

Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD



FRONT OFFICE SUPERVISION
NTQF Level IV



*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

UNIT OF COMPETENCE CHART

Occupational Standard: Front Office Supervision

Occupational Code: CST FOS

NTQF Level-IV

<u>CST FOS4 01 0912</u> Lead and Manage People	<u>CST FOS4 02 0912</u> Develop and Update Tourism Industry Knowledge	<u>CST FOS4 03 0912</u> Access and Interpret Product Information
<u>CST FOS4 04 0912</u> Control Reservations or Operations Using a Computerized System	<u>CST FOS4 05 0912</u> Manage Finances within a Budget	<u>CST FOS4 06 0912</u> Prepare and Monitor Budgets
<u>CST FOS4 07 0912</u> Prepare Financial Reports	<u>CST FOS4 08 0912</u> Roster Staff	<u>CST FOS4 09 0912</u> Monitor Staff Performance
<u>CST FOS4 10 0912</u> Provide Mentoring Support to Business Colleagues	<u>CST FOS4 11 0912</u> Develop and Implement Operational Plans	<u>CST FOS4 12 0912</u> Communicate Electronically
<u>CST FOS4 13 0912</u> Design Databases	<u>CST FOS4 14 0912</u> Maintain System Integrity	<u>CST FOS4 15 0912</u> Organize in-House Events or Functions
<u>CST FOS4 16 0912</u> Develop and Update Legal Knowledge Required for Business Compliance	<u>CST FOS4 17 0912</u> Plan and Organize Work	<u>CST FOS4 18 0912</u> Migrate to New Technology
<u>CST FOS4 19 0912</u> Establish Quality Standards	<u>CST FOS4 20 0912</u> Develop Individuals and Team	<u>CST FOS4 21 0912</u> Utilize Specialized Communication Skills
<u>CST FOS4 22 0912</u> Manage and Maintain Small/Medium Business Operations	<u>CST FOS4 23 1012</u> Manage Continuous Improvement System	

Occupational Standard: Front Office Supervision Level IV	
Unit Title	Lead and Manage People
Unit Code	CST FOS4 01 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to lead and manage teams of people in the workplace, including volunteers where appropriate. The unit focuses on modelling high standards, developing commitment and managing team performance through effective leadership

Elements	Performance Criteria
1. Model high standards of performance and behavior.	<p>1.1 Make individual performance a positive role model for others.</p> <p>1.2 How support for and commitment to organization goals in day-to-day work performance.</p> <p>1.3 Treat people with integrity, respect and empathy</p>
2. Develop team commitment and cooperation.	<p>2.1 Develop and clearly communicate plans and objectives in consultation with the team.</p> <p>2.2 Make plans and objectives consistent with organization goals.</p> <p>2.3 Communicate expectations, roles and responsibilities of team members and leaders in a way that encourages individuals and teams to take responsibility for their work.</p> <p>2.4 Encourage teams and individuals to develop innovative approaches to work.</p> <p>2.5 Identify, encourage, value and reward individual and team efforts and contributions.</p> <p>2.6 Model and encourage open and supportive communication styles within the team.</p> <p>2.7 Seek and share information from the wider environment with the team.</p> <p>2.8 Represent the team's interests appropriately in the wider environment</p>
3. Manage team performance	<p>3.1 Assess the skills of team members and provide opportunities for individual development.</p> <p>3.2 Monitor team performance to ensure progress towards achievement of goals.</p> <p>3.3 Delegate tasks and responsibilities appropriately, identify barriers to delegation and implement processes to overcome them.</p> <p>3.4 Provide mentoring and coaching support to team members.</p> <p>3.5 Provide recognition and reward for team achievements.</p>

Variable	Range
Plans and objectives may be short, medium or long-term and relate to:	<ul style="list-style-type: none"> • sales targets • performance targets for a particular project • increased productivity • meeting key performance indicators • organizational strategies • operational activities • task management • contingency management
Team may be:	<ul style="list-style-type: none"> • project-based • permanent teams • paid workers • volunteers
Expectations, roles and responsibilities may include:	<ul style="list-style-type: none"> • nature and scope of work • relationships with others in the workplace and interdependent areas of activity • roles of leaders and managers, including information provision, decision making, planning and organising, and monitoring staff • expectations around communication • reporting requirements
Innovative approaches may include:	<ul style="list-style-type: none"> • making suggestions about better ways of doing things • alerting colleagues to the potential of new technologies • trying new approaches to old problems • seeking information or ideas from unexpected places
Open and supportive communication styles may include:	<ul style="list-style-type: none"> • planned and unplanned exchanges of information • providing open access to documents • using technology to support effective communication, e.g. email groups • involving others in developing solutions • being prepared to declare own need for assistance • providing constructive feedback
Information from the wider environment which may affect the team may include:	<ul style="list-style-type: none"> • overall organization objectives • rationale for management decisions • changes in organization policies • marketing information and targets • business performance information, including financial • technology updates • plans for new equipment

	<ul style="list-style-type: none"> • training developments
Opportunities for individual development may include:	<ul style="list-style-type: none"> • internal training and professional development • external training and professional development • change in job responsibilities • opportunity for greater autonomy or responsibility • formal promotion
Recognition and reward for team members may include:	<ul style="list-style-type: none"> • informal acknowledgment • acknowledgment to the whole team of an individual's good performance • presentation of awards • written report to management • incentive initiatives

Evidence Guide	
Critical aspects of Competence	<ul style="list-style-type: none"> • Assessment requires evidence that the candidate: knowledge of leadership, motivation and teamwork principles • ability to build positive team spirit and effectively manage overall team performance within a specific workplace context • project or work activities conducted over a period of time to allow the candidate to play an ongoing team-leading role
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • roles of and functions performed by supervisors and managers • different leadership styles and the characteristics of effective leadership • principles of teamwork, including characteristics of effective teams, roles and attributes of team members, organization of teams, potential team problems and the benefits of effective teamwork • role and theories of motivation and their application to different workplace contexts • typical causes of workplace conflict, including cultural differences • impact of conflict on the role of leaders • organizational structure and group dynamics • formal and informal communication methods and application • legislative issues that impact on team management, including equal employment opportunity (EEO), diversity, anti-discrimination and unfair dismissal • types of plans and planning processes
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to provide effective

	<p>support and motivation to a team and overcome communication barriers</p> <ul style="list-style-type: none"> • planning and organizational skills to ensure activities and initiatives important to team development are integrated into own work planning • literacy skills to interpret a wide range of operational workplace information and develop clear and articulate team plans • time management skills • problem solving and decision making skills
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
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 Supervision Level IV	
Unit Title	Develop and Update Tourism Industry Knowledge
Unit Code	CST FOS4 02 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and update current and emerging information on the tourism industry, including industry structure, current technology and key environmental, community, legal and ethical issues that must be considered and applied by tourism industry personnel in their day-to-day work. The unit focuses on the ability to source and comprehend general tourism industry information and covers the initial and ongoing development of a person's required knowledge base. This information underpins effective performance in the tourism industry. More specialised and advanced tourism research and management knowledge is found in other units

Elements	Performance Criteria
1. Source and apply general information on the structure and operation of the tourism industry	<p>1.1 Identify <i>sources of information</i> to understand the structure and operation of <i>the tourism industry</i>.</p> <p>1.2 Access and comprehend specific <i>information</i> of relevance to the tourism industry.</p> <p>1.3 Access and use knowledge of the tourism industry to <i>enhance the quality of work performance</i></p>
2. Source and apply information on legal and ethical issues that impact on the tourism industry	<p>2.1 Obtain information on <i>legal issues</i> to assist effective work performance.</p> <p>2.2 Conduct day-to-day tourism organization activities according to legal obligations and <i>ethical industry practices</i></p>
3. Source and apply information on tourism industry technology	<p>3.1 Source and access information on current and emerging <i>technologies that impact on the tourism organization process</i>.</p> <p>3.2 Identify the potential effects of different technologies on the tourism organization process.</p> <p>3.3 Apply knowledge of current and emerging technology in day-to-day work activities</p>
4. Update personal and organizational knowledge of the tourism industry	<p>4.1 Identify and use a range of <i>opportunities to update knowledge</i> of the tourism industry.</p> <p>4.2 Monitor <i>current issues of concern</i> to the industry.</p> <p>4.3 Share updated information with colleagues, according to organizational procedures, and incorporates into day-to-day</p>
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	work activities.
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Variable	Range
Sources of information on and opportunities to update knowledge may include:	<ul style="list-style-type: none"> • formal and informal research • media • reference books • legislation or plain English publications describing the law and responsibilities to comply • libraries • unions • industry associations and organizations • industry journals • computer data, including internet • personal observations and experience • informal discussions and networking with colleagues • industry seminars • training courses • familiarisation tours of tourism destinations and facilities • participation or membership in professional industry associations • participation in industry accreditation schemes • use of industry codes of conduct or ethics
The tourism industry involves a range of sectors and businesses including:	<ul style="list-style-type: none"> • accommodation • attractions • transport • retail travel • tour wholesaling: <ul style="list-style-type: none"> ➤ inbound tour operators ➤ outbound wholesalers • tour operations • meetings, incentives, conventions and events • tour guiding • information services and promotion: • visitor information centers, regional, state and national tourism offices • coordination • industry associations, councils, taskforces, research bodies
Information of relevance to the tourism industry must include:	<p>different tourism markets and their relevance to industry sectors</p> <p>relationships between tourism and other industries, including:</p> <ul style="list-style-type: none"> • events

	<ul style="list-style-type: none"> • hospitality • entertainment • arts • sports • agriculture • conservation • science and research • retail <p>different sectors and businesses within the industry, their interrelationships and the services available in each sector</p> <ul style="list-style-type: none"> • major tourism industry bodies and associations <p>economic and social significance of the tourism industry, which may relate to:</p> <ul style="list-style-type: none"> • employment • effect on local amenities and facilities • population change due to tourism development • community role in tourism • role of and impacts on local communities <p>environmental issues for tourism, including:</p> <ul style="list-style-type: none"> • protection of natural and cultural integrity • minimal impact operations • environmental sustainability • waste management • energy-efficient operations • land ownership • land access and usage • industrial relations • specific features of the local and regional industry • career opportunities within the industry • roles and responsibilities of individual staff members in a successful tourism business, including ethical practices and quality assurance
Enhancing the quality of work performance may involve:	<ul style="list-style-type: none"> • making contacts with networks for obtaining key information to develop, deliver and improve tourism operations • suggesting new and improved ways of doing things • performing work duties within legal, ethical and social guidelines to ensure smooth tourism operations • improving skills, knowledge and productivity to improve tourism operations by accessing and attending industry professional development courses or activities

Legal issues may include:	<ul style="list-style-type: none"> • consumer protection • EEO • anti-discrimination • workplace relations • public liability and duty of care • licensing • land ownership, management and access • environmental management • risk management • OHS • sex tourism
Ethical industry practices may relate to:	<ul style="list-style-type: none"> • maintaining the rights and lifestyle conditions of local community residents • agreed compliance with codes of conduct, practice or ethics • truth and honesty regarding all information given to customers • product recommendations • declaration of commissions, fees and other charges • subcontracting and provision of services as promoted • pricing • procedures for payment of commissions • bookings at venues • overbooking • confidentiality of customer information • tipping • familiarisations • gifts and services free of charge • preferred product arrangements
Technologies that impact on the tourism organization process may relate to:	<ul style="list-style-type: none"> • current and emerging industry technology, including e-business • internal and industry wide reservation, operations and financial and tracking systems • project management systems • computer-aided design (CAD) systems
Issues of concern to the industry may relate to:	<ul style="list-style-type: none"> • maintaining organizational and industry profitability by productivity and pricing flexibility • industry initiatives • government initiatives • emerging markets • environmental and social issues • labour issues • industry expansion or retraction

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to source initial and updated tourism industry information and apply this to day-to-day activities to maximise effective performance in specific tourism sector contexts • general knowledge of the tourism industry, including main roles, functions and interrelationships of different sectors, with a more detailed knowledge of issues that relate to a specific sector or workplace • general knowledge of the key environmental, community, legal and ethical issues for the tourism industry
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • sources of general information on the tourism industry • structure of the tourism industry; the functions, key characteristics and business interrelationships of the different sectors of the tourism industry including the distribution roles of the following sectors: <ul style="list-style-type: none"> ➤ accommodation ➤ attractions and theme parks ➤ tour operators ➤ inbound and outbound tour wholesalers ➤ retail travel agents ➤ the general nature of allied and crossover industries including hospitality, meetings, incentives, conferences and events ➤ the existence and primary functions of the major cross-industry and sector-specific industry associations especially those with which the business has a relationship ➤ the existence and primary functions of trade unions in the industry ➤ the existence and primary functions of local, regional, state and national tourism information service and marketing organizations ➤ the existence and primary functions of tourism research bodies ➤ the existence and key characteristics of occupational licensing, codes of conduct or ethics and industry accreditation schemes in the tourism industry, the impacts of compliance and non-compliance and the roles and responsibilities of individual staff members in these quality assurance processes ➤ the existence and basic aspects of state, territory and local council laws that impact on tourism operations and actions that must be adhered to by tourism businesses, in

	<p>particular laws that cover:</p> <ul style="list-style-type: none"> ➤ equal employment opportunity (EEO) ➤ anti-discrimination ➤ occupational health and safety and workers' compensation ➤ workplace relations ➤ sex tourism ➤ legal liability and duty of care of customers ➤ Environmental protection (This would include requirements that must be met by tourism operators when delivering services.) ➤ Local community protection (This would include land ownership, management and access requirements that must be met by tourism operators when delivering services.) ➤ Consumer protection (This would include refund requirements that must be met by tourism businesses, terms and conditions of quotations and cancellation fees.) ➤ responsible service of alcohol ➤ food safety ➤ current and emerging technology used in the tourism industry, including e-business
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • research skills to identify, interpret and sort relevant information • communication skills including active listening and questioning to obtain information and to provide a verbal summary of information • literacy skills to read and comprehend the content of plain English information documents about legal issues, industry accreditation schemes and codes of conduct • writing skills to note take, summarise and record information in basic documents such as information sheets, portfolios and files
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 Supervision Level IV	
Unit Title	Access and Interpret Product Information
Unit Code	CST FOS4 03 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to access and interpret specific details about tourism products correctly and accurately. This unit does not cover detailed interpretation of airfare information which is covered by a range of other Tourism Sales and Operations units.

Elements	Performance Criteria
1. Identify and access product information.	<p>1.1 Identify and access sources of product information.</p> <p>1.2 Select appropriate sources according to organization policy, commercial agreements and specific needs.</p> <p>1.3 Source specific product information to meet the particular sales or operational need.</p>
2. Interpret product information.	<p>2.1 Interpret general information and apply this to meet the particular sales or operational need.</p> <p>2.2 Interpret specific details about the product and accurately apply this information to meet the particular sales or operational need.</p> <p>2.3 Interpret any special jargon or specifications in product information and accurately apply these to meet the particular sales or operational need.</p> <p>2.4 Identify and assess any customer, sales or operational risks that relate to the product and apply these to meet the particular sales or operational need.</p>

Variable	Range
Products and services offered within the tourism industry are diverse and may include:	<ul style="list-style-type: none"> • transportation • transfers • accommodation • entertainment • tours • cruises • entrance to attractions or sites • travel insurance • tour guiding services • activities • meals • functions

	<ul style="list-style-type: none"> • special items with customer's corporate branding • special events • venue facilities • convention facilities • speaker services • audiovisual services • meeting or event equipment • special event consumable items • food, beverage and catering • currency and banking services
Sources of product information may include:	<ul style="list-style-type: none"> • principal or supplier of the product • product library • internet, intranet and extranet • organization-designed information systems, e.g. inventory control database • state and federal government tourism authority information systems • international government tourism authority information systems • centralised reservations system (CRS) • global distribution system (GDS)
Specific product information may be found in:	<ul style="list-style-type: none"> • brochures • e-brochures • timetables • tariff sheets • confidential tariffs • sales kits • supplier information kits • product manuals • advertising flyers • manufacturer specifications
Particular sales or operational need may include:	<ul style="list-style-type: none"> • providing destination and specific product information and advice • providing specific information and advice about the credentials of the tourism operator in minimising negative environmental, social and cultural impacts • selling tourism products to the customer • preparing quotations • booking and coordinating a supplier service for the customer • receiving and processing a reservation from a customer • processing financial transactions • issuing customer travel documentation

	<ul style="list-style-type: none"> • issuing crew documentation, e.g. operational or technical itineraries • organising functions • processing and monitoring meeting or event registrations • purchasing promotional products • hiring special equipment
Specific details about the product may include:	<ul style="list-style-type: none"> • costs, tariffs and rates • additional taxes and levies imposed • currency applied to the cost • terms, conditions and rules • scheduling information • product codes • booking procedures • point of departure • route taken • point of conclusion or disembarkation • touring inclusions and exclusions • technical specifications for audiovisual and other meetings and events equipment • specifications for products to be branded with corporate details
Special jargon or specifications may include:	<ul style="list-style-type: none"> • industry terminology • common abbreviations used in the tourism industry • use of the 24-hour clock • technical capacity of equipment
Risks that relate to the product may include:	<ul style="list-style-type: none"> • product price increase • fluctuations in exchange rates • unclear product, tax and levy costs • unclear product provision, deposit, payment and cancellation terms and conditions • seasonal non-availability of the product • non-operation of the product (e.g. cancelled tour departure) • safety risk to customer in participating in touring activities, e.g. with adventure activities • limitations in participation due to incapacity, e.g. age, disability or special licence requirements, such as driver's licence or SCUBA licence • products that cause negative environmental, cultural or social impacts such: <ul style="list-style-type: none"> ➤ damage to environmentally or culturally sensitive areas or sites ➤ disturbance or injury to fauna

	<ul style="list-style-type: none"> ➤ physical damage to flora ➤ introduction of exotic and feral species ➤ damage to roads, tracks and fire trails ➤ pollution from vehicle emissions and unmanaged waste ➤ noise disturbance to the local community ➤ trivialization of culture
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to access and interpret information on different categories of tourism products, ideally as a component of integrated work activity and to meet the different needs of multiple customers • knowledge of product terminology and procedures • project or work activities that show the candidates' ability to access and interpret product information 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 • accessing and interpreting product information within typical workplace time constraints
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • sources of tourism product information and specific product types • major categories of tourism products and services • industry terminology and common abbreviations in relation to major product categories • specific legal issues relating to the interpretation of different types of tourism products
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • verbal and written use of the 24-hour clock • literacy skills to read and interpret complex product information, including terms and conditions of their sale • writing skills to summarise information
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 Supervision Level IV	
Unit Title	Control Reservations or Operations Using a Computerized System
Unit Code	CST FOS4 04 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to use a computerised 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. Minimize waste of printed materials	5.1 Minimize 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 • meeting or event equipment • special event consumable items • food, beverage and catering <p>may be created for:</p> <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 		
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	<ul style="list-style-type: none"> • 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 reservation may include:	<ul style="list-style-type: none"> • processing financial transactions • issuing invoices • issuing credit notes • managing the receipt of customer payments and refunds • 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

	<ul style="list-style-type: none"> used to determine currency of information held in the system
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Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> ability to use the features of a computerised 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 computerised 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 computerised 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 computerised 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>Demonstrates 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	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 Supervision Level IV	
Unit Title	Manage Finances within a Budget
Unit Code	CST FOS4 05 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to take responsibility for budget management where others may have developed the budget.

Elements	Performance Criteria
1. Allocate budget resources	1.1 Allocate funds according to <i>budget</i> and agreed priorities. 1.2 Discuss changes in income and expenditure priorities with <i>appropriate colleagues</i> prior to implementation. 1.3 Consult and inform all relevant personnel in relation to resource decisions. 1.4 Promote awareness of the importance of budget control. 1.5 Maintain detailed records of resource allocation according to organization control systems
2. Monitor financial activities against budget	2.1 Check actual income and expenditure against budgets at regular intervals. 2.2 Include financial commitments in all documentation to ensure accurate monitoring. 2.3 Identify and report deviations according to organization policy and significance of deviation. 2.4 Investigate appropriate options for more effective management of deviations. 2.5 Advise <i>appropriate colleagues</i> of budget status in relation to targets, within agreed timeframes
3. Identify and evaluate options for improved budget performance	3.1 Assess existing costs and resources and proactively identify areas for improvement. 3.2 Discuss desired budget outcomes with relevant colleagues. 3.3 Undertake appropriate <i>research to investigate new approaches to budget management</i> . 3.4 Define and communicate clearly the benefits and disadvantages of new approaches. 3.5 Take account of impacts on customer service levels and colleagues in developing new approaches. 3.6 Present recommendations for <i>budget management</i> clearly and logically to the appropriate person or department
4. Complete financial and	4.1 Complete all required <i>financial and statistical reports</i> accurately and within designated timelines.
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statistical reports	<p>4.2 Produce clear and concise information to enable informed decision making.</p> <p>4.3 Forward reports promptly to the appropriate person or department</p>
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Variable	Range
Budgets may include:	<ul style="list-style-type: none"> • cash budgets • departmental budgets • wage budgets • project budgets • purchasing budgets • sales budgets • cash flow budgets • budgets for micro, small, medium or large businesses
Appropriate colleagues may include:	<ul style="list-style-type: none"> • operational staff • managers • internal or external financial specialists
Research to investigate new approaches may include:	<ul style="list-style-type: none"> • discussions with existing suppliers • sourcing new suppliers • evaluating staffing and rostering requirements • reviewing operating procedures • potential roster changes
Financial and statistical reports may relate to:	<ul style="list-style-type: none"> • daily, weekly and monthly transactions and reports • break-up by department • occupancy • sales performance • commission earnings • sales returns • yield management • commercial account activity

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • knowledge of basic budget principles and structures • budgeting terminology relevant to a specific industry context • ability to monitor budgeted income and expenditure and to identify ways of improving budget performance • understanding of the main types of budgets that apply in the specific organization or industry context • management of and reporting on a budget for a specific project or operational area over a period of time so that the 		
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	monitoring and implementation aspects of managing finances within a budget can be assessed
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • knowledge and understanding of budgets, specifically how a budget is structured and how to interpret a budget • any legislative requirements in relation to disbursement of funds and record keeping • techniques related to maximising budget performance relevant to the organization or industry sector • budgeting terminology relevant to a specific industry context • financial reporting procedures and cycles relevant to the organization or industry sector
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • research, critical thinking and problem-solving skills to investigate and develop options for potential budget performance improvements • communication skills to discuss budget requirements and to seek and provide feedback • literacy skills to interpret a wide range of business and financial documents, and to create accurate budget reporting and recommendations documentation • numeracy skills to interpret and use budget figures in day-to-day work operations, and to develop budget estimates and scenarios for performance improvement
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 Supervision Level IV	
Unit Title	Prepare and Monitor Budgets
Unit Code	CST FOS4 06 0912
Unit Descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to prepare and monitor budgets. It builds on the skills in unit Manage finances within a budget. While the nature of the budget may vary, the unit focuses on the key managerial skills of analysing financial information to inform developing a budget, drafting a budget and monitoring budget performance over time.</p> <p>This unit requires researching and analysing financial and other business information and applying it to budget planning, development, negotiation and monitoring. It requires sound knowledge of accounting principles, budget development methods, and presentation formats for different types of budget.</p>

Elements	Performance Criteria
1. Prepare budget information.	<p>1.1 Determine and confirm scope and nature of budgetary planning activity with relevant colleagues.</p> <p>1.2 Identify, access and interpret data and data sources required for budget preparation.</p> <p>1.3 Analyze internal and external factors for potential impact on budget.</p> <p>1.4 Provide relevant colleagues with adequate notice of the opportunity to contribute to the budget planning process</p>
2. Prepare budget.	<p>2.1 Draft budget, based on analysis of all available information and according to organization policy.</p> <p>2.2 Estimate income and expenditure and support with valid, reliable and relevant information, including income and expenditure for previous time periods.</p> <p>2.3 Assess and present options where appropriate.</p> <p>2.4 Present recommendations clearly, concisely and in an appropriate format.</p> <p>2.5 Reflect organization objectives appropriately within the draft budget.</p> <p>2.6 Circulate the draft budget to appropriate individuals for comment.</p>
3. Finalize budget.	<p>3.1 Negotiate budget according to organization policy and procedures.</p> <p>3.2 Agree and incorporate modifications accurately and in</p>

	<p>consultation with colleagues.</p> <p>3.3 Complete final budget in required format within designated timelines.</p> <p>3.4 Inform colleagues of final budget decisions and their application within the relevant work area, including reporting and financial management responsibilities.</p>
4. Monitor and review budget.	<p>4.1 Review budget regularly to assess actual performance against estimated performance and prepare accurate financial reports.</p> <p>4.2 Incorporate all financial commitments promptly and accurately into budget and all budget reports.</p> <p>4.3 Investigate and take appropriate action on significant deviations.</p> <p>4.4 Analyze changes in the internal and external environment during budget review, and make adjustments accordingly.</p> <p>4.5 Collect and record relevant information to assist in future budget preparation.</p>

Variable	Range
Data and data sources required for budget preparation may include:	<ul style="list-style-type: none"> • performance data from previous periods • financial proposals from key stakeholders • financial information from suppliers • customer or supplier research • competitor research • management policies and procedures • organization budget preparation guidelines • declared commitments in given areas of operation • grant funding guidelines or limitations
Budgets may include:	<ul style="list-style-type: none"> • cash budgets • departmental budgets • wage budgets • project budgets • event budgets • sales budgets • cash flow budgets • grant funding budgets • budgets for micro, small, medium or large businesses
Internal and external factors that could impact on budget development may	<ul style="list-style-type: none"> • organizational and management restructures • organizational objectives • new legislation or regulation • growth or decline in economic conditions

include:	<ul style="list-style-type: none"> • significant price movement for certain commodities or items • shift in market trends • scope of the project • venue availability and cost (for events) • human resource requirements
Financial reports may include:	<ul style="list-style-type: none"> • periodic reports showing budget versus year-to-date actual and financial commitments • periodic sales reports • taxation commitments • funding acquittals in relation to grants received

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • understanding of the technical processes and procedures that must be followed in budget preparation • sound analysis of the factors that impact the budget and budget development process • ability to prepare realistic and accurate budgets within relevant workplace context • preparation of multiple budgets to meet specific and differing workplace needs • project or work activities conducted over an operationally realistic period of time so that the planning and evaluation aspects of preparing and monitoring a budget can be assessed 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • role and nature of the budget development process within different businesses and contexts • accounting terminology, principles and practices relevant to budget preparation in any context and for different types of budgets • budget preparation and monitoring principles, practices and techniques, including: <ul style="list-style-type: none"> ➤ information required for budget preparation ➤ components of a budget and a budget performance report ➤ techniques for making budget estimates ➤ type of supporting information required ➤ use of software for preparing and monitoring budgets ➤ how to present budgets and budget reports ➤ budget deviation management, including common reasons for deviations ➤ regulatory issues that may impact on budget development in the relevant work context 		
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Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • planning and organizational skills to organize a timely, efficient and consultative budget development process • communication and negotiation skills to liaise with colleagues on potential complex and conflicting budget development issues • critical thinking and problem-solving skills to develop different options for addressing budgetary challenges • literacy skills to interpret and Analyze information that deals with complex ideas and concepts • numeracy skills to interpret and Analyze financial information, including forecasts and previous performance data, and to develop financial estimates and scenarios
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 Supervision Level IV	
Unit Title	Prepare Financial Reports
Unit Code	CST FOS4 07 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to record general journal adjustment entries and to prepare end of period financial reports

Elements	Performance Criteria
1. Maintain asset register	<p>1.1 Prepare a register of property, plant and equipment from fixed asset transactions in accordance with organizational policy and procedures</p> <p>1.2 Determine method of calculating depreciation in accordance with organizational requirements</p> <p>1.3 Maintain asset register and associated depreciation schedule in accordance with organizational policy, procedures and accounting requirements</p>
2. Record general journal entries for balance day adjustments	<p>2.1 Record depreciation of non-current assets and disposal of fixed assets in accordance with organizational policy, procedures and accounting requirements</p> <p>2.2 Adjust expense accounts and revenue accounts for prepayments and accruals</p> <p>2.3 Record bad and doubtful debts in accordance with organizational policy, procedures and accounting requirements</p> <p>2.4 Adjust ledger accounts for inventories, if required, and transfer to final accounts</p>
3. Prepare final general ledger accounts	<p>3.1 Enter general journal entries for balance day adjustments in general ledger system in accordance with organizational policy, procedures and accounting requirements</p> <p>3.2 Post revenue and expense account balances to final general ledger accounts system</p> <p>3.3 Prepare final general ledger accounts to reflect gross and net profits for reporting period</p>
4. Prepare end of period financial reports	<p>4.1 Prepare revenue statement in accordance with organizational requirements to reflect operating profit for reporting period</p> <p>4.2 Prepare balance sheet to reflect financial position of business at end of reporting period</p> <p>4.3 Identify and correct, or refer errors for resolution in accordance with organizational policy and procedures</p>

Variable	Range
Calculating depreciation may include:	<ul style="list-style-type: none"> • reducing balance method • straight-line method
Expense accounts may include:	<ul style="list-style-type: none"> • distribution expenses • electricity • freight inward and outward • insurance • interest paid • rates • rent paid • telephone and fax • wages and salaries
Revenue accounts may include:	<ul style="list-style-type: none"> • commission received • interest received • rent received
Prepayments and accruals may include:	<ul style="list-style-type: none"> • accrued expenses • accrued revenue • prepaid expenses • prepaid revenue
Bad and doubtful debts may include:	<ul style="list-style-type: none"> • calculating provision for doubtful debts • writing off bad debts against provision for doubtful debts
Inventories may include:	<ul style="list-style-type: none"> • goods for resale • stationery and other office supplies
Final accounts may include:	<ul style="list-style-type: none"> • profit and loss • trading
Revenue statement comprises:	<ul style="list-style-type: none"> • cost of goods sold if applicable • gross profit • operating net profit • unclassified adjusted expenses and revenue
Reporting period may include:	<ul style="list-style-type: none"> • as determined in organizational procedures • financial year
Balance sheet comprises:	<ul style="list-style-type: none"> • narrative or T format • unclassified assets and liabilities

Evidence Guide			
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • preparing financial reports 		
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	<ul style="list-style-type: none"> • applying the Australian Accounting and Auditing Standards • applying double-entry principles
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • double-entry bookkeeping principles • general journal and general ledger entries • key provisions of relevant legislation and regulations from all forms of government, standards and codes that may affect aspects of business operations, such as: <ul style="list-style-type: none"> ➤ Ethiopian Taxation Office regulations ➤ accounting and auditing standards ➤ Goods and Services Tax (GST) regulations ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ finance legislation ➤ privacy laws ➤ occupational health and safety ➤ organizational accounting systems ➤ organizational policies, procedures and accounting requirements
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to clarify reporting requirements and obtain required data • literacy skills to: • identify financial information • follow the Ethiopian Accounting and Auditing Standards • follow the organization's accounting procedures • Numeracy skills to calculate percentages, addition and subtraction
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 Supervision Level IV	
Unit Title	Roster Staff
Unit Code	CST FOS4 08 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to develop, administer and communicate staff rosters.

Elements	Performance Criteria
1. Develop staff rosters.	1.1 Develop rosters according to relevant award provisions , organization agreements and wage budgets. 1.2 Maximize operational efficiency and customer service levels while minimizing wage costs in roster development. 1.3 Combine duties where appropriate to ensure effective use of staff. 1.4 Use the available skills base appropriately to roster the most effective mix of staff and to meet different operational requirements and constraints. 1.5 Take account of cultural considerations and broader organizational policies that affect staff rosters. 1.6 Consult with colleagues to ensure appropriate input to rosters.
2. Present and communicate rosters.	2.1 Present rosters in required formats to ensure clarity of information according to organization standards. 2.2 Communicate rosters to appropriate colleagues within designated timeframes.
3. Maintain staff records.	3.1 Complete time sheets and other documentation accurately and within designated timelines. 3.2 Update staff records and maintain or store them according to organization procedures.
4. Evaluate rosters.	4.1 Monitor the effectiveness of rosters in consultation with colleagues. 4.2 Identify ways in which rosters and roster development processes may be improved and take appropriate action

Variable	Range
Rosters may be for:	<ul style="list-style-type: none"> individual department whole organization specific project
Award provisions and organization agreements may	<ul style="list-style-type: none"> number of hours worked in a given shift overall number of hours allocated to different staff members

affect rostering in relation to a range of issues, including:	<ul style="list-style-type: none"> • breaks between shifts • nature of duties allocated • use of permanent or casual staff
Operational efficiency and customer service levels may be affected by:	<ul style="list-style-type: none"> • numbers of staff • type of staff • balance of skills required • demands of different service styles or periods
Cultural considerations may relate to:	<ul style="list-style-type: none"> • types of work to be undertaken by individuals • dates of cultural or religious festivals • family considerations • mixing of people from different cultures
Broader organizational policies may relate to:	<ul style="list-style-type: none"> • compassionate leave • maternity or paternity leave • family-friendly workplace initiatives

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • knowledge and understanding of the factors and issues affecting staff rostering • familiarity with typical formats for rosters and key information to be included • ability to prepare staff rosters that meet wage budgets and provide a level of staffing sufficient to ensure the delivery of high quality customer service • project or work activities that allow the candidate to prepare rosters for a workplace and to evaluate their cost efficiency and operational effectiveness against nominated standards • project or work activities conducted over an operationally realistic period of time so that the planning, evaluation and monitoring aspects of rostering staff can be assessed • preparation of multiple rosters for multiple periods to meet the staffing requirements of more than one operational situation
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • role of rosters and their importance in controlling staff costs • factors to be considered when developing rosters, including legal or industrial provisions in the relevant work context • formats for the presentation of staff rosters and details to be included • overview of software programs and other technology available for roster design • in-depth knowledge of operational area for which roster is being developed

Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • organizational skills to plan rosters to meet operational needs • literacy skills to develop potentially complex roster documentation • communication skills to consult with colleagues, ask questions and confirm requirements, and listen, understand and interpret verbal and non-verbal messages • numeracy skills to undertake planning activities involving dates, times and staff ratios
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 Supervision Level IV	
Unit Title	Monitor Staff Performance
Unit Code	CST FOS4 09 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to monitor staff performance within the framework of established performance management systems. It includes the skills to conduct structured performance appraisal and formal counselling sessions.

Elements	Performance Criteria
1. Monitor staff performance and provide feedback.	<p>1.1 Consult with and inform colleagues about expected standards of performance using appropriate communication mechanisms.</p> <p>1.2 Monitor ongoing performance by maintaining close contact with the workplace and relevant colleagues.</p> <p>1.3 Provide confirming and corrective feedback to colleagues on an ongoing basis.</p> <p>1.4 Provide colleagues with appropriate guidance and support in the workplace.</p> <p>1.5 Provide recognition and reward for achievements and outstanding performance according to organization procedures.</p> <p>1.6 Identify the need for further coaching or training and according to organization policies.</p>
2. Recognize and resolve performance problems.	<p>2.1 Identify and investigate performance problems promptly.</p> <p>2.2 Use feedback and coaching appropriately to address performance problems.</p> <p>2.3 Discuss and agree upon possible solutions with the colleague in question according to organization procedures.</p> <p>2.4 Follow up outcomes of informal counseling through review in the workplace.</p> <p>2.5 Organize and conduct a formal counseling session when needed according to required procedures.</p>
3. Implement performance management systems.	<p>3.1 Implement formal performance management systems according to organization policy.</p> <p>3.2 Conduct individual performance evaluations openly and fairly according to organization policy.</p> <p>3.3 Complete and file performance management records according to organization policy and industrial requirements.</p> <p>3.4 Agree on courses of action with colleagues and follow up in</p>

	the workplace.
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Variable	Range
Expected standards of performance and performance problems may relate to:	<ul style="list-style-type: none"> • productivity • punctuality • personal presentation • level of accuracy in work • adherence to procedures • customer service standards • team interaction • response times • waste minimisation • cost minimisation
Appropriate guidance and support may include:	<ul style="list-style-type: none"> • advice on training and development opportunities • support with difficult interpersonal situations • opportunity to discuss work challenges • confirmation of organizational objectives and key performance requirements • ensuring adequate resources are applied • representing staff interests in other forums
Recognition and reward may include:	<ul style="list-style-type: none"> • informal acknowledgment • acknowledgment of an individual's good performance to the whole team • presentation of awards • written report to management
Possible solutions to performance may include:	<ul style="list-style-type: none"> • additional training • assistance with problems outside of the workplace • adjustment of workload • reorganization of work practices • agreement on short-term goals for improvement
Required procedures for a formal counselling session may include:	<ul style="list-style-type: none"> • formal notification to staff member and management • invitation of appropriate people • organization of appropriate location for counselling session
Performance management systems may include:	<ul style="list-style-type: none"> • type of assessment, e.g. self, peer, team and productivity indicators • methods of collecting performance data • methods of interpreting performance data • processes for performance appraisal interviews

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • knowledge of typical procedures and processes for formal performance management and counselling • ability to demonstrate appropriate communication skills to provide supportive feedback and guidance to colleagues • project or work activities that allow the candidate to address typical performance management issues found in tourism or hospitality workplaces
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • understanding of the performance management concept within an organization • types of performance standards and performance management systems applicable to tourism and hospitality workplaces • role and importance of feedback and coaching, including appropriate communication, in relation to monitoring staff performance • grievance procedures • performance appraisal techniques and systems, including: <ul style="list-style-type: none"> ➢ reasons for performance appraisal ➢ types of performance assessment ➢ compiling and using performance data ➢ protocols and procedures for performance appraisal interviews ➢ procedures for formal counseling sessions • communication skills, including active listening, questioning and using appropriate non-verbal communication in relation to counselling, providing feedback and coaching • industrial relations, equal employment opportunity (EEO) and diversity issues and legislation that impact on monitoring staff performance
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication and interpersonal skills to provide effective feedback, coaching and counselling to team members • problem-solving skills to develop and respond to unpredictable staff performance issues • planning and organizational skills to monitor and maintain a formal performance management system • literacy skills to express potentially complex and sensitive information in writing and to develop and interpret typical performance management documentation • numeracy skills to work with documents such as staff records and schedules

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 Supervision Level IV	
Unit Title	Provide Mentoring Support to Business Colleagues
Unit Code	CST FOS4 10 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to act as a business mentor to other individuals in the industry or workplace.

Elements	Performance Criteria
1. Establish a relationship with the person being mentored.	<p>1.1 Use effective communication styles to develop trust, confidence and rapport.</p> <p>1.2 Make agreements on how the mentoring relationship will be conducted, including the amount of time involved for both parties, confidentiality of information and the scope of issues to be covered.</p> <p>1.3 Discuss and clarify expectations and goals.</p>
2. Offer mentoring support.	<p>2.1 Assist the person being mentored to identify and evaluate options to achieve agreed goals.</p> <p>2.2 Share appropriate personal experiences and knowledge with the person to assist in progress towards agreed goals.</p> <p>2.3 Encourage the person to make decisions and take responsibility for the courses of action or solutions under consideration.</p> <p>2.4 Provide supportive advice and assistance in a manner that allows the person to retain responsibility for achievement of his or her own goals.</p> <p>2.5 Recognize and openly discuss changes in the mentoring relationship.</p> <p>2.6 Make adjustments to the relationship to take account of the needs of both parties.</p>

Variable	Range
Expectations and goals for mentoring may include:	<ul style="list-style-type: none"> • acquisition of specific business skills • progress with overall business development • individual professional and personal development
Changes in the mentoring relationship may include:	<ul style="list-style-type: none"> • inability of one party to continue participation • identification of a need for assistance from others with different skills • achievement of goals and decision to conclude the relationship • changes in the dynamic of the relationship

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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 role and benefits of mentoring in business • extensive experience and knowledge of the context in which the person being mentored is operating • ability to use workplace knowledge and experience to assist another individual to achieve his or her agreed goals • application of effective communication styles to develop the mentoring relationship • demonstration of skills over a period of time where the candidate provides mentoring support for a less experienced colleague
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • understanding of mentoring, its role and potential benefits • protocols associated with a mentoring relationship, including appropriate boundaries • typical issues and problems that might occur at given points in a mentoring relationship • extensive knowledge and experience of the area of business in which the person being mentored operates
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to develop and maintain a positive, open and mutually supportive mentoring relationship • critical thinking skills to evaluate and generate complex ideas and concepts • literacy skills to interpret a wide range of complex documentation
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 Supervision Level IV	
Unit Title	Develop and Implement Operational Plans
Unit Code	CST FOS4 11 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake workplace planning with an operational focus

Elements	Performance Criteria
1. Define planning needs	<p>1.1 Assess operational planning needs based on monitoring of workplace needs and identification of opportunities for improvement and innovation.</p> <p>1.2 Define scope and objectives of the required initiative based on organization goals, and staff and customer feedback.</p> <p>1.3 Identify and Analyze internal and external factors that may impact on the development of the operational plan</p>
2. Develop operational plan	<p>2.1 Develop operational plan clearly identifying all priorities, responsibilities and timelines.</p> <p>2.2 Integrate appropriate and financially-sound resource strategies.</p> <p>2.3 Develop administrative framework and systems capable of supporting the planned initiative.</p> <p>2.4 Consult appropriate colleagues during the development of the plan.</p> <p>2.5 Develop evaluation systems in consultation with appropriate colleagues.</p> <p>2.6 Initiate an internal and external communications strategy to keep all stakeholders informed</p>
3. Administer and monitor operational plans	<p>3.1 Implement and monitor identified actions according to agreed priorities.</p> <p>3.2 Provide support and assistance to colleagues involved in implementing the plan.</p> <p>3.3 Provide progress and other reports according to organization requirements.</p> <p>3.4 Make assessment of the need for additional resource requirements and take appropriate action according to organization policy</p>
4. Conduct ongoing evaluation	<p>4.1 Use agreed evaluation methods to assess effectiveness in the workplace.</p> <p>4.2 Involve appropriate colleagues in the evaluation.</p>

	<p>4.3 Identify problems and make adjustments accordingly.</p> <p>4.4 Incorporate the results of evaluation into ongoing planning and operational management.</p>
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Variable	Range
Operational planning needs may relate to any plan required to support day-to-day workplace operations, such as:	<ul style="list-style-type: none"> • introduction of a new product • staff reorganization • impacts of marketing initiatives or campaigns • office relocation or refurbishment • upgrading of facilities • changes in work practices or procedures • business expansion or contraction • introduction of new systems
Internal and external factors to be Analyzed may include:	<p>capabilities and resources, including:</p> <ul style="list-style-type: none"> • human resources • financial resources • equipment capacity • staff skill levels • hours of operation • communication capabilities • location and position <p>trends and developments in the marketplace, including:</p> <ul style="list-style-type: none"> • economic • ecological and environmental • government activities • social and cultural • demographic • technological • industrial <p>comparative market information, including:</p> <ul style="list-style-type: none"> • best practice information • benchmarking • competitor information <p>legal and ethical constraints, including:</p> <ul style="list-style-type: none"> • legislation • regulation • codes of practice • cultural expectations and influences • social responsibilities, such as protection of children and

	environmental issues
Resource strategies may relate to:	<ul style="list-style-type: none"> • human • financial • physical
Administrative framework and systems may include:	<ul style="list-style-type: none"> • dedicating staff to the planned initiative • establishing communication protocols • developing supporting documentation or resources • regular meetings about the initiative
Appropriate colleagues may include:	<ul style="list-style-type: none"> • team members • suppliers • other management • staff in other departments • staff in external organizations
Evaluation systems may be qualitative or quantitative and may relate to:	<ul style="list-style-type: none"> • sales figures and targets • occupancy levels • customer or staff feedback • productivity gains
Support and assistance may include:	<ul style="list-style-type: none"> • informal coaching and feedback • making additional resources available • formal training opportunities • representing colleagues in the wider environment • ensuring effective internal and external communication

Evidence Guide			
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to develop an operational plan for a specific workplace context that identifies current and relevant industry and organization issues and includes clear action plans and evaluation mechanisms • management skills demonstrated through effective implementation of the plan, including the ability to respond to changing circumstances encountered in the implementation phase • knowledge and understanding of current legal issues and industry issues affecting general operations within the sector • project or work activities conducted over an operationally realistic period of time so that the planning, evaluation and monitoring aspects of this unit can be assessed 		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • key planning concepts and techniques, including the structure of plans and steps in the planning process • current internal and external environments that impact on 		
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	<p>planning within the organization or industry sector</p> <ul style="list-style-type: none"> • typical issues that arise in the implementation of plans, and strategies to address these • legal issues appropriate to the industry sector that affect organization operations
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • research skills to source and Analyze a broad range of information on varying issues from multiple sources • problem-solving and contingency management skills to address a broad range of operational issues at a management level • planning and organizational skills to implement and monitor the operational plan • literacy skills to interpret and develop documents dealing with complex issues and ideas • communication skills to consult colleagues through clear and direct communication • numeracy skills to develop and monitor financial aspects of the operational plan
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 Supervision Level IV	
Unit Title	Communicate Electronically
Unit Code	CST FOS4 12 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging.

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

Variable	Range
Software may include:	<p>mobile or wireless software applications:</p> <ul style="list-style-type: none"> personal digital assistants (PDA)
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	<ul style="list-style-type: none"> • mobile phones • text messaging (SMS/TXT) • multimedia messaging (MMS) • internet relay chat (IRC) <p>personal computer-based software applications:</p> <ul style="list-style-type: none"> • email applications • web-based email services • chat applications • internet discussion groups/boards/chat rooms • intranet discussion groups/boards/chat rooms
Organizational requirements may include:	<ul style="list-style-type: none"> • carbon copies or blind carbon copies • concise, relevant subject line • electronic signature • form of address • formality/informality of language, tone and structure • including original message in the reply • length of emails (i.e. short and to the point) • net ethics • net etiquette(netiquette) • requesting read receipt • sender's name and address
Checking outgoing email for accuracy may include checking:	<ul style="list-style-type: none"> • clarity of intended meaning • completeness • content • grammar • punctuation • recipient's address • spelling • structure
Attachments may include:	<ul style="list-style-type: none"> • PDFs • pictures • spreadsheets • word processed documents • any electronic file
Suspicious or potentially dangerous email may include:	<ul style="list-style-type: none"> • attachments • email where sender is unknown, and subject line is enticing and/or personal (e.g. urging the receiver to open immediately) • particular file extensions • spam (unsolicited commercial email or junk email) • unsolicited email containing viruses

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

Evidence Guide			
Critical aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> • sending and receiving email for a range of purposes • attaching and removing documents to email • using software applications to collaborate online • knowledge of relevant legislation 		
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> • different methods of electronic communication • key provisions of relevant legislation from all forms of 		
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	<p>government that may affect aspects of business operations, such as:</p> <ul style="list-style-type: none"> ➤ anti-discrimination legislation ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • communication skills to request advice, to receive feedback and to work with a team • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to draft simple correspondence • problem-solving skills to solve routine technology problems
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 Supervision Level IV	
Unit Title	Design Databases
Unit Code	CST FOS4 13 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develop a database (including queries, forms and reports) to meet a defined need using existing data.

Elements	Performance Criteria
1. Design database	<p>1.1 Review organizational and task requirements to confirm scope and functionality of database design, including data redundancy</p> <p>1.2 Develop a logical data model to identify and classify data into types</p> <p>1.3 Select appropriate software according to organizational and task requirements and required scope and functionality of database</p> <p>1.4 Confirm database design with appropriate person</p>
2. Develop database	<p>2.1 Set field attributes according to data type and link databases by a common field in accordance with software procedures</p> <p>2.2 Identify primary key to uniquely identify data</p> <p>2.3 Identify foreign keys to establish associations between data</p> <p>2.4 Use software functions and formulae to meet organizational and task requirements</p> <p>2.5 Create password and access system according to organizational and task requirements</p>
3. Develop queries, forms and reports	<p>3.1 Develop queries as required by organizational and task requirements</p> <p>3.2 Develop input screens or forms in order to access required data</p> <p>3.3 Develop reports according to organizational and task requirements</p>
4. Test and Finalize database	<p>4.1 Populate database with sample dataset for testing</p> <p>4.2 Assess and document effectiveness of data relationships, queries forms and reports</p> <p>4.3 Address any errors in database design</p> <p>4.4 Name and store database in accordance with organizational requirements and exit the application without data loss or damage</p>

	4.5 Confirm database readiness with appropriate person
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Variable	Range
Organizational and task requirements may include:	<ul style="list-style-type: none"> • business requirements • consistent corporate image, including colour schemes and company logo • established guidelines and procedures for data usage • existing database templates • final output requirements for data • house styles • observing copyright legislation • organization name, time, date, document title, filename or other fields in headers and footers • technical operating environment and platform
Scope and functionality of database may include:	<ul style="list-style-type: none"> • concurrency of access requirements • data relationships • data structures • forms • queries • reports • screens • security features • table relationships
Software may include:	<ul style="list-style-type: none"> • commercial software applications • organizational specific software
Appropriate person may include:	<ul style="list-style-type: none"> • clients • colleagues • supervisors
Software functions may include:	<ul style="list-style-type: none"> • adding, deleting, moving, re-labelling fields • altering field widths • calculations, formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • macros: <ul style="list-style-type: none"> ➤ append ➤ delete

	<ul style="list-style-type: none"> ➤ edit ➤ exit ➤ list ➤ print ➤ query ➤ report • repeating (if available) • table, form and report wizards
Formulae may include:	<ul style="list-style-type: none"> • formulae • addition • average • combinations of formulae • count • division • maximum • minimum • multiplication • subtraction • sum
Naming and storage may include:	<ul style="list-style-type: none"> • authorised access • filing locations • organizational policy for backing up files • organizational policy for filing hard copies of spreadsheets • security • storage in folders and sub-folders • storage on disc drives, CD-ROM, USBs, tape or server back-up

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • producing a database containing a minimum of three tables and incorporating queries, reports and forms • knowledge of advanced functions of database software app.
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • advanced functions of database software applications • impact of formatting and design on the presentation and readability of data • 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

	<ul style="list-style-type: none"> ➤ ethical principles ➤ codes of practice ➤ privacy laws ➤ occupational health and safety
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • literacy skills to interpret and evaluate the purposes and features of databases • numeracy skills to utilise software functions and formulae, and to establish data relationships and queries • planning and organising skills to establish database design • problem-solving skills to address inconsistencies in database design and data relationships
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 Supervision Level IV	
Unit Title	Maintain System Integrity
Unit Code	CST FOS4 14 0912
Unit Descriptor	This unit defines the competency required to protect and secure standalone or client server environments

Elements	Performance Criteria
1. Carry out system backup	1.1. Create and/or review organizational back-up schedule 1.2. Determine storage media and hardware for back-ups 1.3. File back-ups are carried out according to the schedule 1.4. Label and store back-ups according to organizational standards 1.5. Maintain records of back-ups
2. Restore system backup	2.1. Determine and test restoration procedures according to organizational standards 2.2. Restore data under instruction from an appropriate person 2.3. Restore data according to organizational standards 2.4. Document and report on back-up results
3. Carry out virus scanning	3.1. Maintain virus protection software and updates depending on the operating system in use 3.2. Scan for and report detected viruses to appropriate person and remove the viruses
4. Follow copyright procedures and record software licenses where appropriate	4.1. Identify licensed software used by the organization 4.2. Maintain records of license number and location 4.3. Monitor the operation and use of licensed software where applicable 4.4. Check personal computers and networks to ensure software compliance 4.5. Report licensing anomalies related to software to an appropriate person

Variable	Range
Hardware may include:	<ul style="list-style-type: none"> personal computers networked systems tools to perform back-ups such as tapes streamers floppy disks

Back-up schedule may occur on:	<ul style="list-style-type: none"> • evenings • weekdays • weekends • monthly • yearly • or a combination
Licensed software may include:	<ul style="list-style-type: none"> • single user licenses • corporate licenses • educational licenses • user-restrictive licenses • shareware licenses
Operating system may include but is not limited to:	<ul style="list-style-type: none"> • Linux 6.0 or above • Windows 98 or above • Apple OS 8 or above
Storage media may include but is not limited to:	<ul style="list-style-type: none"> • diskettes (floppy disks) • CDs • CD-RW (compact disks-read write) • DVD RW • zip disks • solid state hard drives
Appropriate person may include"	<ul style="list-style-type: none"> • supervisor • teacher • authorised business representative • client
Software may include but is not limited to:	<ul style="list-style-type: none"> • commercial, in-house, packaged or customised software
Organizational standards may include but are not limited to:	<ul style="list-style-type: none"> • security procedures • back-up procedures • restore procedures • virus scanning and removal procedures • software license documentation • reporting of non-compliance software • GPL/copy left licenses
Virus protection may include but is not limited to:	<ul style="list-style-type: none"> • McAfee • Panda Anti Virus • Protector Plus Antivirus • Symantec Norton Antivirus • Command Antivirus • Vet. AMI virus

Evidence Guide	
Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> Stand alone or networked client server environments and operating systems according to system maintenance procedures. Undertaking file back-up, restore, delete and archive are carried out according to back-up and restore procedures
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> Software copyright and General Public License (GPL)/copyright responsibilities Broad knowledge of system performance Broad knowledge of maintenance procedures Broad knowledge of inventory procedures Restore procedures Broad knowledge of storage and retrieval guidelines Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities and detailed knowledge in some areas Broad knowledge of diagnostic tools Broad knowledge of current viruses and protection methods
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> Communication skills in relation to presentation of information Basic diagnostic skills in relation to system integrity Questioning and active listening for clarifying instructions Basic analytical skills in relation to system integrity Problem solving skills for a defined range of predictable problems Problem solving in regard to known problems in routine procedures Research skills for identifying broad features of current viruses and best practice in virus protection
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 Supervision Level IV	
Unit Title	Organize in-House Events or Functions
Unit Code	CST FOS4 15 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to organize in-house events or functions from the perspective of an individual working within a commercial venue. The skills required by independent event organisers are covered in other Events units.

Elements	Performance Criteria
1. Establish and confirm event requirements	<p>1.1 Liaise with client to establish specific event operational requirements.</p> <p>1.2 Calculate quotations to ensure maximum profitability of the function and provide to client according to organization procedures.</p> <p>1.3 Develop options and ideas in consultation with colleagues and suppliers to assist client with event planning.</p> <p>1.4 Identify and pursue additional sales opportunities through effective communication with client to ensure maximum profitability of the function.</p> <p>1.5 Negotiate and agree upon final event details, with confirmation in writing provided to client, including financial and other conditions.</p> <p>1.6 Prepare, maintain and issue relevant event documentation to clients and suppliers</p>
2. Coordinate in-house event services	<p>2.1 Liaise with appropriate colleagues and suppliers to facilitate effective planning of event services.</p> <p>2.2 Identify and organize appropriate internal and external resource requirements.</p> <p>2.3 Research relevant information about new or previously unused services for incorporation into current and future events.</p> <p>2.4 Identify and consider possible event impacts and take appropriate action to address these impacts.</p> <p>2.5 Prepare, update and distribute event documentation to clients, relevant colleagues and suppliers according to organization procedures.</p> <p>2.6 Prepare and organize relevant event briefings in a timely fashion.</p> <p>2.7 Minimize use of printed materials and maximize electronic transmission of all client and event documents to reduce</p>

	negative environmental impacts
3. Monitor and evaluate in-house services	<p>3.1 Monitor event set-up and operation according to service agreements and relevant safety requirements.</p> <p>3.2 Promptly identify operational problems and take appropriate action to resolve.</p> <p>3.3 Obtain feedback from clients, colleagues and suppliers and use or share this information for future event organization.</p> <p>3.4 Finalize post-event administrative requirements accurately and promptly.</p>

Variable	Range		
Specific event operational requirements may relate to:	<ul style="list-style-type: none">• catering• technical equipment• overall format and style• access• bump-in and bump-out• security• timing		
Options and ideas may relate to:	<ul style="list-style-type: none">• different approaches to use of space• refining or adjusting catering options• ideas about technical requirements• possible use of other suppliers		
Additional sales opportunities may include:	<ul style="list-style-type: none">• extra services• upgraded services		
Event documentation may include:	<ul style="list-style-type: none">• paper-based or electronically transmitted materials• access and security details• booking conditions• confirmations• financial documents, including invoices and receipts• running sheets• service vouchers• information packs		
Internal and external resource requirements may include:	<ul style="list-style-type: none">• entertainment• equipment• furniture• catering• security• display or decoration• other specialist services, such as interpreters		
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Event impacts may relate to:	<ul style="list-style-type: none"> • access • crowds • noise • security • staffing requirements • negative environmental impacts due to: • inefficient use of energy, water and other resources during event set-up, operation and break-down • unsafe disposal of all waste, especially hazardous substances
Event briefings may be verbal or written and may be for:	<ul style="list-style-type: none"> • internal staff • external suppliers • participants • staff in client organization
Operational problems may relate to:	<ul style="list-style-type: none"> • failure to provide agreed services • deficit in quality of services being provided • non-performance of internal or external suppliers • technical malfunctions • last minute changes in client requirements • unforeseen incidents or circumstances
Post-event administrative requirements may include:	<ul style="list-style-type: none"> • finalising accounts • collating event feedback

Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • ability to coordinate efficient, resource effective and safe events and provide services that meet agreed client requirements • effective liaison and proactive identification of operational problems • accuracy in presentation of event information and the ability to tailor venue services to meet client needs • knowledge of the types and range of event services that may be required by different clients • demonstration of skills through the organization of more than one event • presence of typical workplace time constraints for the completion of tasks
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Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • general characteristics of different types of events and event clients for different styles of venue • role of different venue personnel in the event management process, including the relationships of different venue personnel to clients • understanding of event costing and venue profitability requirements • range and general features of typical internal and external services required for different types of events, including: <ul style="list-style-type: none"> ➤ catering ➤ technical ➤ use of space or different layouts ➤ security ➤ entertainment ➤ display and decoration ➤ current industry practice in relation to use of different services and technologies ➤ typical event coordination procedures and systems within a commercial venue ➤ types of problems that commonly occur during event planning and operations ➤ purposes and features of various types of documentation used to control the event management process within a venue ➤ safety legislation and requirements that impact on event set-up and operation ➤ the environmental impacts of resource, water and energy use during event set-up, operation and break-down and minimal impact practices to reduce these ➤ correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • organizational skills to coordinate a complete event within a framework of existing venue procedures and systems • problem-solving skills to anticipate and respond to a range of event planning and operational issues • communication and interpersonal skills to establish and conduct positive business relationships with internal and external clients • literacy skills to develop and interpret a range of event documentation • numeracy skills to estimate and calculate costs of different services and 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	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: Food Production Supervision Level IV	
Unit Title	Develop and Update Legal Knowledge Required for Business Compliance
Unit Code	CST FOS4 16 0912
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to ensure business compliance with legislation across a broad range of operational areas. Ability to research and apply relevant legal information to business operations is the key focus of the unit. This is combined with a general knowledge of the legal framework in which businesses in different contexts operate

Elements	Performance Criteria
1. Research the legal information required for business compliance	<p>1.1 Identify <i>sources of relevant legal and licensing information</i> and advice.</p> <p>1.2 Determine compliance needs for the business by accessing, selecting and analyzing all information on relevant <i>legal and licensing requirements</i>.</p> <p>1.3 Determine risks, penalties and consequences of non-compliance</p>
2. Ensure compliance with legal requirements	<p>2.1 Assess the need for specialist legal advice and seek assistance where appropriate.</p> <p>2.2 Record and distribute relevant legal information to colleagues at appropriate times and in suitable formats for the intended audience.</p> <p>2.3 Organize information updates and training for colleagues and staff where appropriate.</p> <p>2.4 Establish and monitor <i>workplace systems and procedures</i>, including a risk management approach to ensure compliance with legal requirements.</p> <p>2.5 Identify aspects of operations that may infringe or potentially infringe laws and solicit advice on how to develop and implement modifications</p>
3. Update legal knowledge	<p>3.1 Use formal and informal research to update the legal knowledge required for business compliance.</p> <p>3.2 Share updated knowledge with colleagues and incorporate into workplace planning and operations.</p>

Variable	Range
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Sources of relevant legal and licensing information may include:	<ul style="list-style-type: none"> • reference books • media • industry and employer associations • industry journals • internet • customers and suppliers • legal experts • regulatory authorities • local government officers • state or territory government departments
Legal and licensing requirements may relate to:	<ul style="list-style-type: none"> • liquor • businesses preparing and selling food • gaming • sale of travel products • security • OHS • industrial relations • taxation • EEO • anti-discrimination • trades • access to protected areas
Workplace systems and procedures to ensure compliance with legislation may relate to:	<ul style="list-style-type: none"> • recruitment, termination and other human resource management issues • food safety programs • in-house policies to ensure responsible service of alcohol • inspections and auditing • risk assessments • consumer complaint and dispute resolution processes • training practices • approval processes and protocols for various work activities • general work practices and work organization approaches • workplace design • distribution of information within the organization • signage

Evidence Guide

Critical aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • general knowledge of the legislation that affects business operations in a particular industry sector • knowledge of how to access and update the legal information
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	<p>required for business compliance or seek professional assistance on legal matters</p> <ul style="list-style-type: none"> • demonstrated application of legal knowledge to specific workplace situations and problems
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • general knowledge of compliance provisions of legislation in the following areas to the level of depth required by an operational manager or owner-operator and in the specific context of a tourism, hospitality or events organization: • legal responsibilities and liabilities of managers and directors within varying business structures • consumer protection and trade practices: key features of trade practices and fair trading legislation, its application in different States and Territories and key areas in which tourism and hospitality businesses must ensure compliance • licensing: licenses needed by various businesses and individuals within those businesses; license application procedures; ongoing requirements to maintain license, auditing and inspection regimes; and reasons for cancellation of licenses • contracts: differences between contracts; impacts of contract law on operators, including the specific terms and obligations of contract; methods of contractual agreement, exclusion clauses and termination of contracts • insurance: key business insurances required by different tourism and hospitality businesses, including public liability and workers' compensation • superannuation: employer responsibilities in relation to payment of superannuation for employees • industrial relations: rights and responsibilities of employees and employers under industrial relations legislation • taxation: overview of statutory reporting requirements for businesses • equal employment opportunity (EEO) and anti-discrimination: including key features, employer responsibilities and consequences of operating contrary to legislation • sources of legal information and advice in particular industry sectors
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • research skills to source and access legal information and advice • critical thinking skills to evaluate and apply complex information to a particular operational context • literacy skills to interpret complex information from varied sources

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 Supervision Level IV	
Unit Title	Plan and Organize Work
Unit Code	CST FOS4 17 0912
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and organizing work activities in a production application. It may be applied to a small independent operation or to a section of a large organization.

Elements	Performance Criteria
1. Set objectives	<p>1.1 Objectives are consistent with and linked to work activities in accordance with organizational aims</p> <p>1.2 Objectives are stated as measurable targets with clear time frames</p> <p>1.3 Support and commitment of team members are reflected in the objectives</p> <p>1.4 Realistic and attainable objectives are identified</p>
2. Plan and schedule work activities	<p>2.1 Tasks/work activities to be completed are identified and prioritized as directed</p> <p>2.2 Tasks/work activities are broken down into steps in accordance with set time frames and achievable components</p> <p>2.3 Task/work activities are assigned to appropriate team or individuals in accordance with agreed functions</p> <p>2.4 Resources are allocated as per requirements of the activity</p> <p>2.5 Schedule of work activities is coordinated with personnel concerned</p>
3. Implement work plans	<p>3.1 Work methods and practices are identified in consultation with personnel concerned</p> <p>3.2 Work plans are implemented in accordance with set time frames, resources and standards</p>
4. Monitor work activities	<p>4.1 Work activities are monitored and compared with set objectives</p> <p>4.2 Work performance is monitored</p> <p>4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards</p> <p>4.4 Reporting requirements are complied with in accordance with recommended format</p> <p>4.5 Observe timeliness of report</p> <p>4.6 Files are established and maintained in accordance with standard operating procedures</p>

5. Review and evaluate work plans and activities	<p>5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information</p> <p>5.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback</p> <p>5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities</p> <p>5.4 Performance appraisal is conducted in accordance with organization rules and regulations</p> <p>5.5 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.6 Recommendations are prepared and presented to appropriate personnel/authorities</p> <p>5.7 Feedback mechanisms are implemented in line with organization policies</p>
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Variable	Range
Objectives	<ul style="list-style-type: none"> • Specific • General
Resources	<ul style="list-style-type: none"> • Personnel • Equipment and technology • Services • Supplies and materials • Sources for accessing specialist advice • Budget
Schedule of work activities	<ul style="list-style-type: none"> • Daily • Work-based • Contractual • Regular
Work methods and practices	<ul style="list-style-type: none"> • Legislated regulations and codes of practice • Industry regulations and codes of practice • Occupational health and safety practices
Work plans	<ul style="list-style-type: none"> • Daily work plans • Project plans • Program plans • Resource plans • Skills development plans • Management strategies and objectives
Standards	<ul style="list-style-type: none"> • Performance targets • Performance management and evaluation systems • Occupational standards • Employment contracts • Client contracts • Discipline procedures • Workplace assessment guidelines

	<ul style="list-style-type: none"> • Internal quality assurance • Internal and external accountability and auditing requirements • Training Regulation Standards • Safety Standards
Appropriate personnel/ authorities	<ul style="list-style-type: none"> • Appropriate personnel include: • Management • Line Staff
Feedback mechanisms include:	<ul style="list-style-type: none"> • Verbal feedback • Informal feedback • Formal feedback • Questionnaire • Survey • Group discussion

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • set objectives • planned and scheduled work activities • implemented work plans • monitored work activities • reviewed and evaluated work plans and activities
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities • Organizations policies, strategic plans, guidelines related to the role of the work unit • Team work and consultation strategies
Underpinning Skills	<p>Demonstrates skill of:</p> <ul style="list-style-type: none"> • Planning • Leading • Organizing • Coordinating • Communication Skills • Inter-and intra-person/motivation skills • Presentation skills
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped location with necessary tools and equipment as well as consumable materials
Methods of Assessment	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration
Context for Assessment	<p>Competence may be assessed in the workplace or in simulated workplace setting</p>

Occupational Standard: Front Office Supervision Level IV	
Unit Title	Migrate to New Technology
Unit Code	CST FOS4 18 0912
Unit Descriptor	This unit defines the competence required to apply skills and knowledge in using new or upgraded technology. The rationale behind this unit emphasizes the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organization's activities.

Elements	Performance Criteria
1. Apply existing knowledge and techniques to technology and transfer	<p>1.1 Situations are identified where existing knowledge can be used as the basis for developing new skills.</p> <p>1.2 New or upgraded technology skills are acquired and used to enhance learning.</p> <p>1.3 New or upgraded equipment are identified, classified and used where appropriate, for the benefit of the organization.</p>
2. Apply functions of technology to assist in solving organizational problems	<p>2.1 Testing of new or upgraded equipment is conducted according to the specification manual.</p> <p>2.2 Features of new or upgraded equipment are applied within the organization</p> <p>2.3 Features and functions of new or upgraded equipment is used for solving organizational problems</p> <p>2.4 Sources of information is accessed and used relating to new or upgraded equipment</p>
3. Evaluate new or upgraded technology performance	<p>3.1 New or upgraded equipment is evaluated for performance, usability and against OHS standards.</p> <p>3.2 Environmental considerations are determined from new or upgraded equipment.</p> <p>3.3 Feedback is sought from users where appropriate.</p>

Variables	Range
Environmental Considerations	May include but is not limited to recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body
Feedback	May include surveys, questionnaires, interviews and meetings.

Evidence Guide	
Critical Aspects of Competence	Competence must confirm the ability to transfer the application of existing skills and knowledge to new technology
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols) • Knowledge of vendor product directions • Ability to locate appropriate sources of information regarding metal manufacturing and new technologies • Current industry products/services, procedures and techniques with knowledge of general features • Information gathering techniques
Underpinning Skills	<ul style="list-style-type: none"> • Research skills for identifying broad features of new technologies • Ability to assist in the decision making process • Literacy skills in regard to interpretation of technical manuals • Ability to solve known problems in a variety of situations and locations • Evaluate and apply new technology to assist in solving organizational problems • General analytical skills in relation to known problems
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> • Interview / Written Test • Demonstration/ Observation with Oral Questioning
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Front Office Supervision Level IV	
Unit Title	Establish Quality Standards
Unit Code	CST FOS4 19 0912
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to establish quality specifications for work outcomes and work performance. It includes monitoring and participation in maintaining and improving quality, identifying critical control points in the production of quality output and assisting in planning and implementing of quality assurance procedures.

Elements	Performance Criteria
1. Establish quality specifications for product	1.1 Market specifications are sourced and legislated requirements identified. 1.2 Quality specifications developed and agreed upon 1.3 Quality specifications are documented and introduced to organization staff / personnel in accordance with the organization policy 1.4 Quality specifications are updated when necessary
2. Identify hazards and critical control points	2.1. Critical control points impacting on quality are identified. 2.2. Degree of risk for each hazard is determined. 2.3. Necessary documentation is accomplished in accordance with organization quality procedures
3. Assist in planning of quality assurance procedures	3.1 Procedures for each identified control point are developed to ensure optimum quality. 3.2 Hazards and risks are minimized through application of appropriate controls. 3.3 Processes to monitor the effectiveness of quality assurance procedures are developed.
4. Implement quality assurance procedures	4.1 Responsibilities for carrying out procedures are allocated to staff and contractors. 4.2 Instructions are prepared in accordance with the enterprise's quality assurance program. 4.3 Staff and contractors are given induction training on the quality assurance policy. 4.4 Staff and contractors are given in-service training relevant to their allocated procedures.
5. Monitor quality of work outcome	5.1 Quality requirements are identified 5.2 Inputs are inspected to confirm capability to meet quality requirements

	<p>5.3 Work is conducted to produce required outcomes</p> <p>5.4 Work processes are monitored to confirm quality of output and/or service</p> <p>5.5 Processes are adjusted to maintain outputs within specification.</p>
6. Participate in maintaining and improving quality at work	<p>6.1 Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements</p> <p>6.2 Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements</p> <p>6.3 Corrective action is taken within level of responsibility, to maintain quality standards</p> <p>6.4 Quality issues are raised with designated personnel</p>
7. Report problems that affect quality	<p>7.1 Recognize potential or existing quality problems.</p> <p>7.2 Identify instances of variation in quality from specifications or work instructions.</p> <p>7.3 Report variation and potential problems to supervisor/manager according to enterprise guidelines.</p>

Variable	Range
Sourced	<ul style="list-style-type: none"> • End-users • Customers or stakeholders
Legislated requirements	<ul style="list-style-type: none"> • Verification of product quality as part of consumer legislation or specific legislation related to product content or composition.
Safety procedures.	<ul style="list-style-type: none"> • Use of tools and equipment for fabrication/production/manufacturing works • Workplace environment and handling of material safety, • Following occupational health and safety procedures designated for the task • Respect the policies, regulations, legislations, rule and procedures for manufacturing/production/fabrication works

Evidence Guide	
Critical Aspect of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Monitored quality of work • Established quality specifications for product • Participated in maintaining and improving quality at work • Identified hazards and critical control points in the production of quality product • Assisted in planning of quality assurance procedures • Reported problems that affect quality • Implemented quality assurance procedures

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Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • work and product quality specifications • quality policies and procedures • improving quality at work • hazards and critical points of operation • obtaining and using information • applying federal and regional legislation within day-today work activities • accessing and using management systems to keep and maintain accurate records • requirements for correct preparation and operation • technical writing
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • monitoring quality of work • establishing quality specifications for product • participating in maintaining and improving quality at work • identifying hazards and critical control points in the production of quality product • assisting in planning of quality assurance procedures • reporting problems that affect quality • implementing quality assurance procedures
Resource Implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Workplace or fully equipped environment with necessary tools and equipment as well as consumable materials
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview/ Written exam / Oral questioning • Observation/Demonstration
Context of Assessment	<p>Competence may be assessed in the workplace or in a simulated workplace setting.</p>

Occupational Standard: Front Office Supervision Level IV	
Unit Title	Develop Individuals and Team
Unit Code	CST FOS4 20 0912
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

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

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

Variable	Range
Learning and development needs	<ul style="list-style-type: none"> • Coaching, monitoring and/or supervision • Formal/informal learning program • Internal/external training provision • Work experience/exchange/opportunities • Personal study • Career planning/development • Performance evaluation • Workplace skills assessment • Recognition of prior learning
Organizational requirements	<ul style="list-style-type: none"> • Quality assurance and/or procedures manuals • Goals, objectives, plans, systems and processes • Legal and organizational policy/guidelines and requirements • Safety policies, procedures and programs • Confidentiality and security requirements • Business and performance plans • Ethical standards • Quality and continuous improvement processes and standards
Feedback on performance	<ul style="list-style-type: none"> • Formal/informal performance evaluation • Obtaining feedback from supervisors and colleagues • Obtaining feedback from clients • Personal and reflective behavior strategies • Routine and organizational methods for monitoring service delivery
Learning delivery methods	<ul style="list-style-type: none"> • On the job coaching or monitoring • Problem solving • Presentation/demonstration • Formal course participation • Work experience and involvement in professional networks • Conference and seminar attendance

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • identified and implemented learning opportunities for others • gave and received feedback constructively • facilitated participation of individuals in the work of the team • negotiated plans to improve the effectiveness of learning • prepared learning plans to match skill needs • accessed and designated learning opportunities
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • coaching and monitoring principles • understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective • understanding how to facilitate team development and improvement • understanding methods and techniques to obtain and interpreting feedback • understanding methods for identifying and prioritizing personal development opportunities and options • knowledge of career paths and competence standards in the industry
Underpinning Skills	<p>Demonstrates skills in:</p> <ul style="list-style-type: none"> • reading and understanding a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation • communication including receiving feedback and reporting, maintaining effective relationships and conflict management • planning skills to organize required resources and equipment to meet learning needs • coaching and mentoring skills to provide support to colleagues • reporting to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes • facilitation to conduct small group training sessions • relating to people from a range of social, cultural, physical and mental backgrounds
Resource Implications	Access to relevant workplace or appropriately simulated environment where assessment can take place
Methods of Assessment	<p>Competence may be accessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation / Demonstration
Context of Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Front Office Supervision Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	CST FOS4 21 0912
Unit Descriptor	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate group discussions, and contribute to the development of communication strategies.

Elements	Performance Criteria
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives
3. Represent the organization	3.1 When participating in internal or external fora, presentation is relevant, appropriately researched and presented in a manner to promote the organization 3.2 Presentation is clear and sequential and delivered within a predetermined time 3.3 Appropriate media is utilized to enhance presentation 3.4 Differences in views are respected 3.5 Written communication is consistent with organizational standards 3.6 Inquiries are responded in a manner consistent with organizational standard

4. Facilitate group discussion	<p>4.1 Mechanisms which enhance effective group interaction are defined and implemented</p> <p>4.2 Strategies which encourage all group members to participate are used routinely</p> <p>4.3 Objectives and agenda for meetings and discussions are routinely set and followed</p> <p>4.4 Relevant information are provided to group to facilitate outcomes</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>4.6 Specific communication needs of individuals are identified and addressed</p>
5. Conduct interview	<p>5.1 A range of appropriate communication strategies are employed in interview situations</p> <p>5.2 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated</p>

Variable	Range
Strategies	<ul style="list-style-type: none"> Recognizing own limitations Utilizing techniques and aids Providing written drafts Verbal and non verbal communication
Effective group interaction	<ul style="list-style-type: none"> Identifying and evaluating what is occurring within an interaction in a non-judgmental way Using active listening Making decision about appropriate words, behavior Putting together response which is culturally appropriate Expressing an individual perspective Expressing own philosophy, ideology and background and exploring impact with relevance to communication
Types of Interview	<ul style="list-style-type: none"> Related to staff issues Routine Confidential Evidential Non-disclosure Disclosure
Interview situations	<ul style="list-style-type: none"> Establish rapport obtain facts and information Facilitate resolution of issues Develop action plans Diffuse potentially difficult situation

Evidence Guide	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> • Demonstrated effective communication skills with clients and work colleagues accessing service • Adopted relevant communication techniques and strategies to meet client particular needs and difficulties
Underpinning Knowledge and Values	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • communication process • dynamics of groups and different styles of group leadership • communication skills relevant to client groups
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • full range of communication techniques including: <ul style="list-style-type: none"> ➢ active listening ➢ feedback ➢ interpretation ➢ role boundaries setting ➢ negotiation ➢ establishing empathy ➢ communication strategies • communication required to fulfill job roles as specified by the organization
Resource Implications	Access to appropriate workplace where assessment can take place
Methods of Assessment	<p>Competence may be assessed through</p> <ul style="list-style-type: none"> • Direct observation / demonstration • Oral Interview
Context for Assessment	Competence may be assessed in the workplace or in a simulated workplace setting.

Occupational Standard: Front Office Supervision Level IV	
Unit Title	Manage and Maintain Small/Medium Business Operations
Unit Code	CST FOS4 22 0912
Unit Descriptor	This unit covers the operation of day-to-day business activities in a micro or small business. The strategies involve developing, monitoring and managing work activities and financial information, developing effective work habits, and adjusting work schedules as needed.

Elements	Performance Criteria
1. Identify daily work requirements	<p>1.1 Work requirements for a given time period are identified taking into consideration resources and constraints</p> <p>1.2 Work activities are prioritized based on business needs, requirements and deadlines</p> <p>1.3 If appropriate, work is allocated to relevant staff or contractors to optimize efficiency</p>
2. Monitor and manage work	<p>2.1 People, resources and/or equipment are coordinated to provide optimum results</p> <p>2.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to business goals or timelines</p> <p>2.3 Problem solving techniques are applied to work situations to overcome difficulties and achieve positive outcomes</p>
3. Develop effective work habits	<p>3.1 Work and personal priorities are identified and a balance is achieved between competing priorities using appropriate time management strategies</p> <p>3.2 Input from internal and external sources is sought and used to develop and refine new ideas and approaches</p> <p>3.3 Business or inquiries are responded to promptly and effectively</p> <p>3.4 Information is presented in a format appropriate to the industry and audience</p>
4. Interpret financial information	<p>4.1 Relevant documents and reports are identified</p> <p>4.2 Documents and reports are read and understood and any implications discussed with appropriate persons</p> <p>4.3 Data and numerical calculations are analyzed, checked, evaluated, organized and reconciled</p> <p>4.4 Daily financial records and cash flow are maintained correctly and in accordance with legal and accounting requirements</p> <p>4.5 Invoices and payments are prepared and distributed in a</p>

	timely manner and in accordance with legal requirements
	4.6 Outstanding accounts are collected or followed-up on
5. Evaluate work performance	<p>5.1 Opportunities for improvements are monitored according to business demands</p> <p>5.2 Work schedules are adjusted to incorporate necessary modifications to existing work and routines or changing needs and requirements</p> <p>5.3 Proposed changes are clearly communicated and recorded to aid in future planning and evaluation</p> <p>5.4 Relevant codes of practice are used to guide an ethical approach to workplace practices and decisions</p>

Variable	Range
Resources may include:	<ul style="list-style-type: none"> • staff • money • time • equipment • space
Business goals may include:	<ul style="list-style-type: none"> • sales targets • budgetary targets • team and individual goals • production targets • reporting deadlines
Problem solving techniques may include:	<ul style="list-style-type: none"> • gaining additional research and information to make better informed decisions • looking for patterns • considering related problems or those from the past and how they were handled • eliminating possibilities • identifying and attempting sub-tasks • collaborating and asking for advice or help from additional sources
Time management strategies may include:	<ul style="list-style-type: none"> • prioritizing and anticipating • short term and long term planning and scheduling • creating a positive and organized work environment • clear timelines and goal setting that is regularly reviewed and adjusted as necessary • breaking large tasks into smaller tasks • getting additional support if identified and necessary
Internal and external sources may include:	<ul style="list-style-type: none"> • staff and colleagues • management, supervisors, advisors or head office • relevant professionals such as lawyers, accountants, management consultants • professional associations

Evidence Guide	
Critical Aspects of	A person must be able to demonstrate:

Competence	<ul style="list-style-type: none"> • ability to identify daily work requirements and allocate work appropriately • ability to interpret financial documents in accordance with legal requirements
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Federal and Local Government legislative requirements affecting business operations, especially in regard to occupational health and safety (OHS), equal employment opportunity, industrial relations and anti-discrimination • technical or specialist skills relevant to the business operation • relevant industry code of practice • planning techniques to establish realistic timelines and priorities • identification of relevant performance measures • quality assurance principles and methods • relevant marketing, management, sales and financial concepts • methods for monitoring performance and implementing improvements • structured approaches to problem solving, idea management and time management
Underpinning Skills	<ul style="list-style-type: none"> • interpret legal requirements, company policies and procedures and immediate, day-to-day demands • communication skills including questioning, clarifying, reporting, and giving and receiving constructive feedback • numeracy skills for performance information, setting targets and interpreting financial documents and reports • technical and analytical skills to interpret business document, reports and financial statements and projections • ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities • problem solving skills to develop contingency plans • using computers and software packages to record and manage data and to produce reports • evaluation skills for assessing work and outcomes • observation skills for identifying appropriate people, resources and to monitor work
Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> • Access to relevant workplace documentation, financial records, and equipment
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Interview / Written exam • Observation/Demonstration with Oral questioning
Context for Assessment	<p>Competence may be assessed in the workplace or in a simulated work environment.</p>

Occupational Standard: Front Office Supervision Level IV	
Unit Title	Manage Continuous Improvement System
Unit Code	CST FOS4 23 1012
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

Elements	Performance Criteria
1. Review programs, systems and processes	1.1 Establish strategies to monitor and evaluate performance of key systems and processes 1.2 Undertake detailed analyses of supply chains, operational and product/service delivery systems 1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4 Analyze performance reports and variance from plans for all key result areas of the organization 1.5 Identify and analyze changing trends and opportunities relevant to the organization 1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2 Foster creative climate and organizational learning through the promotion of interaction within and between work groups 2.3 Encourage, test and recognize new ideas and entrepreneurial behavior where successful 2.4 Accept failure of an idea during trialing, and recognize, celebrate and embed success into systems 2.5 Undertake risk management and cost benefit analyses for each option/idea approved for trial 2.6 Approve innovations through agreed organizational processes
3. Implement innovative processes	3.1 Promote continuous improvement as an essential part of doing business 3.2 Address impact of change and consequences for people, and implement transition plans 3.3 Ensure objectives, timeframes, measures and

	communication plans are in place to manage implementation
	3.4 Implement contingency plans in the event of non-performance
	3.5 Follow-up failure by prompt investigation and analysis of causes
	3.6 Manage emerging challenges and opportunities effectively
	3.7 Evaluate continuous improvement systems and processes regularly
	3.8 Communicate costs and benefits of innovations and improvements to all relevant groups and individuals

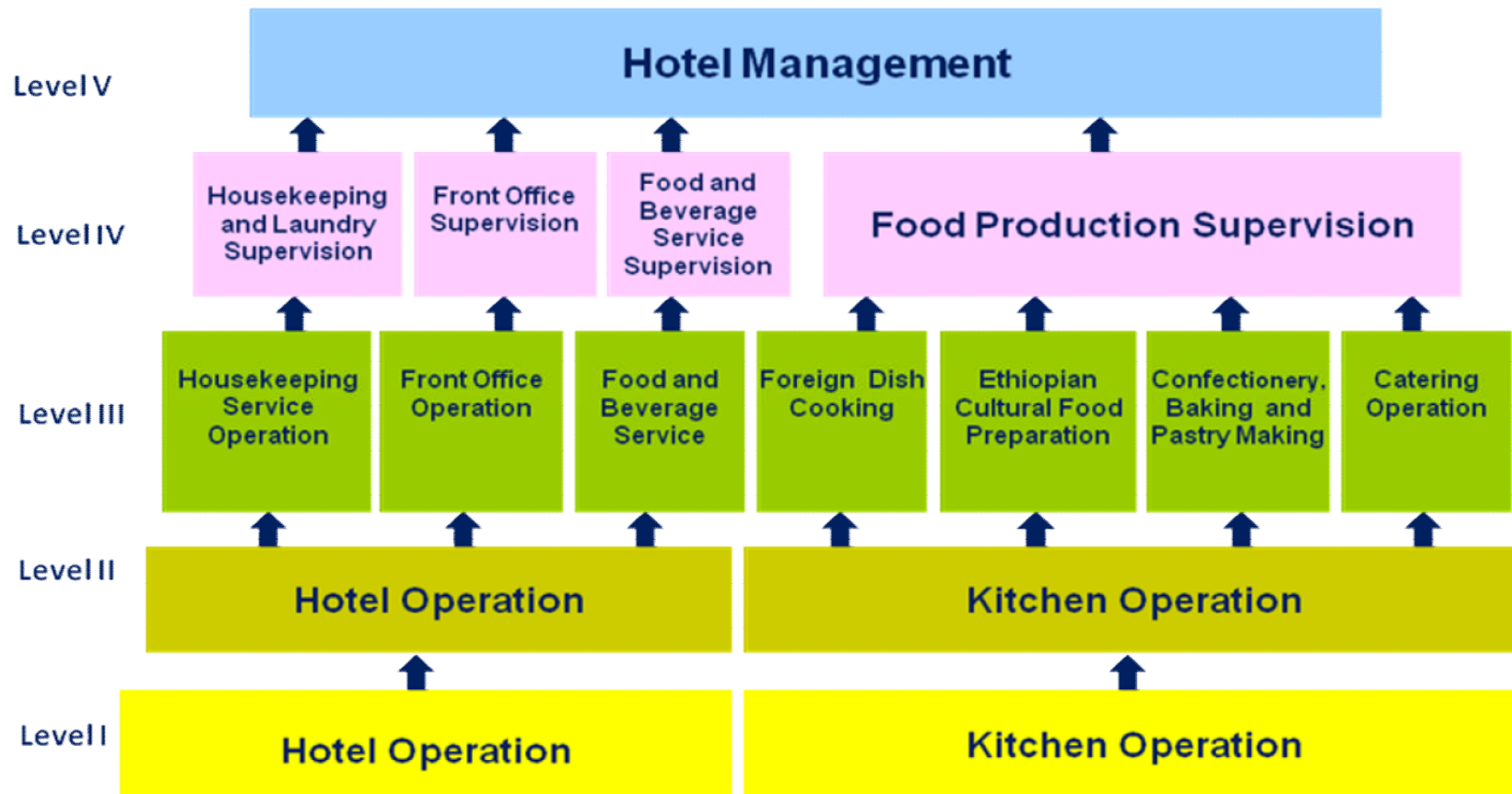
Variable	Range
Sustainability may include:	<ul style="list-style-type: none"> • addressing environmental and resource sustainability initiatives, such as environmental management systems, action plans, green office programs, surveys and audits • applying the waste management hierarchy in the workplace • complying with regulations and corporate social responsibility considerations for sustainability to enhance the organization's standing in business and community environments • determining organization's most appropriate waste treatment, including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment • implementing ecological footprint • implementing environmental management systems, e.g. ISO 14001:1996 Environmental management systems life cycle analyses • implementing government initiatives, • improving resource and energy efficiency • initiating and maintaining appropriate organisational procedures for operational energy consumption • introducing a green office program - a cultural change program • introducing green purchasing • introducing national and international reporting initiatives, • introducing product stewardship • reducing emissions of greenhouse gases • reducing use of non-renewable resources • referencing standards, guidelines and approaches, such as sustainability covenants and compacts or triple bottom line reporting • supporting sustainable supply chain
Supply chains	<ul style="list-style-type: none"> • network of facilities that procures raw materials, transforms

include:	<p>them into intermediate products or services and then finished goods or service, and delivers them through a distribution system</p> <ul style="list-style-type: none"> • procurement, production and distribution, viewed as interlinked not as discrete elements
Performance reports may include:	<ul style="list-style-type: none"> • budget or cost variance • customer service • environmental • financial • OHS • quality • other operating parameters

Evidence Guide	
Critical Aspects of Competence	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • demonstration of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan • generation of an idea or concept which exhibits creative thinking and which offers the possibility of advantaging the organization • how the concept or idea was introduced, tested and evaluated - the idea or concept does not have to have been shown to work or to be adopted by the business • knowledge of quality management and continuous improvement theories
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • quality management and continuous improvement theories • creativity/innovation theories/concepts • risk management • cost-benefit analysis methods • creativity and innovation theories and concepts • organizational learning principles • quality management and continuous improvement theories • risk management • sustainability practices
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • analytical skills to identify improvement opportunities in relation to • the services/products delivered or concepts/ideas developed • flexibility and creativity skills to think laterally • leadership skills to foster a commitment to quality and an openness to innovation • teamwork and leadership skills to foster a commitment to quality and an openness to innovation

Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • appropriate documentation and resources normally used in the workplace
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of principles and techniques associated with change management • evaluation of strategies established to monitor and evaluate performance of key systems and processes • review of briefing of groups on performance improvement strategies and innovation <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 essential knowledge and those aspects of competence which are difficult to assess directly.</p>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated workplace setting / environment.</p>

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



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