

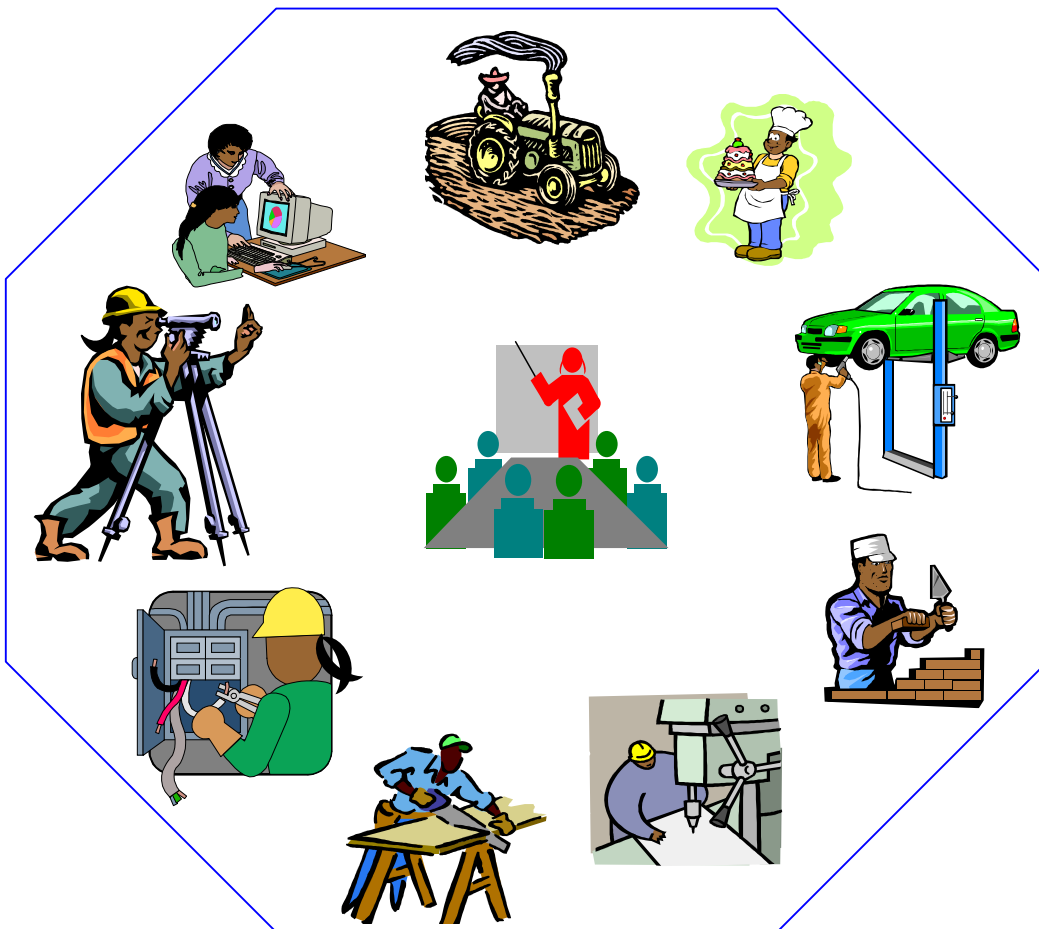


Federal Democratic Republic of Ethiopia

OCCUPATIONAL STANDARD

CLERICAL WORKS SUPPORT

NTQF Level II



*Ministry of Education
August 2012*

Introduction

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

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

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

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

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

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

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

- the chart with an overview of all Units of Competence for the respective occupation (Unit of Competence Chart) including the Unit Codes and the Unit of Competence titles
- the contents of each Unit of Competence – this includes further directions on the contents and format of the unit of competence
- 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: Clerical Works Support		
Occupational Code: EIS CWS		
<i>NTQF Level II</i>		
EIS CWS2 01 0812 Deliver a Service to Customers	EIS CWS2 02 0812 Process and Maintain Workplace Information	EIS CWS2 03 0812 Handle Mail
EIS CWS2 04 0812 Contribute to Workplace Innovation	EIS CWS2 05 0812 Produce Simple Word Processed Documents	EIS CWS2 06 0812 Communicate Electronically
EIS CWS2 07 0812 Identify Suitability for Micro Business	EIS CWS2 08 0812 Use Basic Clerical Support Technology	EIS CWS2 09 0812 Maintain Daily Financial/Basic Clerical Support Records
EIS CWS2 10 0812 Participate in Workplace Communication	EIS CWS2 11 0812 Work in Team Environment	EIS CWS2 12 0812 Develop Basic Clerical Support Practice
EIS CWS2 13 0812 Standardize and Sustain 3S		

Occupational Standard: Clerical Works Support Level II	
Unit Title	Deliver a Service to Customers
Unit Code	EIS CWS2 01 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to deliver all aspects of customer service at an introductory level. It includes creating a relationship with customers, identifying their needs, delivering services or products and processing customer feedback.

Elements	Performance Criteria
1. Establish contact with customers	<p>1.1 Customer is acknowledged and greeted in a professional, courteous and concise manner according to organizational requirements</p> <p>1.2 Personal dress and presentation are maintained in line with organizational requirements</p> <p>1.3 Customers are communicated using appropriate interpersonal skills to facilitate accurate and relevant exchange of information</p> <p>1.4 Sensitivity is maintained to customer specific needs and any cultural, family and individual differences</p> <p>1.5 Rapport/relationship is established with customer and a genuine interest in customer needs/requirements expressed</p>
2. Identify customer needs	<p>2.1 Appropriate questioning and active listening are used to determine customer needs</p> <p>2.2 Customer needs are assessed for urgency to identify priorities for service delivery</p> <p>2.3 Customer is provided with information about available options for meeting customer needs and customer is assisted to identify preferred option/s</p> <p>2.4 Personal limitations are identified in addressing customer needs and assistance is sought from designated persons where required</p>
3. Deliver service to customers	<p>3.1 Prompt customer service is provided to meet identified needs according to organizational requirements</p> <p>3.2 Information regarding problems and delays, and follow-up are provided within appropriate timeframes as necessary</p> <p>3.3 Customers are communicated in a clear, concise and courteous manner</p> <p>3.4 Opportunities are identified to enhance the quality of service and products, and take action to improve the service whenever possible</p>

4. Process customer feedback	<p>4.1 Customer feedback is promptly recognized and handled sensitively according to organizational requirements</p> <p>4.2 Any feedback and communication between customers and the organization are accurately recorded according to organizational standards, policies and procedures</p> <p>4.3 Any unmet customer needs are identified and suitability of other products/services is discussed</p> <p>4.4 Customers are supported to make contact with other services according to organizational policies and procedures</p>
------------------------------	---

Variable	Range
Customers	may include but not limited to: <ul style="list-style-type: none"> • contacts from other organizations • external customers • internal customers • members of the public • patients and service users
Organizational requirements	may include but not limited to: <ul style="list-style-type: none"> • access and equity principles and practice • anti-discrimination and related policy • following OHS procedures for dealing with customers • legal and organizational policies, guidelines and requirements • quality and continuous improvement processes and standards • quality assurance and/or procedures manual
Interpersonal skills	may include but not limited to: <ul style="list-style-type: none"> • listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer's message • using appropriate body language
Designated persons	may include but not limited to: <ul style="list-style-type: none"> • manager, supervisor or team leader • more experienced personnel with specific knowledge or information • staff from other work areas with particular product or service knowledge
Opportunities	May include but not limited: <ul style="list-style-type: none"> • advice about warranties, guarantees or support services • packaging options • pricing options • procedures for delivery of goods or service • provision of product knowledge • systems for recording complaints

Customer feedback	<p>may be about:</p> <ul style="list-style-type: none"> • damaged goods or delivery problems • delays • invoicing errors • quality of customer service • quality of service provision
-------------------	--

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstrating all stages of customer service interactions • responding to customer feedback • demonstrating a range of interpersonal skills • knowledge of relevant legislation
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government that may affect aspects of Basic Clerical Support operations, such as: <ul style="list-style-type: none"> ➤ ethical principles ➤ codes of practice ➤ occupational health and safety (OHS) ➤ organizational policies and procedures relating to customer service and the customer service process
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> • communication skills to convey meaning clearly, concisely and coherently • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • literacy skills to communicate with customers and to develop required product knowledge • numeracy skills to interpret customer requirements and to meet customer needs • problem-solving skills to deal with customer enquiries or complaints
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Clerical Works Support Level II	
Unit Title	Process and Maintain Workplace Information
Unit Code	EIS CWS2 02 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to collect, process, store and maintain workplace information and systems. It also includes the maintenance of filing and records systems.

Elements	Performance Criteria
1. Collect information	<p>1.1 Information is collected in a timely manner and ensured that it is relevant to organisational needs</p> <p>1.2 Basic clerical support equipment/technology available in the work area is used to effectively obtain information</p> <p>1.3 Organisational requirements relating to security and confidentiality are applied in handling information</p>
2. Process workplace information	<p>2.1 Basic clerical support equipment/technology is used to process information in accordance with organisational requirements</p> <p>2.2 Information is processed in accordance with defined timeframes, guidelines and procedures</p> <p>2.3 Information is updated, modified and filed in accordance with organisational requirements</p> <p>2.4 Information is collected and dispatched in accordance with specified timeframes and organisational requirements</p>
3. Maintain information systems	<p>3.1 Information and filing systems are maintained in accordance with organisational requirements</p> <p>3.2 Inactive or dead files are identified, removed and/or relocated in accordance with organisational requirements</p> <p>3.3 New files are established and assembled in accordance with organisational requirements</p> <p>3.4 Reference and index systems are updated in accordance with organisational requirements</p>

Variable	Range
Basic clerical Support equipment/technology	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • answering machine • binder • computer • fax machine • filing systems (manual/computerised/electronic) • photocopier • printer • telephone

Organizational requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • despatching and collecting procedures • legal and organizational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for deciding which records should be captured and filed • procedures for updating records • security procedures
Removing inactive or dead files	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • compressing computer files prior to archiving • periodically archiving or deleting files • transferring files at regular intervals or routinely checking for dead or inactive files • transferring records from the active filing system to secondary storage
Inactive or dead files	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • electronic (email, internet access, diskette, tape, CD-ROM) • microfilm • photographic material and printed material

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • applying organizational policies and procedures for collecting and processing workplace information • accuracy in recording and documenting information • correctly storing, classifying and maintaining documents and records
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government that may affect aspects of Basic Clerical Support operations, such as: <ul style="list-style-type: none"> ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ occupational health and safety • organizational policies and procedures relating to collecting and processing workplace information • organizational recordkeeping/filing systems and security procedures • organization's Basic Clerical Support and structure • range of filing systems including paper-based and software-based
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> • literacy skills to read and understand organization's recordkeeping and information systems(including classification systems), to follow sequenced written instructions and to comprehend/interpret nature of record content

	<ul style="list-style-type: none"> • numeracy skills to sequence and index files • planning skills to organise work priorities and arrangements • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate to maintaining workplace information
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Clerical Works Support Level II	
Unit Title	Handle Mail
Unit Code	EIS CWS2 03 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to receive and distribute incoming mail, and to collect and dispatch outgoing mail.

Elements	Performance Criteria
1. Receive and distribute incoming mail	<p>1.1 Ensure that incoming mail is checked and registered in accordance with organisational policies and procedures</p> <p>1.2 Titles and locations of company personnel and departments are identified</p> <p>1.3 Urgent and confidential mail is identified and distributed in accordance with organisational requirements</p> <p>1.4 Mail is sorted and despatched to nominated person/location in accordance with organisational requirements</p> <p>1.5 Damaged, suspicious or missing items are recorded and/or reported and appropriate action is taken in accordance with organisational policies and procedures</p>
2. Collect and dispatch outgoing mail	<p>2.1 Outgoing mail is collected, checked and sorted to ensure all items are correctly prepared for despatch in accordance with organisational policies and procedures</p> <p>2.2 Outgoing mail for despatch is recorded and processed in accordance with organisational requirements</p> <p>2.3 Mail is despatched to meet designated time lines</p>
3. Organise urgent and same day deliveries	<p>3.1 Delivery options are evaluated and best option is selected</p> <p>3.2 Items are prepared for urgent delivery in accordance with organisational requirements and carrier specifications</p> <p>3.3 Lodgement or pick up of emergency deliveries and follow-up are organised if necessary</p>

Variable	Range
Incoming mail	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • confidential/personal • electronic (e.g. faxes, emails to central address) • external • internal • journals/magazines • letters • paper-based • urgent and other forms of correspondence

Checking mail	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • enclosures • mail marked confidential, urgent or personal • mail sent express post or registered • mail that has been damage • mail that looks suspicious
Registering mail	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • assigning file number • addressee • condition of mail item (e.g. damaged, no return address) • contents e.g. cheque • date received • sender • subject
Urgent and confidential mail	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • immediate, hand delivery, express post, registered • separating and prioritising urgent mail
Sorting mail	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • adding a circulation slip • separating by order of importance for each individual • separating internal (organizational) mail and external mail • separating junk mail • separating urgent mail to be distributed first • sorting by departments • sorting by location • sorting by seniority of personnel • sorting invoices, cheques and accounts
Nominated person/location	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • administrative support person • department • individual addressee
Damaged, suspicious or missing items	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • mail exposed to weather (e.g. water damage from rain) • mail roughly handled (e.g. broken contents, torn address labels) • mail that looks like it has been interfered with (re-sealed mail) • mail that looks unusual • mail that makes noises • mail that smells strange • pilfered mail (contents may be missing, parcels slit open)
Appropriate action in relation to damaged, missing or suspicious items	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • immediately calling supervisor or security staff • contacting sender to ensure everything sent was received • filling out forms for sender's insurance company • negotiating replacement of missing or damaged items with sender • not touching or moving suspicious mail

Correctly preparing items for despatch	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • checking enclosures • checking letter and envelope are addressed to same person • checking the address is not obscured • checking letter has been signed • checking return address is included • checking address details and layout are correct • determining most appropriate carrier • ensuring correct requirements for chosen carrier are being followed • preparing bulk mail outs
Recording outgoing mail	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • electronic (specialist software, database, spreadsheet systems) • paper-based (mail book, form, file)
Processing mail for despatch	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • calculating and paying for postage • DX mail • registering mail
Processing in accordance with organizational requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • addressee/organization • appropriate carrier (courier, normal mail, express post) • date of despatch • receipts attached where appropriate • reference number • sender • sender's department
Delivery options	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • courier • express mail • overnight bag
Best option	<p>May include bit not limited to:</p> <ul style="list-style-type: none"> • cost • delivery location • nature of contents (bulky, fragile, confidential) • quantity of delivery items • time constraints

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • providing accurate information for defined purposes • systematic maintenance and handling of data and documents • using Basic Clerical Support technology to manage information • knowledge of relevant legislation
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government that may affect aspects of Basic Clerical Support operations, such as:

	<ul style="list-style-type: none"> ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety (OHS) • methods for checking validity of information and its sources • organisational recordkeeping/filing systems, security procedures and safe recording practices • policies and procedures relating to distribution of workplace information, and legal and ethical obligations
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> • analytical skills to classify and report information • 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 • problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate • technology skills to display information in a format suitable to the target audience
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Clerical Works Support Level II	
Unit Title	Contribute to Workplace Innovation
Unit Code	EIS CWS2 04 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to make a pro active and positive contribution to workplace innovation.

Elements	Performance Criteria
1. Identify opportunities to do things better	<p>1.1 Be aware of own role in workplace innovation.</p> <p>1.2 Opportunities for improvement are pro-actively identified in own area of work.</p> <p>1.3 Information which may be relevant to ideas and which might assist is gathered and reviewed in gaining support for ideas.</p>
2. Discuss and develop ideas with others	<p>2.1 People who could provide input into ideas are identified for improvements.</p> <p>2.2 The best way of approaching people is selected to begin sharing ideas.</p> <p>2.3 Feedback on improvement of ideas is sought, and options and possible variations are discussed and developed.</p> <p>2.4 Ideas are reviewed and selected for follow-up based on feedback and further review.</p>
3. Address the practicalities of change	<p>3.1 Action is taken to implement routine changes in consultation with others and within scope of own responsibility.</p> <p>3.2 Issues and practical processes are identified and articulated for implementing proposed ideas.</p> <p>3.3 Ideas and practical suggestions are presented to the appropriate people about how improvements could be made.</p>

Variable	Range
Own role	<p>may relate to:</p> <ul style="list-style-type: none"> • current organizational practice in relation to new ideas • knowledge of ways to suggest new ideas • scope of individual discretion and freedom in relation to new ideas • who needs to be involved in the process
Opportunities for improvement	<p>may relate to:</p> <ul style="list-style-type: none"> • changes in the physical work environment • different storage or maintenance procedures • different ways of communicating within the team • introduction of new technology • job role changes • new customer base

	<ul style="list-style-type: none"> • new work practices or services • staffing changes • work processes and procedures
Information which may be relevant to ideas	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • examples of similar approaches in other contexts or organizations • media articles about similar ideas • notes about how the idea could improve efficiency or service levels • pricing information
People who could provide input	<p>may include those who might:</p> <ul style="list-style-type: none"> • challenge and test the ideas • have supervisory or management responsibility • promote the ideas to others • provide technical knowledge • resource the ideas going forward • review any budgetary implications • work in the same area
Best way of approaching people	<p>may be influenced by:</p> <ul style="list-style-type: none"> • degree of formality required • location of people (e.g. may not be on-site) • need for any supporting documentation • time pressures and priorities
Feedback could be gained in a range of ways and	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • asking questions • talking to colleagues or supervisors • using brainstorming techniques • using 'what if' scenarios
Options and possible variations development	<p>may occur by:</p> <ul style="list-style-type: none"> • considering resources needed • considering time required • taking on board ideas from other people • thinking through all aspects of the ideas • whole new concepts that come out of discussions
Routine changes	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • adjustments to work practices with minimal impact on others or within a small team • changes that do not require management approvals • changes that have the support of management and for which authority is given for immediate action to be taken
Issues and practical processes	<p>may relate to:</p> <ul style="list-style-type: none"> • any approvals required • cost of implementation • internal politics • need for a planned communication approach (internal or external) • personalities and philosophies of others in the workplace • relationship of the idea to organization priorities

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • generation of practical ideas in response to a specific workplace situation • effective and open interaction with others to discuss and develop ideas • knowledge and understanding of the role of individuals in contributing to workplace innovation
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> • role and impact of innovation in the workplace at a practical operational level and the 'bigger picture' for innovation in the relevant work or community context • role of individuals in suggesting and making improvements and the importance of pro-active involvement • positive impacts and the challenges of change and innovation • types of changes that can occur as a result of effective individual participation • typical reasons why suggested improvements or innovations may not be implemented, including operational and management constraints • ways in which improvements and change can be suggested to maximise likelihood of support
Underpinning Skills	<p>Must demonstrate:</p> <ul style="list-style-type: none"> • communication skills to liaise with other team members, to discuss a range of ideas and to be open to different opinions • comprehension skills to review and interpret information from a wide range of sources • organizational skills to articulate practical processes and actions for change • problem-solving skills to identify and anticipate problems at a practical operational level and to develop possible solutions
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Clerical Works Support Level II	
Unit Title	Produce Simple Word Processed Documents
Unit Code	EIS CWS2 05 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents.

Elements	Performance Criteria
1. Prepare to produce documents	<p>1.1 Safe work practices are used to ensure ergonomic, work organisation, energy and resource conservation requirements are addressed</p> <p>1.2 Document purpose, audience and presentation requirements are identified, and clarified with relevant personnel as required</p> <p>1.3 Organisational and task requirements are identified for document layout and design</p>
2. Produce documents	<p>2.1 Document is formatted using appropriate software functions to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements</p> <p>2.2 System features are used to identify and manipulate screen display options and controls</p> <p>2.3 Manuals, user documentation and online help are used to overcome problems with document presentation and production</p>
3. Finalise documents	<p>3.1 Ensure final document is previewed, checked, adjusted and printed in accordance with organisational and task requirements</p> <p>3.2 Ensure document is prepared within designated time lines and organisational requirements</p> <p>3.3 Document is named and stored in accordance with organisational requirements and exit application without information loss/damage</p>

Variable	Range
Ergonomic requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position • lighting • noise minimisation • posture • screen position • workstation height and layout

Work organization requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
Conservation requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • disposing of non-confidential waste paper in recycling bins • double-sided paper use • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • agendas • briefing papers • envelopes • faxes • labels • letters • mail merges • memos • minutes • short reports • simple one-page flyers • standard form letters
Organizational requirements	<p>Must include but not limited to:</p> <ul style="list-style-type: none"> • company colour scheme • company logo • consistent corporate image • content restrictions • established guidelines and procedures for document production • house styles • observing copyright legislation organization name, time, date, document title, filename etc. in header/footer • templates
Formatting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • alignment on page • columns • company logo/letterhead • enhancements to format - borders, patterns and colours • enhancements to text - colour, size, orientation • headers/footers • margins • page orientation
Software functions	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • default settings • document protection • grammar check • headers/footers • indent

	<ul style="list-style-type: none"> • line spacing • page numbers • page set up • paragraph formatting • spell check • tabs • text formatting
Screen display options and controls	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • layout view • maximise/minimize • normal view • page view • print preview • ruler • toolbars and zoom percentage
Checking	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • accuracy of information • consistency of layout • ensuring instructions with regard to content and format have been followed • grammar • proofreading • spelling, electronically and manually
Printing	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • basic print settings • multiple copies • odd or even pages • print preview • printer setup • specified pages and whole document
Designated time lines	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • organizational time line e.g. deadline requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring document/s
Naming and storing documents	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • appropriate file type • authorised access • file names according to organizational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc • filing locations • organizational policy for backing up files • organizational policy for filing hard copies of documents • security • storage in folders/sub-folders • storage on hard/floppy disk drives, CD-ROM, tape back-up

Evidence Guide	
Critical aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> • knowledge of simple word processing functions, standard document layout and design principles • production of a minimum of three simple, word processed documents
Underpinning Knowledge and Attitudes	Must demonstrate knowledge of: <ul style="list-style-type: none"> • formatting styles and their effect on formatting, readability and appearance of documents • purpose, use and function of word processing software • organizational requirements for ergonomics, work periods and breaks, and conservation techniques • organizational style guide
Underpinning Skills	Must demonstrate skills to: <ul style="list-style-type: none"> • communication skills to clarify document requirements • editing and proofreading skills to check own work for accuracy • keyboarding skills to enter text and numerical data • literacy skills to read and understand organization's procedures, and to use basic models to produce a range of correspondence • problem-solving skills to solve routine problems
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Clerical Works Support Level II	
Unit Title	Communicate Electronically
Unit Code	EIS CWS2 06 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging.

Elements	Performance Criteria
1. Implement procedures to send and receive electronic mail	<p>1.1 Software is logged in for sending and receiving email in accordance with organisational requirements.</p> <p>1.2 Outgoing email is checked for accuracy and any required attachments are prepared, in accordance with organisational and service provider requirements.</p> <p>1.3 Urgent, confidential, personal, suspicious or potentially dangerous email is identified and appropriate actions are taken.</p> <p>1.4 Deal with returned email in accordance with organisational policies and procedures.</p>
2. Manage electronic mail	<p>2.1. Set security levels and/or filters for incoming email in accordance with organisational requirements.</p> <p>2.2. Create and maintain individual mailboxes in accordance with organisational requirements.</p> <p>2.3. Store email and/or attachments in accordance with organisational requirements.</p> <p>2.4. Empty inboxes and archive or permanently delete in accordance with organisational requirements.</p> <p>2.5. Prepare and maintain electronic mailing lists in accordance with organisational requirements.</p>
3. Collaborate online	<p>3.1 Identify software to be used in collaboration.</p> <p>3.2 Ensure online collaboration is undertaken in accordance with organisational policy, procedures and net etiquette (netiquette).</p> <p>3.3 Respond to posts or communications in accordance with agreed parameters, organisational requirements and netiquette.</p>

Variable	Range
Soft wares	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • mobile or wireless software applications: <ul style="list-style-type: none"> ➤ Personal Digital Assistants (PDA) ➤ mobile phones ➤ Text Messaging (SMS/TXT)

	<ul style="list-style-type: none"> ➤ multimedia messaging (MMS) ➤ Internet Relay Chat (IRC) • personal computer-based software applications: <ul style="list-style-type: none"> ➤ email applications ➤ web-based email services ➤ chat applications ➤ internet discussion groups/boards/chat rooms ➤ intranet discussion groups/boards/chat rooms
Organizational requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • carbon copies or blind carbon copies • concise, relevant subject line • electronic signature • form of address • formality/informality of language, tone and structure • including original message in the reply • length of emails (i.e. short and to the point) • net ethics • net etiquette(netiquette) • requesting read receipt • sender's name and address
Outgoing email	<p>may include checking:</p> <ul style="list-style-type: none"> • clarity of intended meaning • completeness • content • grammar • punctuation • recipient's address • spelling • structure
Attachments	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • PDFs • pictures • spreadsheets • word processed document • any electronic file
Suspicious or potentially dangerous email	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • attachments • email where sender is unknown, and subject line is enticing and/or personal (e.g. urging the receiver to open immediately) • particular file extensions • spam (unsolicited commercial email or junk email) • unsolicited email containing viruses
Dealing with returned email	<p>may include:</p> <ul style="list-style-type: none"> • checking email address • checking size of attachment/s • re-sending • sending message by other means e.g. facsimile, post • telephoning addressee

Storing email	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • email application software • paper-based filing system • specialised recordkeeping, spreadsheet or database software
Mailing lists	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • database or spreadsheet records • electronic address books • word processing tables or data files
Online collaboration	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • chat rooms • email communications • instant messaging • intranet
Net etiquette	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • accepted (not mandated) rules for being a good net citizen (netizen) • adjust to the style and tone of discussion groups • be forgiving of other's mistakes • do not abuse your power • if you would not do it in real life do not do it in cyberspace • keep flames under control (flaming is making personal attacks on others) • look good online (spelling, grammar, and have something worth saying) • protocols for discussion groups • remember you are dealing with real people not computers • respect copyright • respect other people's privacy • respect other's time and bandwidth • share expert knowledge

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • sending and receiving email for a range of purposes • attaching and removing documents to email • using software applications to collaborate online • knowledge of relevant legislation
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> • different methods of electronic communication • key provisions of relevant legislation from all forms of government that may affect aspects of Basic Clerical Support operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws and occupational health and safety
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> • communication skills to request advice, to receive feedback and to work with a team

	<ul style="list-style-type: none"> • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to draft simple correspondence • problem-solving skills to solve routine technology problems
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Clerical Works Support Level II	
Unit Title	Identify Suitability for Micro Business
Unit Code	EIS CWS2 07 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to set up a micro business.

Elements	Performance Criteria
1. Explore potential Basic Clerical Support ideas	<p>1.1. Products and services that are available are identified from local micro and small businesses</p> <p>1.2. Products and services that are not available locally are identified</p> <p>1.3. Opportunities are determined for new micro businesses based on gaps in the provision of goods and services</p> <p>1.4. A range of sources are identified and utilized to gather information about micro Basic Clerical Support opportunities identified</p> <p>1.5. The processes to be undertaken are outlined by the micro Basic Clerical Support to provide the products/services</p>
2. Compare personal skills and aspirations with micro Basic Clerical Support opportunities	<p>2.1. Personal reasons are identified for entering into a micro basic clerical support in realistic terms of own personal commitments, expectations and capabilities</p> <p>2.2. Personal capabilities are matched realistically with the identified basic clerical support opportunities</p> <p>2.3. Personal commitments, expectations and capabilities are examined to realistically identify impacts on the preferred basic clerical support opportunity</p> <p>2.4. Options are examined to address and minimize the negative impacts and strengthen the positive impacts of these issues</p>
3. Access Basic Clerical Support learning opportunities, mentoring and advice	<p>3.1. The skills and knowledge required are listed to develop and operate the basic clerical support opportunity</p> <p>3.2. Basic clerical support information and terminology are identified and interpreted</p> <p>3.3. Gaps in personal skills and knowledge which are needed are identified for the business</p> <p>3.4. Appropriate learning opportunities are identified to rectify gaps in personal skills and knowledge</p> <p>3.5. Potential mentors, advisers, networks and sources of assistance are identified for the business</p>

Variable	Range
Micro and small businesses	may include but not limited to: <ul style="list-style-type: none"> • community owned and/or run businesses • family owned and/or run businesses • franchise • government owned business • sole trader owned and/or run business • other such forms of small businesses which meet the accepted definition of a small business
Range of sources	may include but not limited to: <ul style="list-style-type: none"> • Ethiopian Central Statistics Authority • Basic Clerical Support advisors • Basic Clerical Support incubators • Basic Clerical Support people • business/trade associations • friends, family and community • government agencies • internet • market research publications • mentors • teachers
Personal commitments, expectations and capabilities	may include but not limited to: <ul style="list-style-type: none"> • community commitments and expectations • cultural values, behaviours and expectations • current and preferred lifestyle • customer expectations • family commitments and expectations • other Basic Clerical Support interests or employment • own financial background, commitments and aspirations • personal motivation and entrepreneurship • personal principles and ethics • time commitments and availability
Basic Clerical Support information and terminology	may include but not limited to: <ul style="list-style-type: none"> • terms frequently used in Basic Clerical Support such as: <ul style="list-style-type: none"> ➤ balance sheet ➤ cost ➤ liabilities ➤ margin ➤ mark-up ➤ pricing ➤ profit ➤ return and sales • information relating to businesses such as: <ul style="list-style-type: none"> ➤ compliance with legislation, regulations and codes of practice ➤ financial management ➤ marketing ➤ information technology (including e-business) ➤ production and quality assurance

Personal skills and knowledge	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • ability to prioritise obligations and commitments • communication skills both with own community and other communities • cultural knowledge and sensitivities • financial management skills and Basic Clerical Support knowledge • life skills (including assertiveness) • literacy and numeracy skills • time management • marketing and selling skills • planning skills • positive relationships with family, customers, suppliers, staff and community • self-promotion and self-image • specific industry and local knowledge
Learning opportunities	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • coaching, mentoring and/or supervision • courses • informal training • personal study • recognition of competence or skills recognition • work experience • workplace training

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • sound description of the potential micro Basic Clerical Support opportunity • clear description of own personal and Basic Clerical Support capabilities • effective matching of personal attributes with micro Basic Clerical Support opportunities and identification of personal development opportunities • knowledge of learning opportunities and sources of assistance for micro/small Basic Clerical Support operators
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> • characteristics of micro/small Basic Clerical Support and its environment • learning opportunities and sources of assistance for micro/small Basic Clerical Support operators • personal skills required for micro business • products and services that are available from local micro/small businesses and those that are not available
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> • analytical skills to prioritise micro Basic Clerical Support opportunities and to identify own skills gaps • communication skills to describe ideas, and own personal and life goals

	<ul style="list-style-type: none"> • literacy skills to record micro Basic Clerical Support opportunities, personal expectations, commitments and skills • research skills to investigate micro/small Basic Clerical Support products and services and the likely demand for products and services
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Clerical Works Support Level II	
Unit Title	Use Basic Clerical Support Technology
Unit Code	EIS CWS2 08 0812
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of Basic Clerical Support technology. This technology includes the effective use of computer software to organize information and data.

Elements	Performance Criteria
1. Select and use technology	<p>1.1. Appropriate technology and software applications are selected to achieve the requirements of the task</p> <p>1.2. Workspace, furniture and equipment are adjusted to suit user ergonomic requirements</p> <p>1.3. Technology are used according to organizational requirements and in a way which promotes a safe work environment</p>
2. Process and organize data	<p>2.1. Files and records are identified, opened, generated or amended according to task and organizational requirements</p> <p>2.2. Input devices are operated according to organizational requirements</p> <p>2.3. Data is stored appropriately and exit applications without damage to or loss of, data</p> <p>2.4. Manuals, training booklets and/or online help or help-desks are used to overcome basic difficulties with applications</p>
3. Maintain technology	<p>3.1. Used technology consumables are identified and replaced in accordance with manufacturer's instructions and organizational requirements</p> <p>3.2. Routine maintenance is carried out and/or arranged to ensure equipment is maintained in accordance with manufacturer's instructions and organizational requirements</p> <p>3.3. Equipment faults are identified accurately and action is taken in accordance with manufacturer's instructions or report fault to designated person</p>

Variable	Range
Technology	may include but not limited to: <ul style="list-style-type: none"> • computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives • photocopiers • shredders • binders • laminators and cutters
Software applications	may include but not limited to: <ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, accounting or presentation packages
Organizational requirements	may include but not limited to: <ul style="list-style-type: none"> • correctly identifying and opening files • legal and organization policies, guidelines and requirements • locating data • log-on procedures • manufacturer's guidelines • OHS policies, procedures and programs • saving and closing files • storing data
Input devices	may include but not limited to: <ul style="list-style-type: none"> • keyboard • mouse • numerical key pad and scanner
Storage of data	may include but not limited to: <ul style="list-style-type: none"> • appropriate storage/filing of hard copies of computer generated documents • storage in directories and sub-directories • storage on CD-ROMs, hard and floppy disk drives or back-up systems
Technology consumables	may include but not limited to: <ul style="list-style-type: none"> • back-up tapes • CD-ROM • floppy disks • print heads • printer ribbons and cartridges • toner cartridges • zip disks
Routine maintenance	may include but not limited to: <ul style="list-style-type: none"> • in-house cleaning and servicing of equipment according to manufacturer's guidelines • periodic servicing by qualified or manufacturer approved, technician

	<ul style="list-style-type: none"> • regular checking of equipment • replacing consumables
Identifying equipment faults	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • checking repairs have been carried out • encouraging feedback from work colleagues • keeping a log book of detected faults • preparing a maintenance program • regular back-ups of data • regular OHS inspections • routine checking of equipment

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • selection and application of appropriate equipment and software applications in relation to assigned task/s • access, retrieval and storage of required data • performance of basic maintenance on a range of office equipment
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of Basic Clerical Support operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation • ethical principles <ul style="list-style-type: none"> ➢ codes of practice ➢ privacy laws ➢ occupational health and safety (OHS) • organizational policies, plans and procedures, especially in regard to file-naming and storage conventions • organizational IT procedures including back-up and virus protection procedures • basic technical terminology in relation to reading help-files and manuals
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to follow written instructions • communication skills to request advice, to receive feedback and to work with a team • problem-solving skills to solve routine technology problems
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Clerical Works Support Level II	
Unit Title	Maintain Daily Financial/Basic Clerical Support Records
Unit Code	EIS CWS2 09 0812
Unit Descriptor	This unit covers the preparation and processing of routine financial documents.

Elements	Performance Criteria
1. Prepare and process invoices for payment to creditors and for debtors	1.1 Information from documents is identified, checked and recorded 1.2 All works are undertaken in accordance with organizational procedures, legislation and regulations 1.3 Documents are processed and recorded or transmitted to appropriate personnel
2. Prepare and process banking documents and petty cash documents	2.1 Documentation is completed in accordance with banking guidelines 2.2 Cheques and card vouchers are checked for validity before processing, where applicable 2.3 Banking documentation is reconciled with organization's financial records, where applicable 2.4 Deposits and withdrawals are accurately entered and balanced according to organizational procedures, where applicable
3. Process petty cash transactions	3.1 Any irregularities are referred to nominated person 3.2 Petty cash claims and vouchers are checked, processed and recorded and petty cash book is balanced according to organization's procedures
4. Process financial forms and applications	4.1 Invoices and related documents are filed for auditing purposes 4.2 Invoices are checked against source documents for accuracy 4.3 Any errors or inaccuracies are corrected 4.4 Invoices are prepared in accordance with organizational procedures

Variable	Range
Information	may include but not limited to: <ul style="list-style-type: none"> • names • addresses • amounts of money/figure • dates • account numbers/card numbers/cheque numbers
Documents	may include but not limited to: <ul style="list-style-type: none"> • application forms • claim forms • petty cash vouchers • invoices • purchase orders • receipts • credit notes • statements • deposit books • delivery dockets • remittance advice
Organizational procedures	may include but not limited to: <ul style="list-style-type: none"> • legal and organization policy and guidelines • procedures for entering and balancing deposits • procedures for checking validity of cheques and card vouchers • security procedures • cash handling procedures • Ethiopian Accounting and Auditing Standards
Legislation and regulations	may include but not limited to: <ul style="list-style-type: none"> • award and enterprise agreement • occupational health and safety (OH&S) legislation • privacy • equal employment opportunity (EEO) legislation • Anti-discrimination legislation
Appropriate personnel	may include but not limited to: <ul style="list-style-type: none"> • supervisor • manager • account department • accounts clerk • petty cash officer
Banking guidelines	may include but not limited to: <ul style="list-style-type: none"> • cash bundled • accurate forms • banking summary provided • banking electronically
Validity	may include but not limited to: <ul style="list-style-type: none"> • signature • dates • amounts

Banking documentation	<p>may include but not limited to:</p> <ul style="list-style-type: none"> • withdrawal forms • deposit slips/books • cheques
-----------------------	---

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate must be able to demonstrate accurate and timely preparation and processing of financial documents in accordance with the organization's policies and procedures.
Underpinning Knowledge and Attitudes	<p>Must demonstrate knowledge of:</p> <ul style="list-style-type: none"> • the organization's policies and procedures applying to financial documents • relevant legislation and codes, relating to the operation of a Basic Clerical Support and to the tasks undertaken • legislation relating to privacy and confidentiality • procedures for handling cheques, vouchers and cash • banking procedures and guidelines • methods of calculating and presenting financial data • the organization's software and technology used to record and transmit financial information
Underpinning Skills	<p>Must demonstrate skills to:</p> <ul style="list-style-type: none"> • calculation skills • ability to check accuracy of information (words and numbers) • attention to detail • ability to read and interpret financial data • communication skills • ability to relate to people from a range of social, cultural and ethnic backgrounds • ability to work to set timelines
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Clerical Works Support Level II	
Unit Title	Participate in Workplace Communication
Unit Code	EIS CWS2 10 0812
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

Elements	Performance Criteria
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning , active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time 2.2 Own opinions are clearly expressed and those of others are listened to without interruption 2.3 Meeting inputs are consistent with the meeting purpose and established protocols 2.4 Workplace interactions are conducted in a courteous manner 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6 Meetings outcomes are interpreted and implemented
3. Complete relevant work related documents	3.1 Range of forms relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Basic mathematical processes are used for routine calculations 3.4 Errors in recording information on forms/ documents are identified and properly acted upon 3.5 Reporting requirements to supervisor are completed according to organizational guidelines

Variable	Range
Appropriate sources	May include but not limited to: <ul style="list-style-type: none"> • Team members • Suppliers • Trade personnel • Local government • Industry bodies
Medium	May include but not limited to: <ul style="list-style-type: none"> • Memorandum • Circular • Notice • Information discussion • Follow-up or verbal instructions • Face to face communication
Storage	May include but not limited to: <ul style="list-style-type: none"> • Manual filing system • Computer-based filing system
Protocols	May include but not limited to: <ul style="list-style-type: none"> • Observing meeting • Compliance with meeting decisions • Obeying meeting instructions
Workplace interactions	May include but not limited to: <ul style="list-style-type: none"> • Face to face • Telephone • Electronic and two way radio • Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
Forms	May include but not limited to: <ul style="list-style-type: none"> • Personnel forms, telephone message forms, safety reports

Evidence Guide	
Critical Aspects of Competency	Demonstrates skills and knowledge to: <ul style="list-style-type: none"> • Prepare written communication following standard format of the organization • Access information using communication equipment • Make use of relevant terms as an aid to transfer information effectively • Convey information effectively adopting the formal or informal communication
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities

Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Follow simple spoken language • Perform routine workplace duties following simple written notices • Participate in workplace meetings and discussions • Complete work related documents • Estimate, calculate and record routine workplace measures • Do basic mathematical processes of addition, subtraction, division and multiplication • relate to people of social range in the workplace • Gather and provide information in response to workplace Requirements
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Clerical Works Support Level II	
Unit Title	Work in Team Environment
Unit Code	EIS CWS2 11 0812
Unit Descriptor	This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

Elements	Performance Criteria
1. Describe team role and scope	<p>1.1 The role and objective of the team are identified from available sources of information</p> <p>1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources</p>
2. Identify own role and responsibility within team	<p>2.1 Individual role and responsibilities within the team environment are identified</p> <p>2.2 Roles and responsibility of other team members are identified and recognized</p> <p>2.3 Reporting relationships within team and external to team are identified</p>
3. Work as a team member	<p>3.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives</p> <p>3.2 Effective and appropriate contributions are made to complement team activities and objectives, based on individual skills and competencies and workplace context</p> <p>3.3 Protocols are observed in reporting using standard operating procedures</p> <p>3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p>

Variable	Range
Role and objective of team	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Work activities in a team environment with enterprise or specific sector • Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
Sources of information	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Standard operating and/or other workplace procedures • Job procedures • Machine/equipment manufacturer's specifications and instructions • Organizational or external personnel

	<ul style="list-style-type: none"> • Client/supplier instructions • Quality standards • OHS and environmental standards
Workplace context	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Work procedures and practices • Conditions of work environments • Legislation and industrial agreements • Standard work practice including the storage, safe handling and disposal of chemicals • Safety, environmental, housekeeping and quality guidelines

Evidence Guide	
Critical aspects of competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Operate in a team to complete workplace activity • Work effectively with others • Convey information in written or oral form • Select and used appropriate workplace language • Followed designated work plan for the job • Report outcomes
Underpinning Knowledge and Attitude	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Communication process • Team structure • Team roles • Group planning and decision making
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • Communicate appropriately, consistent with the culture of the workplace
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Clerical Works Support Level II	
Unit Title	Develop Business Practice
Unit Code	EIS CWS2 12 0812
Unit Descriptor	This unit specifies the outcomes required to establish a business operation from a planned concept. It includes researching the feasibility of establishing a business operation, planning the setting up of the business, implementing the plan and reviewing operations once commenced.

Elements	Performance Criteria
1. Identify business opportunity	<p>1.1 Business opportunities are investigated and identified.</p> <p>1.2 Feasibility study is undertaken to determine likely business viability.</p> <p>1.3 Market research on product or service is undertaken.</p> <p>1.4 Assistance with feasibility study of specialist and relevant parties is sought as required.</p> <p>1.5 Impact of emerging or changing technology including e-commerce, on business operations is evaluated.</p> <p>1.6 Practicability of business opportunity is assessed in line with perceived risks, returns sought and resources available</p> <p>1.7 Business plan is completed for operation.</p>
2. Identify personal business skills	<p>2.1 Financial and business skills available are identified and taken into account when business opportunities are researched.</p> <p>2.2 Personal skills/attributes are assessed and matched against those perceived as necessary for a particular business opportunity.</p> <p>2.3 Business risks are identified and assessed according to resources available and personal preferences.</p>
3. Plan for establishment of business operation	<p>3.1 Business structure and operations are determined and documented.</p> <p>3.2 Procedures are developed and documented to guide operations.</p> <p>3.3 Financial backing is secured for business operation.</p> <p>3.4 Business legal and regulatory requirements are identified and complied.</p> <p>3.5 Human and physical resources required to commence business operation are determined.</p> <p>3.6 Recruitment strategies are developed and implemented.</p>
4. Implement establishment plan	<p>4.1 Marketing of business operation is undertaken.</p> <p>4.2 Physical and human resources are obtained to implement business operation.</p>

	<p>4.3 Operational unit is established to support and coordinate business operation.</p> <p>4.4 Monitoring process is developed and implemented for managing operation.</p> <p>4.5 Legal documents are carefully maintained and relevant records are kept and updated to ensure validity and accessibility.</p> <p>4.6 Contractual procurement rights for goods and services including contracts with relevant people, negotiated and secured as required in accordance with the business plan.</p> <p>4.7 Options for leasing/ownership of business premises identified and contractual arrangements are completed in accordance with the business plan.</p>
5. Review implementation process	<p>5.1 Review process for implementation of business operation is developed and implemented.</p> <p>5.2 Improvements in business operation and associated management process are identified.</p> <p>5.3 Identified improvements are implemented and monitored for effectiveness.</p>

Variable	Range
Business opportunities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • expected financial viability • skills of operator • amount and types of finance available • returns expected or required by owners • likely return on investment • finance required • lifestyle issues
Business viability	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • opportunities available • market competition • timing/ cyclical considerations • skills available • resources available • location and/ or premises available • risk related to a particular business opportunity, especially • in regard to Occupational Health and Safety and • environmental considerations
Specialist and relevant parties	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Chamber of commerce • Financial planners and financial institution representatives, business planning specialists and marketing specialists • accountants • lawyers and providers of legal advice • government agencies

	<ul style="list-style-type: none"> • industry/trade associations • online gateways • business brokers/business consultants
Personal skills/attributes	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • technical and/ or specialist skills • business knowledge and skills • entrepreneurship • willingness to take risks
Business risks	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • occupational health and safety and environmental considerations • relevant legislative requirements • security of investment • market competition • security of premises/ location • supply and demand • resources available
Human and physical resources	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • software and hardware • office premises • communications equipment • specialist services through outsourcing, contracting and consultancy • staff • vehicles
Operational unit	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • office location staffed with required personnel and equipped to service and support business • home-based site or other location such as leased or owned property
Legal documents	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records • recordkeeping including personnel, financial, taxation, OHS and environmental
Contracts with relevant people	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> • that a business operation has been planned and implemented from initial research into feasibility of the business and completion of the plan, through to implementing the plan and commencing operations
--------------------------------	---

	<ul style="list-style-type: none"> • the ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> • Federal and regional government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity (EEO), industrial relations and anti-discrimination • Technical or specialist skills relevant to the business operation • Financing options • Business systems and operations • Relevant marketing, management, sales and financial concepts • Methods for researching business opportunities • Principles of risk management relevant to the business • Methods of identifying relevant specialist services to complement the business • Forms and administrative systems • Services available and charges • Planning and control systems (sales, • Advertising and promotion, distribution and logistics • Financial recording systems • Legal rights and responsibilities • Record keeping duties • Operational factors relating to the business (provision of professional services, products)
Underpinning Skills	<p>Demonstrate skills of:</p> <ul style="list-style-type: none"> • Literacy skills to interpret legal requirements, company policies and procedures and immediate, day-to-day demands • Marketing skills • Business planning skills • Entrepreneurial skills • Problem-solving skills • OHS skills • Time management skills • Belief in services and products offered by the business • Communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • Technical and analytical skills to interpret business documents, reports and financial statements and projections • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • Problem solving skills to develop contingency plans • Using computers and software packages to record and manage data and to produce reports • Literacy skills to enable interpretation of business information, numeracy skills for data analysis to aid research

	<ul style="list-style-type: none"> • Research skills to identify a business opportunity and to conduct a feasibility study • Analytical skills to assess personal attributes and to identify business risks • Observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Clerical Works Support Level II	
Unit Title	Standardize and Sustain 3S
Unit Code	EIS CWS2 13 1012
Unit Descriptor	This unit of competence covers the knowledge, skills and attitudes required by worker to standardize and sustain 3S to his/her workplace. It covers responsibility for the day- to-day operations of the workplace and ensuring that continuous improvements of Kaizen elements are initiated 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 OHS requirements, including dust and fume collection, breathing apparatus and eye and ear personal protection needs are observed throughout the work.</p> <p>1.4 Safety equipment and tools are identified and checked for safe and effective operation.</p> <p>1.5 Tools and equipment are prepared and used to implement 3S.</p>
2. Standardize 3S.	<p>2.1 Plan is prepared and used to standardize 3S activities.</p> <p>2.2 Tools and techniques to standardize 3S are prepared and implemented based on relevant procedures.</p> <p>2.3 Checklists are followed for standardize activities and reported to relevant personnel.</p> <p>2.4 The workplace is kept to the specified standard.</p> <p>2.5 Problems are avoided by standardizing activities.</p>
3. Sustain 3S.	<p>3.1 Plan is prepared and followed to standardize 3S activities.</p> <p>3.2 Tools and techniques to sustain 3S are discussed, prepared and implemented based on relevant procedures.</p> <p>3.3 Workplace is inspected regularly for compliance to specified standard and sustainability of 3S techniques.</p> <p>3.4 Workplace is cleaned up after completion of job and before commencing next job or end of shift.</p> <p>3.5 Situations are identified where compliance to standards is unlikely and actions specified in procedures are taken.</p> <p>3.6 Improvements are recommended to lift the level of compliance in the workplace.</p>

	<p>3.7 Checklists are followed to sustain activities and reported to relevant personnel.</p> <p>3.8 Problems are avoided by sustaining activities.</p>
--	--

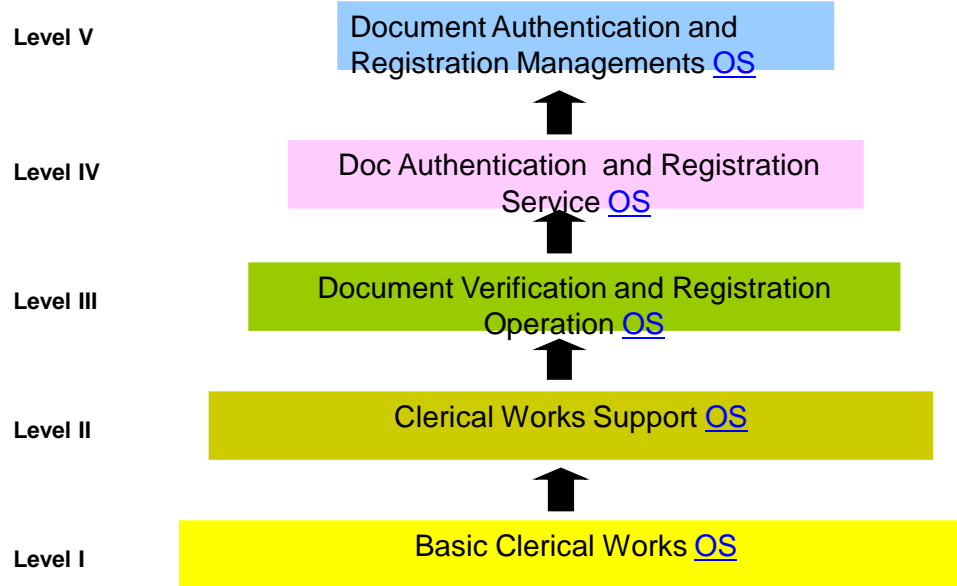
Variable	Range
OHS requirements	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Are to be in accordance with legislation/ regulations/codes of practice and enterprise safety policies and procedures. This may include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances. • Personal protective equipment is to include that prescribed under legislation/regulations/codes of practice and workplace policies and practices. • Safe operating procedures are to include, but are not limited to the conduct of operational risk assessment and treatments associated with workplace organization. • 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.
Safety equipment and tools	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • dust masks / goggles • glove • working cloth • first aid • safety shoes
Tools and equipment	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • paint • hook • sticker • signboard • nails • shelves • chip wood • sponge • broom • pencil • shadow board/ tools board
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 5S Job Cycle Charts • Visual 5S • The Five Minute 5S • Standardization level checklist • 5S checklist • The five Whys and one How approach(5W1H) • Suspension

	<ul style="list-style-type: none"> • Incorporation • Use Elimination
Relevant procedures	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • Assign 3S responsibilities • Integrate 3S duties into regular work duties • Check on 3S maintenance level • OHS measures such as signage, symbols / coding and labeling of workplace and equipment • Creating conditions to sustain your plans • Roles in implementation
Reporting	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • verbal responses • data entry into enterprise database • brief written reports using enterprise report formats
Relevant personnel	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • supervisors, managers and quality managers • administrative, laboratory and production personnel • internal/external contractors, customers and suppliers
Tools and techniques	<p>May include but not limited to:</p> <ul style="list-style-type: none"> • 5S slogans • 5S posters • 5S photo exhibits and storyboards • 5S newsletter • 5S maps • 5S pocket manuals • 5S department/benchmarking tours • 5S months • 5S audit • Awarding system • Big cleaning day • Patrolling system may include: <ul style="list-style-type: none"> ➢ Top management Patrol ➢ 5S Committee members and Promotion office Patrol ➢ Mutual patrol ➢ Self-patrol ➢ Checklist patrol ➢ Camera patrol

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Discuss the relationship between Kaizen elements. • Standardize and sustain 3S activities by applying appropriate tools and techniques.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Elements of Kaizen • Ways to improve Kaizen elements • Benefits of improving kaizen elements • Relationship between Kaizen elements • The fourth pillar of 5S

	<ul style="list-style-type: none"> • Benefits of standardizing and sustaining 3S • Procedures for standardizing and sustaining 3S activities • Tools and techniques to sustain 3S • Relevant Occupational Health and Safety (OHS) and environment requirements • Plan and report • Method of communication
Underpinning Skills	<p>Demonstrates skills of:</p> <ul style="list-style-type: none"> • improving Kaizen elements by applying 5S • standardizing and sustaining procedures and techniques to avoid problems • technical drawing • procedures to standardizing 3S activities • analyzing and preparing shop layout of the workplace • standardizing and sustaining checklists • preparing and implementing tools and techniques to sustain 3S • working with others • reading and interpreting documents • observing situations • solving problems by applying 5S • communication skills • preparing labels, slogans, etc. • gathering evidence by using different means • using Kaizen board properly in accordance the procedure • reporting activities and results using report formats
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration with Oral Questioning
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Sector: Economic Infrastructure
Sub-Sector: Document Authentication and Registration



Acknowledgement

We wish to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who donated their time and expertise to the development of this occupational standard.

We would like also to express our appreciation to the Staff and Experts of Federal TVET Agency, Ministry of Education (MoE) who made the development of this occupational standard possible.

This occupational standard was developed on August 2012 at Debre Zeyit.

COMMENT TEMPLATE

The Federal TVET Agency values your feedback of the document.
If you would like someone to personally contact you, please provide the following information:
Name:
Region:
Phone number:
Email:
Contact preference: <input type="checkbox"/> Phone <input type="checkbox"/> E-mail
Please, leave a comment.

Thank you for your time and consideration to complete this. For additional comments, please contact us on:

- **Phone# +251911207386/+251911641248/+251923787992 and**
- **E-mail: bizunehdebebe@yahoo.com/ Abebaw_maemer@yahoo.com /won_get@yahoo.com.**