Federal Democratic Republic of Ethiopia
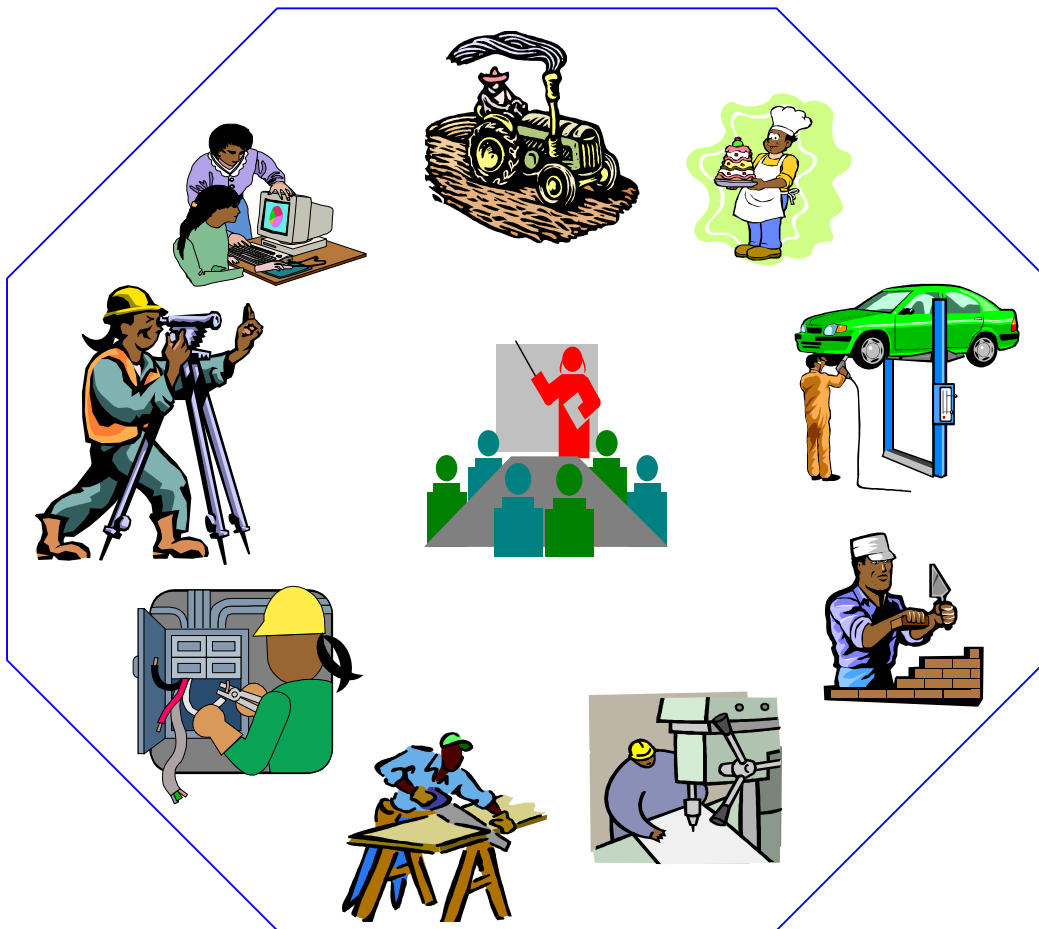OCCUPATIONAL STANDARD

HUMAN RESOURCE MANAGEMENT
NTQF Level V

Ministry of Education
August 2012

Introduction

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

The 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

UNIT OF COMPETENCE CHART

Occupational Standard: Human Resource Management
Occupational Code: EIS HRM5
NTQF Level V

<table>
<tr>
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EIS HRM5 01 0812
Manage Human
Resources Services

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EIS HRM5 02 0812
Manage Performance
Management Systems

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EIS HRM5 03 0812
Manage Workforce
Planning

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EIS HRM5 04 0812
Manage Diversity in the
Workplace

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EIS HRM5 05 0812
Manage Human
Resources
Management
Information Systems

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EIS HRM5 06 0812
Manage Remuneration
and Employee Benefits

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EIS HRM5 07 0812
Manage Recruitment,
Selection, Promotion
and Induction
Processes

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EIS HRM5 08 0812
Manage Separation or
Termination

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EIS HRM5 09 0812
Develop Workplace
Policy and Procedures
for Sustainability

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EIS HRM5 10 0812
Manage Project Quality

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EIS HRM5 11 0812
Facilitate and Capitalize
on Change and
Innovation

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EIS HRM5 12 0812
Establish and Conduct
Business Relationships

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EIS HRM5 13 1012
Manage Continuous
Improvement Process
(Kaizen)

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Occupational Standard: Human Resource Management Level V	
Unit Title	**Manage Human Resources Services**
Unit Code	**EIS HRM5 01 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and oversees and delivers human resources services. It is not specific to any given human resources function and deals with the coordination of services and approaches. This unit takes an overview of human resources services and includes business ethics.

Elements	Performance Criteria
1. Determine strategies for delivery of human resources services	1.1. Strategic and operational plans are analyzed to determine ***human resources requirements*** 1.2. Line and senior managers are consulted to identify human resources needs within their area 1.3. ***Options*** are developed for delivery of human resources services 1.4. Ensure options for human resources services are complied with ***legislative requirements and organizational policies*** 1.5. Strategies and action plans are developed and agreed for delivery of human resources services 1.6. Roles and responsibilities of human resources team and line managers are agreed and documented.
2. Manage the delivery of human resources services	2.1. Service agreements between the human resources team, service providers and client groups are developed and negotiated 2.2 Service specifications, performance standards and timeframes are documented and communicated. 2.3. Training support is identified and arranged if required 2.4. Monitoring of quality assurance processes is agreed and arranged 2.5. Ensure that services are delivered by appropriate providers in accordance with service agreements and operational plans 2.6. Underperformance of human resources team or service providers is identified and rectified

3. Evaluate human resources service delivery	3.1. Clients are surveyed to determine level of satisfaction
	3.2. On-going client feedback is captured for the review processes
	3.3. Feedback and surveys is analyzed and changes are recommended to service delivery
	3.4. Approvals are obtained to variations in service delivery from appropriate managers
4. Manage integration of business ethics in human resources practices	4.1. Personal behavior is ensured consistently ethical and reflects values of the organization
	4.2.Ensure that code of conduct is observed across the organization and that its expectations are incorporated in human resources policies and practices
	4.3. Confidentiality requirements are observed in dealing with all human resources information
	4.4. Unethical behavior is dealt promptly
	4.5. All human resources staff are ensured to be clear about ethical expectations of their behavior

Variable	Range
Human resources requirements may include:	• assessment and development centers • career management • competency development processes • counseling • discrimination, vilification and harassment advice • education and training programs • feedback • flexible work arrangements • induction and orientation programs • industrial relations advice • occupational health and safety (HRM) • personal and career development planning • rehabilitation and return to work • remuneration/benefits advice • self-analysis and self-assessment • staff selection • succession planning • tele-working procedures • workers compensation
Options will include:	• cost benefit analysis • risk Analyzes • recommendations to relevant groups and individuals - all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their

	implementation
Legislative requirements and organizational policies may include:	• award and enterprise agreements, and relevant organizational instruments • relevant industry codes of practice • relevant legislation from all levels of government that affects business operation, especially in regard to HRM and environmental issues, equal opportunity, organizational relations and anti-discrimination

Evidence Guide	
Critical Aspects of Competence	Must demonstrate skills and knowledge in: • demonstrated skills in planning and implementing a coordinated approach to human resources functions across the organization • demonstration of engaging key stakeholders, implementing methods for developing and monitoring human resources plans, and aligning human resources with broader business objectives • knowledge of relevant legislation
Underpinning Knowledge and Attitudes	Must demonstrate knowledge of: • human resources strategy and planning processes as they relate to business and operational plans • performance and contract management • relevant legislation which applies to human resources
Underpinning Skills	Must demonstrate skills to: • analytical and problem-solving skills to review business and operational plans and to develop and evaluate human resources strategies to support these plans • communication and negotiation skills to consult with key stakeholders across the organization and to ensure their support for human resources strategies • communication skills to manage service delivery • learning skills to see that performance is managed and skills are developed in a range of contexts
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: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Management Level V	
Unit Title	**Manage Performance Management Systems**
Unit Code	**EIS HRM5 02 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design, implement and oversee performance management systems. It includes developing and managing ongoing performance feedback strategies and conducting formal performance feedback meetings. The unit also includes specific intervention associated with under-performance or misconduct.

Elements	Performance Criteria
1. Develop performance management systems	1.1. Strategic and operational plans are analyzed to identify relevant policies and objectives for performance management system
	1.2. Designing methods and processes are assisted for line managers to develop key performance indicators for those reporting to them
	1.3. Organizational timeframes and processes are developed for formal performance management sessions
	1.4. Ensure performance management systems are developed to be flexible enough to cover the range of ***employment situations*** in the organization
	1.5. Key stakeholders are consulted about the system and agreed on its features
	1.6. Support is gained for the implementation of the performance management system
2. Implement performance management systems	2.1. Relevant groups and individuals are trained to monitor performance, ***performance gaps*** identified and talent managed
	2.2. Ensure that line managers are monitoring performance regularly and that ***intervention*** occurs are acknowledged to address poor performance and excellent performance
	2.3. Line managers have been worked, where necessary, to assist them to address poor performance according to organizational policies and legal requirements
	2.4. Line managers are supported to counsel and discipline employees who continue to perform below standard
	2.5. Support is provided to terminate employees who fail to respond to interventions, according to organizational protocols and legislative requirements

	2.6. Excellence is recognized according to organizational policy
	2.7. Recorded outcomes of performance management sessions are ensured to be accessible and stored according to organizational policy
3. Coordinate formal feedback processes	3.1. Performance feedback plans are developed by relevant managers or team leaders and lodged with human resources staff
	3.2. Training and assistance are provided to managers or team leaders participating in the feedback process
	3.3. Plans are agreed and signed for performance improvement and *individual learning and development*
	3.4. Processes are established to deal with problems or grievances that arise from the performance feedback
	3.5. Specialist advice on career development available to participants is made in the process
4. Coordinate individual or group learning development plans	4.1. *Appropriate providers* are contracted for performance development, as identified by the plans, according to organizational policy
	4.2. Learning and development plans are designed to contribute to the development of a learning organization
	4.3. Learning and development plans are delivered according to agreed timeframes and ensure they deliver specified outcomes
	4.4. Learning and development activities are monitored to ensure compliance with quality assurance standards
	4.5. Remedial action is negotiated with providers where necessary
	4.6. Reports are generated to advise appropriate managers on progress and success rates of activities
	4.7. All aspects of the performance management system are regularly evaluated and improved in keeping with organizational objectives and policies

Variable	Range
Employment situations may include:	• casual and contract work • full-time and part-time work • office and clerical • physical labor • processing • technical or scientific • Tele working

Performance gaps may include:	• costs above budget • disruptive conflict • external interference • failure to meet strategic or operational objectives • low or high turnover of labor • quality, HRM or environmental failure • work bans or go slow
Intervention may include:	• coaching • counseling • disciplining • giving praise • Recognizing good performance.
Individual learning and development may include:	• enhancement of knowledge • mentoring • personal development • project work • skills training • visits to other workplaces
Appropriate providers include:	• consultants • external and internal providers • trainers

Evidence Guide	

Critical Aspects of Competence	Must demonstrate skills and knowledge in:
	• development and implementation of:
	  ➢ a performance management system that aligns with a human resource strategy
	  ➢ a formal feedback process
	  ➢ individual or group learning development plans

Underpinning Knowledge and Attitudes	Must demonstrate knowledge of: • characteristics of a learning organization • equal employment opportunity, diversity and anti-discrimination policies and legislation • grievance procedures • models for giving feedback and options for skill development • options in the design of performance management and talent management systems • role of performance management in relation to broader human resources and business objectives
Underpinning Skills	Must demonstrate skills to: • analytical skills to ensure system is practical and gathers necessary information • communication and conflict-management skills to deal with grievances, disputes and disagreements that may arise • leadership skills to obtain support and endorsement of the performance management system across the organization

	• training, coaching, mentoring and facilitation skills using a range of methods to cater/accommodate for differences in learning styles, to ensure managers are competent to deliver the systems
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: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Management Level V	
Unit Title	**Manage Workforce Planning**
Unit Code	**EIS HRM5 03 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to plan workforce strategies to achieve organizational goals and objectives.
	It includes aligning workforce objectives with organizational plans, analysing labour market trends and predictions, and designing strategies and succession plans to ensure a competent and appropriately diverse workforce is available to meet anticipated changes.

Elements	Performance Criteria
1. Assess supply and demand	1.1. **Business plans** are reviewed to determine predicted areas of organizational growth and downsizing and associated labor requirements
	1.2. Existing workforce is analyzed to determine areas where there are excesses or shortages
	1.3. Organizational requirements are reviewed for **diversity** in the workforce
	1.4. Current workforce's capacity is analyzed to meet current and predicted demands for services
	1.5. Existing organizational structure and its strengths and shortcomings are considered in relation to foreseeable changes
	1.6. Current and predicted external labor supply **data**, and demographic and economic data are researched and reviewed, to forecast human resources supply
	1.7. Staffing budgets are reviewed to predict cost of workforce changes
2. Develop workforce objectives and strategies	2.1. **Objectives** are established for the modification to or retention of the workforce
	2.2. Objectives are defined to address areas with unacceptably high staff turnover
	2.3. Objectives are defined to retain required skilled labor
	2.4. Strategies are defined to source skilled labor
	2.5. Objectives and rationale are communicated to relevant stakeholders
	2.6. Agreement and endorsement are obtained for objectives

	and establish targets
	2.7. Contingency plans are developed to cope with extreme situations
3. Implement initiatives to support workforce planning objectives	3.1. Action is implemented to support agreed objectives for recruitment, training, redeployment and redundancy
	3.2. Strategies are developed and implemented to assist workforce to deal with organizational change
	3.3. *Succession planning* system is implemented to ensure desirable workers are developed and retained
	3.4. Programs are implemented to ensure workplace is an employer of choice
4. Monitor and evaluate workforce trends	4.1. Workforce plan is reviewed against patterns in exiting employee and workforce changes
	4.2. Labor supply trends are monitored for areas of over- or under-supply in the external environment
	4.3. Effects of labor trends on demand are monitored for labor
	4.4. *Organizational climate* is surveyed to gauge worker satisfaction
	4.5. Objectives and strategies are refined in response to internal and external changes and recommendations made in response to global trends or incidents
	4.6. Government policy on labor demand and supply is regularly reviewed
	4.7. Effectiveness of change processes is evaluated against agreed objectives

Variable	Range
Business plans	may also include: strategic or operational plans
Diversity	may include all kinds of differences the workforce, including: • age • cultural or linguistic background • gender • race • religious beliefs
Data	may include: • HR statistics • data on numbers of graduates or places in universities or the vocational education and training system • information from industry journals or professional associations • research reports

Objectives	may include: • becoming an employer of choice • specific objectives for the organization on recruitment, training, redeployment and redundancy • triple bottom line
Succession planning	refers to: • processes that ensure that preferred staff will stay with the organization
Organizational climate surveys	may include: • employee opinion surveys • employee satisfaction surveys • systems for checking how staff perceive the organization and its functioning

Evidence Guide	
Critical Aspects of Competence	Must demonstrate skills and knowledge in: • development of a workforce plan which includes relevant research and specific strategies to ensure access to a skilled workforce • knowledge of workforce demand and supply relevant to the specific industry or skill requirements for the organization
Underpinning Knowledge and Attitudes	Must demonstrate knowledge of: • current information about workforce supply that is relevant to the specific industry or skill requirements for the organization • organizational relations relevant to the specific industry • work force analysis and forecasting techniques
Underpinning Skills	Must demonstrate skills to: • communication and leadership skills to explain the need for change and to gain support for change • literacy skills to read and write reports and concise workforce plans • mathematical skills to work with data and predictions about labor supply information • analytical skills to review data according to the needs of the organization
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: • Interview / Written Test / Oral Questioning • Observation / Demonstration

Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Management Level V	
Unit Title	**Manage Diversity in the Workplace**
Unit Code	**EIS HRM5 04 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage diversity in the workplace. It covers implementing the organization's policy on diversity, fostering diversity within the work team, and promoting the benefits of a diverse workplace.

Elements	Performance Criteria
1. Implement diversity policy	1.1. ***Diversity*** policy is located and reviewed
	1.2. Application to the specific work context is determined
	1.3. ***Actions*** are instituted to ensure that the diversity policy is understood and implemented by relevant parties
	1.4. Feedback and suggestions are provided for improvement to ensure prevalence and efficacy of diversity policy
2. Foster respect for diversity in the work team	2.1. Own prejudices are addressed and respect is demonstrated for difference in personal interactions
	2.2. Diversity is aimed in selecting and recruiting staff
	2.3. ***Training needs*** are identified and addressed to address issues of difference in the team
	2.4. Tensions and encourage collaboration are managed and staff who struggle is respected to work effectively with difference
	2.5. Staff is assisted to see that working effectively with difference is a strength that can improve the organization's services and customer relations
	2.6. Allegations of harassment are managed and ***complaints*** addressed according to established organizational procedures
3. Promote the benefits of diversity	3.1. The organization's workforce diversity is promoted in ***internal and external forums*** to enhance the organizations image and reputation
	3.2. Ideas and information are captured from the diversity in the workforce to enhance services and contributed to competitive advantage
	3.3. Organizational efforts are supported to value diversity

Variable	Range

Diversity may relate to:	• any form of difference, such as:
	  ➢ ability, aptitude and disability
	  ➢ age
	  ➢ culture
	  ➢ ethnicity
	  ➢ gender
	  ➢ language
	  ➢ marital status or family arrangements
	  ➢ nationality
	  ➢ personality
	  ➢ race
	  ➢ religion

Actions may include:	• displaying policy on notice boards and other public areas • distributing copies of policy to staff • explaining policy to staff at meetings or other forums • reinforcing key messages from policy in supervisory discussions, performance appraisals or other interactions
Training needs may involve:	• cultural competency training • culturally-specific training • diversity training • equal opportunity training • ethics training • grievance management training • human rights training • recruitment and selection training • workplace bullying, discrimination or harassment training
Complaints may include:	• informal complaints that are managed within the workplace • formal complaints of discrimination or harassment to relevant state or territory anti-discrimination agencies under the federal anti-discriminatory rules
Internal and external forums may include:	• organizational meetings • conferences and seminars • newsletters and bulletins • professional networks • staff meetings • staff updates

Evidence Guide	
Critical Aspects of Competence	Must demonstrate skills and knowledge in: • demonstration of the application of diversity policy and the capacity to critically review a diversity policy • promotion of strategies to ensure that diversity is understood and respected in the work team • demonstration of compliance with protocols for handling complaints of bullying or harassment
Underpinning Knowledge and	Must demonstrate knowledge of: • formal and informal complaints procedures

Attitudes	• key features of relevant current legislation, such as:
	   ➢ Age Discrimination regulation
	   ➢ Disability Discrimination regulation
	   ➢ Racial Discrimination regulation
	   ➢ Sex Discrimination regulation
	   ➢ Human Rights and Equal Opportunity Commission regulation

Underpinning Skills	Must demonstrate skills to:
	• analytical skills to determine how to make intelligent applications of policy in the work context
	• communication skills to:
	   ➢ explain and promote the benefits of diversity
	   ➢ negotiate differences between staff
	   ➢ relate to people from a range of backgrounds
	• learning skills to:
	   ➢ assist people within the organization to understand the diversity policy, using different methods to cater/ accommodate for differences in learning styles
	   ➢ provide feedback and suggestions for improvement to the diversity policy
	   ➢ use ideas and information from the diversity in the workforce to contribute to the organization's competitive advantage
	   ➢ self-management, learning and development skills to reflect on and review own prejudices

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: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Management Level V	
Unit Title	**Manage Human Resources Management Information Systems**
Unit Code	**EIS HRM5 05 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage human resources information systems from the research and planning stages, through selection of appropriate systems, to implementation, ongoing review and system upgrades.

Elements	Performance Criteria
1. Identify human resources information requirements	1.1 **Information requirements** of users are collected and documented
	1.2 Communication processes are identified to support user needs
	1.3 Information requirements and communication processes are agreed with users and relevant managers
	1.4 **Draft information systems management plan** are developed with agreed review mechanisms, timeframe and criteria
	1.5 Information requirements are specified in a clear and concise manner
	1.6 Information requirements are ensured to be consistent with organizational objectives and policies
	1.7 Resources required to meet the information requirements are identified within budget parameters
2. Select human resources information management system	2.1 Selection criteria are agreed for the information management system with **relevant groups and individuals**
	2.2 Selection criteria are ensured for the system that has the capability to meet organization's objectives, policies and budget parameters
	2.3 Potential systems are evaluated against the criteria
	2.4 **Cost benefit** and **risk analysis** are undertaken in relation to the systems which meet the selection criteria
	2.5 Preferences are established for system and selection report is provided to senior managers
	2.6 Ensure that preferred system is capable of being customized to meet organization and user requirements
3. Implement	3.1 Implementation plan is developed with users, other

	human resources information system	relevant groups and individuals
		3.2 Implementation plan's roles and responsibilities are confirmed with individuals and groups involved
		3.3 Resources are assigned to meet implementation plan timeframe, quality and other objectives
		3.4 Implementation schedule is modified to resolve any problems arising
		3.5 Groups and individuals contribute are ensured to implementation in accordance with plan objectives
4.	Monitor and evaluate performance of human resources information system	4.1 Information system performance is monitored and performance reports are prepared
		4.2 Feedback is obtained from users about the system
		4.3 System performance is benchmarked against other systems, and latest trends and developments
		4.4 Performance gaps and current strategies are analyzed and improvements introduced

Variable	Range
Information requirements include:	- career development - employee relations and organizational relations - employee support - human resources development - legislative requirements - organizational development - performance management - recruitment, selection, promotion and induction - re-deployment of employees - termination of employees - workforce planning
Draft information systems management plan includes:	- proposed system objectives, methods of management, timeframes and other criteria - specification of system requirements for the purposes of selecting appropriate systems to manage the information
Relevant groups and individuals means:	all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation
Cost benefit analysis means:	calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action
Risk analysis means:	determination of the likelihood of a negative event preventing the organization meeting its objectives and the likely consequences of such an event on organizational performance

Evidence Guide	
Critical Aspects of Competence	Must demonstrate skills and knowledge in: • assessment of written reports on HRIS specification, selection and implementation • implementation plan for an HRIS and associated management skills to oversee transition and implementation of a new HRIS • knowledge of the types of HRIS available and their respective capabilities and limitations
Underpinning Knowledge and Attitudes	Must demonstrate knowledge of: • monitoring, measuring and evaluation techniques for a range of human resource management functions • procurement procedures, including preparation of a technical brief • types of HRIS that are available and their respective capabilities and limitations
Underpinning Skills	Must demonstrate skills to: • literacy skills to write specifications for systems • people management skills to work with contractors or staff who will be implementing the HRIS • planning and organizing skills to transition the HRIS • technology skills to ensure suitability of software for organizational requirements
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: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Management Level V	
Unit Title	**Manage Remuneration and Employee Benefits**
Unit Code	**EIS HRM5 06 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to implement an organization's remuneration and benefit plans. It incorporates all functions associated with remuneration, including packaging, salary benchmarking, market rate reviews, bonuses and the legislative aspects of remuneration and employee benefits.

Elements	Performance Criteria
1. Develop organization's remuneration strategy	1.1 Strategic and operational plans are analyzed to determine the scope of ***remuneration and benefits*** plans
	1.2 Research on current practice, recent developments and legislative parameters is undertaken for the remuneration strategy
	1.3 Options are developed for consideration by relevant managers
	1.4 Options showing the link to organizational strategic objectives are presented
	1.5 Ensure remuneration policies and incentive plans are agreed and recorded
	1.6 Ensure that organization is positioned as an ***employer of choice*** and regarded as a desirable workplace
2. Implement remuneration strategy	2.1 Occupational groups are researched to determine those which are organizational agreement based
	2.2 ***Market rates surveys*** are accessed or undertaken regularly to ensure the organization's required level of competitiveness for particular occupational groups is maintained
	2.3 Remuneration and benefits plans are aligned with performance management system
	2.4 Ensure that employees are received at least their minimum entitlements according to organizational policies and legal requirements
	2.5 Ensure ***salary packages*** are complied with organizational policies and legal requirements, including fringe benefits tax (FBT) and superannuation
	2.6 Ensure ***incentive arrangements***, if included, are complied with the organization's remuneration strategy

| 3. Review and update remuneration strategy | 3.1 Managers and employees are consulted about the effectiveness of the remuneration strategy |
| | 3.2 Strategy and plans are amended as necessary to meet organizational policies and legal requirements |

Variable	Range
Remuneration and benefits may include:	• allowances • annual leave • bonuses or incentives • competency-based progression • employee share plans • back payments • expense reimbursement • family and career's leave • flexible work arrangements • fringe benefits • leave without pay • long service leave • motor vehicle • salaries and wages • share options • sick leave • special leave • study leave • superannuation/ pension
Employer of choice may include:	• ability to attract and retain high performing staff • flexible and inclusive work environment supported by the chief executive officer and managers • policies and practices that discourage harassment or discrimination • reputation for good workplace relationships, a culture of trust and good pay and conditions • reputation for being fair, flexible, innovative and engendering employee engagement • training and development programs that encourage people to plan and follow a career pathway
Market rate surveys may include:	• data from remuneration specialists • general community surveys • organization salary benchmarking • surveys conducted by the organization

Salary packages:	• may include payment arrangement where the total remuneration and benefits payable to an employee are calculated as total cost of employment, including:
	  ➢ salary
	  ➢ allowances
	  ➢ motor vehicle

| | ➢ superannuation/pension
➢ fringe benefits
• do not include payroll tax or workers compensation insurance |
| Incentive arrangements may include: | • commission
• bonuses
• share plans
• share options
• gain sharing
• profit sharing |

Evidence Guide	
Critical Aspects of Competence	Must demonstrate skills and knowledge in: • compliance with the legal aspects of managing remuneration and benefits • application of remuneration strategies for different occupational groups and circumstances • application of awards and agreements to structure remuneration processes • application of the requirements of the Ethiopian Taxation Office in relation to income tax, superannuation reporting, FBT and bonus payments
Underpinning Knowledge and Attitudes	Must demonstrate knowledge of: • award structures for industrial agreements • ethical practices relating to remuneration and benefits strategies • leasing arrangements • models for bonus and incentive schemes, including gain sharing or profit sharing • relevant legislation, for example equal employment opportunity, diversity and anti-discrimination legislation • remuneration principles or models and strategies • requirements of the Ethiopian Taxation Office in relation to income tax, superannuation/pension reporting, FBT and bonus payments
Underpinning Skills	Must demonstrate skills to: • interpersonal skills to: ➢ communicate sensitively about remuneration ➢ observe confidentiality • numeracy and technology skills to: ➢ calculate costs to the organization ➢ graph salary costs ➢ link salaries to budgets ➢ research skills to determine appropriate models of remuneration and benefits for particular occupational groups and individuals
Resources	Access is required to real or appropriately simulated

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

Occupational Standard: Human Resource Management Level V	
Unit Title	**Manage Recruitment , Selection, Promotion and Induction Processes**
Unit Code	**EIS HRM5 07 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage all aspects of the recruitment selection, promotion and induction processes in accordance with organizational policies and procedures

Elements	Performance Criteria
1. Develop recruitment, selection, promotion, and induction, policies and procedures	1.1 Strategic and operational plans and policies are analyzed to identify relevant policies and objectives
	1.2 ***Recruitment***, ***selection, promotion and induction policies and procedures*** and supporting documents are developed
	1.3 Options are reviewed for technology to improve the efficiency and effectiveness of the recruitment and selection process
	1.4 Support for policies and procedures is obtained from senior managers
	1.5 Forms are trialed and support policies and procedures documented and necessary adjustments made
	1.6 Policies and procedures are communicated to relevant staff and training is provided if required
2. Recruit and select staff	2.1 Future human resources needs are determined in collaboration with ***relevant managers and sections***
	2.2 Ensure current position descriptors and person specifications for vacancies are used by managers and others involved in the recruitment, selection, promotion and induction processes
	2.3 Access is provided to training and other forms of support to all persons involved in the recruitment and selection process
	2.4 Ensure that ***advertising*** of vacant positions are complied with organizational policy and legal requirements
	2.5 ***Specialists*** are utilized where necessary
	2.6 ***Selection procedures*** are ensured in accordance with organizational policy and legal requirements
	2.7 Processes are ensured for advising applicants of selection outcome are followed

	2.8 Ensure that job offers and contracts of employment are executed promptly and that new appointments are provided with advice about salary, terms and conditions
3. Manage staff induction	3.1 Access is provided to training and ongoing support for all persons engaged in staff induction
	3.2 Check that induction processes are followed across the organization
	3.3 Oversee the management of probationary employees and provide them with feedback until their employment is confirmed or terminated
	3.4 Feedback is obtained from participants and relevant managers on the extent to which the induction process is meeting its objectives
	3.5 Refinements are made to induction policies and procedures

Variable	Range
Recruitment, selection, promotion and induction policies and procedures	may address: • application processing • competency profiling • documentation and use of standard forms • equal opportunity, anti-discrimination and diversity principles • interviewing methodologies • job analysis • job classifications, assessment centers • job description • job evaluation • privacy and confidentiality • probationary periods • psychometric assessment • recruitment advertising • reference checks • selection panels and their composition • the application of commercial software packages to improve efficiency in recruitment and selection processes • training for new staff • use of external agencies
Relevant managers and sections	includes: • those who have a role in the recruitment selection promotion or induction processes
Advertising	may occur through: • internal channels • internet

	- newspapers - radio - recruitment agencies or specialists - television
Specialists	may include: - recruitment agencies - remuneration specialists - staff who run security checks - vocational psychologists
Selection procedures	may include: - aptitude test or IQ tests - behavior in leaderless groups - demonstration of techniques or technical skills - interviews, including structured interviews, behavioral interviews or other interviewing methodologies - peer assessments - personality testing - psychometric testing - referee reports - use of an assessment centre - work samples

Evidence Guide	
Critical Aspects of Competence	Must demonstrate skills and knowledge in: - development of a policy and procedures framework for recruitment, selection, promotion and induction or critical analysis of an existing policy and procedures framework for recruitment, selection and induction - knowledge of relevant legislation
Underpinning Knowledge and Attitudes	Must demonstrate knowledge of: - concept of outsourcing - diversity, equal employment opportunity and anti-discrimination principles and associated legislation - employee contracts - industrial relations - recruitment and selection methods, including assessment centers - relevant legislation on equal opportunity, industrial relations and anti-discrimination - relevant terms and conditions of employment - understanding of psychometric and skills testing programs - workplace relations regulations, workplace relations legislation and other relevant legislation
Underpinning Skills	Must demonstrate skills to: - communication skills to liaise across the organization and to ensure that policies and procedures are well supported

	• leadership skills to engage others and to ensure that good processes are followed and supported • literacy skills to document clear policies and procedures and to develop proformas to support recruitment, selection, promotion and induction
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: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Management Level V	
Unit Title	**Manage Separation or Termination**
Unit Code	**EIS HRM5 08 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to deal with redeployment, resignation, retirement, dismissal and redundancy, including the conduct of exit interviews.

Elements	Performance Criteria
1. Develop policies and procedures for separation/termination of employment	1.1 **Research** is undertaken to determine features of best practice systems of **separation**/**termination** and the legal requirements
	1.2 Consultation with relevant managers prior to the introduction of new forms, procedures or systems is undertaken
	1.3 **Policies**, **procedures** and supporting documentation are developed for all forms of separation/termination
	1.4 **Procedures for dismissal** or termination respect employees are ensured, strict confidentiality is provided and complied with legislation
	1.5 Support is obtained for separation/termination policies and procedures from senior managers
	1.6 Policies and procedures and supporting documents are communicated to relevant personnel
	1.7 Feedback is used to make refinements to policies, procedures and supporting documents for separation and termination
2. Manage separation/termination processes	2.1 A **redundancy** or **redeployment** plan is developed
	2.2 Redundancies and redeployment are managed and relevant information about processes is provided so that work outcomes are not compromised
	2.3 Outplacement or other assistance is provided in accordance with organizational policies and legal requirements
	2.4 **Dismissals** are ensured for incapacity to perform or misconduct and complied with legislative and organizational requirements
	2.5 Ensure that human resources staff, managers and supervisors have necessary skills and knowledge to take disciplinary action
	2.6 Workforce data is reviewed for predicted numbers of people retiring and necessary plans are made

	2.7 Separation/termination procedures are reviewed regularly and improvements are evaluated and introduced
3. Manage exit interview process	3.1 Ensure that separating employees are offered the opportunity to participate in exit interviews
	3.2 Ensure that the process for exit interviews is clear and that staff are skilled to conduct them
	3.3 Ensure that data from exit interviews is recorded and depersonalized
	3.4 Data is analyzed from exit interviews to establish trends and patterns and improvements are introduced across the organization

Variable	Range
Research may include:	- database search - library search - use of consultants/specialists - visits to best practice organizations
Separation/termination may include:	- cessation of a casual labor agreement - conclusion of the employment contract by either party or both parties mutually - death - dismissal - expiry of a fixed term contract - redeployment - redundancy - resignation - retirement
Policies and procedures may address:	- discrimination - dismissal, including unlawful dismissal - entitlements - exit interviews - legislative requirements - redundancy and redeployment - resignation - rights of appeal - warning systems and grievances
Procedures for dismissal may include:	- counseling - due process (at least one opportunity for the employee to give an explanation of their continued incapacity or misconduct) - negotiation with employee and/or their representative - warnings (written and verbal)

Redundancy means:	• when an organization decides it has a job which it does not require to be done any more by either the present incumbent or someone else
Redeployment means:	• cessation of one contract of employment and its replacement with a new contract for a different position
Dismissal means:	• termination of the employee by the employer for misconduct or incapacity to perform the job
Exit interview means:	• formal standard interview conducted in accordance with organizational policy, to obtain information from an employee who is leaving their employment, about their employment experiences

Evidence Guide	
Critical Aspects of Competence	Must demonstrate skills and knowledge in: • development of policies and procedures to manage all aspects of separation and termination of employees OR critical analysis of an existing policy and procedures framework on separation and termination • knowledge of the legislative requirements for dismissal • skills in counseling employees in disciplinary proceedings, providing advice on termination and conducting exit interviews
Underpinning Knowledge and Attitudes	Must demonstrate knowledge of: • disciplinary procedures • employment contracts, and terms and conditions • procedures for dismissal, suspension, voluntary termination, retirement and redundancy • relevant state legislation on industrial relations, unlawful dismissal and grounds for dismissal • sexual harassment, discrimination, racial vilification policies and legislation
Underpinning Skills	Must demonstrate skills to: • analytical and organizational skills to work with data about trends and to plan for redeployment or redundancies • communication skills to support disciplinary processes and to see that employees are properly counseled; to conduct exit interviews; and to negotiate terms and conditions of separation/termination
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: • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Management Level V	
Unit Title	**Develop Workplace Policy and Procedures for Sustainability**
Unit Code	**EIS HRM5 09 0812**
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances.

Elements	Performance Criteria
1. Develop workplace sustainability policy	1.1 ***Scope*** of sustainability policy is defined
	1.2 Information is gathered from a range of ***sources*** to plan and develop policy
	1.3 ***Stakeholders*** are identified and consulted as a key component of the policy development process
	1.4 Appropriate ***strategies*** are included in policy at all stages of work for minimizing resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches
	1.5 Recommendations are made for policy options based on likely effectiveness, timeframes and cost
	1.6 Policy that reflects the organization's commitment is developed to sustainability as an integral part of business planning and as a business opportunity
	1.7 Appropriate methods of implementation are agreed
2. Communicate workplace sustainability policy	2.1 Workplace sustainability policy, including its expected outcome are promoted to key stakeholders
	2.2 Those involved in implementing the policy is informed as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1 Procedures are developed and communicated to help implement workplace sustainability policy
	3.2 Strategies are implemented for continuous improvement in resource efficiency
	3.3 Responsibility is established and assigned to use recording systems for tracking continuous improvements in sustainability approaches

Variable	Range

Scope of workplace sustainability policy may include:	• integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
	• meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  ➢ international
	  ➢ state/territory
	  ➢ industry
	  ➢ organization
	• parts of the organization to which it is to apply, including whether it is for the whole organization, one site, one work area or a combination of these

Sources may include:	• regulatory sources • relevant personnel • organizational specifications

Stakeholders may include:	• individuals and groups both inside and outside the organization who have some direct interest in the organization's conduct, actions, and services, including:
	  ➢ customers
	  ➢ employees at all levels of the organization
	  ➢ government
	  ➢ investors
	  ➢ local community
	  ➢ other organizations
	  ➢ regulators
	  ➢ suppliers
	• key personnel within the organization and specialists outside the organization who may have particular technical expertise

Strategies may include:	• promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques

Evidence Guide	
Critical Aspects of Competence	Must demonstrate skills and knowledge in: • candidate's involvement as a key person in planning, developing and implementing organizational policy and that the developed policy complies with legislative requirements • implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilizing the chosen benchmark indicators • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analyzing data on enterprise resource consumption

	- using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information - reviewing and improving policies by identifying improvements and benchmarking against organization's best practice and attempting new approaches continuously over time
Underpinning Knowledge and Attitudes	Must demonstrate knowledge of: - best practice approaches relevant to own work area - environmental or sustainability legislation, regulations and codes of practice applicable to industry and organization - equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed - policy development processes and practices - principles, practices and available tools and techniques of sustainability management relevant to the particular industry context - quality assurance systems relevant to own organization - relevant industry competency - relevant organizational policies, procedures and protocols - relevant systems and procedures to aid in the achievement of workplace sustainability
Underpinning Skills	Must demonstrate skills to: - communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy - literacy skills to read and evaluate complex and formal documents such as policy and legislation - problem solving skills to effectively manage different points of view and dissenting stakeholders - research, analytical and writing skills to research, analyze and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience
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: - Interview / Written Test / Oral Questioning - Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Management Level V	
Unit Title	**Manage Project Quality**
Unit Code	**EIS HRM5 10 0812**
Unit Descriptor	This unit specifies the outcomes required to manage quality within projects. It covers determining quality requirements, implementing quality assurance processes, and using review and evaluation to make quality improvements in current and future projects.

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

	3.2 Project outcomes are reviewed against performance criteria to determine the effectiveness of quality management processes and procedures
	3.3 Lessons learned and recommended *improvements* are identified, documented and passed on to a higher project authority for application in future projects

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

	team performance

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

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

Underpinning Skills	Demonstrate skills of: • ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities • project management • quality management • planning and organizing • communication and negotiation • problem-solving • leadership and personnel management • monitoring and review skills
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Human Resource Management Level V	
Unit Title	**Facilitate and Capitalize on Change and Innovation**
Unit Code	**EIS HRM5 11 0812**
Unit Descriptor	This unit specifies the outcomes required to plan and manage the introduction and facilitation of change; particular emphasis is on the development of creative and flexible approaches, and on managing emerging opportunities and challenges.

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

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

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

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

Occupational Standard: Human Resource Management Level V	
Unit Title	**Establish and Conduct Business Relationships**
Unit Code	**EIS HRM5 12 0812**
Unit Descriptor	This unit covers the skills, attitudes and knowledge required to manage business relationship with customers.

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

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

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

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

	• ability to build and maintain relationships to achieve successful business outcomes
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: • Operational knowledge of enterprise policies and procedures in regard to: ➢ customer service ➢ dealing with difficult customers ➢ maintenance of customer databases ➢ allocated duties/responsibilities ➢ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections • Basic operational knowledge of legislation and statutory requirements, including consumer law, trade practices and fair trading legislation • Basic operational knowledge of industry/workplace codes of practice in relation to customer service • negotiation and communication techniques appropriate to negotiations that may be of significant commercial value
Underpinning Skills	Demonstrate skills to: • Use workplace technology related to use of customer database • Collect, organize and understand information related to collating and analyzing customer information to identify needs • Communicate ideas and information • Plan and organize activities concerning information for database entries • Use mathematical ideas and techniques to plan database cells and size • Establish diagnostic processes which identify and recommend improvements to customer service
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Human Resource Management Level V	
Unit Title	**Manage Continuous Improvement Process (Kaizen)**
Unit Code	**EIS HRM5 13 1012**
Unit Descriptor	This unit describes the performance, outcomes, knowledge, attitude and skills required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted, rewarded and managed.

Elements	Performance criteria
1. Diagnose the current status.	1.1 ***Parameters*** used for study current situation are obtained.
	1.2 Internal and external environment is analyzed.
	1.3 Problems related to targeted environment is recognized and identified.
	1.4 Problems regarding to current situation are analyzed.
	1.5 Alternatives are generated.
	1.6 Best alternatives are selected.
2. Design an effective continuous improvement process (kaizen).	2.1 The values, mission and goals of kaizen management system are clarified.
	2.2 The ***kaizen management template*** and a visual management logo full of purpose and meaning are developed.
	2.3 A clear action strategy (master and detailed plans) is defined.
	2.4 The most effective and proven ***kaizen tools*** are chosen and applied.
	2.5 A practical way is identified to involve all employees in ***Gemba activities*** (top, middle and bottom).
3. Develop change capability.	3. 1. Kaizen Promotion Team Structure is developed.
	3. 2. The Kaizen Training Plan is defined and started.
	3. 3. Supervisors' kaizen capability and habits are developed.
	3. 4. Key people are developed in terms of ***Individual leadership capability***.
4. Implement improved processes.	4.1 ***Sustainability/continuous improvement*** are promoted as an essential part of doing business.
	4.2 Impacts of change and consequences are addressed for people, and transition plans implemented.
	4.3 Objectives, time frames, measures and communication plans are ensured in place to manage implementation.

	4.4 Contingency plans are implemented in the event of non-performance.
	4.5 Failure is followed-up by prompt investigation and analysis of causes.
	4.6 Emerging challenges and opportunities are managed effectively.
	4.7 Continuous improvement systems and processes are evaluated regularly.
	4.8 Improvements are communicated to all relevant groups and individuals.
	4.9 Opportunities are explored for further development of value stream improvement processes.
5. Establish direction and control.	5.1 A *system audit tool* is defined and implemented.
	5.2 The kaizen management system is deployed across all company levels and functions.
	5.3 Results are checked and corrections made.
	5.4 *Standard operating procedures* are developed and maintained.
	5.5 The recruit, training and evaluation systems are improved and *HR practices* compensated.

Range	Variables

Parameters	May include but not limited to:
	• Working condition
	• Resources may include:
	   ✓ Human
	   ✓ Material
	   ✓ Machine
	• Kaizen elements

Kaizen management template	May include but not limited to:
	• Visual management board for:
	   ✓ displaying characteristic figures, data and graphics
	   ✓ depicting and controlling processes
	   ✓ identifying and marking sources of risks, setting and standards
	   ✓ displaying company's values and goals of kaizen

Kaizen tools	May include but not limited to: • 5S (a visual workplace management) • 7 QC tools(Cause and Effect Diagram, Check Sheet , Pareto Diagram , Histogram, Scatter Diagram, Control Chart and Flow Chart) • Brainstorming • Basic Industrial Engineering (IE) tools such as time

	study, motion study, line balancing, work sampling
	• JIT(JUST IN TIME principles)
	• MUDA identification and elimination tools
	• Kanban
	• Poka-yoke
	• Takt- time
Gemba activities	May include but not limited to:
	• Value-adding activities to satisfy the customer
	• Employee autonomous operations (participating in team to identify nonconformity, propose solutions and implement them autonomously)
Individual leadership capability	May include but not limited to:
	• Personal and interpersonal skills
	• Courage
	• Honour and integrity
	• Energy and drive
	• Strategic skills
	• Operating skills
	• Organizational positioning skills
Sustainability/continuous improvement	May include but not limited to:
	• Improvements made by following PDCA (Plan, Do, Check and Act) cycle for:
	➢ Improvements in one's own work
	➢ Saving in energy, material and other resources
	➢ Improvements in the working environment
	➢ Improvements in machines and processes
	➢ Improvements in jigs and tools
	➢ Improvement in office work
	➢ Improvements in product quality
	➢ Ideas for new products
	➢ Customers services and customer relations
System audit tool	May include but not limited to:
	• 5S audit
	• Patrol system
	• Kaizen board
	• 5M check lists
	• Key Performance Indicators (KPIs)
Standard operating procedure	May include but not limited to:
	• Administrative standards for:
	➢ Managing the business
	➢ Administration
	➢ Personnel Guidelines
	➢ Job Descriptions
	➢ Guidelines for preparing cost information
	• Operation standards for:
	➢ Describing the way a job is done.

	➤ Help realising Quality, cost, delivery. ➤ Addressing the need to satisfy customers. ➤ Using the process that's the best. ➤ Producing work in the most cost effective manner. ➤ Assuring total quality for the customer.

HR practices	May include but not limited to:
	
	• Resources may include:
	  ➤ Recruit and retain high quality people with innovative skills and a good track, record in innovation
	• HR development is used for:
	  ➤ strategic capability and provide encouragement and facilities for enhancing innovating skills and enhancing the intellectual capital of the organization
	• Reward will:
	  ➤ Provide financial incentives and rewards and recognition for successful innovation

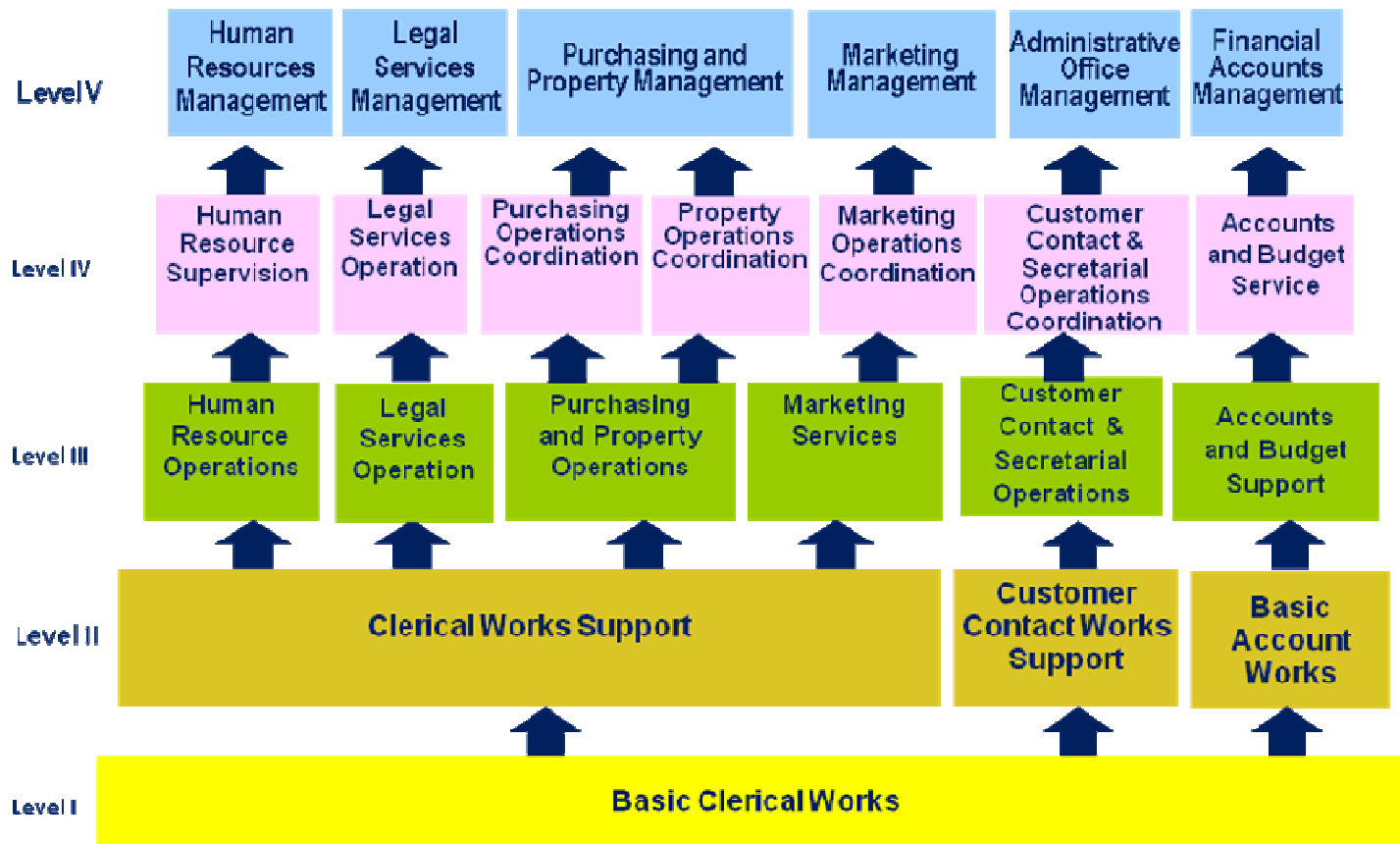| Evidence Guide	
Critical Aspects of Assessment	Demonstrates skills and knowledge competencies to: • Establish policy and cross-functional goals for kaizen • Deploy and implement goals as directed through policy deployment and cross-functional management. • Realize goals through deployment and audits. • Build systems, procedures, and structures conducive to kaizen. • Use kaizen in functional capabilities. • Introduce Kaizen as a corporate strategy • Provide support and direction between allocating resources • Establish, maintain and upgrade standards. • Make employees conscious through training programs. • Assist employees develop skills and tools for problem solving.

Underpinning Knowledge and Attitude	Demonstrates knowledge of:
	• Quality management and continuous improvement theories
	• creativity/innovation theories/concepts
	• competitive systems and practices tools, including:
	  ➤ 5S
	  ➤ JUST IN Time (JIT)
	  ➤ mistake proofing
	  ➤ process mapping
	  ➤ establishing customer pull
	  ➤ setting of KPIs/metrics
	  ➤ SOP
	  ➤ Kaizen elements/targets.
	  ➤ identification and elimination of waste/MUDA

	- continuous improvement processes including implementation, monitoring and evaluation strategies for a whole organization and its value stream - Difference between breakthrough improvement and continuous improvement - organizational goals, processes and structure - approval processes within organization - methods of determining the impact of a change - customer perception of value - Define, Measure, Analyze, Improve and Control (DMAIC) to sustain process
Underpinning Skills	Demonstrates Skills to: - Use leadership skills to foster a commitment to quality and openness to improvement. - Analyze training needs and implementing training programs - Prepare and maintain quality and audit documentation - Undertake self-directed problem solving and decision-making on issues of a broad and/or highly specialized nature and in highly varied and/or highly specialized contexts - Communicate at all levels in the organization and to audiences of different levels of literacy and numeracy - Analyze current state/situation of the organization. - Analyze individually and collectively the implementation of competitive systems and practices tools in the organization and determining strategies for improved implementation - Solve highly varied and highly specialized problems related to competitive systems and practices implementation and continuous improvement to root cause - Negotiate with stakeholders, where required, to obtain information required for implementation and refinement of continuous improvements, including management, unions, employees and members of the community. - Review relevant metrics, including all those measures which might be used to determine the performance of the improvement system, including: - Key Performance Indicators (KPIs) for existing processes - Quality statistics - Delivery timing and quantity statistics - Process/equipment reliability ('uptime')

Resources	Access is required to real or appropriately simulated

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

Sector: Economic Infrastructure
Sub-Sector: Business and Finance

Level V

| Human Resources Management | Legal Services Management | Purchasing and Property Management | Marketing Management | Administrative Office Management | Financial Accounts Management |

Level IV

| Human Resource Supervision | Legal Services Operation | Purchasing Operations Coordination | Property Operations Coordination | Marketing Operations Coordination | Customer Contact & Secretarial Operations Coordination | Accounts and Budget Service |

Level III

| Human Resource Operations | Legal Services Operation | Purchasing and Property Operations | Marketing Services | Customer Contact & Secretarial Operations | Accounts and Budget Support |

Level II

| Clerical Works Support | Customer Contact Works Support | Basic Account Works |

Level I

Basic Clerical Works

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