *distractions*
	2.2. *Software functions* are used for consistency of design and layout, to meet identified presentation requirements
	2.3. *Presentation features* are balanced for visual impact and emphasis
	2.4. *Advanced software features* are used to streamline and customize the presentation for different audiences
	2.5. Presentations are prepared within *designated time lines*
3. Finalize presentation	3.1. Manuals, user documentation and online help are used to overcome problems with design and production
	3.2. Presentation is checked for spelling, consistency in presentation features and style, in accordance with task requirements
	3.3. *Presentation materials* are printed in accordance with presenter or audience requirements
	3.4. *Presentation is stored*, in accordance with organizational requirements and exit the application without information loss or damage

Variable	Range

Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout
Mode of presentation may include:	• available for browsing by individuals • display on one computer, control from another • online, internet, intranet • conference presentation • self-running presentation • speaker
Presentation requirements may include:	• 35 mm slides • annotation pen • computer equipment and peripherals for on-screen presentation • data show • digital pointer • handouts • internet access • laptop computer • network access • outlines • overhead projector • overhead transparencies • paper printouts of presentation or slide show • slide projector • speaker notes • video projector/s • world wide web documents
Work organization strategies may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	• double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • using power-save options for equipment

Organizational and task requirements may include:	• company colour scheme • company logo • corporate image • music • organization name, time, date, occasion etc. in header/footer • organizational video clip
Distractions may include:	• heavy colour • insufficient colour separation (background to text) • irrelevant animation • multiple transitions • overly busy background • overuse of sound • too many words or pictures per slide • too small fonts
Software functions may include:	• backgrounds • colour schemes • creating templates • handout master • importing outlines from other applications • importing images and graphics • notes master • placeholders • slide master
Presentation features may include:	• animation • charts • graphics • headlines or titles • illustrations • logos • music • objects • pace • pictures • sound • text content • timing • transitions • video clips
Advanced software features may include:	• agenda slides • presentation within a presentation - custom show

Designated time lines may include:	• organizational time line e.g. conference deadline requirements • timeline agreed with internal or external client • timeline agreed with supervisor or person requiring presentation
Presentation materials may include:	• handouts • outlines • overhead transparencies • paper printouts of presentation/slide show • speaker notes • 35 mm slides • world wide web documents
Storing presentations may include:	• authorised access • filing locations • organizational policy for backing up files • organizational policy for filing hard copies • security • storage in folders or sub-folders • storage on disk drives, USB, CD-ROM, backup tapes, server

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • creating at least two electronic presentations
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • occupational health and safety • effect of design features on readability and appearance of electronic presentations
Underpinning Skills	Demonstrates skills to: • communication skills to clarify requirements of documents • keyboarding skills to enter text and numerical data • literacy skills to read and understand organizational procedures, to use screen layout to support text structure, and to proofread and edit documents • problem-solving skills to use processes flexibly and interchangeably
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: Customer Contact & Secretarial Operations Level III	
Unit Title	**Design and Produce Business Documents**
Unit Code	**EIS CSO3 05 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

Elements	Performance Criteria
1. Select and prepare resources	1.1. Appropriate **technology** and **software** applications are selected and used to produce required **business documents**
	1.2. Layout and style of publication are selected according to information and **organizational requirements**
	1.3. Document design is ensured to be consistent with company and/or client requirements, using basic design principles
	1.4. Format and style are discussed and clarified with person requesting document/publication
2. Design document	2.1. Files and records are identified, opened and generated according to task and organizational requirements
	2.2. Document is designed to ensure efficient entry of information and to maximize the presentation and appearance of information
	2.3. A range of **functions** are used to ensure consistency of design and layout
	2.4. **Input devices** are operated within designated requirements
3. Produce document	3.1. Document production is completed within designated time lines according to organizational requirements
	3.2. Document produced is checked to ensure it meets task requirements for style and layout
	3.3. Document is stored appropriately and document saved to avoid loss of data
	3.4. Manuals, training booklets and/or help-desks are used to overcome basic difficulties with document design and production
4. Finalize document	4.1. Document is proofread for readability, accuracy and consistency in language, style and layout prior to final output
	4.2. Any modifications are made to document to meet requirements
	4.3. Document is **named** and **stored** in accordance with

| | organizational requirements and the application is exited without data/loss damage |
| | 4.4. Document is printed and presented according to requirements |

Variable	Range
Technology may include:	• computers • photocopiers • printers • scanners
Software may include:	• accounting packages • database packages • presentation packages • spreadsheet packages • word processing packages
Business documents may include:	• accounts statements • client databases • newsletters • project reviews • proposals • reports • web pages
Organizational requirements may include:	• budgets • correctly identifying and opening files • legal and organizational policies, guidelines and requirements • locating data • log-on procedures • manufacturers' guidelines • occupational health and safety policies, procedures and programs • quality assurance and/or procedures manuals • saving and closing files • security • storing data
Functions may include:	• alternating headers and footers • editing • merging documents • spell checking • table formatting • using columns • using styles
Input devices may include:	• keyboard • mouse • numerical key pad • scanner
Naming documents	• appropriate file type

may include:	• authorised access • file names according to organizational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc • filing locations • organizational policy for backing up files • organizational policy for filing hard copies of documents • security
Storing documents may include:	• storage in directories and sub-directories • storage on CD-ROMs, disk drives or back-up systems • storing/filing hard copies of computer generated documents • storing/filing hard copies of incoming and outgoing facsimiles • storing/filing incoming and outgoing correspondence

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document • using appropriate data storage options • knowledge of the functions and features of contemporary computer applications
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • appropriate technology for production requirements • functions and features of contemporary computer applications • organizational policies, plans and procedures • organizational requirements for document design e.g. style guide
Underpinning Skills	Demonstrates skills to: • keyboarding and computer skills to complete a range of formatting and layout tasks • literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organizational requirements • numeracy skills to access and retrieve data • problem-solving skills to determine document design and production processes
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: Customer Contact & Secretarial Operations Level III	
Unit Title	Support Continuous Improvement Systems and Processes
Unit Code	**EIS CSO3 06 0812**
Unit Descriptor	This unit specifies the outcomes required to support the organization's continuous improvement systems and processes. Particular emphasis is on actively encouraging the team to participate in the process, on monitoring and reporting on specified outcomes and on supporting opportunities for further improvements.

Elements	Performance Criteria
1. Contribute to continuous improvement systems and processes	1.1. Team members are actively encouraged and supported to participate in decision making processes and to assume responsibility and exercise initiative
	1.2. The organization's **continuous improvement processes are communicated** to individuals and teams
	1.3. **Mentoring and coaching** are effectively utilized to ensure that individuals/teams are able to support the organization's continuous improvement processes
2. Monitor and report on specified outcomes	2.1. The organization's **systems** and **technology** are utilized to monitor team progress and to identify ways in which planning and operations could be improved
	2.2. Continuous improvement techniques and processes are applied to improve **customer service**
3. Support opportunities for further improvement	3.1. **Agreed recommendations** for improvements are communicated in achieving the business plan to team members
	3.2. Work performance is documented and used to identify opportunities for further improvement
	3.3. Records, reports and recommendations are maintained for improvement within the organization's systems and processes

Variable	Range
Continuous improvement processes may include:	• policies and procedures which allow an organization to systematically review and improve the quality of its products, services and procedures
	• cyclical audits and reviews of workplace, team and individual performance
	• seeking and considering feedback from a range of stakeholders

	• modifications and improvements to systems, processes, services and products • evaluations and monitoring of effectiveness
Mentoring and coaching may refer to:	• teaching another member of the team, usually focusing on a specific work task or skill • providing feedback, support and encouragement on a range of matters • providing assistance with problem solving
Systems may include:	• organization policies and procedures • web based communication devices • attendance at forums, meetings • newsletters and reports
Technology may include:	• computerised systems and software such as databases, project management and word-processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Customer service may be:	• internal or external, to existing or new clients • identifying needs and priorities in delivering a service to customers • understanding of different levels of customer satisfaction
Agreed recommendations may be:	• identified improvements arising from the continuous improvement process • determined in accordance with organizational policies and procedures
Legislation, codes and national standards relevant to the workplace may include:	• award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant industry codes of practice
OHS considerations may include:	• provision of information about OHS legislative requirements and guidelines, and the organization's OHS policies, procedures and programs • participation in the regular update of OHS systems and procedures • implementation of the continuous improvement processes of the OHS management system • changes to work practices, procedures and the working environment which impact on OHS • organization's responsibilities to customers and suppliers
Methods used to communicate with individuals and team may include:	• verbal, written or electronic communications • on-the-job mentoring and coaching

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • examples of actions taken by the candidate to support continuous improvement including: • use of work performance to identify improvement • adjusted plans to reflect changes • effective communication to all stakeholders • use of technology to monitor operational progress • application of suitable recordkeeping processes
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • 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 • principles and techniques of: continuous improvement systems and processes benchmarking best practice • benefits of continuous improvement • quality approaches which the organization may implement • methods that can be used in continuous improvement • barriers to continuous improvement • recording, reporting and recommendation processes to facilitate continuous improvement applied within the organization

Underpinning Skills	Demonstrates skills to:
	• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
	• functional literacy skills to access and use workplace information
	• research, analysis, interpretation and reporting skills
	• monitoring and evaluation skills
	• communication skills to:
	   ➢ gain the commitment of individuals and teams to continuous improvement
	   ➢ deal with people openly and fairly
	   ➢ use consultation skills effectively
	• skills to consolidate opportunities for improvement
	• coaching and mentoring skills to provide support to colleagues

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: Customer Contact & Secretarial Operations Level III	
Unit Title	Support Operational Plan
Unit Code	**EIS CSO3 07 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide support for operational practices and procedures within the organization's productivity and profitability plans. This includes contributing to the operational plan, assisting in recruiting employees and acquiring resources, and monitoring and adjusting operational performance.

Elements	Performance Criteria
1. Contribute to implementation of operational plan	1.1. Details of **resource requirements** are collected, recorded and reported to **relevant personnel**
	1.2. The **operational plan** contributes to the achievement of the organization's performance and business plan is ensured
	1.3. **Key perfj100ormance indicators** are identified to measure own and work team's performance
	1.4. **Contingency planning** is undertaken as required
	1.5. The development and presentation of proposals are supported for resource requirements as required
2. Assist in recruiting employees and acquiring resources	2.1. Employee recruitment and/or induction are assisted as required, within **the organization's policies**, **practices and procedures**
	2.2. Physical resources and services are acquired according to the organization's policies, practices and procedures and in consultation with relevant personnel
3. Support operations	3.1. **Performance systems and processes** are identified and utilized to assess team progress in achieving plans and targets
	3.2. Actual productivity and performance are compared with identified short-term budgets, targets and performance results
	3.3. Unsatisfactory performance is identified and reported to relevant personnel, to enable action to be taken to rectify the situation
	3.4. Coaching is provided to support individuals and teams to use resources effectively, economically and safely
	3.5. **Consultation processes** are supported for the development and/or variation of the operational plan as required
	3.6. Recommendations are presented for variation to operational

	plans to relevant personnel
	3.7. Performance **systems**, **procedures and recording processes** are followed in accordance with organization requirements

Variable	Range
Resource requirements may include:	• purchasing or ordering of goods • stock requirements and requisitions • supply of resources
Relevant personnel may include:	• colleagues, supervisors and managers • OHS committees and other people with specialist responsibilities • specialist resource managers • unions/employee groups • other employees
Operational plan may include:	• organizational plans • tactical plans developed by the department or section to detail product and service performance
Key performance indicators may refer to:	• measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and identify areas for improvements
Contingency planning may refer to:	• contracting or outsourcing human resource and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of procurement of required materials, equipment and stock • restructuring of organization to reduce labour costs • risk identification, assessment and management processes • seeking further funding • strategies for reducing costs, wastage, stock or consumables • succession planning
The organization's policies practices and procedures may include:	• organizational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • organizational culture • Standard Operating Procedures • undocumented practices in line with organizational operations
Performance systems and processes may be:	• formal or informal processes within the organization, such as: Key Performance Indicators (KPIs) specified work outcomes

	individual and team work plans feedback arrangements • informal systems used in the place of existing organization-wide systems
Consultation processes may refer to:	• mechanisms used to provide feedback to the work team in relation to outcomes of consultation • 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 operational plans
Performance systems, procedures and recording processes may include:	• databases and other recording mechanisms • individual and team performance plans • organizational policies and procedures relative to performance

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • sharing information with members of the work team about implementing and monitoring the operational plan • assisting in planning resource acquisition and usage including human resources, risk management and contingency planning • monitoring, analysing and reporting individual and team performance against identified targets

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• principles and techniques of:
	   ➢ short-term operational scheduling
	   ➢ physical resources and services acquisition procedures and/or systems
	   ➢ budget and performance figures interpretation
	   ➢ performance monitoring within defined job role
	   ➢ performance reporting
	   ➢ problem identification and resolution
	   ➢ alternative approaches to improving resource usage and eliminating resource inefficiencies and waste within defined job role
	• relevant legislation from all levels of government that may affect business operations, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
	• support for individuals and teams who have difficulty in performing to the required standard

Underpinning Skills	Demonstrates:
	• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
	• coaching and mentoring skills to provide support to colleagues
	• functional literacy skills to access and use workplace information
	• skills to:
	➢ maintain a safe workplace and environment
	➢ access and use feedback to improve operational performance
	➢ prepare recommendations to improve operations
	➢ access and use established systems and processes
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: Customer Contact & Secretarial Operations Level III	
Unit Title	**Purchase Goods and Services**
Unit Code	**EIS CSO3 08 0812**
Unit Descriptor	This unit specifies the outcomes required to determine purchasing requirements, and make and receive purchases.

Elements	Performance Criteria
1. Understand purchasing and own requirements	1.1. Organization's **purchasing strategies** are read, understood and clarified as required
	1.2. Own role and **limits** of authority are determined in consultation with **relevant personnel**
2. Make purchases	2.1. Purchase specifications are received from relevant personnel and clarified as required
	2.2. **Purchasing methods** most appropriate to particular purchases are selected within limits of own role
	2.3. Approvals for purchases are obtained as required
	2.4. Quotations from suppliers are obtained as required
	2.5. Suppliers and place orders are selected and purchases made
3. Receive purchases	3.1. Goods are received or arrangements made to receive services
	3.2. Relevant personnel of receipt of purchase are advised
	3.3. Ensure goods received are checked for compliance with specifications
	3.4. Action is taken to resolve non-compliance with specifications
	3.5. Registration of new assets is facilitated
	3.6. **Purchase records** are filed and stored

Variable	Range
Purchasing strategies may include:	• criteria for making purchasing decisions • legal requirements and policies and procedures that underpin strategies and that are relevant to role • policies, procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organization, partners, alliance members and local and distant suppliers
Limits may include:	• approval processes for purchases • expenditure approval limits

Relevant personnel may include:	• CEOs • managers • leaders • coordinators • supervisors • other persons authorised to commit the organization to purchases • internal users of purchased goods and services • owner • Board members • specialist personnel involved in purchasing, asset maintenance and finance
Purchasing methods may include:	• credit card purchases • direct purchases from retail outlets • online purchases • petty cash • purchases using standing agreements or accounts with suppliers • written and/or verbal quotations • written and/or verbal supply agreements
Purchase records may include:	• corporate credit card transaction documentation • invoices, statements and payment requests • petty cash vouchers • purchase requests and orders • receipt advices for goods and services • records of supplier performance

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • obtaining quotes from prospective suppliers for a low risk, low expenditure good to be purchased • selection of appropriate purchasing methods for a low risk, low expenditure purchase • receipt, checking and documentation of a low risk, low expenditure purchase

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• codes of ethics and conduct
	• identification and overview knowledge of key provisions of relevant legislation from all levels of government that affects business operations, codes of practice and national standards, such as:
	  ➢ consumer protection legislation
	  ➢ contract law
	  ➢ import of goods and services, where relevant
	  ➢ sale of goods legislation
	  ➢ Trade Practices Act
	• organization policy and procedures relating to:

	➢ purchasing strategies ➢ record-keeping systems related to purchasing and assets ➢ standard contracting arrangements • product knowledge about the goods and services being supplied • purchasing and procurement principles for: ➢ accountability ➢ probity and transparency ➢ risk management ➢ value for money
Underpinning Skills	Demonstrates skills to: • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • communication skills to liaise with suppliers and end users of purchases • literacy skills to document purchases and write reports on purchasing activities • information management and research skills to Analyze and assess purchasing options and offers • technology skills to use of software to keep records of purchases made • data collection skills to keep records related to purchasing
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: Customer Contact & Secretarial Operations Level III	
Unit Title	**Support a Workplace Learning Environment**
Unit Code	**EIS CSO3 09 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively encourage and support a learning environment. Particular emphasis is on participation in processes to facilitate and promote learning and to monitor and improve learning performance.

Elements	Performance Criteria
1. Encourage a learning environment	1.1. Workplace **learning opportunities** are encouraged and supported
	1.2. **Learning plans** are implemented as an integral part of individual and team performance plans
	1.3. Learning plans are implemented to reflect **diversity of needs** and learning opportunities
	1.4. Individual and team access to, and participation in, learning opportunities are encouraged
	1.5. **Training and development specialists** are liaised effectively to contribute to learning opportunities which enhance individual, team and organizational performance
2. Encourage and promote learning of team and individuals	2.1. **A learning culture is promoted** within the team and organization
	2.2. **Coaching and mentoring** are supported for the development of workplace knowledge, skills and attitudes
	2.3. Team members are encouraged to assess own competencies, and to identify own **learning and development needs**
	2.4. The benefits of learning are shared with others in the team and organization
	2.5. Recognition and feedback for **workplace achievement** are provided in a timely and appropriate manner
3. Identify opportunities for improvement	3.1. The performance of individuals and teams is monitored to determine the type and extent of required work-based support
	3.2. Feedback is gathered from individuals and teams to identify opportunities for improving future learning arrangements
	3.3. Adjustments are negotiated with training and development specialists to improve the efficiency and effectiveness of learning
	3.4. Learning outcomes are recorded, documented and reported

Variable	Range
Learning opportunities may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • short courses • structured learning activities conducted outside and within the workplace such as: ➢ accredited training through an independent organization such as a State OHS authority • workplace learning activities, that may also contribute to a Recognized credential, such as: • workshops
Learning plans may include:	• codes of conduct • key performance indicators (KPI) • negotiated agreement with individual • OHS requirements • performance standards • team competencies • team roles and responsibilities • work outputs and process
Diversity of needs may include:	• different learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches.
Training and development specialists may be:	• internal or external
Promoting a learning culture may include:	• encouraging learning and sharing of skills and knowledge across the work team and the wider organization in order to develop competencies of team members and the team • informally supporting and recognizing learning achievements and sharing success stories • promoting participation and learning opportunities • using formal processes to reward training participation in line with organizational processes • utilising workplace activities as opportunities for learning

in accordance with the organization's systems and procedures

Coaching and mentoring may refer to:	• providing assistance with problem solving • providing feedback, support and encouragement on a range of matters • teaching another member of the team, usually focusing on a specific work task or skill
Learning and development needs may include:	• developmental learning, for example the learning required to progress through an organization and take on new tasks and roles • gaps between the competencies held by the employee and the skills and knowledge required to effectively undertake workplace tasks
Workplace achievement may refer to:	• achievements of set goals and performance outcomes by the work team and/or individuals

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: • liaising with stakeholders, especially members of the work team, to develop, promote and maintain a workplace learning environment • developing learning plans and arranging learning opportunities in line with identified needs • compiling and interpreting data about learning arrangements and outcomes in accordance with organizational requirements

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• principles and techniques of:
	  ➢ adult learning
	  ➢ a learning environment and learning culture
	  ➢ work based learning
	  ➢ structuring learning
	  ➢ coaching and mentoring
	• relevant legislation from all levels of government that may affect business operation, especially in regard to:
	  ➢ occupational health and safety
	  ➢ environmental issues
	  ➢ equal opportunity and anti-discrimination
	  ➢ industrial relations

Underpinning Skills	Demonstrates skills to:
	• coaching and mentoring skills to support learning
	• communication skills to:
	  ➢ gain the trust and confidence of colleagues
	  ➢ deal with people openly and fairly
	  ➢ use consultation skills effectively
	• culturally appropriate communication skills to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
	• functional literacy skills to access and use workplace

	information
	• skills in facilitating learning, including:
	➢ identifying learning needs
	➢ developing learning plans
	➢ selecting and using work activities to create learning opportunities
	➢ establishing a workplace conducive to learning
	➢ negotiating learning arrangements with training and development specialists
	➢ encouraging colleagues to share their knowledge and skills
	➢ evaluating the effectiveness of learning
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: Customer Contact & Secretarial Operations Level III	
Unit Title	**Monitor Implementation of Work Plan/Activities**
Unit Code	**EIS CSO3 10 0812**
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

Elements	Performance Criteria
1. Monitor and improve workplace operations	1.1 Efficiency and service levels are monitored on an ongoing basis.
	1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.
	1.3 Quality **problems** and issues are promptly identified and adjustments are made accordingly.
	1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.
	1.5 Colleagues are consulted about ways to improve efficiency and service levels.
2. Plan and organise workflow	2.1 Current workload of colleagues is accurately assessed.
	2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.
	2.3 Work is delegated to appropriate people in accordance with principles of delegation.
	2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.
	2.5 Input is provided to appropriate management regarding staffing needs.
3. Maintain workplace records	3.1 **Workplace records** are accurately completed and submitted within required timeframes.
	3.2 Where appropriate completion of records is delegated and monitored prior to submission.
4. Solve problems and make decisions	4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.
	4.2 Short term action is initiated to resolve the immediate problem where appropriate.
	4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.

	4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem.
	4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.

Variables	Range
Problems	May include but not limited to: • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	May include but is not limited to: • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector
Underpinning Skills	Demonstrate skills to: • monitor and improve workplace operations • plan and organize workflow • maintain workplace records
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: • 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: Customer Contact & Secretarial Operations Level III	
Unit Title	**Apply Quality Control**
Unit Code	**EIS CSO3 11 0812**
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in the workplace.

Elements	Performance Criteria
1. Implement quality standards	1.1 Agreed quality standard and procedures are acquired and confirmed.
	1.2 Standard procedures are introduced to organizational staff/personnel.
	1.3 Quality standard and procedures documents are provided to employees in accordance with the organization policy.
	1.4 Standard procedures are revised / updated when necessary.
2. Assess quality of service delivered	2.1 Services delivered are **quality checked** against organization **quality standards** and specifications.
	2.2 Service delivered are evaluated using the appropriate evaluation **quality parameters** and in accordance with organization standards.
	2.3 Causes of any identified faults are identified and corrective actions are taken in accordance with organization policies and procedures.
3. Record information	3.1 Basic information on the quality performance is recorded in accordance with organization procedures.
	3.2 Records of work quality are maintained according to the requirements of the organization.
4. Study causes of quality deviations	4.1 Causes of deviations from final outputs or services are investigated and reported in accordance with organization procedures.
	4.2 Suitable preventive action is recommended based on organization quality standards and identified causes of deviation from specified quality standards of final service or output.
5. Complete documentation	5.1 Information on quality and other indicators of service performance is recorded.
	5.2 All service processes and outcomes are recorded.

Variable	Range
Quality check	May include but not limited to: • Check against design / specifications • Visual inspection and Physical inspection
Quality standards	May include but not limited to: • Materials • Components • Process • Procedures
Quality parameters	May include but not limited to: • Standard Design / Specifications • Material Specification

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • Checked completed work continuously against organization standard • Identified and isolated faulty or poor service • Checked service delivered against organization standards • Identified and applied corrective actions on the causes of identified faults or error • Recorded basic information regarding quality performance • Investigated causes of deviations of services against standard • Recommended suitable preventive actions
Underpinning Knowledge	Demonstrates knowledge of: • Relevant quality standards, policies and procedures • Characteristics of services • Safety environment aspects of service processes • Evaluation techniques and quality checking procedures • Workplace procedures and reporting procedures
Underpinning Skills	Demonstrates skills to: • interpret work instructions, specifications and standards appropriate to the required work or service • carry out relevant performance evaluation • maintain accurate work records • meet work specifications and requirements • communicate effectively within defined workplace procedures
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of	Competence may be assessed in the work place or in a

Assessment	simulated work place setting.

Occupational Standard: Customer Contact & Secretarial Operations Level III	
Unit Title	**Lead Workplace Communication**
Unit Code	**EIS CSO3 12 0812**
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

Elements	Performance Criteria
1. Communicate information about workplace processes	1.1 Appropriate **communication method** is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussion	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated.
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate staff/personnel 3.4 Communication problems and issues are raised as they arise

Variable	Range
Methods of communication	May include but not limited to: • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups

	• Using telephone • Written • Using Internet • Cell phone

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • Dealt with a range of communication/information at one time • Made constructive contributions in workplace issues • Sought workplace issues effectively • Responded to workplace issues promptly • Presented information clearly and effectively written form • Used appropriate sources of information • Asked appropriate questions • Provided accurate information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	Demonstrates skills to: • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
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: Customer Contact & Secretarial Operations Level III	
Unit Title	**Lead Small Teams**
Unit Code	**EIS CSO3 13 0812**
Unit Descriptor	This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the work group.

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

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

Variable	Range
Learning and development needs	May include but not limited to: • Coaching, mentoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance appraisals • Workplace skills assessment • Recognition of prior learning
Organizational requirements	May include but not limited to: • Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	May include but not limited to: • Formal/informal performance appraisals • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery methods	May include but not limited to: • On the job coaching or mentoring • Problem solving • Presentation/demonstration

	• Formal course participation
	• Work experience and Involvement in professional networks
	• Conference/seminar attendance and induction

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • identified and implemented learning opportunities for others • gave and received feedback constructively • facilitated participation of individuals in the work of the team • negotiated learning plans to improve the effectiveness of learning • prepared learning plans to match skill needs • accessed and designated learning opportunities
Underpinning Knowledge and Attitude	Demonstrates knowledge of: • coaching and mentoring principles • understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • understanding how to facilitate team development and improvement • understanding methods and techniques for eliciting and interpreting feedback • understanding methods for identifying and prioritizing personal development opportunities and options • knowledge of career paths and competence standards in the industry
Underpinning Skills	Demonstrates skills to: • read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management • receive feedback and report, maintain effective relationships and conflict management • organize required resources and equipment to meet learning needs • provide support to colleagues • organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • facilitation skills to conduct small group training sessions • relate to people from a range of social, cultural, physical and mental backgrounds
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	Competence may be assessed through: • Interview / Written exam • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Customer Contact & Secretarial Operations Level III	
Unit Title	**Improve Business Practice**
Unit Code	**EIS CSO3 14 0812**
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	1.1 **Data required** for diagnosis is determined and acquired.
	1.2 **Competitive advantage** of the business is determined from the data.
	1.3 **SWOT analysis** of the data is undertaken.
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified.
	2.2 **Key indicators** for benchmarking are selected in consultation with key stakeholders.
	2.3 Like indicators of own practice are compared with benchmark indicators.
	2.4 Areas for improvement are identified.
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed.
	3.2 Cost-benefit ratios for required improvements are determined.
	3.3 Work flow changes resulting from proposed improvements are determined.
	3.4 Proposed improvements are ranked according to agreed criteria.
	3.5 An action plan is developed and agreed to implement the top ranked improvements.
	3.6 **Organizational structures** are checked to ensure they are suitable.
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed.
	4.2 Practice **objectives** are developed/ reviewed.
	4.3 Target markets are identified/ refined.
	4.4 **Market research data** is obtained.
	4.5 **Competitor analysis** is obtained.
	4.6 **Market position** is developed/ reviewed.
	4.7 **Practice brand** is developed.
	4.8 **Benefits** of practice/practice products/services are

	identified.
	4.9 **Promotion tools** are selected/ developed.
5. Develop business growth plans	5.1 Plans are developed to increase **yield per existing client**.
	5.2 Plans are developed to add new clients.
	5.3 Proposed plans are ranked according to agreed criteria.
	5.4 An action plan is developed and agreed to implement the top ranked plans.
	5.5 Practice work practices are reviewed to ensure they support growth plans.
6. Implement and monitor plans	6.1 Implementation plan is developed in consultation with all relevant stakeholders.
	6.2 Indicators of success of the plan are agreed.
	6.3 Implementation is monitored against agreed indicators.
	6.4 Implementation is adjusted as required.

Variable	Range
Data required includes:	May include but not limited to: • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue • level of commercial activity • expected revenue levels, short and long term • revenue growth rate • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage	May include but not limited to: • services/products

	• fees
	• location
	• timeframe
SWOT analysis	May include but not limited to:
	• internal strengths such as staff capability, recognized
	• quality
	• internal weaknesses such as poor morale,
	• under-capitalization, poor technology
	• external opportunities such as changing market and
	• economic conditions
	• external threats such as industry fee structures, strategic
	• alliances, competitor marketing
Key indicators	May include but not limited to:
	• salary cost and staffing
	• personnel productivity (particularly of principals)
	• profitability
	• fee structure
	• client base
	• size staff/principal
	• overhead/overhead control
Organizational structures	May include but not limited to:
	• Legal structure (partnership, Limited Liability Company, etc.)
	• organizational structure/hierarchy
	• reward schemes
Objectives should be 'SMART'	May include but not limited to:
	• S: Specific
	• M: Measurable
	• A: Achievable
	• R: Realistic
	• T: Time defined
Market research data	May include but not limited to:
	• data about existing clients
	• data about possible new clients
	• data from internal sources
	• data from external sources such as:
	➢ trade associations/journals
	➢ Yellow Pages small business surveys
	➢ libraries
	➢ Internet
	➢ Chamber of Commerce
	➢ client surveys
	➢ industry reports
	➢ secondary market research
	• primary market research such as:
	➢ telephone surveys
	➢ personal interviews
	➢ mail surveys
Competitor	May include but not limited to:

analysis	• competitor offerings
	• competitor promotion strategies and activities
	• competitor profile in the market place
Market position should include data on:	May include but not limited to:
	• product
	• the good or service provided
	• product mix
	• the core product - what is bought
	• the tangible product - what is perceived
	• the augmented product - total package of consumer
	• features/benefits
	• product differentiation from competitive products
	• new/changed products
	• Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.)
	• Pricing objectives (profit, market penetration, etc.)
	• cost components
	• market position
	• distribution strategies
	• marketing channels
	• promotion
	• promotional strategies
	• target audience
	• communication
	• promotion budget
Practice brand	May include but not limited to:
	• practice image
	• practice logo/letter head/signage
	• phone answering protocol
	• facility decor
	• slogans
	• templates for communication/invoicing
	• style guide
	• writing style
	• AIDA (attention, interest, desire, action)
Benefits	May include but not limited to:
	• features as perceived by the client
	• benefits as perceived by the client
Promotion tools	May include but not limited to:
	• networking and referrals
	• seminars
	• advertising
	• press releases
	• publicity and sponsorship
	• brochures
	• newsletters (print and/or electronic)
	• websites
	• direct mail

	• telemarketing/cold calling
Yield per existing client	May include but not limited to: • raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: • ability to identify the key indicators of business performance • ability to identify the key market data for the business • knowledge of a wide range of available information sources • ability to acquire information not readily available within a business • ability to analyze data and determine areas of improvement • ability to negotiate required improvements to ensure implementation • ability to evaluate systems against practice requirements • and form recommendations and/or make recommendations • ability to assess the accuracy and relevance of information
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: • data analysis • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans
Underpinning Skills	Demonstrates skill in: • data analysis and manipulation • ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • applying methods of selecting relevant key benchmarking indicators • communication skills • working and consulting with others when developing plans for the business • planning skills, negotiation skills and problem solving • using computers to manipulate, present and distribute information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: • 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: Customer Contact & Secretarial Operations Level III	
Unit Title	**Maintain Quality System and Continuous Improvement Processes (Kaizen)**
Unit Code	**EIS CSO3 15 1012**
Unit Descriptor	This unit of competence covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices. It covers responsibility for the day- to-day operation of the work/functional area and ensuring that quality system requirements are met and that continuous improvements are initiated and institutionalized.

Elements	Performance Criteria
1. Develop and maintain quality framework within work area	1.1 Information about the enterprise's quality system is distributed and explained to personnel
	1.2 Personnel are encouraged to participate in improvement processes and to assume responsibility and authority
	1.3 Responsibilities are allocated for quality within work area in accordance with quality system
	1.4 ***Coaching and mentoring*** are provided to ensure that personnel are able to meet their responsibilities and quality requirements
2. Maintain quality documentation	2.1 Required quality documentation, including records of improvement plans and initiatives are identified
	2.2 Quality documentation is prepared and accurate data records are maintained and kept
	2.3 Document control system is maintained for work area
	2.4 The development and revision of quality manuals and work instructions are contributed to the work area
	2.5 Inspection and test plans are developed and implemented for quality controlled products
3. Facilitate the application of standardized procedures	3.1 All required procedures are ensured to be accessible by relevant personnel
	3.2 Personnel are assisted to access relevant procedures, as required
	3.3 Facilitate the resolution of conflicts arising from job
	3.4 Facilitate the completion of required work in accordance with standard procedures and practices

4. Provide training in quality systems and improvement processes	4.1 Roles, duties and current competency of relevant personnel are analyzed
	4.2 Training needs are identified in relation to quality system and **continuous improvement processes (kaizen)**
	4.3 Opportunities are identified for skills development and/or training programs to meet needs
	4.4 Training and skills development programs are initiated and monitored
	4.5 Accurate training record is maintained
5. Monitor and review performance	5.1 Performance outcomes are reviewed to identify ways in which planning and operations could be improved
	5.2 The organization's systems and **technology** are used to monitor and review progress and to identify ways in which planning and operations could be improved
	5.3 **Customer service** is enhanced through the use of quality improvement techniques and processes
	5.4 Plans are adjusted and communicated to personnel involved in their development and implementation
6. Build continuous improvement process	6.1 Improvement team is organized and facilitated
	6.2 Work group members are encouraged to routinely monitor **key process indicators**
	6.3 Capacity in the work group is built to critically review the relevant parts of the value chain
	6.4 Work group members are assisted to formalize improvement suggestions
	6.5 Relevant resources are facilitated and work group members are assisted to develop implementation plans
	6.6 Implementation of improvement plans taking appropriate actions is monitored to assist implementation where required.
7. Facilitate the identification of improvement opportunities	7.1 The job completion process is analyzed
	7.2 Relevant questions of job incumbent are asked
	7.3 Job incumbents are encouraged to conceive and suggest improvements
	7.4 The trying out of improvements is facilitated, as appropriate
8. Evaluate relevant components of quality system	8.1 Regular audits of components of the quality system that relate to the work area are undertaken
	8.2 **Continuous improvement tools** are implemented in the quality system in accordance with own level of responsibility and workplace procedures

| | 8.3 | The updating of standard procedures and practices is facilitated |
| | 8.4 | The capability of the work team aligns with the requirements of the procedure is ensured |

Variable	Range
Coaching and mentoring	May include but not limited to: • providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Continuous improvement processes	May include but not limited to: • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organization to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders • Kaizen • Enterprise-specific improvement systems
Technology	May include but not limited to: • computerized systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Customer service	May include but not limited to: • internal or external • to existing, new or potential clients
Key process indicators	Key process indicators may include: • statistical process control data/charts • orders • lost time, injury and other OHS records • equipment reliability charts, etc.
Continuous improvement tools	May include but not limited to: • statistics • cause and effect diagrams • fishbone diagram • Pareto diagrams • run charts

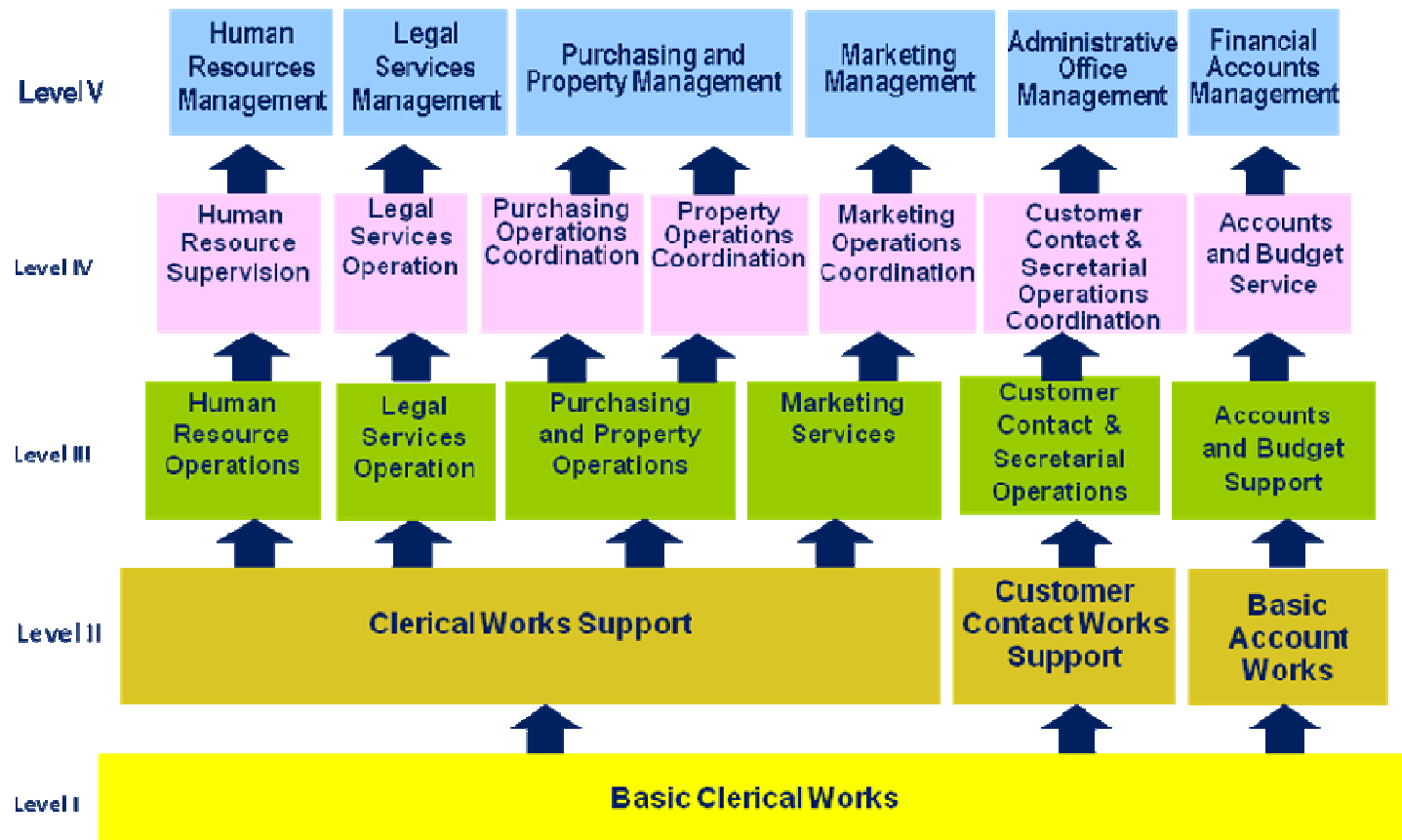|	• X bar R charts
	• PDCA
	• Sigma techniques
	• balanced scorecards
	• benchmarking
	• performance measurement
	• upstream and downstream customers
	• internal and external customers immediate and/or final

Evidence Guide	
Critical Aspects of Competence	Evidence of the following is essential: • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes • assist others to follow standard procedures and practices • assist others make improvement suggestions • standardize and sustain improvements Assessors should ensure that candidates can: • implement and monitor defined quality system • requirements and initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems in the work area • initiate quality processes to enhance the quality of performance of individuals and teams in the work area • gain commitment of individuals/teams to quality principles and practices • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes • analyze training needs and implement training programs • prepare and maintain quality and audit documentation

Underpinning Knowledge and Attitudes	Demonstrates knowledge of:
	• principles and techniques associated with:
	   ➢ benchmarking
	   ➢ best practice
	   ➢ change management
	   ➢ continuous improvement systems and processes
	   ➢ quality systems
	• range of procedures available and their application to

	different jobs
	• applicability of TAKT time and MUDA to jobs
	• identification and possible causes of variability in jobs
	• continuous improvement process for organization
	• questioning techniques
	• methods of conceiving improvements
	• suggestion and try out procedures
	• relevant OHS
	• quality measurement tools for use in continuous improvement processes
	• established communication channels and protocols
	• communication/reporting protocols
	• continuous improvement principles and process
	• enterprise business goals and key performance indicators
	• enterprise information systems management
	• enterprise organizational structure, delegations and responsibilities
	• policy and procedure development processes
	• relevant health, safety and environment requirements
	• relevant national and international quality standards and protocols
	• standard operating procedures (SOPs) for the technical work performed in work area
	• enterprise quality system
Underpinning Skills	Demonstrates skills to:
	• coach and mentor team members
	• gain the commitment of individuals and teams to continuously improve
	• innovate or design better ways of performing work
	• communicate with relevant people
	• prioritize and plan tasks related to encouraging and improving use of standardized procedures
	• negotiate with others to resolve conflicts and gain commitment to standardized procedures
	• facilitate other employees in improvement activities
	• implement and monitor defined quality system requirements
	• initiate continuous improvements within the work area
	• apply effective problem identification and problem solving techniques
	• strengthen customer service through a focus on continuous improvement
	• implement, monitor and evaluate quality systems
	• implement effective communication strategies
	• encourage ideas and feedback from team members when developing and refining techniques and processes
	• analyze training needs and implementing training programs
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Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
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Sector: Economic Infrastructure
Sub-Sector: Business and Finance

Level V	Human Resources Management	Legal Services Management	Purchasing and Property Management		Marketing Management	Administrative Office Management	Financial Accounts Management
Level IV	Human Resource Supervision	Legal Services Operation	Purchasing Operations Coordination	Property Operations Coordination	Marketing Operations Coordination	Customer Contact & Secretarial Operations Coordination	Accounts and Budget Service
Level III	Human Resource Operations	Legal Services Operation	Purchasing and Property Operations		Marketing Services	Customer Contact & Secretarial Operations	Accounts and Budget Support
Level II	Clerical Works Support					Customer Contact Works Support	Basic Account Works
Level I	Basic Clerical Works						

Acknowledgement