



Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD

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

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

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

- Occupational title, 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

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## UNIT OF COMPETENCE CHART

Occupational Standard: Human Resource Operation		
Occupational Code: <b>EIS HRO</b>		
<i>NTQF Level III</i>		
<p><a href="#">EIS HRO3 01 0812</a> Apply Human resource Management Rules &amp; Regulations in the Work Place</p>	<p><a href="#">EIS HRO3 02 0812</a> Deliver &amp; Monitor a Service to Customers</p>	<p><a href="#">EIS HRO3 03 0812</a> Work Effectively With Diversity</p>
<p><a href="#">EIS HRO3 04 0812</a> Process Customer Complaints</p>	<p><a href="#">EIS HRO3 05 0812</a> Produce Spreadsheets</p>	<p><a href="#">EIS HRO3 06 0812</a> Contribute to Effective Work Place relationships</p>
<p><a href="#">EIS HRO3 07 0812</a> Write Simple Documents</p>	<p><a href="#">EIS HRO3 08 0812</a> Organize Work lace Information</p>	<p><a href="#">EIS HRO3 09 0812</a> Promote Innovation in Team Environment</p>
<p><a href="#">EIS HRO3 10 0812</a> Support Operational Plan</p>	<p><a href="#">EIS HRO3 11 0812</a> Utilize Knowledge of Management System</p>	<p><a href="#">EIS HRO3 12 0812</a> Apply First Aid</p>
<p><a href="#">EIS HRO3 13 0812</a> Monitor Implementation of Work plan /Activities</p>	<p><a href="#">EIS HRO3 14 0812</a> Apply Quality Control</p>	<p><a href="#">EIS HRO3 15 0812</a> Lead Workplace Communication</p>
<p><a href="#">EIS HRO3 16 0812</a> Lead Small Teams</p>	<p><a href="#">EIS HRO3 17 0812</a> Improve Business Practice</p>	<p><a href="#">EIS HRO3 18 1012</a> Prevent and Eliminate MUDA</p>

Occupational Standard: Human Resource Operation Level III	
Unit Title	Apply Human resource Management Rules & Regulations in the Work Place
Unit Code	<a href="#">EIS HRO3 01 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to apply understanding of Human resource Management Rules & Regulations. It includes determining relevant Rules and Regulations that contributes to any actions to insure compliance with human resource management practices that

Elements	Performance Criteria
1. Determine HRM Rules & regulations Practices	<p>1.1 Current HRM, <b>Rules &amp; Regulations</b> policies and procedures impacting on the workplace are identified and accessed.</p> <p>1.2 Knowledge of the relationship between HRM rules &amp; regulations practices, codes, and standards is applied to assist in identifying HRM legal requirements in the workplace</p> <p>1.3 Legal obligations and duties are identified for consultation with and training of employees, safety representatives and others</p> <p>1.4 Consequences of <b>non-compliance</b> are identified with HRM Rules, regulation, codes, standards, workplace policies and procedures</p>
2. Apply knowledge of HRM Rules, regulations, Policies & Procedures in the workplace	<p>2.1 Monitoring compliance is contributed with HRM rules &amp; legislation</p> <p>2.2 Contribute to ensuring that work is undertaken in accordance with relevant HRM Rules, regulation, codes, standards, policies and procedures</p> <p>2.3 <b>Appropriate action</b> is identified and taken on non-compliance with HRM rules, regulations, codes, standards, policies and procedures to contribute to achieving compliance</p> <p>2.4 Limits of own expertise and legal responsibilities are recognized, and appropriate sources of expertise accessed as required</p>

3. Maintain knowledge of HRM Rules , regulations & organizational requirements	<p>3.1 <b>Sources</b> are utilized to access current information covering applicable HRM Rules , regulations and guidelines relating to workplace</p> <p>3.2 Information on workplace HRM rules , regulations , codes, standards, policies and procedures relevant is regularly updated and communicated to self and other employees</p>
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Variable	Range
Rules & Regulations May Include:	<ul style="list-style-type: none"> <li>• HRM Rules and Regulations relevant to the workplace, occupation and Organization, for example, Code of Civil Servant.</li> <li>• relevant HRM specific Rules and regulations such as: <ul style="list-style-type: none"> <li>➤ Civil Servant low (contract law ,workers compensation Etc)</li> </ul> </li> </ul>
Non-Compliance May Include:	<ul style="list-style-type: none"> <li>• inadequate systems of information, instruction training or supervision</li> <li>• plant equipment or substances not maintained, or used or stored in an unsafe condition</li> <li>• poor Management practices</li> <li>• workplace systems not in place or inadequate</li> </ul>
Appropriate actions may include:	<ul style="list-style-type: none"> <li>• contributing to HR Performance audit</li> <li>• contributing to HRM inspection</li> <li>• contributing to the identification of non-compliance with HRM rules and regulation in the workplace</li> <li>• contributing to the implementation, monitoring and evaluation of actions to ensure HRM compliance</li> <li>• making recommendations about how compliance with HRM rules and regulations could be achieved</li> <li>• reporting breaches of compliance to responsible persons or authorities</li> <li>• where required, carrying out notes or functions specified in HRM rules and regulations or workplace policies and procedures</li> </ul>
Sources may include:	<ul style="list-style-type: none"> <li>• audits and investigation reports</li> <li>• organizational bodies</li> <li>• organizational manuals and specifications</li> <li>• HRM professional bodies</li> <li>• regulatory authorities</li> <li>• training, information sessions and forums</li> <li>• websites, journals and newsletters</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• Identification and application of the HRM legal and regulatory framework applicable to the candidate's workplace.</li> <li>• Knowledge of relevant HRM rules, regulations, codes of practice and standards.</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• obligations, rights and requirements under relevant HRM rules and regulation as it applies to those involved in HRM</li> <li>• Relevant HRM rules, regulations, codes of practice and standards.</li> <li>• Contributes to research and data collection methods to obtain evidence of compliance with HRM rules and regulations.</li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• communication and interpersonal skills to contribute effectively to formal and informal organizational meetings</li> <li>• Literacy skills to prepare simple documents such as summary reports and memos for a range of target groups including committee, representatives, managers, supervisors.</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Human Resource Operation Level III	
Unit Title	Deliver and Monitor a Service to Customers
Unit Code	<a href="#">EIS HRO3 02 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to customers. Operators may exercise discretion and judgement using appropriate theoretical knowledge of customer service to provide technical advice and support to customers over either a short or long term interaction.

Elements	Performance Criteria
1. Identify customer needs	<p>1.1 <b>Appropriate interpersonal skills</b> are used to accurately identify and clarify <b>customer needs and expectations</b></p> <p>1.2 <b>Customer</b> needs are assessed for urgency to determine priorities for service delivery according to <b>organizational requirements</b></p> <p>1.3 <b>Effective communication</b> is used to inform customers about available choices for meeting their needs and assist in the selection of preferred options</p> <p>1.4 Limitations are identified in addressing customer needs and seek appropriate assistance from <b>designated individuals</b></p>
2. Deliver a service to customers	<p>2.1 Prompt service is provided to customers to meet identified needs in accordance with organizational requirements</p> <p>2.2 Appropriate rapport with customers is established and maintained to ensure completion of quality service delivery</p> <p>2.3 <b>Customer complaints</b> are sensitively and courteously handled in accordance with organizational requirements</p> <p>2.4 Assistance is provided or responded to customers with <b>specific needs</b> according to organizational requirements</p> <p>2.5 Available <b>opportunities</b> are identified and used to promote and enhance services and products to customers</p>

3. Monitor and report on service delivery	<p>3.1 Customer satisfaction is regularly reviewed with service delivery using <b>verifiable evidence</b> according to organizational requirements</p> <p>3.2 Opportunities are identified to enhance the quality of service and products, and pursue within organizational requirements</p> <p>3.3 Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements</p> <p>3.4 Customer feedback is regularly sought and used to improve the provision of products and services</p> <p>3.5 Reports are ensured to be clear, detailed and contain recommendations focused on critical aspects of service delivery</p>
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Variable	Range
Appropriate interpersonal skills may include:	<ul style="list-style-type: none"> <li>• listening actively to what the customer is communicating</li> <li>• providing an opportunity for the customer to confirm their request</li> <li>• questioning to clarify and confirm customer needs</li> <li>• seeking feedback from the customer to confirm understanding of needs</li> <li>• summarizing and paraphrasing to check understanding of customer message</li> <li>• using appropriate body language</li> </ul>
Customers may include:	<ul style="list-style-type: none"> <li>• individual members of the organization</li> <li>• individual members of the public</li> <li>• internal or external</li> <li>• other agencies</li> </ul>
Customer needs and expectations may include:	<ul style="list-style-type: none"> <li>• accuracy of information</li> <li>• advice or general information</li> <li>• complaints</li> <li>• fairness/politeness</li> <li>• further information</li> <li>• making an appointment</li> <li>• values</li> <li>• Appropriate services</li> <li>• specific information</li> </ul>
Organizational requirements may include:	<ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• defined resource parameters</li> <li>• goals, objectives, plans, systems and processes</li> <li>• legal and organizational policies, guidelines and requirements</li> <li>• HRM policies, procedures and programs</li> <li>• Service delivery options</li> </ul>



	<ul style="list-style-type: none"> <li>• quality and continuous improvement processes and standards</li> <li>• quality assurance and/or procedures manuals</li> <li>• replacement policy and procedures</li> <li>• who is responsible for services</li> </ul>
Effective communication may include:	<ul style="list-style-type: none"> <li>• giving customers full attention</li> <li>• maintaining eye contact, except where eye contact may be culturally inappropriate</li> <li>• speaking clearly and concisely</li> <li>• using active listening techniques</li> <li>• using appropriate language and tone of voice</li> <li>• using clear written information/communication</li> <li>• using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)</li> <li>• using open and/or closed questions</li> </ul>
Designated individuals may include:	<ul style="list-style-type: none"> <li>• colleagues</li> <li>• customers</li> <li>• line management</li> <li>• supervisor</li> </ul>
Customer complaints may include:	<ul style="list-style-type: none"> <li>• administrative errors such as incorrect /poor Services</li> <li>• customer dissatisfaction with service quality</li> <li>• damaged goods or goods not delivered</li> <li>• Service not delivered on time</li> </ul>
Specific needs of customers may relate to:	<ul style="list-style-type: none"> <li>• age</li> <li>• beliefs/values</li> <li>• culture</li> <li>• disability</li> <li>• gender</li> <li>• language</li> <li>• religious/spiritual observances</li> </ul>
Opportunities to promote and enhance services may include:	<ul style="list-style-type: none"> <li>• extending timelines</li> <li>• packaging procedures</li> <li>• procedures for delivery of service</li> <li>• system for recording complaints</li> <li>• updating customer service charter</li> </ul>

### Evidence Guide

.	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• identifying needs and priorities of customers</li> <li>• distinguishing between different levels of customer satisfaction</li> <li>• treating customers with courtesy and respect</li> <li>• responding to and reporting on, customer feedback</li> <li>• knowledge of organizational policy and procedures for customer service</li> </ul>
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Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➤ anti-discriminations' legislation</li> <li>➤ ethical principles</li> <li>➤ codes of practice</li> <li>➤ privacy laws</li> <li>➤ HRM rules and regulations</li> </ul> </li> <li>• organizational policy and procedures for customer service including handling customer complaints</li> <li>• service standards and best practice models</li> <li>• customers elations and Service promotion</li> <li>• techniques for dealing with customers, including customers with specific needs</li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• analytical skills to identify trends and positions of products and services</li> <li>• communication skills to monitor and advise on customer service strategies</li> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➤ edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation</li> <li>➤ prepare general information and papers according to target audience</li> <li>➤ read and understand a variety of texts</li> </ul> </li> <li>• problem solving skills to deal with customer enquiries or complaints</li> <li>• technology skills to select and use technology appropriate to a task</li> <li>• self management skills to: <ul style="list-style-type: none"> <li>➤ comply with policies and procedures</li> <li>➤ consistently evaluate and monitor own performance</li> <li>➤ seek learning opportunities</li> </ul> </li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Human Resource Operation Level III	
Unit Title	Work Effectively with Diversity
Unit Code	<a href="#">EIS HRO3 03 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to Recognize and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work.

Elements	Performance Criteria
1. Recognize individual differences and respond appropriately	<p>1.1 <b>Individual differences</b> are recognized and respected in <b>colleagues</b>, clients and customers</p> <p>1.2 Differences sensitively is responded</p> <p>1.3 Behavior is ensured to be consistent with <b>legislative requirements</b> and <b>organizational guidelines</b></p> <p>1.4 Diversity is accommodated using appropriate verbal and non-verbal communication</p>
2. Work effectively with individual differences	<p>2.1 Knowledge, skills and experience of others are recognized and documented in relation to team objectives</p> <p>2.2 Colleagues are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes</p> <p>2.3 Relations with customers and clients are ensured and diversity is valued by the business</p>

Variable	Range
Individual differences	<p>May Include but not limited to:</p> <ul style="list-style-type: none"> <li>• ability</li> <li>• age</li> <li>• belief systems/values</li> <li>• culture</li> <li>• expertise/experience/working styles</li> <li>• gender</li> <li>• interests</li> <li>• interpersonal style</li> <li>• language</li> <li>• mental ability</li> <li>• past experiences</li> <li>• physical characteristics</li> <li>• politics</li> <li>• race</li> </ul>

	<ul style="list-style-type: none"> <li>• religion</li> <li>• sexual orientation</li> <li>• thinking and learning styles</li> </ul>
Colleagues	<p>May Include but not limited to:</p> <ul style="list-style-type: none"> <li>• internal customers</li> <li>• staffs</li> <li>• managers and supervisors</li> <li>• peers</li> <li>• stakeholders</li> </ul>
Legislative requirements	<p>May Include but not limited to:</p> <ul style="list-style-type: none"> <li>• disability discrimination legislation</li> <li>• human rights and equal opportunity legislation</li> <li>• racial and sex discrimination legislation</li> </ul>
Organizational guidelines	<p>May Include but not limited to:</p> <ul style="list-style-type: none"> <li>• codes of conduct or ethics</li> <li>• diversity policies</li> <li>• human resources policies and procedures</li> <li>• anti-discrimination legislation</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• adjusting language and behavior as required by interactions with diversity</li> <li>• awareness of diversity issues</li> <li>• knowledge of relevant legislation</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant rules and regulation from all forms of government that may affect aspects of HRM operations, such as: <ul style="list-style-type: none"> <li>➤ anti-discrimination legislation</li> <li>➤ ethical principles</li> <li>➤ codes of practice</li> <li>➤ privacy laws</li> <li>➤ HRM rules and regulations</li> </ul> </li> <li>• major groups in the community and work environment, as defined by cultural, religious and other traditions and practices</li> <li>• reasonable adjustments that facilitate participation by people with a disability</li> <li>• Value of diversity to the economy and society in terms of workforce development, Ethiopia's place in the global economy, innovation and social justice</li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> <li>• problem-solving and initiative skills to Recognize and address own responses to difference</li> </ul>

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

Occupational Standard: Human Resource Operation Level III	
Unit Title	Process Customer Complaints
Unit Code	<a href="#">EIS HRO3 04 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to handle formal and informal negative feedback and complaints from customers. Operators may exercise discretion and judgement using appropriate knowledge of services, customer service systems and organizational policies to provide technical advice and support to a team.

Elements	Performance Criteria
1. Respond to complaints	<p>1.1 <b>Customer complaints</b> are processed using <b>effective communication</b> according to organizational procedures established under organizational policies, rules regulation and practice</p> <p>1.2 <b>Reports relating to customer complaints</b> are obtained, documented and reviewed</p> <p>1.3 Decisions about customer complaints are made, taking into account applicable legislation, organizational policies, rules and regulation.</p> <p>1.4 Resolution of the complaint is negotiated and an agreement obtained where possible</p> <p>1.5 A register of complaints/disputes is maintained</p> <p>1.6 Customer is informed of the outcome of the investigation</p>
2. Refer complaints	<p>2.1 Complaints that require referral are identified to other personnel or external bodies</p> <p>2.2 <b>Referrals</b> are made to appropriate personnel for follow-up in accordance with individual level of responsibility</p> <p>2.3 All documents and investigation reports are forwarded</p> <p>2.4 Appropriate personnel are followed- up to gain prompt decisions</p>
3. Exercise judgement to resolve customer service issues	<p>3.1 Implications of issues are identified for customer and organization</p> <p>3.2 Appropriate options are analyzed, explained and negotiated for resolution with customer</p> <p>3.3 Viable options are proposed in accordance with appropriate legislative requirements and organizational policies</p> <p>3.4 Matters are ensured for which a solution cannot be negotiated are referred to appropriate personnel</p>

Variable	Range
Customers may include:	<ul style="list-style-type: none"> <li>• customers with routine or specific requests</li> <li>• internal or external customers</li> <li>• people from a range of social, cultural or ethnic backgrounds</li> <li>• people who may be unwell, drug affected or emotionally distressed</li> <li>• people with varying physical and mental abilities</li> <li>• regular and new customers</li> </ul>
Complaints may include:	<ul style="list-style-type: none"> <li>• different types of severity, formality and sources</li> <li>• scenarios where external bodies such as police are required</li> <li>• straightforward customer dissatisfaction</li> <li>• level of documentation required</li> </ul>
Effective communication may include:	<ul style="list-style-type: none"> <li>• giving customers full attention</li> <li>• maintaining eye contact (for face-to-face interactions), except where eye contact may be culturally inappropriate</li> <li>• speaking clearly and concisely</li> <li>• using appropriate language and tone of voice</li> <li>• using clear written information/communication</li> <li>• using appropriate non verbal communication (body language)</li> <li>• personal presentation (for face-to-face interactions)</li> </ul>
Reporting relating to customer complaints may include:	<ul style="list-style-type: none"> <li>• completing forms and written reports</li> <li>• using audio visual tapes</li> <li>• using computer based systems</li> </ul>
Referrals may include:	<ul style="list-style-type: none"> <li>• external bodies: <ul style="list-style-type: none"> <li>➤ Ombudsman</li> <li>➤ Independent Commission Against Corruption (ICAC)</li> <li>➤ police</li> </ul> </li> <li>• relevant superiors in the organizational hierarchy</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• applying judgment in the application of industry and/or organizational procedures</li> <li>• working with customer complaints</li> <li>• knowledge of organizational procedures and standards for processing complaints</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all forms of government that may affect aspects of HRM operations, such as: <ul style="list-style-type: none"> <li>➤ anti discrimination legislation</li> <li>➤ ethical principles</li> <li>➤ codes of practice</li> <li>➤ privacy laws</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ HRM rules and regulations</li> <li>• importance of good communication skills and the individual's role in processing customer complaints</li> <li>• organizational procedures and standards for processing complaints and recommending appropriate action</li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• analytical skills to identify trends and positions of services</li> <li>• communication skills to: <ul style="list-style-type: none"> <li>➤ interpret customer complaints</li> <li>➤ monitor and advise on customer service strategies and resolutions</li> </ul> </li> <li>• communication skills to: <ul style="list-style-type: none"> <li>➤ people with diverse abilities</li> <li>➤ relate to people from culturally diverse backgrounds</li> </ul> </li> <li>• literacy skills to: <ul style="list-style-type: none"> <li>➤ edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation</li> <li>➤ prepare general information and papers according to target audience</li> <li>➤ read and understand a variety of texts</li> </ul> </li> <li>• problem solving skills to: <ul style="list-style-type: none"> <li>➤ apply organizational procedures to a range of situations</li> <li>➤ deal with customer enquiries or complaints</li> <li>➤ exercise judgment in this application</li> </ul> </li> <li>• self management skills to: <ul style="list-style-type: none"> <li>➤ comply with policies and procedures</li> <li>➤ consistently evaluate and monitor own performance</li> <li>➤ seek learning opportunities</li> </ul> </li> </ul>
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	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting



Occupational Standard: Human Resource Operation Level III	
Unit Title	Produce Spreadsheets
Unit Code	<a href="#">EIS HRO3 05 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop spreadsheets through the use of spreadsheet software.

Elements	Performance Criteria
1. Select and prepare resources	<p>1.1 <b>Ergonomic</b> and <b>work organization</b> are adhered</p> <p>1.2 Energy and resource <b>conservation techniques</b> are used to minimize wastage</p> <p>1.3 Spreadsheet task requirements are identified in relation to data entry, storage, output and presentation</p>
2. Plan spreadsheet design	<p>2.1 <b>Spreadsheet design</b> that suits the purpose, audience and information requirements of the task is ensured</p> <p>2.2 Spreadsheet design is ensured to enhance readability and appearance, and meets organizational and task requirements for style and layout</p> <p>2.3 Style sheets and <b>automatic functions</b> are used to ensure <b>consistency of design and layout</b></p>
3. Create spreadsheet	<p>3.1 Ensure <b>data</b> is entered, <b>checked</b> and amended to maintain consistency of design and layout, in accordance with organizational and task requirements</p> <p>3.2 Spreadsheet is <b>formatted</b> using <b>software functions</b> to adjust page and cell layout to meet information requirements, in accordance with organizational style and presentation requirements</p> <p>3.3 Ensure <b>formulae</b> are tested and used to confirm output meets task requirements, in consultation with appropriate personnel as required</p> <p>3.4 Manuals, user documentation and online help are used to overcome problems with spreadsheet design and production</p>
4. Produce simple charts	<p>4.1 Chart type and design that enables valid representation of numerical data, and meets organizational and task requirements are selected</p> <p>4.2 Charts are created using appropriate data in the spreadsheet</p> <p>4.3 Chart type and layout are modified using formatting features</p>

5. Finalize spreadsheets	<p>5.1 <b>Print</b> spreadsheet and any accompanying charts are previewed, adjusted and, in accordance with task requirements</p> <p>5.2 Data input is ensured to be meet <b>designated time lines</b> and organizational requirements for speed and accuracy</p> <p>5.3 <b>Spreadsheet is named and stored</b> accordance with organizational requirements and exit the application without data loss/damage</p>
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Variable	Range
Ergonomic requirements may include:	<ul style="list-style-type: none"> <li>• avoiding radiation from computer screens</li> <li>• chair height, seat and back adjustment</li> <li>• document holder</li> <li>• footrest</li> <li>• keyboard and mouse position</li> <li>• lighting</li> <li>• noise minimization</li> <li>• posture</li> <li>• screen position</li> <li>• workstation height and layout</li> </ul>
Work organization requirements may include:	<ul style="list-style-type: none"> <li>• exercise breaks</li> <li>• mix of repetitive and other activities</li> <li>• rest periods</li> </ul>
Conservation techniques may include:	<ul style="list-style-type: none"> <li>• double-sided paper use</li> <li>• recycling used and shredded paper</li> <li>• re-using paper for rough drafts (observing confidentiality requirements)</li> <li>• utilizing power-save options for equipment</li> </ul>
Spreadsheet design may include:	<ul style="list-style-type: none"> <li>• appropriateness to required tasks</li> <li>• basic analysis</li> <li>• charts</li> <li>• formatting and reformatting</li> <li>• formulae</li> <li>• functions</li> <li>• headers and footers</li> <li>• headings</li> <li>• headings and labels</li> <li>• identification and parameters</li> <li>• import and export of data</li> <li>• labels</li> <li>• macros</li> <li>• multi-page documents</li> <li>• split screen operation</li> </ul>

Automatic functions may include:	<ul style="list-style-type: none"> <li>• auto date</li> <li>• auto correct</li> <li>• auto format</li> <li>• auto text</li> <li>• default settings</li> <li>• headers and footers</li> <li>• page numbering</li> <li>• styles</li> <li>• table headings</li> </ul>
Consistency of design and layout may include:	<ul style="list-style-type: none"> <li>• borders</li> <li>• bullet/number lists</li> <li>• captions</li> <li>• consistency with other business documents</li> <li>• page numbers</li> <li>• spacing</li> <li>• typeface styles and point size</li> </ul>
Data may include:	<ul style="list-style-type: none"> <li>• numbers</li> <li>• text</li> </ul>
Checking data may include:	<ul style="list-style-type: none"> <li>• accuracy of data</li> <li>• accuracy of formulae with calculator</li> <li>• ensuring instructions with regard to content and format have been followed</li> <li>• proofreading</li> <li>• spelling, electronically and manually</li> </ul>
Formatting may include:	<ul style="list-style-type: none"> <li>• alignment on page</li> <li>• efficiency of formulae</li> <li>• enhancements to format - borders, patterns and colors</li> <li>• enhancements to text</li> <li>• headers/footers</li> <li>• use of absolute and relative cell addresses</li> <li>• use of cell addresses in formulae</li> </ul>
Software functions may include:	<ul style="list-style-type: none"> <li>• adding/deleting columns/rows</li> <li>• formatting cells</li> <li>• formatting text</li> <li>• headers/footers</li> <li>• sizing columns/rows</li> <li>• using macros</li> <li>• utilizing shortcuts</li> </ul>
Formulae may include:	<ul style="list-style-type: none"> <li>• average</li> <li>• division</li> <li>• multiplication</li> <li>• percentage</li> <li>• subtraction</li> <li>• sum</li> <li>• combinations of above</li> </ul>

Printing may include:	<ul style="list-style-type: none"> <li>• charts</li> <li>• entire workbooks</li> <li>• selected data within a worksheet</li> <li>• worksheets</li> </ul>
Designated time lines may include:	<ul style="list-style-type: none"> <li>• organizational time line e.g. HRM requirements</li> <li>• time line agreed with internal/external client</li> <li>• time line agreed with supervisor/person requiring spreadsheet</li> </ul>
Naming and storing spreadsheet may include:	<ul style="list-style-type: none"> <li>• authorized access</li> <li>• file naming conventions</li> <li>• filing locations</li> <li>• organizational policy for backing up files</li> <li>• organizational policy for filing hard copies of spreadsheets</li> <li>• security</li> <li>• storage in electronic folders/sub-folders</li> <li>• storage on CD-ROM, USB, tape back-up, server</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• designing spreadsheets that address a range of data and organizational requirements</li> <li>• using software functions, graphics and support materials to create spreadsheets</li> <li>• knowledge of formatting requirements of workplace documents</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• formatting requirements of workplace documents</li> <li>• organizational guidelines on spreadsheet design and use</li> <li>• organizational requirements for ergonomic standards, work periods and breaks, and conservation techniques</li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• communication skills to clarify requirements of spreadsheet</li> <li>• editing and proofreading skills to check own work for accuracy against original</li> <li>• keyboarding skills to enter text and numerical data</li> <li>• literacy skills to read and understand organizational procedures, and to use basic models to produce a range of spreadsheets</li> <li>• Mathematical and statistical skills to use spreadsheet functions such as sum, counts and averages.</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>

Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting
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Occupational Standard: Human Resource Operation Level III	
Unit Title	Contribute to Effective Workplace Relationships
Unit Code	<a href="#">EIS HRO3 06 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to gather information and maintain effective working relationships and networks, with particular regard to communication and representation.

Elements	Performance Criteria
1. Seek, receive and communicate information and ideas	<p>1.1 <b>Information</b> associated with the achievement of work responsibilities is collected from appropriate <b>sources</b></p> <p>1.2 Ideas and information are communicated to <b>diverse audiences</b> in an appropriate and sensitive manner</p> <p>1.3 Contributions are sought from internal and external sources to develop and refine new ideas and approaches in accordance with organizational processes</p> <p>1.4 <b>Consultation processes</b> are facilitated to allow employees, contribute to issues related to their work, and promptly communicate outcomes of consultation to the work team</p> <p>1.5 Issues raised are promptly dealt and resolved, or referred to <b>relevant personnel</b></p>
2. Encourage trust and confidence	<p>2.1 People is treated with integrity, respect and empathy</p> <p>2.2 Effective relationships are encouraged within the framework of <b>the organization's social, ethical and business standards</b></p> <p>2.3 The trust and confidence of <b>colleagues and customers</b> are gained and maintained through competent performance</p> <p>2.4 Interpersonal styles and methods are adjusted in relation the to organization's social and cultural environment</p>
3. Identify and use networks and relationships	<p>3.1 <b>Workplace networks</b> are identified and utilized to help build relationships</p> <p>3.2 The value and benefits of networks and other work relationships are identified and described for the team and the organization</p>
4. Contribute to positive outcomes	<p>4.1 Difficulties are identified and action is taken to rectify the situation within own level of responsibility according to organizational and legal requirements</p> <p>4.2 Colleagues are supported in resolving work difficulties</p>

	<p>4.3 <b>Workplace outcomes</b> are regularly reviewed and improvements implemented in consultation with relevant personnel</p> <p>4.4 <b>Poor work performance</b> is identified and resolved within own level of responsibility and according to organizational policies</p> <p>4.5 Conflict is dealt constructively, within the organization's established processes</p>
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Variable	Range
Information may include:	<ul style="list-style-type: none"> <li>• archived, filed and historical background data</li> <li>• electronic or manual transmission</li> <li>• individual and team performance data</li> <li>• customer-related data</li> <li>• organization policies and procedures</li> <li>• planning and organizational documents including the outcomes of continuous improvement and quality assurance</li> <li>• written or verbal communications</li> </ul>
Sources of information may be:	<ul style="list-style-type: none"> <li>• external, such as: <ul style="list-style-type: none"> <li>➤ external customers</li> <li>➤ web based resources</li> <li>➤ reports</li> </ul> </li> <li>• internal, such as: <ul style="list-style-type: none"> <li>➤ supervisors, managers and peers</li> <li>➤ organization policies and procedures</li> <li>➤ workplace documents</li> </ul> </li> </ul>
Diverse audiences may include:	<ul style="list-style-type: none"> <li>• persons with specific social, cultural and other needs that require a range of strategies and approaches including adjusting communication</li> </ul>
Consultation processes may include:	<ul style="list-style-type: none"> <li>• feedback to the work team and relevant personnel in relation to outcomes of the consultation process</li> <li>• opportunity for employees to contribute ideas and information</li> </ul>
Relevant personnel may include:	<ul style="list-style-type: none"> <li>• HRM committees and HRM representatives</li> <li>• people with specialist responsibilities</li> <li>• supervisors, managers and other employees</li> <li>• Workers representative</li> </ul>
The organization's social, ethical and business standards may refer to:	<ul style="list-style-type: none"> <li>• implied standards such as honesty and respect relative to the organization culture and generally accepted within the wider community</li> <li>• rewards and recognition for high performing staff</li> <li>• standards expressed in legislation and regulations such as anti-discrimination legislation</li> <li>• written standards such as those expressed in: <ul style="list-style-type: none"> <li>➤ vision and mission statements</li> <li>➤ policies</li> <li>➤ code of workplace conduct/behavior</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ dress code</li> <li>➤ statement of workplace values</li> </ul>
Colleagues, and customers may include:	<ul style="list-style-type: none"> <li>• employees at the same level and more senior managers</li> <li>• internal and external contacts</li> <li>• people from a wide variety of social, cultural and ethnic backgrounds</li> <li>• team members</li> </ul>
Workplace networks may be:	<ul style="list-style-type: none"> <li>• formal or informal</li> <li>• individuals or groups</li> <li>• internal or external</li> <li>• structured or unstructured</li> </ul>
Workplace outcomes may include:	<ul style="list-style-type: none"> <li>• HRM processes and procedures</li> <li>• performance of the work team</li> </ul>
Poor work performance may relate to:	<ul style="list-style-type: none"> <li>• self or work team; or it may extend to the organization as a whole</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• using culturally appropriate communication techniques to share work-based information with teams and individuals in accordance with organization policies</li> <li>• developing networks and building team relationships</li> <li>• regularly reviewing workplace outcomes to identify and resolve issues and implement improvements within own level of responsibility and according to organizational policies</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• principles and techniques associated with relationship management, including: <ul style="list-style-type: none"> <li>➤ developing trust and confidence</li> <li>➤ behaving consistently in work relationships</li> <li>➤ identifying the cultural and social environment</li> <li>➤ identifying and assessing interpersonal styles</li> <li>➤ establishing networks</li> <li>➤ identifying and resolving problems</li> <li>➤ handling conflict</li> <li>➤ managing poor work performance</li> <li>➤ monitoring and improving work relationships</li> <li>➤ using anti-discrimination/bias strategies and making contributions</li> </ul> </li> <li>• relevant legislation from all levels of government that may affect business operation, especially in regard to: <ul style="list-style-type: none"> <li>➤ occupational health and safety and environmental issues</li> <li>➤ equal opportunity</li> <li>➤ organizational relations</li> <li>➤ anti-discrimination</li> </ul> </li> </ul>



Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• coaching and mentoring skills to provide support to colleagues</li> <li>• functional literacy skills to access and use workplace information</li> <li>• relationship management and communication skills to: <ul style="list-style-type: none"> <li>➤ interpret information from a variety of people</li> <li>➤ respond to unexpected demands from a range of people</li> <li>➤ gain the trust and confidence of colleagues</li> <li>➤ deal with people openly and fairly</li> <li>➤ forge effective relationships with internal and/or external people</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Operation Level III	
Unit Title	Write Simple Documents
Unit Code	<a href="#">EIS HRO3 07 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, draft and review a basic document before writing the final version.

Elements	Performance Criteria
1. Plan document	1.1 <b>Audience</b> and <b>purpose</b> for the document are determined 1.2 <b>Format</b> and <b>structure</b> are determined 1.3 Key points are established for inclusion 1.4 <b>Organizational requirements</b> are identified 1.5 <b>Method of communication</b> is established 1.6 <b>Means of communication</b> are established
2. Draft document	2.1 Draft document is developed to communicate key points 2.2 Any required additional information is obtained and included
3. Review document	3.1 Draft is checked for suitability of tone for audience, purpose, format and communication style 3.2 Draft is checked for readability, grammar, spelling, sentence and paragraph construction 3.3 Draft is checked for sequencing and structure 3.4 Draft is checked to ensure it meets organizational requirements 3.5 Ensure draft is proofread, where appropriate, by supervisor or colleague
4. Write final document	4.1 Necessary changes are made and proofread 4.2 Document is ensured to send to <b>intended recipient</b> 4.3 Copy of document is filed in accordance with organizational policies and procedures

Variable	Range
Audience may include:	<ul style="list-style-type: none"> <li>• internal and external customers</li> <li>• recipient/s who receive a copy for information</li> <li>• primary recipient/s of the communication</li> </ul>

Purpose may include:	<ul style="list-style-type: none"> <li>• clarification of issues</li> <li>• communication about meetings or events</li> <li>• information</li> <li>• minutes/outcomes of meetings</li> <li>• request for information, advice or assistance</li> <li>• statements of fact</li> <li>• straightforward advice</li> </ul>
Format may include:	<ul style="list-style-type: none"> <li>• email</li> <li>• forms</li> <li>• letters</li> <li>• memos</li> <li>• minutes of meetings</li> <li>• organizational templates or proformas for letters, memos or reports</li> <li>• tables</li> </ul>
Structure may include:	<ul style="list-style-type: none"> <li>• organization of the material to suit the format (e.g. scan ability for on-screen use)</li> <li>• treatment of attachments and hyperlinks</li> <li>• visual signposting of material, including use of headings, lists, keywords and text in boxes</li> </ul>
Organizational requirements may include:	<ul style="list-style-type: none"> <li>• house style requirements</li> <li>• identified authorities for signatories for correspondence/communications</li> <li>• protocols, both written and unwritten for the organization's internal and external communications</li> <li>• requirements for inclusive and non-discriminatory language and for adherence to copyright legislation</li> </ul>
Method of communication may include:	<ul style="list-style-type: none"> <li>• inclusive communication</li> <li>• use of active or passive voice</li> <li>• use of the appropriate register or style of language - formal, standard or informal</li> </ul>
Means of communication may include:	<ul style="list-style-type: none"> <li>• software packages such as MS Word, Excel, PageMaker, PowerPoint and templates</li> </ul>
Intended recipient may include:	<ul style="list-style-type: none"> <li>• audience for document</li> <li>• signatory of the document</li> <li>• supervisor or other staff member who may add to or forward document to another recipient</li> </ul>

### Evidence Guide

Critical Aspects of Competence	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• producing a range of documents that accurately convey required basic information</li> <li>• using formatting suitable for intended audience</li> <li>• knowledge of organizational policies and procedures for document production</li> </ul>
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Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• Basic grammar, spelling and punctuation.</li> <li>• communication protocols</li> <li>• how audience, purpose and method of communication influence tone</li> <li>• organizational policies and procedures for document production</li> <li>• resources to assist in document production, such as dictionary, thesaurus, templates, style sheets</li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to proofread and edit documents to ensure clarity of meaning and conformity to organizational requirements</li> <li>• problem-solving skills to determine document design and production processes</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Operation Level III	
Unit Title	Organize Workplace Information
Unit Code	<a href="#">EIS HRO3 08 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, Organize and apply workplace information in the context of an organization's work processes and knowledge management systems.

Elements	Performance Criteria
1. Collect and assess information	<p>1.1 Service <b>information</b> is assessed in accordance with <b>organizational requirements</b></p> <p>1.2 <b>Methods of collecting information</b> are ensured to be reliable and make efficient use of available time and resources</p> <p>1.3 Information is assessed for clarity, accuracy, and relevance to intended tasks</p> <p>1.4 <b>Interpersonal skills</b> are used to access relevant information from teams and individuals</p>
2. Organize information	<p>2.1 Information is organized in a <b>format</b> suitable for analysis, interpretation and dissemination in accordance with organizational requirements</p> <p>2.2 Appropriate <b>technology/systems</b> are used to maintain information in accordance with organizational requirements</p> <p>2.3 Information and materials are collated, and communicated to relevant <b>designated persons</b></p> <p>2.4 Difficulties organizing and accessing information are identified and solved collaboratively with individuals and team members</p> <p>2.5 Information is updated and stored in accordance with organizational requirements and systems</p>
3. Review information needs	<p>3.1 <b>Feedback</b> on clarity, accuracy and sufficiency of information is actively sought to ensure relevance of information and system</p> <p>3.2 The contribution of information is reviewed to decision making and implement appropriate modifications to collection processes</p> <p>3.3 Future information needs are identified and incorporated in modifications to collection processes</p> <p>3.4 Future information needs are documented and incorporated in modifications to reporting processes</p>

Variable	Range		
Information may include:	<ul style="list-style-type: none"> <li>• computer databases (e.g. library catalogue, customer records)</li> <li>• computer files (e.g. letters, memos and other documents)</li> <li>• correspondence (e.g. faxes, memos, letters, email)</li> <li>• forms (e.g. pension forms, membership forms)</li> <li>• personnel records (e.g. personal details, salary rates)</li> <li>• service targets</li> </ul>		
Organizational requirements may include:	<ul style="list-style-type: none"> <li>• code of conduct/code of ethics</li> <li>• information protocols</li> <li>• legal and organizational policies, guidelines and requirements</li> <li>• management and accountability channels</li> <li>• HRM policies, procedures and programs</li> <li>• procedures for updating records</li> <li>• quality assurance and/or procedures manuals</li> <li>• security and confidentiality requirements</li> </ul>		
Methods of collecting information may include:	<ul style="list-style-type: none"> <li>• checking research provided by others</li> <li>• checking written material including referrals and client files</li> <li>• classification tools</li> <li>• individual research</li> <li>• information from other organizations</li> <li>• interviews with colleagues/customers</li> <li>• observation and listening</li> <li>• previous file records</li> <li>• questioning (in person or indirect)</li> <li>• recruitment applications and other forms</li> </ul>		
Interpersonal skills may include:	<ul style="list-style-type: none"> <li>• consultation methods, techniques and protocols</li> <li>• networking</li> <li>• seeking feedback from group members to confirm understanding</li> <li>• summarizing and paraphrasing</li> <li>• using appropriate body language</li> </ul>		
Format may include:	<ul style="list-style-type: none"> <li>• adding headers and footers</li> <li>• incorporating graphics and pictures</li> <li>• inserting symbols</li> <li>• using legends</li> <li>• using a particular software application</li> <li>• using tables and charts</li> </ul>		
Technology may include:	<ul style="list-style-type: none"> <li>• answering machine</li> <li>• computer</li> <li>• email</li> <li>• fax machine</li> <li>• internet/extranet/intranet</li> <li>• photocopier</li> <li>• shredder</li> <li>• telephone</li> </ul>		
Systems may	<ul style="list-style-type: none"> <li>• management information systems</li> </ul>		
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include:	<ul style="list-style-type: none"> <li>• knowledge management systems</li> <li>• record management systems</li> </ul>
Designated persons may include:	<ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• committee</li> <li>• external agencies</li> <li>• line management</li> <li>• statutory/legal bodies</li> <li>• supervisors</li> </ul>
Feedback may include:	<ul style="list-style-type: none"> <li>• audit documentation and reports</li> <li>• comments from clients and colleagues</li> <li>• customer satisfaction questionnaires</li> <li>• quality assurance data</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• providing accurate information for defined purposes</li> <li>• systematic maintenance and handling of data and documents</li> <li>• using business technology to manage information</li> <li>• knowledge of relevant legislation</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➤ anti-discrimination legislation</li> <li>➤ ethical principles</li> <li>➤ codes of practice</li> <li>➤ privacy laws</li> <li>➤ HRM rules and regulations</li> </ul> </li> <li>• methods for checking validity of information and its sources</li> <li>• organizational recordkeeping/filing systems, security procedures and safe recording practices</li> <li>• policies and procedures relating to distribution of workplace information, and legal and ethical obligations</li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• analytical skills to classify and report information</li> <li>• literacy skills to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information</li> <li>• problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate</li> <li>• technology skills to display information in a format suitable to the target audience</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.</p>

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



Occupational Standard: Human Resource Operation Level III	
Unit Title	Promote Innovation in a Team Environment
Unit Code	<a href="#">EIS HRO3 09 0812</a>
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	<p>1.1 <b>What the team needs and wants to achieve</b> are evaluated and reflected</p> <p>1.2 <b>Information about current or potential team members' work</b> is checked out in the context of developing a more innovative team</p> <p>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</p> <p>1.4 The <b>different ways that different people may contribute</b> to building or enhancing the team are acknowledged, respected and discussed</p>
2. Organize and agree effective ways of working	<p>2.1 <b>Ground rules</b> are jointly established for how the team will operate</p> <p>2.2 Responsibilities are agreed and communicated in ways that encourage and reinforce <b>team-based innovation</b></p> <p>2.3 Tasks and activities are agreed and shared to ensure the best use of skills and abilities within the team</p> <p>2.4 Activities are planned and scheduled to allow time for thinking, challenging and collaboration</p> <p>2.5 Personal reward and stimulation are established as an integral part of the team's way of working</p>
3. Support and guide colleagues	<p>3.1 <b>Behavior that supports innovation</b> is modeled</p> <p>3.2 <b>External stimuli and ideas</b> are sought to feed into team activities</p> <p>3.3 Information, knowledge and experiences are pro-actively shared with other team members</p> <p>3.4 Ideas are challenged and tested within the team in a positive and collaborative way</p> <p>3.5 Ideas are pro-actively discussed and explored with other team members on an ongoing basis</p>

<p>4. Reflect on how the team is working</p>	<p>4.1 Activities and opportunities are de-briefed and reflected for improvement and innovation</p> <p>4.2 Feedback is gathered and used from within and outside the team to generate discussion and debate</p> <p>4.3 The <b>challenges of being innovative</b> are discussed in a constructive and open way</p> <p>4.4 Ideas are taken for improvement, and built into future activities and key issues are communicated to relevant colleagues</p> <p>4.5 Successes and examples of successful innovation are identified, promoted and celebrated</p>
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Variable	Range
<p>What the team needs and wants to achieve may relate to:</p>	<ul style="list-style-type: none"> <li>• addressing particular customer feedback</li> <li>• conceiving and implementing a particular project</li> <li>• developing new services</li> <li>• generating ongoing ideas within the work unit</li> <li>• improving budgetary performance</li> <li>• improving or changing work conditions</li> <li>• new ideas that impact beyond the workplace (e.g. that have a broader social or community impact)</li> </ul>
<p>Information about current or potential team members' work may relate to:</p>	<ul style="list-style-type: none"> <li>• interests</li> <li>• lifestyle preferences</li> <li>• past jobs</li> <li>• technical strengths</li> <li>• work preferences</li> <li>• working styles</li> </ul>
<p>Different ways that different people may contribute may relate to individual strengths around:</p>	<ul style="list-style-type: none"> <li>• creating positive energy within the team</li> <li>• fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication)</li> <li>• generating ideas</li> <li>• networks or spheres of influence</li> <li>• particular ways of thinking</li> <li>• powers of persuasion</li> <li>• problem-solving capacities</li> <li>• specific technical skills or knowledge</li> </ul>
<p>Ground rules may relate to:</p>	<ul style="list-style-type: none"> <li>• boundaries or lack of boundaries for team activities and ideas</li> <li>• confidentiality</li> <li>• copyright, moral rights or intellectual property</li> <li>• regularity of communication</li> <li>• key roles and responsibilities</li> <li>• timelines</li> <li>• ways of communicating</li> </ul>

Team-based innovation may be encouraged through:	<ul style="list-style-type: none"> <li>• accessing training and learning opportunities</li> <li>• enough but not too much guidance and structure</li> <li>• equitable sharing of workload</li> <li>• follow-through with ideas</li> <li>• supportive communication</li> </ul>
Behaviour that supports innovation may include being:	<ul style="list-style-type: none"> <li>• collaborative</li> <li>• equitable</li> <li>• fair</li> <li>• fun</li> <li>• hardworking</li> <li>• reflective</li> <li>• responsible</li> <li>• sympathetic</li> </ul>
External stimuli and ideas might be from:	<ul style="list-style-type: none"> <li>• colleagues outside of the team</li> <li>• family and friends</li> <li>• internet</li> <li>• journals</li> <li>• networks or technical experts</li> <li>• other organizations</li> </ul>
Challenges of being innovative may relate to:	<ul style="list-style-type: none"> <li>• budgetary or other resource constraints</li> <li>• competing priorities</li> <li>• organizational culture</li> <li>• problems with breaking old patterns of behavior or thinking</li> <li>• time pressures</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• active participation in a team where the team takes a proactive and considered approach to innovation and innovative practice</li> <li>• collaborative and open communication within the team</li> <li>• knowledge and understanding of the internal and external factors that contribute to a team becoming and remaining innovative</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• barriers to innovation that can occur within a team and broader barriers that sometimes hinder innovation</li> <li>• broad concepts of innovation including what innovation is, different types of innovation and the benefits of innovation</li> <li>• characteristics of teams that are more likely to be innovative and characteristics of broader environments that support and encourage innovation</li> <li>• different roles that people may play within a team, how this impacts on the way a team works and what it might achieve</li> <li>• group dynamics in a team</li> </ul>

Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• creative thinking skills to generate, explore, test and challenge ideas</li> <li>• learning skills to stretch boundaries of own knowledge and skills</li> <li>• literacy skills to analyze a wide range of information from varied sources</li> <li>• planning and organizational skills to participate in the effective allocation of work in a team context</li> <li>• problem-solving skills to work constructively to overcome issues and challenges of both a practical and conceptual nature and to make ideas become realities</li> <li>• self-management skills to take a pro-active team role and to reflect on own performance in modeling and encouraging behavior that supports innovation</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Operation Level III	
Unit Title	Support Operational Plan
Unit Code	<a href="#">EIS HRO3 10 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide support for operational practices and procedures within the organization's effective service and 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	<p>1.1 Details of <b>resource requirements</b> are collected, recorded and reported to <b>relevant personnel</b></p> <p>1.2 The <b>operational plan</b> contributes to the achievement of the organization's performance plan is ensured</p> <p>1.3 <b>Key performance indicators</b> are identified to measure own and work team's performance</p> <p>1.4 <b>Contingency planning</b> is undertaken as required</p> <p>1.5 The development and presentation of proposals are supported for resource requirements as required</p>
2. Assist in recruiting employees and acquiring resources	<p>2.1 Employee recruitment and/or induction are assisted as required, within <b>the organization's policies, practices and procedures</b></p> <p>2.2 Physical resources and services are acquired according to the organization's policies, practices and procedures and in consultation with relevant personnel</p>
3. Support operations	<p>3.1 <b>Performance systems and processes</b> are identified and utilized to assess team progress in achieving plans and targets</p> <p>3.2 Actual performance is compared with identified short-term budgets, targets and performance results</p> <p>3.3 Unsatisfactory performance is identified and reported to relevant personnel, to enable action to be taken to rectify the situation</p> <p>3.4 Coaching is provided to support individuals and teams to use resources effectively, economically and safely</p> <p>3.5 <b>Consultation processes</b> are supported for the development and/or variation of the operational plan as required</p> <p>3.6 Recommendations are presented for variation to operational</p>

	<p>plans to relevant personnel</p> <p><b>3.7 Performance systems, procedures and recording processes</b> are followed in accordance with organization requirements</p>
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Variable	Range
Resource requirements may include:	<ul style="list-style-type: none"> <li>• ordering necessary materials</li> <li>• stock requirements and requisitions</li> <li>• demand of resources</li> </ul>
Relevant personnel may include:	<ul style="list-style-type: none"> <li>• colleagues, supervisors and managers</li> <li>• HRM committees and other people with specialist responsibilities</li> <li>• specialist resource managers</li> <li>• workers representatives</li> <li>• other employees</li> </ul>
Operational plan may include:	<ul style="list-style-type: none"> <li>• organizational plans</li> <li>• Tactical plans developed by the department or section to detail service performance.</li> </ul>
Key performance indicators may refer to:	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Contingency planning may refer to:	<ul style="list-style-type: none"> <li>• contracting or outsourcing human resource and other functions or tasks</li> <li>• diversification of outcomes</li> <li>• increasing the rate of service delivery</li> <li>• recycling and re-use</li> <li>• restructuring of organization to reduce labor costs</li> <li>• risk identification, assessment and management processes</li> <li>• seeking further funding</li> <li>• strategies for reducing costs, wastage, stock or consumables</li> <li>• Succession planning.</li> </ul>
The organization's policies practices and procedures may include:	<ul style="list-style-type: none"> <li>• organizational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources</li> <li>• organizational culture</li> <li>• Standard Operating Procedures</li> <li>• Undocumented practices in line with organizational operations.</li> </ul>
Performance systems and processes may be:	<ul style="list-style-type: none"> <li>• formal or informal processes within the organization, such as: <ul style="list-style-type: none"> <li>➤ Key Performance Indicators (KPIs)</li> <li>➤ specified work outcomes</li> <li>➤ individual and team work plans</li> <li>➤ feedback arrangements</li> </ul> </li> <li>• Informal systems used in the place of existing organization-</li> </ul>

	wide systems.
Consultation processes may refer to:	<ul style="list-style-type: none"> <li>mechanisms used to provide feedback to the work team in relation to outcomes of consultation</li> <li>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.</li> </ul>
Performance systems, procedures and recording processes may include:	<ul style="list-style-type: none"> <li>databases and other recording mechanisms</li> <li>individual and team performance plans</li> <li>Organizational policies and procedures relative to performance.</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>sharing information with members of the work team about implementing and monitoring the operational plan</li> <li>assisting in planning resource acquisition and usage including human resources, risk management and contingency planning</li> <li>monitoring, analyzing and reporting individual and team performance against identified targets</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>principles and techniques of: <ul style="list-style-type: none"> <li>➤ short-term operational scheduling</li> <li>➤ physical resources and services acquisition procedures and/or systems</li> <li>➤ budget and performance figures interpretation</li> <li>➤ performance monitoring within defined job role</li> <li>➤ performance reporting</li> <li>➤ problem identification and resolution</li> <li>➤ alternative approaches to improving resource usage and eliminating resource inefficiencies and waste within defined job role</li> </ul> </li> <li>relevant legislation from all levels of government that may affect business operations, especially in regard to HRM and environmental issues, equal opportunity, organizational relations and anti-discrimination</li> <li>Support for individuals and teams who have difficulty in performing to the required standard.</li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>coaching and mentoring skills to provide support to colleagues</li> <li>functional literacy skills to access and use workplace information</li> <li>skills to:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ maintain a safe workplace and environment</li> <li>➤ access and use feedback to improve operational performance</li> <li>➤ prepare recommendations to improve operations</li> <li>➤ Access and use established systems and processes</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting



Occupational Standard: Human Resource Operation Level III	
Unit Title	Utilize a Knowledge Management System
Unit Code	<a href="#">EIS HRO3 11 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to access and uses a knowledge management system, to input into a knowledge management system, and to contribute to monitoring, reviewing and improving a knowledge management system and work practices.

Elements	Performance Criteria
1. Access and use knowledge management system	1.1 <b>Knowledge management system</b> is accessed to assist with specific tasks, in line with system <b>procedures</b> 1.2 System is administered in line with procedures
2. Input to knowledge management system	2.1 <b>Inputs</b> are gathered, analyzed and prepared for contribution to the system, in line with procedures 2.2 Inputs are checked for clarity, accuracy and relevance 2.3 Inputs are made to system, in line with procedures 2.4 Requirements of the system are analyzed and suggestions are ensured for improvements to be provided to <b>relevant personnel</b>
3. Review and improve work practices	3.1 Feedback about the clarity, accuracy and relevance of the system's output is provided to relevant personnel 3.2 Learning resulting from the use of the system is documented 3.3 Work practices are improved as a result of learning from the use of the system

Variable	Range
Knowledge management system may include:	<ul style="list-style-type: none"> <li>• planned and implemented system</li> <li>• policies</li> <li>• procedures and practices to manage knowledge within the organization and among relevant stakeholders</li> <li>• protocols</li> </ul>
Procedures may include:	<ul style="list-style-type: none"> <li>• accessible operating instructions</li> <li>• accessible user manuals</li> <li>• criteria established for selecting and filtering input to the system</li> <li>• related policies and procedures covering: <ul style="list-style-type: none"> <li>➤ consultation, participation, communication, and written and verbal reporting</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ documentation</li> <li>➤ data collection, storage and retrieval</li> <li>➤ privacy and confidentiality</li> <li>➤ quality</li> <li>➤ staff, professional development, training, and coaching and mentoring</li> <li>➤ work organization</li> </ul> <ul style="list-style-type: none"> <li>• templates for the collection of input to the system</li> </ul>
Inputs may be:	<ul style="list-style-type: none"> <li>• electronic</li> <li>• paper-based</li> <li>• verbal</li> </ul>
Relevant personnel may include:	<ul style="list-style-type: none"> <li>• managers, leaders, supervisors and coordinators</li> <li>• owners</li> <li>• staff, team members and colleagues</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Must demonstrate skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• making contributions to knowledge management system</li> <li>• records of outcomes resulting from the use of the system</li> <li>• knowledge of organizational policies and procedures for knowledge management</li> </ul>
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all forms of government that may affect aspects of HRM operations, such as: <ul style="list-style-type: none"> <li>➤ anti-discrimination</li> <li>➤ ethical principles</li> <li>➤ codes of practice</li> <li>➤ privacy laws</li> <li>➤ HRM rules and regulations</li> </ul> </li> <li>• organizational policies and procedures for knowledge management</li> <li>• other relevant organizational policies and procedures, for example: <ul style="list-style-type: none"> <li>➤ customer service</li> <li>➤ information management</li> <li>➤ records management</li> </ul> </li> </ul>
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• analytical skills to classify and report information</li> <li>• literacy skills to read and understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information</li> <li>• problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate</li> <li>• technology skills to display information in a format suitable to the target audience</li> </ul>
Resources	Access is required to real or appropriately simulated situations,

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

Occupational Standard: Human Resource Operation Level III	
Unit Title	Apply First Aid
Unit Code	<a href="#">EIS HRO3 12 0812</a>
Unit Descriptor	This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Elements	Performance Criteria
1. Assess the situation	<p>1.1 <b>Hazards</b> are identified, assessed and minimized in the situation that may pose a risk of injury or illness to self and others</p> <p>1.2 Immediate <b>risk</b> is minimized to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements</p> <p>1.3 Casualty is assessed and injuries, illnesses and conditions are identified</p>
2. Apply first aid procedures	<p>2.1 Information is calmly provided to reassure casualty, adopting a communication style to match the casualty's level of consciousness</p> <p>2.2 Available <b>resources and equipment</b> are used to make the casualty as comfortable as possible</p> <p>2.3 The casualty is responded in a culturally aware, sensitive and respectful manner</p> <p>2.4 The nature of casualty's injury/condition and relevant first aid procedures is determined and explained to provide comfort</p> <p>2.5 Consent is sought from casualty prior to applying first aid management</p> <p>2.6 <b>First aid management</b> is provided in accordance with <b>established first aid principles</b> and Ethiopian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements</p> <p>2.7 First aid assistance is sought from others in a timely manner and as appropriate</p> <p>2.8 First aid equipment is correctly operated as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures</p> <p>2.9 Safe manual handling techniques are used as required</p> <p>2.10 <b>Casualty's condition</b> is monitored and responded in</p>

	<p>accordance with effective first aid principles and procedures</p> <p>2.11 Casualty management is finalized according to casualty's needs and first aid principles</p>
3. Communicate details of the incident	<p>3.1 Ambulance support and/or appropriate medical assistance are requested according to relevant circumstances using relevant <b>communication media and equipment</b></p> <p>3.2 Assessment of casualty's condition and management activities are accurately conveyed to ambulance services /other emergency services/relieving personnel</p> <p>3.3 Reports are prepared as appropriate in a timely manner, presenting all relevant facts according to established procedures</p> <p>3.4 Details of casualty's physical condition, changes in conditions, management and response to management are accurately recorded in line with established procedures</p> <p>3.5 Confidentiality of records and information is maintained in line with privacy principles and statutory and/or organization policies</p>
4. Evaluate own performance	<p>4.1 Feedback is sought from <b>appropriate clinical expert</b></p> <p>4.2 The possible psychological impacts on rescuers of involvement is recognized in critical incidents</p> <p>4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs</p>

Variable	Range
A hazard is:	<ul style="list-style-type: none"> <li>• A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these</li> </ul>
Hazards may include:	<ul style="list-style-type: none"> <li>• Physical hazards</li> <li>• Biological hazards</li> <li>• Chemical hazards</li> <li>• Hazards associated with manual handling</li> </ul>
Risks may include:	<ul style="list-style-type: none"> <li>• Risks from equipment, machinery and substances</li> <li>• Risks from first aid equipment</li> <li>• Environmental risks</li> <li>• Exposure to blood and other body substances</li> <li>• Risk of further injury to the casualty</li> <li>• Risks associated with the proximity of other workers and bystanders</li> <li>• Risks from vehicles</li> </ul>

Resources and equipment are used appropriate to the risk to be met and may include:	<ul style="list-style-type: none"> <li>• AED</li> <li>• First aid kit</li> <li>• Auto-injector</li> <li>• Puffer/inhaler</li> <li>• Resuscitation mask or barrier</li> <li>• Spacer device</li> </ul>		
Established first aid principles include:	<ul style="list-style-type: none"> <li>• Preserve life</li> <li>• Prevent illness, injury and condition(s) becoming worse</li> <li>• Promote recovery</li> <li>• Protect the unconscious casualty</li> </ul>		
Casualty's condition is managed for:	<ul style="list-style-type: none"> <li>• Abdominal injuries</li> <li>• Airway obstruction</li> <li>• Allergic reactions</li> <li>• Altered and loss of consciousness</li> <li>• Bleeding</li> <li>• Burns - thermal, chemical, friction, electrical</li> <li>• Chest pain/cardiac arrest</li> <li>• Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations</li> <li>• Near drowning</li> <li>• Envenomation - snake, spider, insect and marine bites</li> <li>• Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke</li> <li>• Fractures</li> <li>• Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions</li> <li>• No signs of life</li> <li>• Poisoning and toxic substances (including chemical contamination)</li> <li>• Respiratory distress/arrest</li> <li>• Seizures</li> <li>• Shock</li> <li>• Stroke</li> <li>• Substance misuse - common drugs and alcohol, including illicit drugs.</li> </ul>		
Communication media and equipment may include but are not limited to:	<ul style="list-style-type: none"> <li>• Telephones, including landline, mobile and satellite phones</li> <li>• HF/VHF radio</li> <li>• Flags</li> <li>• Flares</li> <li>• Two way radio</li> <li>• Email</li> <li>• Electronic equipment</li> <li>• Hand signals</li> </ul>		
Appropriate clinical expert may include:	<ul style="list-style-type: none"> <li>• Supervisor/manager</li> <li>• Ambulance officer/paramedic</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Other medical/health worker</li> </ul>
Contextualization to address specific requirements may include:	<ul style="list-style-type: none"> <li>• Focus on first aid management of specific types of injury</li> <li>• First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)</li> </ul>
Vital signs include:	<ul style="list-style-type: none"> <li>• Consciousness</li> <li>• Breathing</li> <li>• Circulation</li> </ul>
Documentation may include:	<ul style="list-style-type: none"> <li>• Injury report forms</li> <li>• Workplace documents as per organization requirements</li> </ul>
Documentation may include recording:	<ul style="list-style-type: none"> <li>• Time</li> <li>• Location</li> <li>• Description of injury</li> <li>• First aid management</li> <li>• Fluid intake/output, including fluid loss via: <ul style="list-style-type: none"> <li>• blood</li> <li>• vomit</li> <li>• faeces</li> <li>• urine</li> </ul> </li> <li>• Administration of medication including: <ul style="list-style-type: none"> <li>• time</li> <li>• date</li> <li>• person administering</li> <li>• dose</li> </ul> </li> <li>• Vital signs</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<ul style="list-style-type: none"> <li>• Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit</li> <li>• Competence should be demonstrated working individually and, where appropriate, as part of a first aid team</li> <li>• Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting</li> <li>• Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines</li> </ul>
Underpinning Knowledge and Attitudes	<p>Working knowledge of:</p> <ul style="list-style-type: none"> <li>• basic principles and concepts underlying the practice of first aid</li> <li>• procedures for dealing with major and minor injury and illness</li> <li>• priorities of management in first aid when dealing with life threatening conditions</li> <li>• basic occupational health and safety requirements in the</li> </ul>

	<ul style="list-style-type: none"> <li>provision of first aid</li> <li>• infection control principles and procedures, including use of standard precautions</li> <li>• chain of survival</li> <li>• first Aiders' skills and limitations including when to use and when not to First aid management of: <ul style="list-style-type: none"> <li>➢ abdominal injuries</li> <li>➢ allergic reactions</li> <li>➢ altered and loss of consciousness</li> <li>➢ bleeding</li> <li>➢ burns - thermal, chemical, friction, electrical</li> <li>➢ cardiac arrest</li> <li>➢ casualty with no signs of life</li> <li>➢ chest pain</li> <li>➢ choking/airway obstruction</li> </ul> </li> <li>• injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations</li> <li>• envenomation - snake, spider, insect and marine bites</li> <li>• environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke</li> <li>• fractures</li> <li>• medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions</li> <li>• near drowning</li> <li>• poisoning and toxic substances (including chemical contamination)</li> <li>• respiratory distress</li> <li>• seizures</li> <li>• shock</li> <li>• stroke</li> <li>• substance misuse - common drugs and alcohol, including illicit drugs</li> <li>• Awareness of stress management techniques and available support</li> <li>• Social/legal issues: <ul style="list-style-type: none"> <li>• duty of care</li> <li>• need to be culturally aware, sensitive and respectful</li> <li>• importance of debriefing</li> <li>• confidentiality</li> <li>• own skills and limitations</li> </ul> </li> </ul>		
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• Conduct an initial casualty assessment</li> <li>• Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to</li> </ul>		
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	<p>contingencies in line with own skills</p> <ul style="list-style-type: none"> <li>• Demonstrate correct procedures for performing CPR using a manikin, including standard precautions</li> <li>• Apply first aid principles</li> <li>• Infection control, including use of standard precautions</li> <li>• Follow HRM guidelines</li> </ul> <p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• safe manual handling</li> <li>• consideration of the welfare of the casualty</li> <li>• ability to call an ambulance</li> <li>• site management to prevent further injury</li> <li>• Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions</li> <li>• Administer medication in line with state/territory regulations, legislation and policies</li> <li>• Prepare a written incident report or provide information to enable preparation of an incident report</li> <li>• Communicate effectively and assertively in an incident</li> <li>• Make prompt and appropriate decisions relating to managing an incident in the workplace</li> <li>• Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition</li> <li>• Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols</li> <li>• Evaluate own response and identify appropriate improvements where required</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Operation Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	<a href="#">EIS HRO3 13 0812</a>
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	<p>1.1 Efficiency and service levels are monitored on an ongoing basis.</p> <p>1.2 Operations in the workplace support overall enterprise goals and quality assurance initiatives.</p> <p>1.3 Quality <b>problems</b> and issues are promptly identified and adjustments are made accordingly.</p> <p>1.4 Procedures and systems are changed in consultation with colleagues to improve efficiency and effectiveness.</p> <p>1.5 Colleagues are consulted about ways to improve efficiency and service levels.</p>
2. Plan and organise workflow	<p>2.1 Current workload of colleagues is accurately assessed.</p> <p>2.2 Work is scheduled in a manner which enhances efficiency and customer service quality.</p> <p>2.3 Work is delegated to appropriate people in accordance with principles of delegation.</p> <p>2.4 Workflow is assessed against agreed objectives and timelines and colleagues are assisted in prioritisation of workload.</p> <p>2.5 Input is provided to appropriate management regarding staffing needs.</p>
3. Maintain workplace records	<p>3.1 <b>Workplace records</b> are accurately completed and submitted within required timeframes.</p> <p>3.2 Where appropriate completion of records is delegated and monitored prior to submission.</p>
4. Solve problems and make decisions	<p>4.1 Workplace problems are promptly identified and considered from an operational and customer service perspective.</p> <p>4.2 Short term action is initiated to resolve the immediate problem where appropriate.</p> <p>4.3 Problems are analysed for any long term impact and potential solutions are assessed and actioned in consultation with relevant colleagues.</p>

	<p>4.4 Where problem is raised by a team member, they are encouraged to participate in solving the problem.</p> <p>4.5 Follow up action is taken to monitor the effectiveness of solutions in the workplace.</p>
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Variables	Range
Problems	May include but not limited to: <ul style="list-style-type: none"> <li>• difficult customer service situations</li> <li>• equipment breakdown/technical failure</li> <li>• delays and time difficulties</li> <li>• competence</li> </ul>
Workplace records	May include but is not limited to: <ul style="list-style-type: none"> <li>• staff records and regular performance reports</li> </ul>

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• ability to effectively monitor and respond to a range of common operational and service issues in the workplace</li> <li>• understanding of the role of staff involved in workplace monitoring</li> <li>• knowledge of quality assurance, principles of workflow planning, delegation and problem solving</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• roles and responsibilities in monitoring work operations</li> <li>• overview of leadership and management responsibilities</li> <li>• principles of work planning and principles of delegation</li> <li>• typical work organization methods appropriate to the sector</li> <li>• quality assurance principles and time management</li> <li>• problem solving and decision making processes</li> <li>• industrial and/or legislative issues which affect short term work organization as appropriate to industry sector</li> </ul>
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> <li>• monitor and improve workplace operations</li> <li>• plan and organize workflow</li> <li>• maintain workplace records</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of	Competence may be assessed in the work place or in a simulated work place setting.

Assessment	
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Occupational Standard: Human Resource Operation Level III	
Unit Title	Apply Quality Control
Unit Code	<a href="#">EIS HRO3 14 0812</a>
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 <b>quality checked</b> against organization <b>quality standards</b> and specifications. 2.2 Service delivered are evaluated using the appropriate evaluation <b>quality parameters</b> 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: <ul style="list-style-type: none"> <li>• Check against design / specifications</li> <li>• Visual inspection and Physical inspection</li> </ul>
Quality standards	May include but not limited to: <ul style="list-style-type: none"> <li>• Materials</li> <li>• Components</li> <li>• Process</li> <li>• Procedures</li> </ul>
Quality parameters	May include but not limited to: <ul style="list-style-type: none"> <li>• Standard Design / Specifications</li> <li>• Material Specification</li> </ul>

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• Checked completed work continuously against organization standard</li> <li>• Identified and isolated faulty or poor service</li> <li>• Checked service delivered against organization standards</li> <li>• Identified and applied corrective actions on the causes of identified faults or error</li> <li>• Recorded basic information regarding quality performance</li> <li>• Investigated causes of deviations of services against standard</li> <li>• Recommended suitable preventive actions</li> </ul>
Underpinning Knowledge	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Relevant quality standards, policies and procedures</li> <li>• Characteristics of services</li> <li>• Safety environment aspects of service processes</li> <li>• Evaluation techniques and quality checking procedures</li> <li>• Workplace procedures and reporting procedures</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• interpret work instructions, specifications and standards appropriate to the required work or service</li> <li>• carry out relevant performance evaluation</li> <li>• maintain accurate work records</li> <li>• meet work specifications and requirements</li> <li>• communicate effectively within defined workplace procedures</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of	Competence may be assessed in the work place or in a

Assessment	simulated work place setting.
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Occupational Standard: Human Resource Operation Level III	
Unit Title	Lead Workplace Communication
Unit Code	<a href="#">EIS HRO3 15 0812</a>
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 <b>communication method</b> 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: <ul style="list-style-type: none"> <li>• Non-verbal gestures</li> <li>• Verbal</li> <li>• Face to face</li> <li>• Two-way radio</li> </ul>



	<ul style="list-style-type: none"> <li>• Speaking to groups</li> <li>• Using telephone</li> <li>• Written</li> <li>• Using Internet</li> <li>• Cell phone</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• Dealt with a range of communication/information at one time</li> <li>• Made constructive contributions in workplace issues</li> <li>• Sought workplace issues effectively</li> <li>• Responded to workplace issues promptly</li> <li>• Presented information clearly and effectively written form</li> <li>• Used appropriate sources of information</li> <li>• Asked appropriate questions</li> <li>• Provided accurate information</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Organization requirements for written and electronic communication methods</li> <li>• Effective verbal communication methods</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• Organize information</li> <li>• Understand and convey intended meaning</li> <li>• Participate in variety of workplace discussions</li> <li>• Comply with organization requirements for the use of written and electronic communication methods</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Human Resource Operation Level III	
Unit Title	Lead Small Teams
Unit Code	<a href="#">EIS HRO3 16 0812</a>
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	<p>1.1 <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b></p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement</p> <p>1.4 <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning process</p>
2. Foster individual and organizational growth	<p>2.1 Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of Competence standards</p> <p>2.2 <b>Learning delivery methods</b> are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3 Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4 Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>
3. Monitor and evaluate workplace learning	<p>3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements</p> <p>3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support</p> <p>3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning</p> <p>3.4 Records and reports of Competence are maintained within organizational requirement</p>

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

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

	<ul style="list-style-type: none"> <li>• Work experience and Involvement in professional networks</li> <li>• Conference/seminar attendance and induction</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• identified and implemented learning opportunities for others</li> <li>• gave and received feedback constructively</li> <li>• facilitated participation of individuals in the work of the team</li> <li>• negotiated learning plans to improve the effectiveness of learning</li> <li>• prepared learning plans to match skill needs</li> <li>• accessed and designated learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• coaching and mentoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques for eliciting and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• receive feedback and report, maintain effective relationships and conflict management</li> <li>• organize required resources and equipment to meet learning needs</li> <li>• provide support to colleagues</li> <li>• organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• facilitation skills to conduct small group training sessions</li> <li>• relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting

Occupational Standard: Human Resource Operation Level III	
Unit Title	Improve Business Practice
Unit Code	<a href="#">EIS HRO3 17 0812</a>
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 <b>Data required</b> for diagnosis is determined and acquired. 1.2 <b>Competitive advantage</b> of the business is determined from the data. 1.3 <b>SWOT analysis</b> of the data is undertaken.
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified. 2.2 <b>Key indicators</b> 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 <b>Organizational structures</b> are checked to ensure they are suitable.
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed. 4.2 Practice <b>objectives</b> are developed/ reviewed. 4.3 Target markets are identified/ refined. 4.4 <b>Market research data</b> is obtained. 4.5 <b>Competitor analysis</b> is obtained. 4.6 <b>Market position</b> is developed/ reviewed. 4.7 <b>Practice brand</b> is developed. 4.8 <b>Benefits</b> of practice/practice products/services are identified.

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

Variable	Range
Data required includes:	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• organization capability</li> <li>• appropriate business structure</li> <li>• level of client service which can be provided</li> <li>• internal policies, procedures and practices</li> <li>• staff levels, capabilities and structure</li> <li>• market, market definition</li> <li>• market changes/market segmentation</li> <li>• market consolidation/fragmentation</li> <li>• revenue</li> <li>• level of commercial activity</li> <li>• expected revenue levels, short and long term</li> <li>• revenue growth rate</li> <li>• break even data</li> <li>• pricing policy</li> <li>• revenue assumptions</li> <li>• business environment</li> <li>• economic conditions</li> <li>• social factors</li> <li>• demographic factors</li> <li>• technological impacts</li> <li>• political/legislative/regulative impacts</li> <li>• competitors, competitor pricing and response to pricing</li> <li>• competitor marketing/branding</li> <li>• competitor products</li> </ul>
Competitive advantage	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• services/products</li> </ul>

	<ul style="list-style-type: none"> <li>• fees</li> <li>• location</li> <li>• timeframe</li> </ul>
SWOT analysis	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• internal strengths such as staff capability, recognized quality</li> <li>• internal weaknesses such as poor morale, under-capitalization, poor technology</li> <li>• external opportunities such as changing market and economic conditions</li> <li>• external threats such as industry fee structures, strategic alliances, competitor marketing</li> </ul>
Key indicators	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• salary cost and staffing</li> <li>• personnel productivity (particularly of principals)</li> <li>• profitability</li> <li>• fee structure</li> <li>• client base</li> <li>• size staff/principal</li> <li>• overhead/overhead control</li> </ul>
Organizational structures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Legal structure (partnership, Limited Liability Company, etc.)</li> <li>• organizational structure/hierarchy</li> <li>• reward schemes</li> </ul>
Objectives should be 'SMART'	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• S: Specific</li> <li>• M: Measurable</li> <li>• A: Achievable</li> <li>• R: Realistic</li> <li>• T: Time defined</li> </ul>
Market research data	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• data about existing clients</li> <li>• data about possible new clients</li> <li>• data from internal sources</li> <li>• data from external sources such as: <ul style="list-style-type: none"> <li>➤ trade associations/journals</li> <li>➤ Yellow Pages small business surveys</li> <li>➤ libraries</li> <li>➤ Internet</li> <li>➤ Chamber of Commerce</li> <li>➤ client surveys</li> <li>➤ industry reports</li> <li>➤ secondary market research</li> </ul> </li> <li>• primary market research such as: <ul style="list-style-type: none"> <li>➤ telephone surveys</li> <li>➤ personal interviews</li> <li>➤ mail surveys</li> </ul> </li> </ul>

Competitor analysis	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• competitor offerings</li> <li>• competitor promotion strategies and activities</li> <li>• competitor profile in the market place</li> </ul>
Market position should include data on:	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• product</li> <li>• the good or service provided</li> <li>• product mix</li> <li>• the core product - what is bought</li> <li>• the tangible product - what is perceived</li> <li>• the augmented product - total package of consumer</li> <li>• features/benefits</li> <li>• product differentiation from competitive products</li> <li>• new/changed products</li> <li>• Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.)</li> <li>• Pricing objectives (profit, market penetration, etc.)</li> <li>• cost components</li> <li>• market position</li> <li>• distribution strategies</li> <li>• marketing channels</li> <li>• promotion</li> <li>• promotional strategies</li> <li>• target audience</li> <li>• communication</li> <li>• promotion budget</li> </ul>
Practice brand	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• practice image</li> <li>• practice logo/letter head/signage</li> <li>• phone answering protocol</li> <li>• facility decor</li> <li>• slogans</li> <li>• templates for communication/invoicing</li> <li>• style guide</li> <li>• writing style</li> <li>• AIDA (attention, interest, desire, action)</li> </ul>
Benefits	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• features as perceived by the client</li> <li>• benefits as perceived by the client</li> </ul>
Promotion tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• networking and referrals</li> <li>• seminars</li> <li>• advertising</li> <li>• press releases</li> <li>• publicity and sponsorship</li> <li>• brochures</li> </ul>



	<ul style="list-style-type: none"> <li>• newsletters (print and/or electronic)</li> <li>• websites</li> <li>• direct mail</li> <li>• telemarketing/cold calling</li> </ul>
Yield per existing client	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• raising charge out rates/fees</li> <li>• packaging fees</li> <li>• reduce discounts</li> <li>• sell more services to existing clients</li> </ul>

<b>Evidence Guide</b>			
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• ability to identify the key indicators of business performance</li> <li>• ability to identify the key market data for the business</li> <li>• knowledge of a wide range of available information sources</li> <li>• ability to acquire information not readily available within a business</li> <li>• ability to analyze data and determine areas of improvement</li> <li>• ability to negotiate required improvements to ensure implementation</li> <li>• ability to evaluate systems against practice requirements</li> <li>• and form recommendations and/or make recommendations</li> <li>• ability to assess the accuracy and relevance of information</li> </ul>		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• data analysis</li> <li>• communication skills</li> <li>• computer skills to manipulate data and present information</li> <li>• negotiation skills</li> <li>• problem solving</li> <li>• planning skills</li> <li>• marketing principles</li> <li>• ability to acquire and interpret relevant data</li> <li>• current product and marketing mix</li> <li>• use of market intelligence</li> <li>• development and implementation strategies of promotion and growth plans</li> </ul>		
Underpinning Skills	Demonstrates skill in: <ul style="list-style-type: none"> <li>• data analysis and manipulation</li> <li>• ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data</li> <li>• applying methods of selecting relevant key benchmarking indicators</li> <li>• communication skills</li> <li>• working and consulting with others when developing plans for the business</li> <li>• planning skills, negotiation skills and problem solving</li> <li>• using computers to manipulate, present and distribute information</li> </ul>		
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.		
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>		
Context of	Competence may be assessed in the work place or in a simulated work place setting.		
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Assessment	
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Occupational Standard: Human Resource Operation Level III	
Unit Title	Prevent and Eliminate MUDA
Unit Code	<a href="#">EIS HRO3 18 1012</a>
Unit Descriptor	This unit of competence covers the knowledge, skills and attitude required by a worker to prevent and eliminate MUDA/wastes in his/her their workplace. It covers responsibility for the day-to-day operation of the work and ensures Kaizen elements are continuously improved and institutionalized.

Elements	Performance Criteria
1. Prepare for work.	<p>1.1 Work instructions are used to determine job requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted following working manual.</p> <p>1.3 <b>OHS requirements</b>, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 Appropriate material is selected for work.</p> <p>1.5 <b>Safety equipment and tools</b> are identified and checked for safe and effective operation.</p>
2. Identify MUDA.	<p>3. Plan of MUDA identification is prepared and implemented.</p> <p>4. Causes and effects of MUDA are discussed.</p> <p>5. <b>Tools and techniques</b> are used to draw and analyze current situation of the work place.</p> <p>6. Wastes/MUDA are identified and measured based on <b>relevant procedures</b>.</p> <p>7. Identified and measured wastes are reported to relevant personnel.</p>
8. Eliminate wastes/MUDA.	<p>3. 1. Plan of MUDA elimination is prepared and implemented.</p> <p>3. 2. Necessary attitude and <b>the ten basic principles for improvement</b> are adopted to eliminate waste/MUDA.</p> <p>3. 3. Tools and techniques are used to eliminate wastes/MUDA based on the procedures and OHS.</p> <p>3. 4. Wastes/MUDA are reduced and eliminated in accordance with OHS and organizational requirements.</p> <p>3. 5. Improvements gained by elimination of waste/MUDA are</p>

	reported to relevant bodies.
9. Prevent occurrence of wastes/MUDA.	<p>4.1 Plan of MUDA prevention is prepared and implemented.</p> <p>4.2 Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement are discussed and prepared.</p> <p>4.3 Occurrences of wastes/MUDA are prevented by using <b>visual and auditory control methods</b>.</p> <p>4.4 Waste-free workplace is created using <b>5W and 1H</b> sheet.</p> <p>4.5 The completion of required operation is done in accordance with standard procedures and practices.</p> <p>4.6 The updating of standard procedures and practices is facilitated.</p> <p>4.7 The capability of the work team that aligns with the requirements of the procedure is ensured.</p>

Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances.</li> <li>• Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices.</li> <li>• Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization.</li> <li>• Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.</li> </ul>
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• dust masks / goggles</li> <li>• glove</li> <li>• working cloth</li> <li>• first aid</li> </ul>

	<ul style="list-style-type: none"> <li>• safety shoes</li> </ul>		
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Plant Layout</li> <li>• Process flow</li> <li>• Other Analysis tools</li> <li>• Do time study by work element</li> <li>• Measure Travel distance</li> <li>• Take a photo of workplace</li> <li>• Measure Total steps</li> <li>• Make list of items/products, who produces them and who uses them &amp; those in warehouses, storages etc.</li> <li>• Focal points to Check and find out existing problems</li> <li>• 5S</li> <li>• Layout improvement</li> <li>• Brainstorming</li> <li>• Andon</li> <li>• U-line</li> <li>• In-lining</li> <li>• Unification</li> <li>• Multi-process handling &amp; Multi-skilled operators</li> <li>• A.B. control (Two point control)</li> <li>• Cell production line</li> <li>• TPM (Total Productive Maintenance)</li> </ul>		
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Make waste visible</li> <li>• Be conscious of the waste</li> <li>• Be accountable for the waste.</li> <li>• Measure the waste.</li> </ul>		
The ten basic principles for improvement	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Throw out all of your fixed ideas about how to do things.</li> <li>• Think of how the new method will work- not how it won.</li> <li>• Don't accept excuses. Totally deny the status quo.</li> <li>• Don't seek perfection. A 50 percent implementation rate is fine as long as it's done on the spot.</li> <li>• Correct mistakes the moment they are found.</li> <li>• Don't spend a lot of money on improvements.</li> <li>• Problems give you a chance to use your brain.</li> <li>• Ask "why?" At least five times until you find the ultimate cause.</li> <li>• Ten people's ideas are better than one person's.</li> <li>• Improvement knows no limits.</li> </ul>		
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Visual and auditory control methods	May include but not limited to: <ul style="list-style-type: none"> <li>• Red Tagging</li> <li>• Sign boards</li> <li>• Outlining</li> <li>• Andons</li> <li>• Kanban, etc.</li> </ul>
5W and 1H	May include but not limited to: <ul style="list-style-type: none"> <li>• Who</li> <li>• What</li> <li>• Where</li> <li>• When</li> <li>• Why</li> <li>• How</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> <li>• discuss why wastes occur in the workplace</li> <li>• discuss causes and effects of wastes/MUDA in the workplace</li> <li>• analyze the current situation of the workplace by using appropriate tools and techniques</li> <li>• identify, measure, eliminate and prevent occurrence of wastes by using appropriate tools and techniques</li> <li>• use 5W and 1H sheet to prevent</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• Targets of customers and manufacturer/service provider</li> <li>• Traditional and kaizen thinking of price setting</li> <li>• Kaizen thinking in relation to targets of manufacturer/service provider and customer</li> <li>• value</li> <li>• The three categories of operations</li> <li>• the 3“MU”</li> <li>• waste/MUDA</li> <li>• wastes occur in the workplace</li> <li>• The 7 types of MUDA</li> <li>• The Benefits of identifying and eliminating waste</li> <li>• Causes and effects of 7 MUDA</li> <li>• Procedures to identify MUDA</li> <li>• Necessary attitude and the ten basic principles for improvement</li> <li>• Procedures to eliminate MUDA</li> </ul>

	<ul style="list-style-type: none"> <li>• Prevention of wastes</li> <li>• Methods of waste prevention</li> <li>• Definition and purpose of standardization</li> <li>• Standards required for machines, operations, defining normal and abnormal conditions, clerical procedures and procurement</li> <li>• Methods of visual and auditory control</li> <li>• TPM concept and its pillars.</li> <li>• Relevant Occupational Health and Safety (OHS) and environment requirements</li> <li>• Plan and report</li> <li>• Method of communication</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• draw &amp; analyze current situation of the work place</li> <li>• use measurement apparatus (stop watch, tape, etc.)</li> <li>• calculate volume and area</li> <li>• use and follow checklists to identify, measure and eliminate wastes/MUDA</li> <li>• identify and measure wastes/MUDA in accordance with OHS and procedures</li> <li>• use tools and techniques to eliminate wastes/MUDA in accordance with OHS procedure</li> <li>• apply 5W and 1H sheet</li> <li>• update and use standard procedures for completion of required operation</li> <li>• work with others</li> <li>• read and interpret documents</li> <li>• observe situations</li> <li>• solve problems</li> <li>• communicate</li> <li>• gather evidence by using different means</li> <li>• report activities and results using report formats</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.



Sector: Economic Infrastructure  
Sub-Sector: Business and Finance



