

Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD



FRONT OFFICE SERVICE



NTQF Level III



*Ministry of Education
September 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 Standard (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 Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

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

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

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

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

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

- chart with an overview of all Units of Competence for the respective level including the Unit Codes and the Unit Titles
- contents of each Unit of Competence (competence standard)
- occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards, and for the individual, a career path

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UNIT OF COMPETENCE STANDARD CHART

Occupational Standard: Front Office Service		
Occupational Code: CST FOS		
<i>NTQF Level III</i>		
<u>CST FOS3 01 0912</u> Coach Others in Job Skills	<u>CST FOS3 02 0912</u> Provide and Coordinate Hospitality Service	<u>CST FOS3 03 0912</u> Design and Produce Business Documents
<u>CST FOS3 04 0912</u> Conduct Night Audit	<u>CST FOS3 05 0912</u> Provide Visitor Information	<u>CST FOS3 06 0912</u> Process Financial Transactions
<u>CST FOS3 07 0912</u> Provide Accommodation Reception Services	<u>CST FOS3 08 0912</u> Receive and Process Reservations	<u>CST FOS3 09 0912</u> Control Reservations or Operations Using a Computerized System
<u>CST FOS3 10 0912</u> Maintain Financial Records	<u>CST FOS3 11 0912</u> Deal with Conflict Situations	<u>CST FOS3 12 0912</u> Address Protocol Requirements
<u>CST FOS3 13 0912</u> Perform Office Procedures	<u>CST FOS3 14 0912</u> Create and Use Databases	<u>CST FOS3 15 0912</u> Produce Desktop Published Documents
<u>CST FOS3 16 0912</u> Use Business Technology	<u>CST FOS3 17 0912</u> Interpret Financial Information	<u>CST FOS3 18 0912</u> Process Accounts Payable and Receivable
<u>CST FOS3 19 0912</u> Apply First Aid	<u>CST FOS3 20 0912</u> Contribute to Workplace Improvements	<u>CST FOS3 21 0912</u> Originate and Develop a Concept
<u>CST FOS3 22 0912</u> Develop Innovative Ideas at Work	<u>CST FOS3 23 0912</u> Provide for the Safety of Persons at Risk	<u>CST FOS3 24 0912</u> Monitor and Control Individual and Crowd Behavior
<u>CST FOS3 25 0912</u> Sell Products and Services	<u>CST FOS3 26 0912</u> Advise on Products and Services	<u>CST FOS3 27 0912</u> Monitor Implementation of Work plan / Activities

CST FOS3 28 0912

Apply Quality Control

CST FOS3 29 0912

Lead Workplace
Communication

CST FOS3 30 0912

Lead Small Teams

CST FOS3 31 0912

Improve Business
Practice

CST FOS3 32 1012

Maintain Quality
System and
Continuous
Improvement
Processes (Kaizen)

Occupational Standard: Front Office Service Level III	
Unit Title	Coach Others in Job Skills
Unit Code	CST FOS3 01 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. This unit has no parity with units in Training and Assessment Training Package, but reflects the situation in many workplaces where buddy systems and on-the-job coaching are extremely common.

Elements	Performance Criteria
1. Prepare for on-the-job coaching	1.1 Identify the need for coaching based on a range of factors . 1.2 Identify specific coaching needs through discussion with colleague to be coached. 1.3 Where appropriate, organise coaching sessions according to organisation policy.
2. Coach colleagues on the job	2.1 Explain the overall purpose of coaching to colleague. 2.2 Explain and demonstrate the specific skills to be coached. 2.3 Communicate clearly any underpinning knowledge required and check colleague's understanding. 2.4 Provide colleague with opportunity to practice the skill and ask questions. 2.5 Provide feedback in a constructive and supportive manner.
3. Follow up coaching	3.1 Monitor progress with new skills in the workplace and provide supportive assistance as required. 3.2 Report progress to the appropriate person as required. 3.3 Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up.

Variable	Range
Factors that could influence the decision whether or not to conduct coaching may include:	<ul style="list-style-type: none"> request for coaching from colleague to be coached own observation and workplace experience direction from colleagues
Coaching sessions could be conducted	<ul style="list-style-type: none"> on-the-job during work hours before or after work

in a range of contexts, including:	<ul style="list-style-type: none"> • in a simulated location away from the actual workplace
Skills to be coached are generally those not requiring formal or extended training sessions, but short, commonly-used tasks such as:	<ul style="list-style-type: none"> • customer service skills • technical or practical skills, such as operating equipment, making something or completing documentation • selling or promoting products and services
Underpinning knowledge refers to the essential knowledge required to carry out tasks or undertake skills effectively, such as:	<ul style="list-style-type: none"> • ingredients or components of items • knowledge of products or services • principles underpinning skills such as communication and selling • reasons for undertaking various tasks • legislative, OHS and hygiene requirements
Performance problems or difficulties may be due to:	<ul style="list-style-type: none"> • shyness or lack of confidence • breakdown in communication • language or cultural barriers • insufficient opportunity to practise • inappropriate circumstances for coaching

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to provide supportive on-the-job coaching with constructive and supportive feedback • clarity in oral communication • knowledge of basic training principles • demonstration of coaching skills under normal workplace conditions, including real work tasks to coach others in and use of suitable equipment and materials
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • context for workplace coaching, including objectives, scope and relationship to other workplace activities • basic principles of training, such as explanation, demonstration, review, trainee explanation, trainee demonstration and feedback • equal employment opportunity (EEO) and other relevant legislation impacting on workplace coaching
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills, specifically the use of questioning techniques and clarity in oral communication • interpersonal skills to facilitate participation and encourage effective coaching outcomes • literacy skills to interpret workplace documentation as

	required by the job role
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • interaction with other people to whom coaching is provided • use of industry-current technology and documentation to support coaching activities
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct observation of the candidate coaching a colleague in a required work skill • role-plays in which the candidate demonstrates training techniques or communication skills, such as questioning and providing feedback • questions about training principles • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Front Office Service Level III	
Unit Title	Provide and Coordinate Hospitality Service
Unit Code	CST FOS3 02 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to provide and coordinate hospitality service to customers. The unit integrates a range of well-developed key operational and organisational skills required by service staff in hospitality organisations providing a range of organisation products and services to multiple and diverse customers. The unit brings together the skills and knowledge covered in individual units and focuses on the way these must be applied in a hospitality setting to ensure a smooth work flow and quality customer service. It incorporates preparation, service and close-down of the work area, using a range of techniques, equipment and materials.</p> <p>It involves taking responsibility for own outputs, working as part of a team and taking limited responsibility for the work of others</p>

Elements	Performance Criteria
1. Organize and prepare for service	<p>1.1 Access appropriate workplace information in order to plan and Organize tasks to be completed.</p> <p>1.2 Liaise with team members and other relevant people to confirm and inform others of service requirements.</p> <p>1.3 Develop and follow a work plan or schedule to maximise efficiency, taking into consideration roles and responsibilities of other team members.</p> <p>1.4 Prepare work area, equipment and supplies to meet service requirements according to established systems and procedures</p>
2 Provide service	<p>2.1 Greet customers courteously and appropriately and determine their requirements for products and services.</p> <p>2.2 Offer information to customers on available products and services and assist them to make choices that meet individual needs, special requests or dietary or cultural requirements.</p> <p>2.3 Proactively promote up-sell and cross-sell products and services where appropriate according to organization policy and procedures.</p> <p>2.4 Use the organization system and technology for reservations, ordering or stock control as appropriate.</p> <p>2.5 Provide service, using appropriate methods and techniques to meet customer expectations of quality, presentation and timeliness of delivery.</p>

	<p>2.6 Communicate effectively and work cooperatively as part of the team and according to established work plan.</p> <p>2.7 Follow workplace safety and hygiene procedures according to organization and legislative requirements.</p> <p>2.8 Provide quality customer service, deal appropriately with complaints and use appropriate communication techniques to deal with conflict.</p> <p>2.9 Identify problems, determine possible solutions and take appropriate action to resolve the situation according to organization procedures.</p> <p>2.10 Complete end of service procedures and farewell customers according to job role and organization procedures in a manner that will encourage them to return</p>
3 Close down after service	<p>3.1 Clear, clean or dismantle work area according to organization procedures, OHS requirements and environmental considerations.</p> <p>3.2 Complete administration and reporting requirements.</p> <p>3.3 Review and evaluate products and services with colleagues, where appropriate, identifying possible improvements.</p>

Variable	Range
Workplace information includes:	<ul style="list-style-type: none"> • job role and tasks to be performed • verbal or written advice affecting job performance and service requirements • details of expected business, including customer requirements and scheduling • knowledge and availability of products, services and specials • local area knowledge and venue facilities
End of service procedures include:	<ul style="list-style-type: none"> • safe storage of products, equipment and supplies • cleaning procedures related to work areas and equipment • debriefing sessions, including quality service reviews • restocking • preparation for the next service period
Environmental considerations include:	<ul style="list-style-type: none"> • recycling and minimising waste • responsible disposal of waste • efficient energy use • efficient water use

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • collection of direct, indirect and supplementary evidence showing provision of integrated service for a minimum of 36 complete service periods (shifts) to ensure integration of skills

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	<p>and consistency of performance in different circumstances</p> <ul style="list-style-type: none"> • ability to multi-task and respond to multiple demands and requests of a number of customers with varying requirements • ability to deal with typical issues such as workplace time constraints, late arrivals, no-shows, walk-ins and other problems or contingencies • ability to meet, greet and interact positively with multiple and diverse customers throughout the hospitality experience • ability to maintain the cleanliness and tidiness of work areas, including dealing with disposables and recyclables • ability to monitor the service process and work flow, take some responsibility for others and provide technical advice and support to a team • compliance with relevant legislative and regulatory requirements, OHS requirements • demonstrated health and safety practices
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • organization administrative and reporting procedures • relevant legislative and regulatory requirements related to hygiene, health, safety, security and provision of hospitality products and services • current knowledge of all main products and services offered by the organization
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • planning and organising work, including prioritising, sequencing and monitoring tasks and processes • integration and application of service skills, including preparation, service procedures, close down and customer relations • working cooperatively as part of a team and providing advice and support as required • using safe and hygienic work practices in relation to provision of hospitality products and services according to organization and legislative requirements • communication skills to liaise with other team members, clarify requirements, provide information and listen to and interpret information and non-verbal communication • numeracy skills to calculate and/or estimate bills, stock requirements and required ingredients, materials or equipment
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Front Office Service Level III	
Unit Title	Design and Produce Business Documents
Unit Code	CST FOS3 03 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

Elements	Performance Criteria
1. Select and prepare resources	1.1. Select and use appropriate technology and software applications to produce required business documents 1.2. Select layout and style of publication according to information and organizational requirements 1.3. Ensure document design is consistent with company and/or client requirements, using basic design principles 1.4. Discuss and clarify format and style with person requesting document/publication
2. Design document	2.1. Identify, open and generate files and records according to task and organizational requirements 2.2. Design document to ensure efficient entry of information and to maximize the presentation and appearance of information 2.3. Use a range of functions to ensure consistency of design and layout 2.4. Operate input devices within designated requirements
3. Produce document	3.1. Complete document production within designated time lines according to organizational requirements 3.2. Check document produced to ensure it meets task requirements for style and layout 3.3. Store document appropriately and save document to avoid loss of data 3.4. Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production
4. Finalize document	4.1. Proofread document for readability, accuracy and consistency in language, style and layout prior to final output 4.2. Make any modifications to document to meet requirements 4.3. Name and store document in accordance with organizational requirements and exit the application without data/loss damage

	4.4. Print and present document according to requirements
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Variable	Range
Technology may include:	<ul style="list-style-type: none"> • computers • photocopiers • printers • scanners
Software may include:	<ul style="list-style-type: none"> • accounting packages • database packages • presentation packages • spreadsheet packages • word processing packages
Business documents may include:	<ul style="list-style-type: none"> • accounts statements • client databases • newsletters • project reviews • proposals • reports • web pages
Organizational requirements may include:	<ul style="list-style-type: none"> • budgets • correctly identifying and opening files • legal and organizational policies, guidelines and requirements • locating data • log-on procedures • manufacturers' guidelines • occupational health and safety policies, procedures and programs • quality assurance and/or procedures manuals • saving and closing files • security • storing data
Functions may include:	<ul style="list-style-type: none"> • alternating headers and footers • editing • merging documents • spell checking • table formatting • using columns • using styles
Input devices may include:	<ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner
Naming documents	<ul style="list-style-type: none"> • appropriate file type

may include:	<ul style="list-style-type: none"> • authorised access • file names according to organizational procedure e.g. numbers rather than names • file names which are easily identifiable in relation to the content • file/directory names which identify the operator, author, section, date etc • filing locations • organizational policy for backing up files • organizational policy for filing hard copies of documents • security
Storing documents may include:	<ul style="list-style-type: none"> • storage in directories and sub-directories • storage on CD-ROMs, disk drives or back-up systems • storing/filing hard copies of computer generated documents • storing/filing hard copies of incoming and outgoing facsimiles • storing/filing incoming and outgoing correspondence

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • designing and producing a minimum of 3 completed business documents, using at least 2 software applications in the production of each document • using appropriate data storage options • knowledge of the functions and features of contemporary computer applications
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • appropriate technology for production requirements • functions and features of contemporary computer applications • organizational policies, plans and procedures • organizational requirements for document design e.g. style guide
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • keyboarding and computer skills to complete a range of formatting and layout tasks • literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organizational requirements • numeracy skills to access and retrieve data • problem-solving skills to determine document design and production processes
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of style guides and organizational

	procedures
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of final printed documents • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of software applications
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Front Office Service Level III	
Unit Title	Conduct Night Audit
Unit Code	CST FOS3 04 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to check and reconcile daily financial transactions and records, and produce reports relating to a commercial accommodation establishment's trading and revenue.

Elements	Performance Criteria
4.1 Monitor financial transactions	1.1 Check that transactions have been carried out according to enterprise procedures. 1.2 Check that balances prepared by others are accurate and have been prepared according to enterprise procedures. 1.3 Identify financial and system discrepancies and resolve according to level of responsibility. 1.4 Implement financial systems and financial control systems according to enterprise procedures. 1.5 Monitor systems and provide feedback to appropriate management
4.2 Complete routine records and reports	2.1 Complete routine records and reports accurately within designated timelines. 2.2 Forward reports promptly to the appropriate person or department.
4.3 Minimize waste of printed materials	3.1 Minimize use of printed materials and maximize electronic transmission and filing of all documents to reduce waste and negative environmental impacts.

Variable	Range
Transactions may relate to:	<ul style="list-style-type: none"> • arrivals and departures • food and beverage • mini-bar • laundry and other services • interdepartmental vouchers • foreign currency activities • all types of payment
Discrepancies may relate to:	<ul style="list-style-type: none"> • incorrect posting • errors in guest folios • computer problems • errors in source documentation
Financial systems may include systems for:	<ul style="list-style-type: none"> • petty cash • floats • debtor control • banking procedures

Reports may include:	<ul style="list-style-type: none"> • paper-based or electronically transmitted materials • occupancy • sales performance • department break ups • commission earnings • supplier activity • sales returns • commercial account activity • foreign currency activities
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Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to check and balance a range of transactions, including identifying and rectifying discrepancies within typical workplace time constraints • knowledge of how the night audit process impacts on overall financial management of the accommodation establishment • ability to conduct a night audit accurately on multiple occasions covering transactions from several different operating periods
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • typical financial control processes and procedures that apply to front office operations • financial reporting cycles and procedures for a front office • importance of financial checking and reporting processes in the overall financial management of an accommodation establishment
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • identifying and rectifying typical variances and discrepancies that occur within an accommodation establishment • literacy skills to read and interpret complex documents such as individual and group guest reservation information, services provided to guests and accounting folios • high-level numeracy skills to interpret, calculate and perform financial reconciliation of complex guest and front office accounting information
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • demonstration of skills within a fully equipped industry-realistic accommodation front office environment, as defined in the Assessment Guidelines, using appropriate computers and printers • access to a computerized front office reception or accounting system currently used by hospitality industry operators to control guest registration and accounting functions • use of industry-current front office reservations, and accounting transaction and reporting documentation

Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • copies of accounting transaction records checked by the candidate • review of accounting reconciliations, reports and documentation produced by the candidate • case studies or problem-solving exercise to assess the ability to resolve different accounting discrepancies • oral or written questions to assess knowledge of night audit processes and procedures and how the night audit process impacts on overall financial management of the accommodation establishment • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Front Office Service Level III	
Unit Title	Provide Visitor Information
Unit Code	CST FOS3 05 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide visitors with general information about a local area

Elements	Performance Criteria
1. Access and update visitor information	<p>1.1 Identify and access appropriate <i>sources of visitor information</i>.</p> <p>1.2 Incorporate information into day-to-day working activities to support quality of service and standards within the organization</p> <p>1.3 Share information with colleagues to support the efficiency and quality of service.</p> <p>1.4 Identify and use opportunities to update and maintain local knowledge</p>
2. Provide information	<p>2.1 Proactively identify information and assistance needs of different customers, including those with special needs.</p> <p>2.2 Provide accurate and unbiased information in a clear, concise, courteous and <i>culturally appropriate manner</i>.</p> <p>2.3 Where appropriate, assist or instruct visitors in the use of equipment and facilities or refer to relevant colleagues.</p> <p>2.4 Consider health and safety requirements when providing information and assistance.</p> <p>2.5 Promote <i>internal products and services</i> using appropriate customer service skills</p>
3. Seek feedback on services	<p>3.1 Proactively seek feedback on services from visitors.</p> <p>3.2 Observe visitor behavior to inform future service developments and correctly follow procedures for any formal customer evaluation.</p> <p>3.3 Provide information on visitor feedback to relevant colleagues.</p>

Variable	Range
Sources of visitor information may include:	<ul style="list-style-type: none"> • brochures • timetables • local visitor guides

	<ul style="list-style-type: none"> • library and local council • local people including local identities with specialised knowledge • winemakers and other wine experts • organization information • room directories • maps • internet
Visitor information must include:	<ul style="list-style-type: none"> • organization -specific information • local transport options • local attractions and events • general visitor facilities, including shopping locations, currency exchanges, post offices, banks and emergency services • specific shopping details, including local markets • accommodation options • restaurants, cafes and other dining venues • other facilities and services such as hairdressers, dentists and travel agencies • theatres and entertainment venues • sporting facilities • tours, local outings and trips • travelling routes • weather conditions
Opportunities to update and maintain local knowledge may include:	<ul style="list-style-type: none"> • talking and listening to colleagues and customers • participating in local familiarisation tours • visiting the local information centre • personal observation or exploration • watching television, videos and films • listening to radio • reading local newspapers, staff notice boards, leaflets, brochures and internal newsletters • attending team meetings
Culturally appropriate manner may involve:	<ul style="list-style-type: none"> • using gestures • using simple words in English or other person's language • providing written material • avoiding eye contact • providing information in different formats to suit the individual
Internal products and services may include:	<ul style="list-style-type: none"> • restaurant products • accommodation • products made by the organization (e.g. wine, food) • tours • general retail products (e.g. souvenirs)

Evidence Guide

Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • ability to source accurate and current information on the local
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	<p>area</p> <ul style="list-style-type: none"> • general knowledge of the local area sufficient to answer commonly asked customer questions relevant to job role • demonstration of skills on multiple occasions or in response to multiple requests reflecting breadth of knowledge and ability to respond to different situations
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • sources of information for organization and local area knowledge • general knowledge of organization, local attractions and events, transport options and general visitor facilities, including shopping, currency exchanges, post offices, banks and emergency services (the focus of this knowledge will vary according to organizational needs) • understanding of the need to provide advice in an unbiased and ethical manner • available sources of advice and referral for more complex requests • safety and emergency procedures for visitors, colleagues and self • sources of customers in the relevant industry context
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to interact in a friendly and courteous way with customers • basic research skills to source information on a predictable range of customer requests • literacy skills to understand, interpret and orally communicate local information and promotional material
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Front Office Service Level III	
Unit Title	Process Financial Transactions
Unit Code	CST FOS3 06 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to process simple financial transactions in a range of workplace contexts. Cash and other types of transactions are included in the unit.

Elements	Performance Criteria
1. Process receipts and payments	<p>1.1 Receive and check cash float accurately where appropriate using correct documentation.</p> <p>1.2 Check payments received from the customer and give correct change where appropriate.</p> <p>1.3 Prepare and issue accurate receipts including all relevant tax details.</p> <p>1.4 Process and record transactions according to organization and financial institution procedures.</p> <p>1.5 When cash payments are required, check documents and issue cash according to organization procedures.</p> <p>1.6 Conduct transactions using appropriate software applications.</p> <p>1.7 Conduct transactions to meet organization speed and customer service standards</p>
2. Reconcile takings	<p>2.1 Perform balancing procedures at the designated times according to organization policy and in consultation with colleagues.</p> <p>2.2 Where appropriate, separate any cash floats from takings prior to balancing procedure and secure according to organization procedures.</p> <p>2.3 Determine register or terminal reading or printout where appropriate.</p> <p>2.4 Remove payments received and transport according to organization security procedures.</p> <p>2.5 Count and calculate payments accurately.</p> <p>2.6 Determine balance between register or terminal reading and sum of payments accurately.</p> <p>2.7 Investigate or report discrepancies in the reconciliation within scope of individual responsibility.</p> <p>2.8 Record takings according to organization procedures.</p>

Variable	Range
Transactions may include:	<ul style="list-style-type: none"> • cash • credit cards • cheques • EFTPOS • deposits • advance payments • vouchers • company charges • refunds • travellers cheques • foreign currency
Balancing procedures may be:	<ul style="list-style-type: none"> • manual • electronic
Security procedures may relate to:	<ul style="list-style-type: none"> • process for taking cash from customers • managing floats, such as when to reduce cash held • maintaining low levels of cash in tills • rules for when and how cash should be counted • handling customer claims of short change • transporting takings to the bank • procedures in the event of a hold-up

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to conduct accurate and secure financial transactions • ability to balance transactions within acceptable organization timeframes • knowledge of security principles and procedures in relation to tender and other financial documentation • ability to work within time constraints typical of the industry environment, such as several people waiting to pay their bill • processing of multiple and varied transactions to address different situations and contexts
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • procedures for processing different types of transactions in the relevant industry context • underpinning principles of the reconciliation and balancing process • relevant software, such as point of sale • role and importance of the reconciliation and balancing process in a broader financial management context • security procedures for cash and other financial documentation • how GST affects financial transactions in a given industry context

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • problem-solving skills to identify and investigate a range of routine reconciliation discrepancies • literacy skills to read and interpret documentation, such as credit card details, receipts or cash float documentation • numeracy skills to tender correct change and undertake simple financial reconciliations
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Provide Accommodation Reception Services
Unit Code	CST FOS3 07 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to provide arrival and departure services to guests in commercial accommodation establishments. It requires the ability to check daily arrivals, allocate rooms, check guests in and out of their accommodation and complete invoicing of guest charges. It does not include receiving and processing reservations

Elements	Performance Criteria
1. Prepare for guest arrival	<p>1.1 Prepare reception area for service and check all necessary equipment prior to use.</p> <p>1.2 Check and review daily arrival details prior to guest arrival.</p> <p>1.3 Allocate rooms according to guest requirements and enterprise policy.</p> <p>1.4 Follow up uncertain arrivals or reservations according to enterprise procedures.</p> <p>1.5 Compile and distribute accurate arrivals lists to relevant people or departments.</p> <p>1.6 Inform colleagues and other departments about special situations or requests in a timely manner</p>
2. Welcome and register guests	<p>2.1 Welcome guests warmly and courteously.</p> <p>2.2 Confirm details of reservation with guests.</p> <p>2.3 Follow enterprise procedures for guests registering with or without reservations, and complete registration within acceptable timeframes and according to enterprise security requirements.</p> <p>2.4 Follow correct accounting procedures according to enterprise practices.</p> <p>2.5 Explain relevant details clearly to guests, such as room key or electronic card, guest mail, messages and safety deposit facility arrangements.</p> <p>2.6 Follow correct enterprise procedures where rooms are not immediately available or overbooking has occurred in order to maximize guest inconvenience.</p> <p>2.7 Monitor arrivals and check actual arrivals against expected arrivals, reporting deviations according to enterprise procedures</p>

3. Organize guest departure	<p>3.1 Review departure lists, checking for accuracy.</p> <p>3.2 Seek information on departing guests from other departments in a timely manner to facilitate preparation of account.</p> <p>3.3 Generate guest accounts and check for accuracy.</p> <p>3.4 Explain account clearly and courteously to guests, process accounts, and receive and process payments.</p> <p>3.5 Recover keys or electronic cards from guests and process correctly.</p> <p>3.6 Action guest requests for assistance with departure courteously, or refer requests to the appropriate department for follow up.</p> <p>3.7 Process express checkouts according to enterprise procedures where appropriate.</p> <p>3.8 Follow correct procedures for group checkout and process accounts according to enterprise procedures</p>
4. Prepare front office records and reports	<p>4.1 Prepare and update front office records within designated timelines.</p> <p>4.2 Follow correct enterprise policy in regard to room changes, no shows, extensions and early departures.</p> <p>4.3 Distribute reports and records to the appropriate departments within designated timelines.</p> <p>4.4 Maximize waste of printed materials.</p> <p>4.5 Maximize use of printed materials and maximize electronic transmission and filing of all documents to reduce waste and negative environmental impacts.</p>

Variable	Range
Guests may be:	<ul style="list-style-type: none"> • individuals • groups • international tourists • domestic tourists • business travellers • attendees at events, conferences, meetings and functions
Reservation details may include:	<ul style="list-style-type: none"> • name • contact details • arrival and departure times • length of stay • type of accommodation required and bed configuration • payment details • special requests • rates and discounts
Accounting	<ul style="list-style-type: none"> • credit card payments

procedures may relate to:	<ul style="list-style-type: none"> • prepayments • deposits • vouchers and discount rates • group rates • refunds • checking final guest accounts • payments for additional services such as telephone calls, meals and mini-bar • issuing receipts
Assistance with departure may include:	<ul style="list-style-type: none"> • organising transport • making forward bookings • luggage assistance
Front office records may include:	<ul style="list-style-type: none"> • paper-based or electronically transmitted materials • occupancy reports • arrival and departure lists • lost and found information

Evidence Guide			
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to check daily arrivals accurately, allocate rooms, check guests in and out of their accommodation and complete invoicing of guest charges within typical workplace time constraints • ability to complete guest registration and departure and reporting documentation accurately and on multiple occasions • ability to provide accommodation reception services for different customer types with various reservation requirements, in a range of accommodation types 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • in-depth product knowledge of the accommodation venue • reservations and bookings terminology • check-in and check-out procedures for groups and individuals • documentation received and issued in an accommodation reception desk context • types of reports handled or generated by the front desk, including arrival and departure lists, occupancy rates, guest feedback summaries and accounting reports • front desk security systems, including issuing of keys or electronic cards and safety deposit arrangements • range of needs and expectations of different types of guests • relationships between the front desk and other areas of operation, including housekeeping, food and beverage service and maintenance • relationships between accommodation establishments and other sectors of the tourism industry in relation to their impact on front office operations, including: • different sources of reservations (e.g. direct, travel agents, 		
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	booking centres, inbound tour operators and online) <ul style="list-style-type: none"> • local tourism operators promoted by reception
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> • verbal and written use of reservations jargon and system and product codes • high-level interpersonal communication skills to provide quality customer service to a diverse customer base • literacy skills to read and interpret reservation information, such as customer files, customer requests and accommodation type and costing information • writing skills to create customer files and to document succinctly complex customer requests and any conditions specifically applicable to the guest stay • numeracy skills to prepare, present and explain guest accounts and occupancy reports and statistics
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Receive and Process Reservations
Unit Code	CST FOS3 08 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to receive and process reservations for a tourism or hospitality product or service offered for sale to agents or direct to the consumer. It requires the ability to determine the availability of the product or service, offer alternatives, accurately record the reservation details and administer the reservation through to finalisation. This unit does not cover specific selling skills required by reservations or call centre staff, nor does it cover the use of a computerized reservation system to manage reservations

Elements	Performance Criteria
1. Receive reservation request	<p>1.1 Determine the availability of the requested reservation and advise this to customer.</p> <p>1.2 Offer alternatives if the requested booking is not available, including waitlist options.</p> <p>1.3 Answer enquiries regarding costs and other product features</p>
2. Record details of reservation	<p>2.1 Accurately record customer details against their reservation in a manner that ensures correct interpretation by others who may access the reservations details.</p> <p>2.2 Check for and make use of customer profile or history, if available, and use information to assist in making the reservation and enhancing customer service.</p> <p>2.3 Clearly record any special requests according to organization requirements.</p> <p>2.4 Confirm all details of the booking with the customer and ensure that they understand and agree to all details.</p> <p>2.5 File the reservation in a manner that ensures easy access by others and according to organization procedures.</p> <p>2.6 Prepare and issue documents and other material to the customer according to requirements of the specific reservation.</p>
3. Update reservations	<p>3.1 Update the financial status of the reservation accurately and according to organization procedures.</p> <p>3.2 Receive, process and record any amendments to or cancellations of reservations according to customer request and organization procedures</p>

4. Advise others on reservation details	<p>4.1 Communicate general and specific customer requirements and reservation details to appropriate departments and colleagues.</p> <p>4.2 Compile and provide accurate and relevant reservation statistics on request</p>
5. Maximize waste of printed materials	5.1 Maximize use of printed materials and maximize electronic transmission and filing of all documents to reduce waste and negative environmental impacts.

Variable	Range
Customers may be:	<ul style="list-style-type: none"> industry customers, e.g. retail travel consultants and inbound tour companies or operators end users of the service, i.e. the consumer
Customer details may be recorded using:	<ul style="list-style-type: none"> a computer file a manual file
Reservation:	<p>may be made by:</p> <ul style="list-style-type: none"> phone facsimile mail face-to-face internet <p>may be for:</p> <ul style="list-style-type: none"> individuals groups VIPs conference delegates
Customer profiles may include:	<ul style="list-style-type: none"> full name and title address phone, fax, email and other communication methods special requirements amount of business generated by the customer usual method of payment
Documents issued to customers may include:	<ul style="list-style-type: none"> paper-based or electronically transmitted materials invoices credit notes receipts service vouchers confirmation letters information packs
Updating the financial status of the reservation may include:	<ul style="list-style-type: none"> receiving, processing and recording payments generating and issuing invoices and credit notes for changed reservations checking and recording that the reservation has been fully paid

General and specific customer requirements and reservation details may include:	<ul style="list-style-type: none"> • special requests • timing details • special needs • payment arrangements • information of a style of customer, e.g. special interest group or VIP status • details of other services being used
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Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • ability to make accurate reservations according to established systems and procedures and within typical workplace time constraints • ability to receive and process multiple reservations in response to multiple customer requests covering a range of tourism products and services and ideally as a component of integrated work activity • understanding of the different sources of reservations and the industry interrelationships that apply • project or work activities that show the candidates' ability to receive and process reservations within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • in-depth product knowledge appropriate to the specific industry sector and product being sold • reservations and bookings terminology • relationships between different sectors of the tourism industry that relate to reservations, including sources of reservations • working knowledge of the principles underpinning the particular reservations system in use
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • verbal and written use of the 24-hour clock and ability to translate for customers • verbal and written use of reservation jargon, system and product codes • literacy skills to read and interpret reservation information such as customer files, customer requests and complex product and costing information • writing skills to create customer files and succinctly document complex customer requests and any conditions specifically applicable to reservations • numeracy skills to prepare and present reservation statistics
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to

	information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Control Reservations or Operations Using a Computerized System
Unit Code	CST FOS3 09 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to use a computerized reservations or operations system to create, maintain and administer bookings for a range of products and services in tourism, hospitality or events. It requires the ability to use the system capabilities to fulfil a range of sales and operational functions.</p> <p>The unit concentrates on the specific computer skills required to apply many tourism operational functions. This unit does not cover specific core sales and operational skills</p>

Elements	Performance Criteria
1. Access and manipulate system information	<p>1.1 Access and interpret system displays.</p> <p>1.2 Use all system features to access a range of information</p>
2. Create and process reservations	<p>2.1 Check availability of required booking according to system functions and requirements.</p> <p>2.2 Create new reservations containing accurate customer details and full requirements according to system procedures and features.</p> <p>2.3 Input all customer details in the format required by the computer system.</p> <p>2.4 Retrieve bookings as required, using the format required by the computer system.</p> <p>2.5 Make accurate updates and amendments to reservations and store as required.</p> <p>2.6 Download and file any required reservation details</p>
3. Send and receive communications	<p>3.1 Create and process accurate communications to industry colleagues using the required features of the system.</p> <p>3.2 Access and interpret communications from industry colleagues at the appropriate time</p>
4. Administer sales and operations functions using the system	<p>4.1 Use the system capabilities to meet the particular sales or operational need.</p> <p>4.2 Use the system capabilities to manage all required accounting processes that relate to a particular file, customer or reservation.</p> <p>4.3 Produce reports to meet sales and operational needs.</p>

5. Maximize waste of printed materials	5.1 Maximize use of printed materials and maximize electronic transmission and filing of all documents to reduce waste and negative environmental impacts
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Variable	Range		
System may be:	<ul style="list-style-type: none">• industry wide• organization -specific• CRS• GDS• reservations-based• operations-based		
Information may include:	<ul style="list-style-type: none">• costs of any tourism product or service, such as tours, hotels and rental cars• airfares• airport taxes• availability of products or services• size of vehicles• touring inclusions• product information• product rules• payment requirements• health• customs and immigration• general industry information		
Reservations:	<p>can be made for the diverse range of products and services offered within the tourism industry, including:</p> <ul style="list-style-type: none">• airline seats• hotel rooms and other accommodation• rental cars and other vehicles• transportation• transfers• entertainment• tours• cruises• entrance to attractions or sites• travel insurance• tour guiding services• activities• meals• functions• special items with customer's corporate branding• special events• venue facilities• convention facilities• speaker services• audiovisual services		
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	<ul style="list-style-type: none">• meeting or event equipment• special event consumable items• food, beverage and catering may be created for: <ul style="list-style-type: none">• groups• individuals• tour guides, crew and other touring personnel• domestic tourists• outbound tourists• inbound tourists• meetings and conference delegates• events attendees		
Updates and amendments to reservations may involve:	<ul style="list-style-type: none">• adding additional customers• splitting an existing reservation• cancelling a booking• changing an itinerary by adding or deleting products or services• changing customer names, if permitted• cross-referencing multiple bookings• entering invoicing details• entering payment details• entering ticketing or voucher details		
Industry colleagues may include:	<ul style="list-style-type: none">• any product or service supplier with whom the reservation is being made, such as airline and rental car company• other organization departments needing access to reservations or operations information		
System capabilities may relate to:	<ul style="list-style-type: none">• sales management functions• operational management functions		
Particular sales or operational need may include:	<ul style="list-style-type: none">• providing destination and specific product information and advice• accessing and interpreting product information• selling tourism products to the customer• preparing quotations• constructing airfares• booking and coordinating a supplier service for the customer• issuing customer travel documentation• issuing crew documentation, e.g. operational or technical itineraries• issuing air tickets• organising functions• processing and monitoring meeting or event registrations• purchasing promotional products• hiring special equipment		
Accounting processes that relate to a particular file, customer or	<ul style="list-style-type: none">• processing financial transactions• issuing invoices• issuing credit notes• managing the receipt of customer payments and refunds		
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reservation may include:	<ul style="list-style-type: none"> reconciling all financial transactions managing the application of transaction fees
Reports may be:	<ul style="list-style-type: none"> paper-based or electronically transmitted materials specific to a department cover the whole organization relate to sales generated by individual staff members accounting reports sales reports reservation reports cost comparisons for various product suppliers usage rates for various product suppliers used to negotiate rates used to determine currency of information held in the system

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> ability to use the features of a computerized reservations or operations system correctly and efficiently ability to accurately operate a computer reservations system to make and process bookings in response to multiple customer requests covering a range of tourism products and services, ideally as a component of integrated work activity ability to use a full range of system administrative capabilities relevant to the job role project or work activities that show the candidates' ability to operate a computerized reservation or operations system used within the particular industry sector in which they are working or seeking work completion of reservation or operational activities within typical workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> role of computerized reservations and operations systems within the tourism and hospitality industry range of products and services controlled by the computer system range of sales, operational and accounting functions that can be controlled by the system procedures and codes required to enter and exit a system common computerized reservation and operational entries, including encodes and decodes mandatory fields requirements for specific formatted entries procedures for confirming, storing and retrieving reservations or operational data procedures for amending and cancelling reservations procedures for sending and receiving messages

Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> • basic computer and keyboarding skills • literacy skills to read and interpret complex product information controlled by the system which can include costs, terms and conditions of their sale; read, interpret and use system codes • writing skills to input reservation or operational data accurately • numeracy skills to interpret statistical data within the various reports produced and manage the accounting processes that relate to a particular file, customer or reservation
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Maintain Financial Records
Unit Code	CST FOS3 10 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain financial records for a business. It includes maintaining daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger, and preparing a trial balance. It also includes activities associated with monitoring cash control for accounting purposes.

Elements	Performance Criteria
1. Maintain daily financial records	<p>1.1. Correctly maintain daily financial records and in accordance with organizational requirements for accounting purposes</p> <p>1.2. Identify and rectify or refer discrepancies or errors in documentation or transactions to designated persons in accordance with organizational requirements</p> <p>1.3. Accurately credit and debit transactions and promptly enter into journals in accordance with organizational requirements</p>
2. Maintain general ledger	<p>2.1. Maintain general ledger in accordance with organizational requirements</p> <p>2.2. Post transactions into general ledger in accordance with organizational reporting requirements</p> <p>2.3. Reconcile systems for accounts payable and receivable with general ledger</p> <p>2.4. Accurately prepare trial balance from general ledger in accordance with organizational requirements</p>

Variable	Range
Organizational requirements may include:	<ul style="list-style-type: none"> designated time lines guidelines for reconciling journals legal and organizational policies, guidelines and requirements OHS policies, procedures and programs procedures for totalling adjusted journals quality assurance and/or procedures manuals resolution procedures security procedures
Discrepancies may relate to:	<ul style="list-style-type: none"> bank charges dishonoured cheques errors in transposing between source documents and journals
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	<ul style="list-style-type: none"> • interest
Documentation may include:	<ul style="list-style-type: none"> • purchase credit notes • purchase invoices • sales credit notes • sales invoices
Designated persons may include:	<ul style="list-style-type: none"> • bank • line management • organization 's authorisations department • statutory body • supervisor
Journals may include:	<ul style="list-style-type: none"> • cash payments • cash receipts • purchases and purchase returns • sales and sales returns
Transactions may include:	<ul style="list-style-type: none"> • commencing business entries • correction of posting errors • interest expense • interest receivable • non-cash transactions (e.g. writing-off depreciation, stock losses) • purchase of a fixed asset on credit • sale of a fixed asset on credit • withdrawal of stock/assets by owner • write-off a bad debt
Reconciling systems for accounts payable and receivable may include:	<ul style="list-style-type: none"> • checking accuracy of creditor account balances (e.g. cash payments journal, purchases journal, purchases returns journal, general journal) • checking accuracy of debtor account balances (e.g. cash receipts journal, sales return journal, general journal) • checking cash payments and receipt journals against bank statement • checking the total of the creditor's schedule equals the balance of the creditor's control account • checking the total of the debtor's schedule equals the balance of the debtor's control account
Payments may include:	<ul style="list-style-type: none"> • cash • cheque • credit card • direct debit
Designated time lines may include:	<ul style="list-style-type: none"> • by month end • monthly • within agreed period • within organizational deadline

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> identifying and responding to discrepancies and errors transferring and recording financial data accurately reconciling expenditures and revenue knowledge of organizational policies and procedures relating to maintaining financial records
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ financial legislation ➤ occupational health and safety (OHS) organizational policies and procedures relating to maintaining financial records definition of credits/creditors and debits/debtors principles of double entry bookkeeping and accrual accounting methods of presenting financial data
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> literacy skills to identify financial information; to read and understand the organization 's accounting procedures; and to edit and proofread documents to ensure conformity and consistency of information communication skills to clarify information and to refer errors or discrepancies to appropriate people numeracy skills to read and interpret financial data and to prepare cash analysis sheets problem-solving skills to reconcile figures
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to an actual workplace or simulated environment access to office equipment and resources examples of source documents relating to financial record keeping
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate review of identification and rectification or referral of discrepancies or errors in documentation or transactions analysis of responses to case studies and scenarios demonstration of techniques oral or written questioning to assess knowledge of financial

	record keeping <ul style="list-style-type: none"> • examples of financial documentation
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Front Office Service Level III	
Unit Title	Deal with Conflict Situations
Unit Code	CST FOS3 11 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to resolve conflict situations with customers and colleagues. It also describes the resolution of escalated complaints. The unit covers the conflict resolution skills required to address conflicts that may arise in day-to-day work situations. It does not cover formal negotiation, counselling or conducting mediation

Elements	Performance Criteria
1. Identify conflict situations	<p>1.1 Identify potential for conflict quickly and take swift and tactful action to prevent escalation.</p> <p>1.2 Identify quickly situations where personal safety of customers or colleagues may be threatened and organize appropriate assistance.</p> <p>1.3 Identify and use resources to assist in managing conflict where appropriate and according to organization policy and procedures</p>
2. Resolve conflict situations	<p>2.1 Take responsibility for finding a solution to the conflict within scope of individual responsibility.</p> <p>2.2 Deal with conflict sensitively, courteously and discreetly and take steps to maximize impact on other colleagues and customers.</p> <p>2.3 Use effective communication skills to assist in management of the conflict.</p> <p>2.4 Encourage all points of view, acknowledge them and treat them with respect.</p> <p>2.5 Establish and agree on the nature and details of the conflict with all parties and assess the impact of the situation on them.</p> <p>2.6 Determine possible options to resolve the conflict and promptly analyze and decide on the best solution in agreement with all parties, taking into account any organization constraints.</p> <p>2.7 Use accepted conflict resolution techniques to manage the conflict situation and develop solutions.</p> <p>2.8 Complete any necessary documentation accurately and legibly within time constraints</p>
3. Evaluate conflict situations	<p>3.1 Seek and provide feedback on the conflict and its resolution where possible with the parties involved.</p>

	<p>3.2 Evaluate and reflect on the situation and effectiveness of the solution.</p> <p>3.3 Determine possible causes of workplace conflict and provide input for workplace enhancement and improvements</p>
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Variable	Range
Conflict situations may relate to:	<ul style="list-style-type: none"> customer complaints conflict among work colleagues refused entry drug or alcohol-affected persons ejection from premises problems or faults with a service or product delays or poor timing of product or service supply misunderstandings or communication barriers difficult or demanding customers customers with different or special needs or expectations
Situations where personal safety of customers or colleagues may be threatened and assistance required may involve:	<ul style="list-style-type: none"> drug or alcohol-affected persons people with guns or arms situations where someone has been or may be hurt people who appear to be violent or are threatening situations where customers refuse to leave or be pacified
Customers or colleagues may be from a range of cultural backgrounds and may include:	<ul style="list-style-type: none"> workmates hospitality or tourism customers outside contractors suppliers
Resources to assist in managing conflict may include:	<ul style="list-style-type: none"> senior staff other staff members internal security staff or police counsellors
Communication skills include:	<ul style="list-style-type: none"> listening and active listening questioning techniques, such as asking the right question to elicit the other parties' needs asking questions to gain information, clarify ambiguities and adequately understand requirements rephrasing and repeating questions, requests and statements to confirm that they have been correctly understood empathising with the colleague or customer's situation while upholding organization policy assertiveness non-verbal communication and recognition of non-verbal signs ability to speak clearly to be understood and use appropriate

	language, style and tone
Organization constraints may include:	<ul style="list-style-type: none"> • costs and budgets • organization policy on refunds or exchange • lack of availability of replacement items, services or tickets
Conflict resolution techniques may include:	<ul style="list-style-type: none"> • problem-solving • negotiation • use of appropriate communication skills
Causes of workplace conflict may include:	<ul style="list-style-type: none"> • poor communication • lack of information • changes to practices and procedures • cultural misunderstanding • lack of empathy • complaints • workplace problems and issues
Conflict situations may relate to:	<ul style="list-style-type: none"> • customer complaints • conflict among work colleagues • refused entry • drug or alcohol-affected persons • ejection from premises • problems or faults with a service or product • delays or poor timing of product or service supply • misunderstandings or communication barriers • difficult or demanding customers • customers with different or special needs or expectations

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • knowledge of conflict resolution techniques • ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts appropriate to the job role and workplace
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • types of conflict that typically occurs and typical causes • conflict theory, including signs, stages, levels, factors involved and results • group processes and roles people play • organizational structures, and workplace cultures and policies • organization policy and procedures on conflicts and complaints, including any reporting requirements • relevant regulatory, industrial and legislative requirements related to the handling of disputes, dealing with drug or alcohol-affected persons, situations where customers must be refused entry, ejection from premises and security provision
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to determine details and causes of the conflict through observation, questioning and active listening

	<ul style="list-style-type: none"> • conflict resolution skills and strategies incorporating communication skills of: • -assertiveness • -listening • non-verbal communication • language style • problem-solving • negotiation • ability to follow procedures for handling complaints
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Address Protocol Requirements
Unit Code	CST FOS3 12 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to address protocol requirements in a broad range of business activities. The unit focuses on basic research skills to acquire a knowledge and understanding of protocol requirements within diverse business, social and cultural contexts, as well as the ability to use that knowledge in a practical workplace context

Elements	Performance Criteria
1. Source information on appropriate protocol	<p>1.1 Assess the need for protocol to be followed in given work contexts.</p> <p>1.2 Identify relevant sources of protocol information.</p> <p>1.3 Interpret relevant protocol information to inform work practice.</p>
2. Integrate appropriate protocol procedures into work activities	<p>2.1 Identify specific work activities that require appropriate use of protocol in a timely manner.</p> <p>2.2 Integrate the correct use of protocol into work activities.</p> <p>2.3 Liaise with colleagues and other stakeholders to determine appropriate protocol requirements.</p> <p>2.4 Provide appropriate information on protocol to relevant colleagues and stakeholders</p>
3. Update knowledge of protocol	<p>3.1 Identify and use opportunities to update protocol knowledge.</p> <p>3.2 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day working activities</p>

Variable	Range
Work contexts that require consideration of protocol issues may include:	<p>event organization , including:</p> <ul style="list-style-type: none"> • civic receptions • formal parades • freedom of city ceremonies • national day receptions • citizenship ceremonies • private functions <p>general business administration marketing</p>
Sources of protocol information may	<ul style="list-style-type: none"> • libraries
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include:	<ul style="list-style-type: none"> • internet • federal, state or territory, and local government protocol departments • Ethiopian nation and nationalities Land Councils • Ethiopia Day Councils • Office of the United Nations.
Specific work activities that require integration of protocol may include:	<ul style="list-style-type: none"> • issuing invitations • preparing running sheets • preparing briefing papers • liaison with dignitaries and officials • correspondence to dignitaries and officials • providing various services during the conduct of an event, including on-site management and service of food and beverage
Opportunities to update protocol knowledge may include:	<ul style="list-style-type: none"> • informal networking with colleagues • reading relevant journals • internet research

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • knowledge of where to source accurate information on protocol for specific situations • knowledge of appropriate protocols • ability to apply protocol knowledge to a specific workplace requirement
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • importance and role of protocol in different business situations • key sources of information on protocol • main types of civic functions held in Ethiopia • Ethiopian honours system, including order of precedence, ranks and forms of address, and wearing of honours and medals • appropriate protocols for the involvement of Indigenous Ethiopians and other cultural groups in business activities • correct use of national and state symbols, including flags, anthems and military salutes • forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication • protocol procedures for different types of event, including: <ul style="list-style-type: none"> ➤ invitations to VIPs ➤ arrival procedures, including for heads of state or government officials ➤ introduction protocols and order of speakers ➤ order of precedence for official guests ➤ seating arrangements ➤ dress styles

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • research skills to identify and access information on protocol • literacy skills to interpret protocol information • numeracy skills to work with concepts around order and timing, such as for speakers or dignitaries
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Perform Office Procedures
Unit Code	CST FOS3 13 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to complete a range of routine office procedures and activities, including writing simple correspondence.

Elements	Performance Criteria
1. Maintain document systems	<p>1.1 Process office documents according to organization procedures and within designated timelines.</p> <p>1.2 Use office equipment safely and correctly to process documents.</p> <p>1.3 Identify, rectify or report office equipment malfunctions promptly and according to organization procedures.</p>
2. Draft written communication	<p>2.1 Select appropriate format and style for correspondence according to purpose, audience and situation.</p> <p>2.2 Draft documents according to organization formats and protocols.</p> <p>2.3 Use clear and concise language appropriate to purpose, audience and situation.</p> <p>2.4 Use correct spelling, punctuation and grammar to ensure understanding by receiver.</p> <p>2.5 Check information for accuracy prior to sending.</p>
3. Process office documents	<p>3.1 File or store documents according to organization security procedures.</p> <p>3.2 Modify and update reference and index systems according to organization procedures.</p>

Variable	Range
Office documents to be processed may include:	<ul style="list-style-type: none"> • guest mail • customer records • incoming and outgoing correspondence • files • letters • facsimiles • memos • reports • menus • banquet orders

	<ul style="list-style-type: none"> • financial records • invoices • receipts
Office equipment may include:	<ul style="list-style-type: none"> • photocopiers • facsimiles • computers • paging equipment • calculators • audio-transcribing machines • telephone answering machines
Processing of documents may include:	<ul style="list-style-type: none"> • recording sent or received documents • filing, including electronic filing • mailing, including bulk mailing • photocopying • faxing • emailing • collating • binding
Correspondence to be drafted must include a selection from each of the following:	<ul style="list-style-type: none"> • letters • emails • faxes • memos

Evidence Guide			
Critical aspects of Competence	Evidence of the following is essential: <ul style="list-style-type: none"> • ability to draft multiple pieces of clear, concise and correct written communication, with different purposes, appropriate to the audience and situation • ability to process a range of office documentation accurately and undertake a range of office tasks using different equipment ideally across a complete shift or operating period to address a range of office tasks • completion of office administrative activities within typical workplace time constraints 		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • organization practices and procedures for preparing and processing documents • layout, format and features of typical business documents and alternative formats for special needs groups, such as large print • features and usage of typical office equipment • safe work practices for using office equipment and any related chemicals 		
Underpinning Skills	Demonstrates: <ul style="list-style-type: none"> • communication skills to convey meaning clearly and concisely • basic literacy and written communication skills to produce 		
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	workplace documentation and correspondence <ul style="list-style-type: none"> • basic numeracy skills to do simple clerical tasks and count
Resources Implication	Assessment must ensure: <ul style="list-style-type: none"> • demonstration of skills within a fully equipped office environment using appropriate computers, printers and other office equipment such as facsimile machines, photocopiers and software programs currently used in the tourism and hospitality industries to assist with administrative functions.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • review of documents processed or produced by the candidate • project to develop a portfolio of documentation or correspondence associated with a particular job, event or project • questions to evaluate selection of appropriate type and format of correspondence for particular audiences, purposes and situations • observation of candidate's safe and correct usage of office equipment • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Front Office Service Level III	
Unit Title	Create and Use Databases
Unit Code	CST FOS3 14 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to create simple two table relational databases with reports and queries, for the storage and retrieval of information.

Elements	Performance Criteria
1. Create a simple database	<p>1.1. Design a simple database, with at least two tables, using a database application, basic design principles, software functions and simple formulae</p> <p>1.2. Develop a table with fields and attributes according to database usage, as well as data considerations and user requirements</p> <p>1.3. Create a primary key for each table</p> <p>1.4. Modify table layout and field attributes as required</p> <p>1.5. Create a relationship between the two tables</p> <p>1.6. Check and amend data entered, in accordance with organizational and task requirements</p>
2. Create reports and queries	<p>2.1. Determine information output, database tables to be used and report layout to meet task requirements</p> <p>2.2. Determine data groupings, search and sort criteria to meet task requirements</p> <p>2.3. Run reports and queries to check that results and formulae provide the required data</p> <p>2.4. Modify reports to include or exclude additional requirements</p>
3. Use database	<p>3.1. Ensure data input meets designated time lines and organizational requirements for speed and accuracy</p> <p>3.2. Use manuals, user documentation and online help to overcome problems with database design and production</p> <p>3.3. Preview, adjust and print database reports or forms in accordance with organizational and task requirements</p> <p>3.4. Name and store databases, in accordance with organizational requirements, and exit application without data loss or damage</p> <p>3.5. Prepare and distribute reports to appropriate person in a suitable format</p>

Variable	Range
Database applications may include:	<ul style="list-style-type: none"> • commercial database applications • organizational specific database applications
Basic design principles may include:	<ul style="list-style-type: none"> • naming conventions • data layout • formatting • database use • required output • reporting and presentation requirements
Software functions may include:	<ul style="list-style-type: none"> • adding, deleting, moving, re-labelling fields • altering field widths • calculating, using formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • repeating (if available) • table, form and report wizards
Simple formulae may include:	<ul style="list-style-type: none"> • average • count • division • maximum • minimum • multiplication • subtraction • sum • combinations of above
Data may include:	<ul style="list-style-type: none"> • numbers • text
Checking and amending data may include:	<ul style="list-style-type: none"> • accuracy of data • accuracy of formulae with calculator • ensuring instructions with regard to content and format have been followed • outcome of sorting or filtering • proofreading • spelling, electronically and manually
Report layout may include:	<ul style="list-style-type: none"> • alignment on page • columns • enhancements to format - borders, patterns and colours • enhancements to text • formatting provided through use of a wizard or other automated process

	<ul style="list-style-type: none"> • headers/footers • logical ordering of data • tables
Designated time lines may include:	<ul style="list-style-type: none"> • time line agreed with internal or external client • time line agreed with supervisor or person requiring database
Printing may include:	<ul style="list-style-type: none"> • forms • queries • records • reports • tables
Storing databases may include:	<ul style="list-style-type: none"> • authorised access • filing locations • naming conventions • organizational policy for backing up files • organizational policy for filing hard copies of databases • security • storage in electronic folders and sub-folders • storage on disk drives, CD-ROM, back-up tapes

Evidence Guide	
Critical aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • creating simple databases and queries • manipulating data using queries • formatting data into a final version
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all forms of government, standards and codes that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ ethical principles ➢ codes of practice ➢ privacy laws ➢ occupational health and safety ➢ organizational requirements relating to data entry, storage and presentation
Underpinning Skills	<p>Demonstrates:</p> <ul style="list-style-type: none"> • numeracy skills to create simple queries and to use simple formulae • planning and organising skills to develop effective databases • problem-solving skills to address inconsistencies in data and issues in database, and to query structures
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • access to sample data
Assessment	Competency may be assessed through:

Methods	<ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Front Office Service Level III	
Unit Title	Produce Desktop Published Documents
Unit Code	CST FOS3 15 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and produce desktop published documents.

Elements	Performance Criteria
1. Prepare to produce desktop published documents	1.1. Use safe work practices including addressing ergonomic requirements and using work organization strategies 1.2. Use energy and resource conservation techniques 1.3. Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.4. Identify organizational and task requirements for desktop published documents to ensure consistency of style and image
2. Set up desktop published document	2.1. Design content structure and layout to ensure information and graphics are arranged according to related topics and logical sequences 2.2. Select appropriate formatting and create templates or master pages to ensure consistency of design and layout 2.3. Confirm layout with appropriate person
3. Create desktop published document	3.1. Prepare, format and enter required text 3.2. Import text from other applications and resolve any formatting issues 3.3. Scan or import graphics from other applications and resolve any formatting issues 3.4. Arrange text and graphics according to organizational and task requirements
4. Finalize desktop published document	4.1. Review text for possible errors and omissions, and resolve any issues 4.2. Check page order, structure and linkages 4.3. Produce completed document in required format 4.4. Name and store text documents, in accordance with organizational requirements and exit the application without information loss/damage 4.5. Prepare text documents within designated time lines and organizational requirements for speed and accuracy

	4.6. Use manuals, user documentation and online help to overcome problems with document design and production
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Variable	Range
Ergonomic requirements may include:	<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 strategies may include:	<ul style="list-style-type: none"> • exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation techniques may include:	<ul style="list-style-type: none"> • double-sided paper use • recycling used and shredded paper • re-using paper for rough drafts (observing confidentiality requirements) • utilising power-save options for equipment
Documents may include:	<ul style="list-style-type: none"> • brochures • calendars • faxes • flyers • forms • mail merge documents, including labels • memos • multi-page letters • promotional material • reports • schedules • tables
Organizational and task requirements may include:	<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 or other fields in headers and footers • templates

Design may include:	<ul style="list-style-type: none"> • balance • diversity • relative positioning of graphics, headings and white space • simplicity • text flow • typography
Structure and layout may include:	<ul style="list-style-type: none"> • boxes • colour • columns • drawing • graphics • headings • letter and memo conventions • page layout • photographs • typeface • white space
Consistency of design and layout may include:	<ul style="list-style-type: none"> • annotated references • borders • bulleted and numbered lists • captions • consistency with other business documents • footnotes and endnotes • indentations • page numbers • spacing • font styles and point size
Naming and storing documents may include:	<ul style="list-style-type: none"> • authorised access • file and folder names which identify requirements such as the operator, author, section or date • filing locations • file names according to organizational procedure • file names which are easily identifiable in relation to the content • organizational policy for backing up files storage in folders and sub-folders • organizational policy for filing hard copies of documents • security and password protection • storage on disk drives, USBs, CD-ROM, tape back-up to server
Designated time lines may include:	<ul style="list-style-type: none"> • time line agreed with internal or external client • time line agreed with supervisor or person requiring document • organizational time line e.g. deadline requirements

Evidence Guide

Critical aspects of	Evidence of the following is essential:		
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Competence	<ul style="list-style-type: none"> • knowledge of document design and layout principles • producing desktop published documents
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • energy and resource conservation techniques • organizational requirements for ergonomics, work periods and breaks • organizational style guides • purposes, uses and functions of desktop publishing software • styles and their effect on formatting, readability and appearance of document
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to clarify requirements of documents • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • editing and proofreading skills to check own work for accuracy against original • keyboarding skills to enter text and numerical data • literacy skills to read and understand the organization 's procedures and to use models or exemplars to produce a range of documents • problem-solving skills to edit documents and to resolve issues of consistency of design
Resources Implication	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources in a workplace or simulated environment • access to samples of relevant workplace desktop published documents
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of desktop published documents • demonstration of techniques • oral or written questioning to assess knowledge of desktop publishing software functions
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Front Office Service Level III	
Unit Title	Use Business Technology
Unit Code	CST FOS3 16 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to select, use and maintain a range of business 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. Select appropriate technology and software applications to achieve the requirements of the task</p> <p>1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements</p> <p>1.3. Use technology according to organizational requirements and in a way which promotes a safe work environment</p>
2. Process and Organize data	<p>2.1. Identify, open, generate or amend files and records according to task and organizational requirements</p> <p>2.2. Operate input devices according to organizational requirements</p> <p>2.3. Store data appropriately and exit applications without damage to or loss of, data</p> <p>2.4. Use manuals, training booklets and/or online help or help-desks to overcome basic difficulties with applications</p>
3. Maintain technology	<p>3.1. Identify and replace used technology consumables in accordance with manufacturer's instructions and organizational requirements</p> <p>3.2. Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organizational requirements</p> <p>3.3. Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person</p>

Variable	Range
Technology may include:	<ul style="list-style-type: none"> • computer technology, such as laptops and personal computers • digital cameras • modems • printers • scanners • zip drives

	<ul style="list-style-type: none"> • photocopiers • shredders • binders • laminators • cutters
Software applications may include:	<ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, accounting or presentation packages
Organizational requirements may include:	<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:	<ul style="list-style-type: none"> • keyboard • mouse • numerical key pad • scanner
Storage of data may include:	<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:	<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:	<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 • regular checking of equipment • replacing consumables
Identifying equipment faults may include:	<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>Assessment requires evidence that the candidate:</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>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➢ anti-discrimination legislation ➢ ethical principles ➢ 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>Demonstrates 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
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Front Office Service Level III	
Unit Title	Interpret Financial Information
Unit Code	CST FOS3 17 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret the types of financial information used by operational supervisors and managers in their day-to-day work activities. The unit focuses on understanding key financial terminology, different types of financial reports and on how financial information is used in the management of a business

Elements	Performance Criteria
1. Access and interpret financial information	<p>1.1 Identify and use relevant business performance indicators and benchmarks for decision-making purposes.</p> <p>1.2 Identify the range of financial information and reports required to monitor business performance effectively on a day-to-day operational management level.</p> <p>1.3 Access and review relevant financial information at appropriate times according to organization policy and financial reporting periods.</p> <p>1.4 Interpret financial information correctly</p>
2. Apply financial information to work activities	<p>2.1 Identify financial information that applies to particular areas of work operation.</p> <p>2.2 Review financial information in terms of its impact on day-to-day work operations and take action accordingly.</p> <p>2.3 Share appropriate financial information with colleagues in a timely manner.</p>

Variable	Range
Financial information:	<p>must include:</p> <ul style="list-style-type: none"> • source documents • journal entries • transaction reports • account summaries and balances • balance sheets • profit and loss statements • invoices • budget reports • expenditure reports (labor or non-labor) <p>may include:</p> <ul style="list-style-type: none"> • trial balance • receivable reports

	<ul style="list-style-type: none"> • purchase summary reports • stock reports • variance reports • wastage reports • sales reports • supporting reports, such as covers, occupancy rates, staff costs and units sold • business activity statements • labor and wages reports • cash flow reports • bank statements • bank deposit documentation • merchant statements • transaction exemption reports • cheque books • credit card transaction statements • banking summaries • merchant summaries
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • understanding of the accounting process and of key accounting terminology • ability to interpret financial information and determine the relationship between the information and the performance of a business
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • understanding of the basic features of accounting and how it provides information for business management, including: <ul style="list-style-type: none"> ➢ charts of accounts and account categories, such as assets, liabilities, equity, cost of sales, income and expense ➢ basic rules underpinning double-entry accounting and the concept of debits and credits ➢ accrual versus cash accounting ➢ profit and loss statements and balance sheets as key financial statements used to measure business performance, including their role; how these reports are generated; and the format, features and key information an operational manager should look for ➢ reporting periods, including variations different financial years observed by different businesses ➢ concept of reconciliations ➢ concept of costing, including fixed and variable costs • general features of computerized accounting packages, including the types of packages suitable for different industry sectors

	<ul style="list-style-type: none"> • overview of the financial record-keeping process and key terminology, including: <ul style="list-style-type: none"> ➤ ledgers, subsidiary ledgers and journals ➤ transactions, receipts and disbursements ➤ invoices, accounts payable, debtors and creditors ➤ reconciliations, including purpose, different types of reconciliation and the impact of unpresented cheques, bank charges, direct debits and credits on reconciliations ➤ cash flow ➤ financial terminology used specific to different industry sectors, e.g. average spend, cover, ullage and Travel Compensation Fund requirements ➤ overview of GST accounting and reporting processes for business and the impact of this on day-to-day operations
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • critical thinking skills to evaluate financial information and determine its impact and importance for day-to-day workplace operations • literacy skills to interpret a wide range of business documentation • numeracy skills to interpret and use financial reports
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Process Accounts Payable and Receivable
Unit Code	CST FOS3 18 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Elements	Performance Criteria
1. Maintain financial journal systems	<p>1.1. Check source documents for accuracy and appropriate authorization</p> <p>1.2. Refer errors and discrepancies in source documents for resolution, in accordance with organizational policy and procedures</p> <p>1.3. Enter transactions into cash and credit journal system in accordance with organizational policy and procedures, and relevant legislation and compliance requirements</p> <p>1.4. Total credit journals in accordance with organizational policy and procedures</p>
2. Prepare bank reconciliations	<p>2.1. Check cash journals against bank statements to identify differences</p> <p>2.2. Update cash journals with relevant data from bank statement/s</p> <p>2.3. Identify discrepancies and refer to appropriate staff member, organization or agency</p> <p>2.4. Total cash journals in accordance with organizational policy and procedures</p> <p>2.5. Prepare regular reconciliation reports within designated time lines</p>
3. Maintain accounts payable and accounts receivable systems	<p>3.1. Enter transactions into individual accounts payable and accounts receivable, in accordance with organizational policy and procedures, and accounting requirements</p> <p>3.2. Prepare schedules of accounts payable and accounts receivable for reconciliation purposes, in accordance with organizational requirements</p> <p>3.3. Reconcile schedules accounts payable and accounts receivable with journal data or general ledger, in accordance with organizational requirements</p>

4. Process payments for accounts payable	<p>4.1. Reconcile accounts payable statements with accounting records, in accordance with organizational policy and procedures</p> <p>4.2. Check payment documentation for accuracy of information and discrepancies and rectify errors, in accordance with organizational requirements</p>
5. Prepare statements for accounts receivable	<p>5.1. Produce and check accounts receivable statements for accuracy of content in accordance with organizational policy and procedures</p> <p>5.2. Rectify discrepancies and statements dispatched within designated time lines</p>
6. Follow up outstanding accounts	<p>6.1. Maintain accounts receivable ledger system, in accordance with organizational requirements, to reflect current credit situation</p> <p>6.2. Conduct aged analysis of accounts receivable to identify outstanding accounts and to determine collection procedures, in accordance with organizational requirements</p> <p>6.3. Report or follow-up outstanding accounts in accordance with organizational policy and procedures</p> <p>6.4. Monitor and review credit terms in accordance with credit policy and procedures</p>

Variable	Range
Source documents may include:	<ul style="list-style-type: none"> • adjustment notes issued • adjustment notes received • cheque butts • credit notes issued • credit notes received • invoices issued • invoices received • receipts • tax invoices issued • tax invoices received
Transactions may include:	<ul style="list-style-type: none"> • capital contributions in cash by owner • cash purchases • cash sales • commission • credit purchases • credit sales • day-to-day expenses • electronic funds transfer • interest charges and bank fees • interest revenue • payments received from debtors
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	<ul style="list-style-type: none">• payments to creditors• petty cash transactions• purchases paid by cheque• returns• withdrawal of cash by owner		
Journal system may include:	<ul style="list-style-type: none">• cash payments journal• cash receipts journal• purchases journal• purchases returns journal• sales journal• sales returns journal		
Systems may include:	<ul style="list-style-type: none">• computerized• manual		
Relevant legislation and compliance requirements may include:	consumer: <ul style="list-style-type: none">• codes of practice• Ethiopian Consumer Credit Code• privacy laws• secrecy laws competition: <ul style="list-style-type: none">• Ethiopian Competition and Consumer Commission (ACCC), National Competition Policy prudential: <ul style="list-style-type: none">• commonwealth Bills of Exchange Act 1909• commonwealth Cheques and Payment Orders Act 1986• commonwealth Financial Transaction Reports Act 1988• commonwealth Land Tax Assessment Act 2002• commercial tenancies laws• corporate law• Credit Reference Association of Ethiopia (CRAA)• Electronic Funds Transfer (EFT) Code of Conduct• Financial Institutions (FI) Code• payroll tax assessment laws and regulations• prescribed payments laws and regulations• stamp duties laws• taxation assessment laws		
Discrepancies may include:	<ul style="list-style-type: none">• bank charges• direct deposits• direct payments• dishonoured cheques• interest		
Accounts payable and accounts receivable systems may include:	<ul style="list-style-type: none">• accounts payable schedule• accounts payable subsidiary ledger• accounts receivable schedule• accounts receivable subsidiary ledger		
Journal data may include:	<ul style="list-style-type: none">• accounts payable data from cash payments journal• accounts receivable data from cash receipts journal• purchases journal total		
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	<ul style="list-style-type: none"> • purchases returns journal total • sales journal total • sales returns journal total
Checking payment documentation may include:	<ul style="list-style-type: none"> • attachment of supporting invoices, statements • calculation of discount • cheque data • remittance advice data
Accounts receivable statements may include:	<ul style="list-style-type: none"> • any payments received allocated on an invoice by invoice basis • computerized system • discount policy • final balance with overdue details if appropriate • information about any sales, sales returns, credit, forward orders and payments, which have occurred throughout the month • manual system • month to which statement is applicable • name and address of client or accounts receivable • name and address of supplier • opening balance if applicable
Credit terms may include:	<ul style="list-style-type: none"> • arrangements for settlement • cancellation of agreed credit arrangements • cash on delivery

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • maintaining journals and subsidiary ledger systems • accurately entering data into journal and subsidiary ledger system • reconciling subsidiary ledger system with journal or general ledger data
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Ethiopian Taxation Office regulations • Goods and Services Tax (GST) regulations • anti-discrimination legislation • ethical principles • codes of practice • finance legislation • privacy laws • occupational health and safety • limit of scope of own responsibility • organizational accounting systems and procedures
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • use knowledge of mathematical concepts • interpret, compare and calculate with whole numbers and money

	<ul style="list-style-type: none"> • use decimal fractions and percentages • problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Apply First Aid
Unit Code	CST FOS3 19 0912
Unit Descriptor	This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Elements	Performance Criteria
1. Assess the situation	<p>1.1 Identify assess and maximize hazards in the situation that may pose a risk of injury or illness to self and others</p> <p>1.2 Maximize immediate risk to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements</p> <p>1.3 Assess casualty and identify injuries, illnesses and conditions</p>
2. Apply first aid procedures	<p>2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness</p> <p>2.2 Use available resources and equipment to make the casualty as comfortable as possible</p> <p>2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner</p> <p>2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort</p> <p>2.5 Seek consent from casualty prior to applying first aid management</p> <p>2.6 Provide first aid management in accordance with established first aid principles.</p> <p>2.7 Seek first aid assistance from others in a timely manner and as appropriate</p> <p>2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures</p> <p>2.9 Use safe manual handling techniques as required</p> <p>2.10 Monitor casualty's condition and respond in accordance with effective first aid principles and procedures</p> <p>2.11 Finalize casualty management according to casualty's needs and first aid principles</p>
3. Communicate details of the incident	<p>3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant</p>

	<p><i>communication media and equipment</i></p> <p>3.2 Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel</p> <p>3.3 Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures</p> <p>3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures</p> <p>3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organization policies</p>
4. Evaluate own performance	<p>4.1 Seek feedback from <i>appropriate clinical expert</i></p> <p>4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents</p> <p>4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs</p>

Variable	Range
Contextualisation to address specific requirements may include:	<ul style="list-style-type: none"> • Focus on first aid management of specific types of injury • First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Established first aid principles include:	<ul style="list-style-type: none"> • Preserve life • Prevent illness, injury and condition(s) becoming worse • Promote recovery • Protect the unconscious casualty
Vital signs include:	<ul style="list-style-type: none"> • Consciousness • Breathing • Circulation
A hazard is:	<ul style="list-style-type: none"> • A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	<ul style="list-style-type: none"> • Physical hazards • Biological hazards • Chemical hazards • Hazards associated with manual handling
Risks may include:	<ul style="list-style-type: none"> • Risks from equipment, machinery and substances • Risks from first aid equipment • Environmental risks • Exposure to blood and other body substances • Risk of further injury to the casualty • Risks associated with the proximity of other workers and bystanders

	<ul style="list-style-type: none"> • Risks from vehicles
Casualty's condition is managed for:	<ul style="list-style-type: none"> • Abdominal injuries • Airway obstruction • Allergic reactions • Altered and loss of consciousness • Bleeding • Burns - thermal, chemical, friction, electrical • Chest pain/cardiac arrest • Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations • Near drowning • Envenomation - snake, spider, insect and marine bites • Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke • Fractures • Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions • No signs of life • Poisoning and toxic substances (including chemical contamination) • Respiratory distress/arrest • Seizures • Shock • Stroke • Substance misuse - common drugs and alcohol, including illicit drugs.
First aid management must take into account applicable aspects of:	<p>The setting in which first aid is provided, including:</p> <ul style="list-style-type: none"> • workplace policies and procedures • industry/ site specific regulations, codes etc • OHS requirements • state and territory workplace health and safety legislative requirements • location and nature of the incident • situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents • location of emergency services personnel • The use and availability of first aid equipment and resources • Infection control • Legal and social responsibilities of first aider
Resources and equipment are used appropriate to the risk to be met and may include:	<ul style="list-style-type: none"> • AED • First aid kit • Auto-injector • Puffer/inhaler • Resuscitation mask or barrier • Spacer device

Communication media and equipment may include but are not limited to:	<ul style="list-style-type: none"> • Telephones, including landline, mobile and satellite phones • HF/VHF radio • Flags • Flares • Two way radio • Email • Electronic equipment • Hand signals
Appropriate clinical expert may include:	<ul style="list-style-type: none"> • Supervisor/manager • Ambulance officer/paramedic • Other medical/health worker
Documentation may include:	<ul style="list-style-type: none"> • Injury report forms • Workplace documents as per organization requirements
Documentation may include recording:	<ul style="list-style-type: none"> • Time • Location • Description of injury • First aid management • Fluid intake/output, including fluid loss via: <ul style="list-style-type: none"> • blood • vomit • feces • urine • Administration of medication including: <ul style="list-style-type: none"> • time • date • person administering • dose • Vital signs

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Knowledge and Essential Skills identified in this competency unit • Competence should be demonstrated working individually and, where appropriate, as part of a first aid team • Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Working knowledge of: <ul style="list-style-type: none"> ➢ basic principles and concepts underlying the practice of first aid ➢ procedures for dealing with major and minor injury and illness ➢ priorities of management in first aid when dealing with life threatening conditions

	<ul style="list-style-type: none"> ➤ basic occupational health and safety requirements in the provision of first aid ➤ infection control principles and procedures, including use of standard precautions ➤ chain of survival ➤ first Aiders' skills and limitations ➤ Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to ➤ First aid management of: <ul style="list-style-type: none"> ➤ abdominal injuries ➤ allergic reactions ➤ altered and loss of consciousness ➤ bleeding ➤ burns - thermal, chemical, friction, electrical ➤ cardiac arrest ➤ casualty with no signs of life ➤ chest pain ➤ choking/airway obstruction ➤ injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations ➤ envenomation - snake, spider, insect and marine bites ➤ environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke ➤ fractures ➤ medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions ➤ near drowning ➤ poisoning and toxic substances (including chemical contamination) ➤ respiratory distress ➤ seizures ➤ shock ➤ stroke ➤ substance misuse - common drugs and alcohol, including illicit drugs ➤ Awareness of stress management techniques and available support ➤ Social/legal issues: <ul style="list-style-type: none"> ➤ duty of care ➤ need to be culturally aware, sensitive and respectful ➤ importance of debriefing ➤ confidentiality ➤ own skills and limitations
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Conduct an initial casualty assessment • Plan an appropriate first aid response in line with established first aid principles, policies and procedures

	<ul style="list-style-type: none"> • Demonstrate correct procedures for performing CPR using a manikin, including standard precautions • Apply first aid principles • Infection control, including use of standard precautions • Follow OHS guidelines <p>Demonstrate:</p> <ul style="list-style-type: none"> • safe manual handling • consideration of the welfare of the casualty • ability to call an ambulance • site management to prevent further injury • Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions • Administer medication in line with state/territory regulations, legislation and policies • Prepare a written incident report or provide information to enable preparation of an incident report • Communicate effectively and assertively in an incident • Make prompt and appropriate decisions relating to managing an incident in the workplace • Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition • Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols • Evaluate own response and identify appropriate improvements where required
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Contribute to Workplace Improvements
Unit Code	CST FOS3 20 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to generate and propose ideas for improvements to workplace practices, services or products. It requires the ability to identify areas for improvement, generate appropriate ideas or solutions, and discuss and review their appropriateness

Elements	Performance Criteria
1. Identify areas for improvement to work practices, services or products	1.1 Clearly identify own role in work practices and role of others. 1.2 Identify opportunities for improvements to work practices, services or products. 1.3 Check and clarify areas where improvements could be made
2. Generate ideas for improvement	2.1 Generate a range of ideas or solutions. 2.2 Gather information relevant to ideas. 2.3 Review ideas for relevance and practicality. 2.4 Further develop suitable ideas based on information collection and review
3. Discuss ideas with others	3.1 Identify people who can contribute to the ideas for improvement to work practices, services or products. 3.2 Select appropriate communication methods for discussing ideas. 3.3 Share and discuss ideas, seek feedback and consider all opinions. 3.4 Review feedback, modify and further develop ideas in response to feedback
4. Develop ideas for improvement	4.1 Explore processes required to implement suggested improvements to work practices, services or products. 4.2 Present ideas for improvement to appropriate people
5. Review process for proposing improvements	5.1 Review process for developing, discussing and presenting ideas and identify how things could be done better

Variable	Range
Checking and clarifying areas for	<ul style="list-style-type: none"> observing problems observing inefficient work practices

improvement may involve:	<ul style="list-style-type: none"> • observing non-compliance with policies and procedures • understanding current procedures and processes • asking questions to ensure full understanding of work practices, services or products
Generating a range of ideas may involve:	<ul style="list-style-type: none"> • talking to colleagues or supervisors • considering how work practices are applied in other workplaces • using brainstorming techniques • visualising different ways of working • developing checklists and plans
Developing suitable ideas may involve:	<ul style="list-style-type: none"> • thinking through all aspects of ideas • exploring processes, resources and time required to implement ideas
People who can contribute may include:	<ul style="list-style-type: none"> • colleagues • supervisors • managers • friends and family who work outside the organization • those who can challenge or support the ideas • those who can provide technical knowledge on the viability of the ideas • those who can fund or promote the implementation of the ideas
Communication methods may include:	<ul style="list-style-type: none"> • face-to-face discussions • interviews • telephone discussions • email • written correspondence, such as memos, letters and reports • suggestion boxes and suggestion boards • surveys and questionnaires • newsletter contributions • formal and informal meetings
Seeking and considering feedback may involve:	<ul style="list-style-type: none"> • actively listening • asking questions • clarifying understanding • accepting the opinions and ideas of others, especially those with cultural or special needs • taking into account technical and OHS considerations and restrictions
Exploring processes for implementation of ideas may involve:	<ul style="list-style-type: none"> • identifying all steps required to implement ideas for improvement • seeking technical advice • identifying physical and human resources required • identifying how long it would take to make changes
Reviewing process may involve identifying:	<ul style="list-style-type: none"> • communication problems that were encountered • lack of access to appropriate information to develop ideas • problems with own ability to present ideas and influence others

	<ul style="list-style-type: none"> • aspects that worked well • solutions for generation and presentation of future ideas
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • project or work activities that show candidate's ability to observe work practices and analyse problems or areas where improvements could be implemented • knowledge of own role, role of others and services and products offered by the organization • ability to develop a range of ideas for workplace improvements or solutions to problems • ability to consult with others, seek feedback, modify ideas and present suggested improvements
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • work practices, services or products of the organization • organizational structure, own role and role of various personnel • typical communication methods used within organization s • typical evaluation and review procedures used within organizations
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to use creative thinking techniques to generate a range of innovative ideas • observation skills • basic skills in analysing work practices, services, products and positive and negative feedback • basic research skills, including: <ul style="list-style-type: none"> ➢ identifying sources of required information ➢ questioning and active listening skills to elicit information ➢ note taking ➢ sorting and processing information ➢ creative thinking techniques ➢ written and oral communication skills for conveying ideas clearly and concisely ➢ basic presentation skills ➢ literacy skills to interpret written information relating to work practices, services and products ➢ ability to experiment with ideas and modify them according to feedback ➢ ability to relate to colleagues from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities and to listen to ideas and opinions of others with an open mind
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>

Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Originate and Develop a Concept
Unit Code	CST FOS3 21 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to originate and develop a concept to a stage where it becomes the basis of a creative and effective product, service or process. It requires the ability to respond to a brief or develop a self-initiated proposal, originate the concept, seek technical and creative input, adjust the proposal and create an operational specification for the implementation of the concept

Elements	Performance Criteria
1. Interpret the brief or clarify need or opportunity	<p>1.1 Explore the brief, need or opportunity for innovation, investigate and clarify the context for the new product or service.</p> <p>1.2 Clarify purpose, desired outcome or end product, broad content, style, cost, intended audience or user and other relevant factors of the brief, need or opportunity.</p> <p>1.3 Specify the purpose, goals, constraints and requirements of the final product, service or process</p>
2. Develop a range of creative approaches	<p>2.1 Generate a range of different, innovative and creative approaches and concepts.</p> <p>2.2 Review different approaches or concepts for feasibility, innovation, creativity and acceptability to client or audience.</p> <p>2.3 Identify possible constraints and check the approaches or concepts against constraints to determine feasibility.</p> <p>2.4 Take into consideration social, ethical and environmental impacts of the approaches or concepts.</p> <p>2.5 Investigate effects and advantages of various combinations of activities, systems, processes, staff and materials for achieving a creative, innovative and appropriate outcome.</p> <p>2.6 Select concepts or approaches that achieve the required outcome in an innovative and feasible way and document draft proposals representing those approaches in an appropriate format</p>
3. Seek opinions of colleagues and a range of creative technical experts and specialists	<p>3.1 Discuss proposals with colleagues and specialists.</p> <p>3.2 Clarify creative and technical aspects of proposals and seek expert advice where required.</p> <p>3.3 Compare proposals with best practice examples of similar products, services or processes</p>

4. Adjust and refine proposal on the basis of advice received and evaluation	<p>4.1 Determine advantages and disadvantages of each approach or strategy based on established criteria.</p> <p>4.2 Evaluate proposals and select the approach that will result in desired outcome</p>
5. Develop concept to an operational level	<p>5.1 Develop detailed specification for the product, service or process in terms of creativity, audience or user, budget and technical requirements.</p> <p>5.2 Present detailed specification to relevant parties for approval, funding or endorsement.</p>

Variable	Range		
Product or service may include:	<ul style="list-style-type: none">• new or enhanced service industry product or service• marketing campaigns• loyalty programs• advertising campaigns		
Purpose of the product or service may be:	<ul style="list-style-type: none">• new product to gain market share• new product to diversify the current product range• expanded product range to maximize business risk		
Factors may include:	<ul style="list-style-type: none">• cost-effectiveness• technical feasibility• audience or user characteristics• issues relating to implementation, such as:<ul style="list-style-type: none">➤ level of skill and understanding➤ resource requirements➤ need for additional staff training➤ access to technology		
Constraints may include:	<ul style="list-style-type: none">• cost• finance• time• availability of skilled experts and personnel• availability of equipment• technical difficulty in realising the concept		
Appropriate format may include:	<ul style="list-style-type: none">• proposals to be submitted to a funding body or sponsor• briefs for a consultant• descriptions of a creative proposal for in-house consideration		
Colleagues and specialists may include:	<ul style="list-style-type: none">• staff involved in the design or implementation of process• technical specialists• creative and administrative staff• external consultants		
Established criteria may include:	<ul style="list-style-type: none">• creativity• appropriateness to the user or audience• cost-effectiveness• level of risk• potential benefits		
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	<ul style="list-style-type: none"> • technical feasibility
Specifications may include:	<ul style="list-style-type: none"> • purpose • audience • time • budget • human and physical resources, including plant and equipment • ownership of final product • operational plan

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • project or work activities that show the candidate's ability to generate and evaluate original, creative and effective concepts that can be translated into concrete operational proposals • ability to fully research, comprehend and analyse information on the full range of issues that relate to originating and developing the concepts • ability to consult and communicate with colleagues and external specialists • ability to review, modify and document concepts and operational specifications
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • relevant specialist technical knowledge relating to issues for the specific work contexts within the particular service industry sector and business • appropriate ways of documenting creative proposals • past history of work in related areas • social and environmental effects of possible approaches • technical principles and knowledge appropriate to the area covered by the concept • communication principles
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • ability to use creative techniques to generate a range of innovative ideas • ability to communicate with a wide range of people • research skills
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning • Observation / Demonstration
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Front Office Service Level III	
Unit Title	Develop Innovative Ideas at Work
Unit Code	CST FOS3 22 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to systematically generate and develop innovative ideas in the workplace.

Elements	Performance Criteria
1. Interpret the need for innovation	1.1 Observe the need for innovation within workplace context. 1.2 Challenge assumptions about products and processes to identify opportunities for innovation. 1.3 Project possible future contexts and environments for the innovation. 1.4 Define end user requirements . 1.5 Identify resources and constraints . 1.6 Research factors and ethical considerations that may impact on the idea. 1.7 Access relevant organizational knowledge
2. Generate ideas	2.1 Conceptualize ideas using a range of creative thinking techniques . 2.2 Apply relevant knowledge to explore a range of approaches. 2.3 Seek stimulation from alternative sources . 2.4 Test ideas against brief and other factors. 2.5 Select preferred option
3. Collaborate with others	3.1 Develop ideas in conjunction with relevant people . 3.2 Seek and accept feedback from relevant people in an appropriate fashion. 3.3 Modify ideas according to feedback. 3.4 Maintain and utilize a network of peers to discuss ideas
4. Analyze and reflect on ideas	4.1 Analyze ideas from different perspectives. 4.2 Use appropriate strategies to capture reflections . 4.3 Examine ideas to ensure they meet context requirements, best practice and future needs. 4.5 Allow time for the development and analysis of ideas
5. Represent ideas	5.1 Select an appropriate communication technique for the target audience . 5.2 Develop the presentation of the idea with the audience in

	mind. 5.3 Present the idea to educate and inform the client. 5.4 Modify the idea according to client feedback
6. Evaluate ideas	6.1 Review ideas using appropriate evaluation methods to ensure they meet required needs. 6.2 Modify ideas as required.

Variable	Range
Innovation may include:	<ul style="list-style-type: none"> generating new ideas or solutions developing new uses for old ideas and making them useful or a means of improvement
End user requirements may refer to:	<ul style="list-style-type: none"> who will be using the end product why the product or process is needed how will it be used advantages will it provide where it will be used
Resources and constraints may include:	<ul style="list-style-type: none"> time required costs equipment human resources work culture management practice technology needed
Factors and ethical considerations may include:	<ul style="list-style-type: none"> aesthetic requirements functionality information available OHS environmental considerations
Organizational knowledge may include:	<ul style="list-style-type: none"> technical knowledge information gained from books and audiovisual resources knowledge from different work areas information from work colleagues work processes product materials systems tools working conditions
Feedback may be:	<ul style="list-style-type: none"> formal or informal verbal in writing in groups individual
Creative thinking	<ul style="list-style-type: none"> brainstorming

techniques may include:	<ul style="list-style-type: none"> • visualizing • making associations • building on associations • telling stories • creative writing • lateral thinking games • mind mapping, drawings • six thinking hats • using prompts
Stimulation from alternative sources may include:	<ul style="list-style-type: none"> • reading books and industry journals • talking with colleagues and friends • visiting art galleries and museums • going to industry workshops • networks
Relevant people may include:	<ul style="list-style-type: none"> • colleagues • team members • supervisors • managers • the client
Maintaining a network of peers may include:	<ul style="list-style-type: none"> • participating in forums • participating in industry training • attending workshops • becoming a member of a network
Capture of reflections may include:	<ul style="list-style-type: none"> • mind mapping • assessing alternatives • drawing comparisons • imagining possible outcomes • imagining best and worst case scenarios
Communication techniques may include:	<ul style="list-style-type: none"> • writing a proposal • building a model • showing a film • presenting a talk • preparing a report • drawing a diagram
The audience may include:	<ul style="list-style-type: none"> • external contacts • internal contacts, such as management and other team members • groups or individuals • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
Presentation of ideas may include:	<ul style="list-style-type: none"> • helping the client visualize and understand the idea • actively listening • asking questions • accepting others opinions • explaining the proposal • clarifying details

Formal review of the idea may involve:	<ul style="list-style-type: none"> • checking that the idea can be implemented • that it meets the client and end user needs • best practice • financial requirements • resource requirements
Evaluation methods may include:	<ul style="list-style-type: none"> • developing checklists • discussing the process with colleagues or supervisors • writing a report of the outcomes

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • interprets the need for innovation in the workplace • identifies resources and constraints and researches affecting factors when generating innovative ideas • generates ideas using creative thinking techniques • tests ideas against brief and other relevant factors • presents and discusses ideas with relevant people • seeks feedback and modifies ideas accordingly • Analyze s and reflects on ideas to ensure they meet end user requirements • presents ideas using appropriate communication methods • reviews and modifies idea using appropriate evaluation methods 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • relevant technical knowledge • broad industry and market knowledge • organizational culture • social, environmental and work culture impacts • principles of innovation 		
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpersonal communication skills to: <ul style="list-style-type: none"> ➢ collaborate with others and represent ideas through clear and direct communication ➢ ask questions to identify and confirm requirements ➢ use language and concepts appropriate to cultural differences ➢ use and interpret non-verbal communication • research skills • networking • lateral thinking • the ability to Analyze self and external factors • time management skills 		
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>		
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test / Oral Questioning 		
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	<ul style="list-style-type: none"> • Observation / Demonstration
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Front Office Service Level III	
Unit Title	Provide for the Safety of Persons at Risk
Unit Code	CST FOS3 23 0912
Unit Descriptor	This unit of competency specifies the outcomes required to ensure the safety of persons at risk under various security assignment conditions. It requires the ability to plan and prepare security arrangements, implement security and safety policies during escort activities, and monitor and review the effectiveness of the security assignment

Elements	Performance Criteria
1. Prepare for security assignment.	<p>1.1 Applicable provisions of legislative and organizational requirements relevant to assignment instructions are identified and complied with.</p> <p>1.2 Assignment instructions and other relevant information is clarified as required with relevant persons.</p> <p>1.3 Resource and equipment requirements are confirmed and Organized in accordance with organizational procedures.</p> <p>1.4 Route and site assessment is undertaken in accordance with organizational procedures.</p> <p>1.5 Equipment is checked for operational effectiveness and faulty or damaged equipment is reported in accordance with organizational procedures.</p> <p>1.6 Personal dress and presentation is maintained to professional standards at all times.</p> <p>1.7 Communication channels and processes are confirmed with relevant persons in accordance with organizational procedures.</p>
2. Monitor and maintain safety of VIPs.	<p>2.1 Security procedures are conducted and confirmed in accordance with assignment instructions.</p> <p>2.2 Security operations are continually monitored and adjusted as required to maintain maximum security.</p> <p>2.3 Communication is maintained continually throughout security operations in accordance with assignment instructions and organizational procedures.</p> <p>2.4 Interpersonal techniques are used which reflect an awareness of individual social and cultural differences.</p> <p>2.5 Potential security risk situations are identified, risk assessed and responded to within own scope of responsibility and competence.</p>

	<p>2.6VIPs are advised of all factors which may affect their personal safety in accordance with organizational procedures.</p> <p>2.7Need for extra assistance or advice is promptly identified and sought from relevant persons in accordance with organizational procedures.</p>
3. Review and evaluate security operations.	<p>3.1A process of continual assessment is applied to review and evaluate the efficiency and effectiveness of security operations.</p> <p>3.2Reports and relevant documentation are prepared in a timely manner presenting all relevant facts and information in accordance with organizational procedures.</p> <p>3.3Incident observations are provided accurately and constructively and opportunities for improvement are identified.</p> <p>3.4Security operations are reviewed and written findings and recommendations are provided to inform future practice.</p>

Variable	Range
Legislative requirements may relate to:	<ul style="list-style-type: none"> • apprehension and powers of arrest • Ethiopian standards and quality assurance requirements • counter-terrorism • crowd control and control of persons under the influence of intoxicating substances • force continuum, use of force guidelines • general 'duty of care' responsibilities • inspection of people and property, and search and seizure of goods • licensing or certification requirements • privacy and confidentiality • relevant commonwealth, state and territory legislation, codes and national standards for: <ul style="list-style-type: none"> ➢ anti-discrimination ➢ cultural and ethnic diversity ➢ environmental issues ➢ equal employment opportunity ➢ industrial relations ➢ Occupational Health and Safety (OHS) • relevant industry codes of practice • trespass and the removal of persons • use of restraints and weapons: <ul style="list-style-type: none"> ➢ batons ➢ firearms ➢ handcuffs ➢ spray

Organizational requirements may relate to:	<ul style="list-style-type: none"> • access and equity policies, principles and practices • business and performance plans • client service standards • code of conduct, code of ethics • communication and reporting procedures • complaint and dispute resolution procedures • emergency and evacuation procedures • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information
Assignment instructions may include:	<ul style="list-style-type: none"> • assignment purpose and objective • assignment tasks and procedures • assignment timeframe • client identification information • incident and security risk response procedures • personal presentation requirements • personal protection equipment • premises location and layout • reporting and documentation requirements • resource and equipment requirements • travel routes and schedules.
Relevant persons may include:	<ul style="list-style-type: none"> • clients • colleagues • emergency services personnel and agencies • security personnel • supervisor
Resources and equipment may include:	<ul style="list-style-type: none"> • communications equipment: • earpiece • pager • portable and mounted two-way radio • telephone and mobile phone • maps • pen and security notebook • personal protection equipment • security equipment: • electronic screening equipment • video cameras and monitors • security personnel and specialist services • transport

Communication channels and processes may relate to:	<ul style="list-style-type: none"> • direct line supervision paths • established communication protocols • formal communication pathways • lateral supervision paths • organizational communication networks • verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals
Security procedures may include:	<ul style="list-style-type: none"> • appropriate positioning of relevant persons • communication of 'need to know' information to relevant persons • escort procedures • establishment and guarding of 'no go zones' • establishment of communication strategies • installation and operation of surveillance and communication equipment • issuance of ID cards for relevant persons • keying off lifts • negotiation and communication with VIPs own security staff • search of premises • security checks of relevant persons • setting up a central 'command post'
Interpersonal techniques may involve:	<ul style="list-style-type: none"> • active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language
Social and cultural differences may relate to:	<ul style="list-style-type: none"> • dress and personal presentation • food • language • religion • social conventions • traditional practices • values and beliefs
Security risks may relate to:	<ul style="list-style-type: none"> • breaches of law e.g. criminal damage, offences against people, public order, misuse of drugs and alcohol • emergencies e.g. fire, scenes of crime, accidents • hazards e.g. physical, chemical, electrical, psychological,

	biological <ul style="list-style-type: none"> • threats e.g. bombs, sabotage, kidnap, assassination
Response may involve:	<ul style="list-style-type: none"> • defusing the situation • evacuating the premises • isolating area of potential risk • isolating risk • notifying relevant emergency services agencies • provision of first aid • request for support and assistance • restraint of person • tactical withdrawal • use of basic defensive techniques • use of negotiation techniques
Assessment may include:	<ul style="list-style-type: none"> • review to specifications and other documentation within organizational and industry policy guidelines • competency assessment for recording purposes
Documentation may include:	<ul style="list-style-type: none"> • activity logs • incident reports • request for assistance forms • security risk and incident details • vehicle and personnel movements • written and electronic reports

Evidence Guide	
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • accurately assessing assignment needs and instructions and determining approaches and resources to be applied • accurately identifying and assessing factors which might impact on the safety and security of VIPs and formulating and implementing appropriate responses • reviewing and evaluating security operations through a process of continual assessment, feedback and exchange of information with relevant personnel • systematically monitoring security activities and varying operational plans as required to meet changing circumstances
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • client confidentiality requirements • communication channels, codes and signals • emergency and evacuation procedures • escort procedures • first aid procedures and their application • instructions and procedures for responding to security risk situations • legal provisions relating to 'use of force' guidelines • limits of own responsibility and authority • observation and monitoring techniques

	<ul style="list-style-type: none"> • operational functions and procedures for the use of communications, security and personal protection equipment • principles of effective communication including interpersonal techniques • procedures and requirements for documenting security incidents • reporting structure and processes • security incidents and appropriate responses • security risk assessment methods
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • assess client security requirements • communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities • communicate using appropriate channels and clear and concise language • determine response appropriate to security risk situation • escort persons • estimate and calculate resource and equipment requirements • identify and comply with applicable legal and procedural requirements including licensing requirements • identify and comply with security incident response procedures • identify potential security threats and the likely source of risks • identify support and assistance requirements • operate security and communications equipment • present a professional image to members of the public and colleagues • record, report and document information • select and use appropriate personal protection equipment • use negotiation techniques to defuse and resolve conflict
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Monitor and Control Individual and Crowd Behaviour
Unit Code	CST FOS3 24 0912
Unit Descriptor	This unit of competency specifies the outcomes required to maintain safety and security of persons, property and premises. It requires the ability to observe and monitor individual and crowd behaviour and identify and respond to potential threats and incidents

Elements	Performance Criteria
1 Prepare for monitoring.	<p>1.1 Applicable provisions of legislative and organizational requirements relevant to assignment instructions are identified and complied with.</p> <p>1.2 Work tasks are verified and clarified as required with relevant persons.</p> <p>1.3 Personal dress and presentation is maintained to meet assignment requirements.</p> <p>1.4 Resources and equipment are confirmed and checked for operational effectiveness and serviceability in accordance with manufacturer's instructions.</p> <p>1.5 Faulty or damaged equipment is replaced and reported in accordance with organizational procedures.</p> <p>1.6 Site layout details and communication channels and processes are verified and clarified with relevant persons as required.</p>
2 Monitor individual and crowd behavior.	<p>2.1 Systematic personal safety checks are conducted on a regular basis in accordance with organizational procedures.</p> <p>2.2 Crowd and individual behavior is monitored to ensure the security and safety of persons and property.</p> <p>2.3 Security status of the venue and crowd is determined and communicated as required to appropriate persons.</p> <p>2.4 Communication is courteous and professional and interpersonal techniques reflect an awareness of individual social and cultural differences.</p> <p>2.5 Persons behaving in a potentially disruptive manner are identified and assessed for degree of risk to self, others, property and premises.</p>
3 Identify and respond to security risk situation.	<p>3.1 Potential security risks are identified and assessed for degree of risk.</p> <p>3.2 Response is formulated and carried out within scope of own</p>

	<p>role, competence and authority.</p> <p>3.3 Assistance requirements are identified and requested in accordance with organizational procedures.</p> <p>3.4 Changing circumstances are monitored and responses are adjusted as required to maintain security.</p> <p>3.5 Reports are prepared presenting all relevant facts and information in appropriate format, style and structure.</p> <p>3.6 Relevant documentation is completed and processed in accordance with organizational procedures</p>
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Variable	Range		
Legislative requirements may relate to:	<ul style="list-style-type: none">• apprehension and powers of arrest• Ethiopian standards and quality assurance requirements• counter-terrorism• crowd control and control of persons under the influence of intoxicating substances• force continuum, use of force guidelines• general 'duty of care' responsibilities• inspection of people and property, and search and seizure of goods• licensing or certification requirements (eg security industry, casino security etc)• privacy and confidentiality• relevant commonwealth, state and territory legislation, codes and national standards for:<ul style="list-style-type: none">➤ anti-discrimination➤ cultural and ethnic diversity➤ environmental issues➤ equal employment opportunity➤ industrial relations➤ Occupational Health and Safety (OHS)• relevant industry codes of practice• trespass and the removal of persons• use of restraints and weapons:<ul style="list-style-type: none">➤ batons➤ firearms➤ handcuffs➤ spray		
Organizational requirements may relate to:	<ul style="list-style-type: none">• access and equity policies, principles and practices• business and performance plans• client service standards• code of conduct, code of ethics• communication and reporting procedures• complaint and dispute resolution procedures• emergency and evacuation procedures		
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	<ul style="list-style-type: none"> • employer and employee rights and responsibilities • OHS policies, procedures and programs • own role, responsibility and authority • personal and professional development • privacy and confidentiality of information • quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information
Assignment instructions may include:	<ul style="list-style-type: none"> • assignment purpose and objective • assignment tasks and procedures • assignment timeframe • client information • incident and security risk response procedures • personal presentation requirements • personal protection equipment • premises location and layout • reporting and documentation requirements • resource and equipment requirements • travel routes and schedules
Work tasks may relate to:	<ul style="list-style-type: none"> • control of exit from and access to premises • crowd control • escort of people • routine security monitoring of site • screening of people
Relevant persons may include:	<ul style="list-style-type: none"> • clients • colleagues • emergency services personnel and agencies • security personnel • supervisor
Resources and equipment may include:	<ul style="list-style-type: none"> • communication equipment: <ul style="list-style-type: none"> ➢ earpiece ➢ pager ➢ portable and mounted two-way radio ➢ telephone and mobile phone • maps • pen and security notebook • personal protection equipment • security equipment: <ul style="list-style-type: none"> ➢ electronic screening equipment ➢ video cameras and monitors • security personnel and specialist services • transport
Sites may include:	<ul style="list-style-type: none"> • licensed premises • outdoor and indoor venues

	<ul style="list-style-type: none">• private functions• protests• public events• sporting events		
Communication channels and processes may relate to:	<ul style="list-style-type: none">• direct line supervision paths• established communication protocols• formal communication pathways• lateral supervision paths• organizational communication networks• verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals		
Interpersonal techniques may involve:	<ul style="list-style-type: none">• active listening• being non-judgemental• being respectful and non-discriminatory• constructive feedback• control of tone of voice and body language• culturally aware and sensitive use of language and concepts• demonstrating flexibility and willingness to negotiate• effective verbal and non-verbal communication• maintaining professionalism• providing sufficient time for questions and responses• reflection and summarising• two-way interaction• use of Amharic• use of positive, confident and cooperative language		
Social and cultural differences may relate to:	<ul style="list-style-type: none">• dress and personal presentation• food• language• religion• social conventions• traditional practices• values and beliefs		
Security risks may relate to:	<ul style="list-style-type: none">• breaches of law e.g. criminal damage, offences against people, public order, misuse of drugs and alcohol• emergencies e.g. fire, scenes of crime, accidents• hazards e.g. physical, chemical, electrical, psychological, biological• threats e.g. bombs, sabotage, assassination		
Response may involve:	<ul style="list-style-type: none">• checking identification• defusing the situation• evacuating the premises• isolating area of potential risk• isolating risk• issuing verbal warnings• notifying relevant emergency services agencies• offering assistance		
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	<ul style="list-style-type: none"> • provision of first aid • request for support and assistance • restraint of person • tactical withdrawal • use of basic defensive techniques • use of negotiation techniques
Documentation may include:	<ul style="list-style-type: none"> • activity logs • incident reports • request for assistance forms • security risk and incident details • vehicle and personnel movements • written and electronic reports

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • A person who demonstrates competency in this unit must be able to provide evidence of: • assessing site layout and verifying communication and security requirements prior to assignment • completing and processing documentation • complying with applicable legislation and procedural requirements to maximize the safety and protection of persons, property and premises • observing and monitoring persons and identifying and responding appropriately to potential threats and hazards • operating and maintaining security, communications and personal protection equipment • using effective communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver and which engages minority groups 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • communication channels, codes and signals • emergency and evacuation procedures • first aid procedures and their application • instructions and procedures for responding to security risk situations • legal provisions relating to powers of arrest and 'use of force' guidelines • limits of own responsibility and authority • methods of restraint • negotiation and conflict resolution techniques • observation and monitoring techniques • operational functions and procedures for the use of communications, security and personal protection equipment • principles of effective communication including interpersonal techniques 		
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	<ul style="list-style-type: none"> • procedures and requirements for documenting security incidents • range of potential security incidents and appropriate responses • reporting structure and processes • site layout and access points
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities • communicate using clear and concise language • comply with procedures to assess and control risks to self and others • identify and comply with applicable legal and procedural requirements including licensing requirements and 'use of force' guidelines • identify and comply with security incident response procedures • identify response appropriate to security risk situation • identify risk factors and assess degree of risk • identify support and assistance requirements • monitor crowd behaviour, size, safety and direction • operate security and communications equipment • record, report and document information • relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities • select and use appropriate personal protection equipment • use negotiation techniques to defuse and resolve conflict
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Sell Products and Services
Unit Code	CST FOS3 25 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Elements	Performance Criteria
1. Apply product knowledge	<p>1.1 Demonstrate knowledge of the use and application of relevant products and services according to store policy and legislative requirements.</p> <p>1.2 Develop product knowledge by accessing relevant sources of information</p>
2. Approach customer	<p>2.1 Determine and apply timing of customer approach.</p> <p>2.2 Identify and apply effective sales approach.</p> <p>2.3 Convey a positive impression to arouse customer interest.</p> <p>2.4 Demonstrate knowledge of customer buying behavior</p>
3. Gather information	<p>3.1 Apply questioning techniques to determine customer buying motives.</p> <p>3.2 Use listening skills to determine customer requirements.</p> <p>3.3 Interpret and clarify non-verbal communication cues.</p> <p>3.4 Identify customers by name where possible.</p> <p>3.5 Direct customer to specific merchandise</p>
4. Sell benefits	<p>4.1 Match customer needs to appropriate products and services.</p> <p>4.2 Communicate knowledge of products features and benefits clearly to customers.</p> <p>4.3 Describe product use and safety requirements to customers.</p> <p>4.4 Refer customers to appropriate product specialist as required.</p> <p>4.5 Answer routine customer questions about merchandise accurately and honestly or refer to senior sales staff</p>
5. Overcome objections	<p>5.1 Identify and accept customer objections.</p> <p>5.2 Categorize objections into price, time and merchandise characteristics.</p> <p>5.3 Offer solutions according to store policy.</p>

	5.4 Apply <i>problem solving</i> to overcome customer objections
6. Close sale	6.1 Monitor, identify and respond appropriately to customer buying signals. 6.2 Encourage customer to make purchase decisions. 6.3 Select and apply appropriate method of closing sale
7. Maximize sales opportunities	7.1 Recognize and apply opportunities for making additional sales. 7.2 Advise customer of complementary products or services according to customer's identified need. 7.3 Review personal sales outcomes to maximize future sales

Variable	Range
Store policy and procedures in regard to:	<ul style="list-style-type: none"> • interaction with customers • selling products and services
Legislative requirements may include:	<ul style="list-style-type: none"> • Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods
Product knowledge may include:	<ul style="list-style-type: none"> • warranties • features and benefits • use-by dates • handling and storage requirements • stock availability • safety features • price
Relevant sources of information may include:	<ul style="list-style-type: none"> • internet • staff members • store or supplier product manuals • product profiles • videos • demonstrations • labels • store tours
Customers may include:	<ul style="list-style-type: none"> • new or repeat contacts • external and internal contacts • customers with routine or special requests

	<ul style="list-style-type: none"> people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
Sales transactions may be completed:	<ul style="list-style-type: none"> face to face over the telephone online
Routine customer questions may relate to:	<ul style="list-style-type: none"> price and price reductions quality availability features and benefits

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales uses questioning, listening and observation skills to determine customer requirements consistently applies store policies and procedures in regard to selling products and services maximizes sales opportunities according to store policies and procedures consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services evaluates personal sales performance to maximize future sales
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> store policies and procedures, in regard to: <ul style="list-style-type: none"> selling products and services allocated duties and responsibilities store merchandise and service range specific product knowledge for area or section relevant legislation and statutory requirements relevant industry codes of practice customer types and needs, including: <ul style="list-style-type: none"> customer buying motives customer behavior and cues individual and cultural differences demographics, lifestyle and income types of customer needs, e.g. functional, psychological
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> selling techniques, including: <ul style="list-style-type: none"> opening techniques recognising buying signals strategies to focus customer on specific merchandise add-ons and complementary sales overcoming customer objections

	<ul style="list-style-type: none"> ➤ closing techniques • verbal and non-verbal communication skills • handling difficult customers • negotiation skills • sales performance appreciation • questioning, listening and observation • literacy skills in regard to: <ul style="list-style-type: none"> ➤ reading and understanding product information ➤ reading and understanding store policies and procedures ➤ recording information • numeracy skills in regard to: <ul style="list-style-type: none"> ➤ handling payment for goods ➤ weighing and measuring goods
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	Competency may be assessed through: <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Advise on Products and Services
Unit Code	CST FOS3 26 0912
Unit Descriptor	It describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers

Elements	Performance Criteria
1. Develop product and service knowledge	<p>1.1 Develop and maintain product knowledge according to store policy and legislative requirements.</p> <p>1.2 Convey product knowledge to other staff as required.</p> <p>1.3 Research and apply comparisons between products and services.</p> <p>1.4 Demonstrate knowledge of competitors' product and service range and pricing structure</p>
2. Recommend specialized products or services	<p>2.1 Evaluate merchandise according to customer requirements.</p> <p>2.2 Demonstrate features and benefits of products and services to customer to create a buying environment.</p> <p>2.3 Apply detailed specialized knowledge of product to provide accurate advice to customers</p>

Variable	Range
Product knowledge may include:	<ul style="list-style-type: none"> • brand options • product features and benefits • warranties • safety features • use-by dates • handling and storage requirements • stock availability • price
Product knowledge may be developed and maintained by:	<ul style="list-style-type: none"> • accessing the internet • attending product launches • attending product seminars • discussions with staff • accessing product information booklets and pamphlets
Store policy and procedures in regard to:	<ul style="list-style-type: none"> • interaction with customers • selling products and services
Legislative requirements may	<ul style="list-style-type: none"> • Trade Practices and Fair Trading Acts • tobacco laws
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include:	<ul style="list-style-type: none"> • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods
Staff may include:	<ul style="list-style-type: none"> • full-time, part-time or casual • under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions
Customer requirements may include:	<ul style="list-style-type: none"> • specific brand • sizing • quality • quantity • price range • usage
Customers may include:	<ul style="list-style-type: none"> • new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
Pricing structure may include:	<ul style="list-style-type: none"> • sales reductions • pricing procedures, including GST requirements • mark-downs

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services • develops, maintains and conveys product knowledge to customers and other staff • applies detailed and specialized product knowledge to provide accurate advice according to the needs of the customer
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • specialized product knowledge, including: <ul style="list-style-type: none"> ➢ warranties ➢ benefits and features ➢ shelf life and use-by date ➢ storage requirements ➢ ingredients or materials contained in product

	<ul style="list-style-type: none"> ➤ product and ingredient origins ➤ care and handling of products ➤ corresponding or complementary products and services ➤ stock availability • store and industry manuals and documentation • stock and merchandise range • service range • procedures for taking orders • pricing procedures, including GST requirements • other relevant policies and procedures • relevant legislation and statutory requirements • relevant industry codes of practice
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • interpersonal communication skills to: <ul style="list-style-type: none"> ➤ convey product knowledge to staff ➤ apply knowledge to provide advice to customers ➤ handle difficult customers through clear and direct communication ➤ ask questions to identify and confirm requirements ➤ share information ➤ use language and concepts appropriate to cultural differences ➤ use and interpret non-verbal communication • using a range of communication and electronic equipment • accessing relevant product and service information • literacy skills in regard to: <ul style="list-style-type: none"> ➤ reading and understanding product information ➤ reading and understanding store policies and procedures ➤ recording information • numerical skills in regard to: <ul style="list-style-type: none"> ➤ estimating and calculating costs relevant to pricing products
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Assessment Methods	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> • 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: Front Office Service Level III	
Unit Title	Monitor Implementation of Work Plan/Activities
Unit Code	CST FOS3 27 0912
Unit Descriptor	This unit covers competence required to oversee and monitor the quality of work operations within an enterprise. This unit may be carried out by team leaders or supervisors.

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

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

Variables	Range
Problems	May include but not limited to: <ul style="list-style-type: none"> • difficult customer service situations • equipment breakdown/technical failure • delays and time difficulties • competence
Workplace records	May include but is not limited to: <ul style="list-style-type: none"> • staff records and regular performance reports

Evidence Guide	
Critical Aspects of Competence	Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> • ability to effectively monitor and respond to a range of common operational and service issues in the workplace • understanding of the role of staff involved in workplace monitoring • knowledge of quality assurance, principles of workflow planning, delegation and problem solving
Underpinning Knowledge and Attitudes	Demonstrate knowledge of: <ul style="list-style-type: none"> • roles and responsibilities in monitoring work operations • overview of leadership and management responsibilities • principles of work planning and principles of delegation • typical work organization methods appropriate to the sector • quality assurance principles and time management • problem solving and decision making processes • industrial and/or legislative issues which affect short term work organization as appropriate to industry sector
Underpinning Skills	Demonstrate skills to: <ul style="list-style-type: none"> • monitoring and improving workplace operations • planning and organizing workflow • maintaining workplace records
Resource Implications	Access is required to real or appropriately simulated work areas, materials and equipment
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 workplace or in a simulated workplace setting.

Occupational Standard: Front Office Service Level III	
Unit Title	Apply Quality Control
Unit Code	CST FOS3 28 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills required in applying quality control in manufacturing works.

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

Variable	Range
Quality check	<ul style="list-style-type: none"> • Check against design / specifications • Visual inspection and Physical inspection
Quality standards	<ul style="list-style-type: none"> • materials • components • process • procedures
Quality parameters	<ul style="list-style-type: none"> • standard design / specifications • material specification

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

Occupational Standard: Front Office Service Level III	
Unit Title	Lead Workplace Communication
Unit Code	CST FOS3 29 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed to lead in the dissemination and discussion of information and issues in the workplace.

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

Variable	Range
Methods of communication	<ul style="list-style-type: none"> • Non-verbal gestures • Verbal • Face to face • Two-way radio • Speaking to groups • Using telephone • Written • Using Internet • Cell phone

Evidence Guide			
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Critical Aspects of Competence	<p>Demonstrates skills and knowledge to:</p> <ul style="list-style-type: none"> • Dealt with a range of communication/information at one time • Made constructive contributions in workplace issues • Sought workplace issues effectively • Responded to workplace issues promptly • Presented information clearly and effectively written form • Used appropriate sources of information • Asked appropriate questions • Provided accurate information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Organization requirements for written and electronic communication methods • Effective verbal communication methods
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • Organize information • Understand and convey intended meaning • Participate in variety of workplace discussions • Comply with organization requirements for the use of written and electronic communication methods
Resources Implication	The following resources must be provided: variety of information, communication tools, simulated workplace
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Oral Questioning • Observation/Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Front Office Service Level III	
Unit Title	Lead Small Teams
Unit Code	CST FOS3 30 0912
Unit Descriptor	This unit covers the knowledge, attitudes and skills to lead small teams including setting and maintaining team and individual performance standards.

Elements	Performance Criteria
1. Provide team leadership	<p>1.1 Work requirements are identified and presented to team members</p> <p>1.2 Reasons for instructions and requirements are communicated to team members</p> <p>1.3 Team members' queries and concerns are recognized, discussed and dealt with</p>
2. Assign responsibilities	<p>2.1 Duties and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy</p> <p>2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible</p>
3. Set performance expectations for team members	<p>3.1 Performance expectations are established based on client needs and according to assignment requirements</p> <p>3.2 Performance expectations are based on individual team members duties and area of responsibility</p> <p>3.3 Performance expectations are discussed and disseminated to individual team members</p>
4. Supervised team performance	<p>4.1 Monitoring of performance takes place against defined performance criteria and/or assignment instructions and corrective action taken if required</p> <p>4.2 Team members are provided with feedback, positive support and advice on strategies to overcome any deficiencies</p> <p>4.3 Performance issues which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting</p>

	the team
	4.7 All relevant documentation is completed in accordance with company procedures

Variable	Range
Work requirements	<ul style="list-style-type: none"> client profile assignment instructions
Team member's concerns	<ul style="list-style-type: none"> roster/shift details
Monitor performance	<ul style="list-style-type: none"> formal process informal process
Feedback	<ul style="list-style-type: none"> formal process informal process

Evidence Guide			
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> maintained or improved individuals and/or team performance given a variety of possible scenario assessed and monitored team and individual performance against set criteria represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of</p> <ul style="list-style-type: none"> maintaining or improving individuals and/or team performance given a variety of possible scenario assessing and monitoring team and individual performance against set criteria representing concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf allocating duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed setting and communicating performance expectations for a range of tasks and duties within the team and providing feedback to team members 		
Underpinning Skills	<ul style="list-style-type: none"> communication skills required for leading teams informal performance counseling skills team building skills 		
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	<ul style="list-style-type: none"> • negotiating skills
Resource Implications	<ul style="list-style-type: none"> • access to relevant workplace or appropriately simulated environment where assessment can take place • materials relevant to the proposed activity or task
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Oral questioning / Written Test • Observation/Demonstration
Context of Assessment	<ul style="list-style-type: none"> • Competency may be assessed individually in the actual workplace or through accredited institution.

Occupational Standard: Front Office Service Level III	
Unit Title	Improve Business Practice
Unit Code	CST FOS3 310912
Unit Descriptor	This unit covers the skills, knowledge and attitudes required in promoting, improving and growing business operations.

Elements	Performance Criteria
1. Diagnose the business	1.1 Data required for diagnosis is determined and acquired 1.2 Competitive advantage of the business is determined from the data 1.3 SWOT analysis of the data is undertaken
2. Benchmark the business	2.1 Sources of relevant benchmarking data are identified 2.2 Key indicators for benchmarking are selected in consultation with key stakeholders 2.3 Like indicators of own practice are compared with benchmark indicators 2.4 Areas for improvement are identified
3. Develop plans to improve business performance	3.1 A consolidated list of required improvements is developed 3.2 Cost-benefit ratios for required improvements are determined 3.3 Work flow changes resulting from proposed improvements are determined 3.4 Proposed improvements are ranked according to agreed criteria 3.5 An action plan to implement the top ranked improvements is developed and agreed 3.6 Organizational structures are checked to ensure they are suitable
4. Develop marketing and promotional plans	4.1 The practice vision statement is reviewed 4.2 Practice objectives are developed/reviewed 4.3 Target markets are identified/refined 4.4 Market research data is obtained 4.5 Competitor analysis is obtained 4.6 Market position is developed/reviewed 4.7 Practice brand is developed 4.8 Benefits of practice/practice products/services are identified 4.9 Promotion tools are selected/developed

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

Variable	Range
Data required includes:	<ul style="list-style-type: none"> • organization capability • appropriate business structure • level of client service which can be provided • internal policies, procedures and practices • staff levels, capabilities and structure • market, market definition • market changes/market segmentation • market consolidation/fragmentation • revenue • level of commercial activity • expected revenue levels, short and long term • revenue growth rate • break even data • pricing policy • revenue assumptions • business environment • economic conditions • social factors • demographic factors • technological impacts • political/legislative/regulative impacts • competitors, competitor pricing and response to pricing • competitor marketing/branding • competitor products
Competitive advantage includes:	<ul style="list-style-type: none"> • services/products • fees • location • timeframe
Objectives should	<ul style="list-style-type: none"> • Specific

be 'SMART' , that	<ul style="list-style-type: none">• Measurable• Achievable• Realistic• Time defined		
Market research data includes:	<ul style="list-style-type: none">• data about existing clients• data about possible new clients• data from internal sources• data from external sources such as:• trade associations/journals• Yellow Pages small business surveys• libraries• Internet• Chamber of Commerce• client surveys• industry reports• secondary market research• primary market research such as:<ul style="list-style-type: none">➤ telephone surveys➤ personal interviews➤ mail surveys		
Competitor analysis	<ul style="list-style-type: none">• competitor offerings• competitor promotion strategies and activities• competitor profile in the market place		
SWOT analysis includes:	<ul style="list-style-type: none">• internal strengths such as staff capability, recognized quality• internal weaknesses such as poor morale, under-capitalization, poor technology• external opportunities such as changing market and economic conditions• external threats such as industry fee structures, strategic alliances, competitor marketing		
Key indicators may include:	<ul style="list-style-type: none">• salary cost and staffing• personnel productivity (particularly of principals)• profitability• fee structure• client base• size staff/principal• overhead/overhead control		
Organizational structures include:	<ul style="list-style-type: none">• legal structure (partnership, limited liability company, etc.)• organizational structure/hierarchy• reward schemes		
Market position should include data on:	<ul style="list-style-type: none">• product• the good or service provided• product mix• the core product - what is bought• the tangible product - what is perceived• the augmented product - total package of consumer		
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	<ul style="list-style-type: none"> • features/benefits • product differentiation from competitive products • new/changed products • Price and pricing strategies (cost plus, supply/demand, ability to pay, etc.) • Pricing objectives (profit, market penetration, etc.) • cost components • market position • distribution strategies • marketing channels • promotion • promotional strategies • target audience • communication • promotion budget
Practice brand may include:	<ul style="list-style-type: none"> • practice image • practice logo/letter head/signage • phone answering protocol • facility decor • slogans • templates for communication/invoicing • style guide • writing style • AIDA (attention, interest, desire, action)
Benefits may include:	<ul style="list-style-type: none"> • features as perceived by the client • benefits as perceived by the client
Promotion tools include:	<ul style="list-style-type: none"> • networking and referrals • seminars • advertising • press releases • publicity and sponsorship • brochures • newsletters (print and/or electronic) • websites • direct mail • telemarketing/cold calling
Yield per existing client may be increased by:	<ul style="list-style-type: none"> • raising charge out rates/fees • packaging fees • reduce discounts • sell more services to existing clients

Evidence Guide			
Critical Aspects of Competence	The candidate must be able to demonstrate: <ul style="list-style-type: none"> • ability to identify the key indicators of business performance • ability to identify the key market data for the business 		
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	<ul style="list-style-type: none"> • knowledge of a wide range of available information sources • ability to acquire information not readily available within a business • ability to analyze data and determine areas of improvement • ability to negotiate required improvements to ensure implementation • ability to evaluate systems against practice requirements • and form recommendations and/or make recommendations • ability to assess the accuracy and relevance of information
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • data analysis • communication skills • computer skills to manipulate data and present information • negotiation skills • problem solving • planning skills • marketing principles • ability to acquire and interpret relevant data • current product and marketing mix • use of market intelligence • development and implementation strategies of promotion and growth plans
Underpinning Skills	<p>Demonstrates skill in:</p> <ul style="list-style-type: none"> • data analysis and manipulation • ability to acquire and interpret required data, current practice systems and structures and sources of relevant benchmarking data • applying methods of selecting relevant key benchmarking indicators • communication skills • working and consulting with others when developing plans for the business • planning skills, negotiation skills and problem solving • using computers to manipulate, present and distribute information
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written Test • Observation / Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Front Office Service Level III	
Unit Title	Maintain Quality System and Continuous Improvement Processes (Kaizen)
Unit Code	CST FOS3 32 1012
Unit Descriptor	This unit of competence covers the skills and knowledge required to prevent process improvements in their own work from slipping back to former practices or digressing to less efficient practices. It covers responsibility for the day- to-day operation of the work/functional area and ensuring that quality system requirements are met and that continuous improvements are initiated and institutionalized.

Elements	Performance Criteria
1. Develop and maintain quality framework within work area	1.1 Distribute and explain information about the enterprise's quality system to personnel 1.2 Encourage personnel to participate in improvement processes and to assume responsibility and authority 1.3 Allocate responsibilities for quality within work area in accordance with quality system 1.4 Provide coaching and mentoring to ensure that personnel are able to meet their responsibilities and quality requirements
2. Maintain quality documentation	2.1 Identify required quality documentation, including records of improvement plans and initiatives 2.2 Prepare and maintain quality documentation and keep accurate data records 2.3 Maintain document control system for work area 2.4 Contribute to the development and revision of quality manuals and work instructions for the work area 2.5 Develop and implement inspection and test plans for quality controlled products
3. Facilitate the application of standardized procedures	3.1 Ensure all required procedures are accessible by relevant personnel 3.2 Assist personnel to access relevant procedures, as required 3.3 Facilitate the resolution of conflicts arising from job 3.4 Facilitate the completion of required work in accordance with standard procedures and practices

4. Provide training in quality systems and improvement processes	4.1 Analyze roles, duties and current competency of relevant personnel 4.2 Identify training needs in relation to quality system and continuous improvement processes (kaizen) 4.3 Identify opportunities for skills development and/or training programs to meet needs 4.4 Initiate and monitor training and skills development programs 4.5 Maintain accurate training record
5. Monitor and review performance	5.1 Review performance outcomes to identify ways in which planning and operations could be improved 5.2 Use the organization's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved 5.3 Enhance customer service through the use of quality improvement techniques and processes 5.4 Adjust plans and communicate these to personnel involved in their development and implementation
6. Build continuous improvement process	6.1 Organize and facilitate improvement team 6.2 Encourage work group members to routinely monitor key process indicators 6.3 Build capacity in the work group to critically review the relevant parts of the value chain 6.4 Assist work group members to formalize improvement suggestions 6.5 Facilitate relevant resources and assist work group members to develop implementation plans 6.6 Monitor implementation of improvement plans taking appropriate actions to assist implementation where required.
7. Facilitate the identification of improvement opportunities	7.1 Analyze the job completion process 7.2 Ask relevant questions of job incumbent 7.3 Encourage job incumbents to conceive and suggest improvements 7.4 Facilitate the trying out of improvements, as appropriate
8. Evaluate relevant components of quality system	8.1 Undertake regular audits of components of the quality system that relate to the work area 8.2 Implement improvements in the quality system in accordance with own level of responsibility and workplace procedures

	<p>8.3 Facilitate the updating of standard procedures and practices</p> <p>8.4 Ensure the capability of the work team aligns with the requirements of the procedure</p>
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Variable	Range
Coaching and mentoring	<p>May refer to:</p> <ul style="list-style-type: none"> • providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Continuous improvement processes may include:	<p>May include:</p> <ul style="list-style-type: none"> • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organization to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders • Kaizen • Enterprise-specific improvement systems
Technology	<p>May include:</p> <ul style="list-style-type: none"> • computerized systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities
Customer service	<p>May be:</p> <ul style="list-style-type: none"> • internal or external • to existing, new or potential clients
Key process indicators	<p>Key process indicators may include:</p> <ul style="list-style-type: none"> • statistical process control data/charts • orders • lost time, injury and other OHS records • equipment reliability charts, etc.
Continuous improvement tools	<p>May include:</p> <ul style="list-style-type: none"> • statistics • cause and effect diagrams • fishbone diagram • Pareto diagrams

	<ul style="list-style-type: none"> • run charts • X bar R charts • PDCA • Sigma techniques • balanced scorecards • benchmarking • performance measurement • upstream and downstream customers • internal and external customers immediate and/or final
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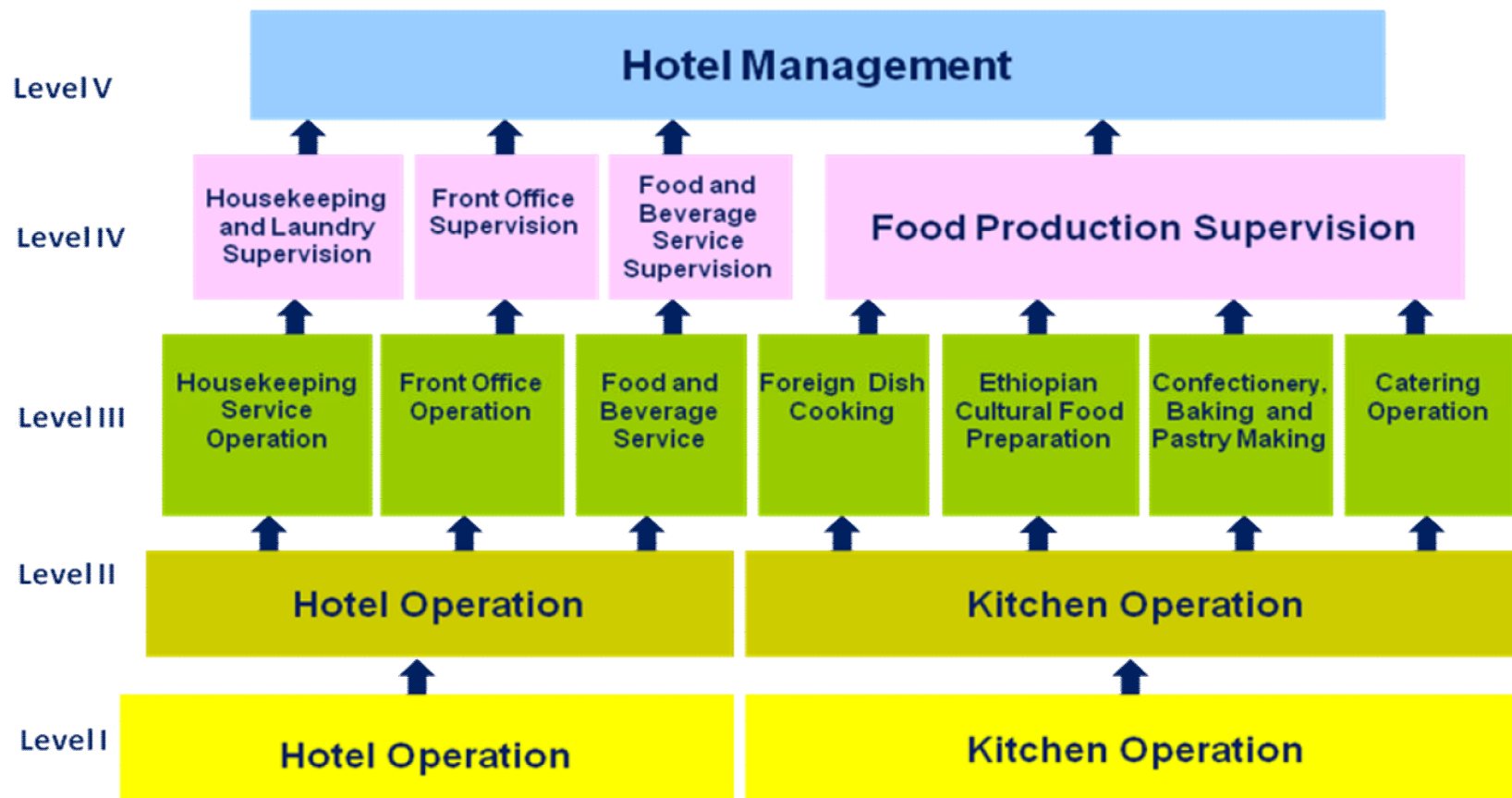
Evidence Guide

Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes • assist others to follow standard procedures and practices • assist others make improvement suggestions • standardize and sustain improvements <p>Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> • implement and monitor defined quality system • requirements and initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems in the work area • initiate quality processes to enhance the quality of performance of individuals and teams in the work area • gain commitment of individuals/teams to quality principles and practices • implement effective communication strategies • encourage ideas and feedback from team members when developing and refining techniques and processes • analyze training needs and implement training programs • prepare and maintain quality and audit documentation
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • principles and techniques associated with: <ul style="list-style-type: none"> – benchmarking – best practice – change management

	<ul style="list-style-type: none"> – continuous improvement systems and processes – quality systems • range of procedures available and their application to different jobs • applicability of TAKT time and MUDA to jobs • identification and possible causes of variability in jobs • continuous improvement process for organization • questioning techniques • methods of conceiving improvements • suggestion and try out procedures • relevant OHS • quality measurement tools for use in continuous improvement processes • established communication channels and protocols • communication/reporting protocols • continuous improvement principles and process • enterprise business goals and key performance indicators • enterprise information systems management • enterprise organizational structure, delegations and responsibilities • policy and procedure development processes • relevant health, safety and environment requirements • relevant national and international quality standards and protocols • standard operating procedures (SOPs) for the technical work performed in work area • enterprise quality system
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • coach and mentor team members • gain the commitment of individuals and teams to continuously improve • innovate or design better ways of performing work • communicate with relevant people • prioritize and plan tasks related to encouraging and improving use of standardized procedures • negotiate with others to resolve conflicts and gain commitment to standardized procedures • facilitate other employees in improvement activities • implement and monitor defined quality system requirements • initiate continuous improvements within the work area • apply effective problem identification and problem solving techniques • strengthen customer service through a focus on continuous improvement • implement, monitor and evaluate quality systems • implement effective communication strategies • encourage ideas and feedback from team members when

	developing and refining techniques and processes <ul style="list-style-type: none"> • analyze training needs and implementing training programs • prepare and maintain quality and audit documentation
Resources Implication	Access may be required to: <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the candidate • documentation and information in relation to production, waste, overheads and hazard control/management • enterprise quality manual and procedures • quality control data/records
Methods of Assessment	Competence in this unit may be assessed by using a combination of the following to generate evidence: <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of procedures and contingency management; principles and techniques associated with change management • review of the audit process and outcomes generated by the candidates <p>Those aspects of competence dealing with improvement processes could be assessed by the use of suitable simulations and/or a pilot plant and/or a range of case studies and scenarios.</p> <p>In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competence which are difficult to assess directly.</p>
Context of Assessment	Competence may be assessed in the work place or in a simulated workplace setting / environment.

Sector: Culture, Sports and Tourism
Sub-Sector: Hotel and Hospitality



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