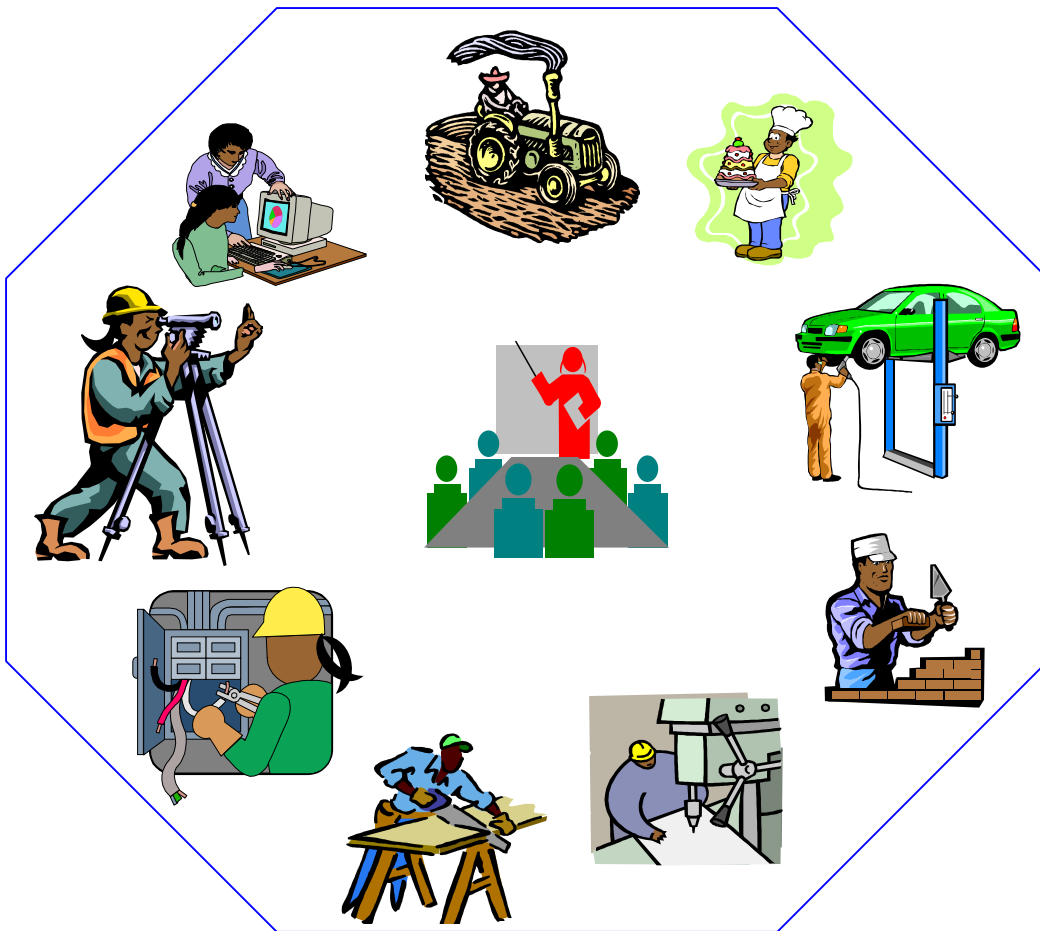




Federal Democratic Republic of Ethiopia  
OCCUPATIONAL STANDARD

**HUMAN RESOURCE SUPERVISION**  
NTQF Level IV



*Ministry of Education*  
*August 2012*

## Introduction

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

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

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

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

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

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

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

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

## UNIT OF COMPETENCE CHART

Occupational Standard: Human Resource Supervision		
Occupational Code: <a href="#">EIS HRS</a>		
<i>NTQF Level IV</i>		
<a href="#">EIS HRS4 01 0812</a> Review Human Resources Functions	<a href="#">EIS HRS4 02 0812</a> Recruit, Select, Promotion and Induct Staff	<a href="#">EIS HRS4 03 0812</a> Support Performance Management Process
<a href="#">EIS HRS4 04 0812</a> Implement Organizational Relations Procedures	<a href="#">EIS HRS4 05 0812</a> Address Customer Needs	<a href="#">EIS HRS4 06 0812</a> Manage Human Resource Operations
<a href="#">EIS HRS4 07 0812</a> Design and Develop Complex Text Documents	<a href="#">EIS HRS4 08 0812</a> Manage Human Resource Training and Development Programs	<a href="#">EIS HRS4 09 0812</a> Plan Human Resource
<a href="#">EIS HRS4 10 0812</a> Manage Employees Movement and Separation	<a href="#">EIS HRS4 11 0812</a> Monitor and Maintain Records in an Online Environment	<a href="#">EIS HRS4 12 0812</a> Plan and Organize Work
<a href="#">EIS HRS4 13 0812</a> Migrate to New Technology	<a href="#">EIS HRS4 14 0812</a> Establish Quality Standards	<a href="#">EIS HRS4 15 0812</a> Develop Individuals and Team
<a href="#">EIS HRS4 16 0812</a> Utilize Specialized Communication Skills	<a href="#">EIS HRS4 17 0812</a> Manage and Maintain Small/Medium Business Operations	<a href="#">EIS HRS4 18 1012</a> Apply Problem Solving Techniques and Tools

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Review Human Resources Functions
Unit Code	<a href="#">EIS HRS4 01 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake research that supports work across a range of human resources functional areas.

Elements	Performance Criteria
1. Research human resources functions	1.1 <b>Human resources issues</b> are clarified for review and document scope of review 1.2 Local, state/territory, national and international human resources networks are identified for human resources professionals 1.3 Information sources are identified for human resources data and information 1.4 A <b>research strategy</b> suitable to the topic is selected 1.5 <b>Relevant personnel</b> are consulted 1.6 Research are undertaken 1.7 Research findings are reviewed
2. Review policy and procedures frameworks	2.1 Policies and procedures relevant to the research topic are located 2.2 Strengths and weaknesses of policies and procedures are analyzed 2.3 Legislation, regulations and standards that apply to the policies, procedures and the research topic are considered
3. Apply ethical framework	3.1 <b>Ethical requirements</b> associated with the human resources function under review are reviewed 3.2 Ethical obligations of human resources personnel working in the area under review are considered 3.3 Behaviors associated with working are documented ethically in the area under review
4. Report on research outcomes	4.1 Key findings of the review are collated, analyzed and documented 4.2 Report on outcomes of research is written 4.3 Recommendations are developed for future activity

Variable	Range
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Human resources issues may include:	<ul style="list-style-type: none"> <li>• change management</li> <li>• employee assistance programs</li> <li>• human resources information systems (HRIS)</li> <li>• organizational relations</li> <li>• learning and development</li> <li>• Human Resource Management (HRM)</li> <li>• performance management</li> <li>• rehabilitation and return to work schemes</li> <li>• remuneration</li> <li>• selection and recruitment</li> <li>• succession planning</li> </ul>
Research strategies may involve:	<ul style="list-style-type: none"> <li>• interviews</li> <li>• literature searches of print and online resources</li> <li>• statistical analysis</li> <li>• surveys</li> <li>• websites</li> </ul>
Relevant personnel may include:	<ul style="list-style-type: none"> <li>• experienced human resources practitioners</li> <li>• training and development staff</li> <li>• managers and team leaders</li> <li>• industry experts or spokespersons</li> </ul>
Ethical requirements may include:	<ul style="list-style-type: none"> <li>• addressing improper behavior</li> <li>• application of company values</li> <li>• Code of Conduct</li> <li>• confidentiality</li> <li>• principles such as fairness, respect, impartiality and integrity</li> <li>• reporting processes</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• research report which reviews human resources functions and evidences understanding of the requirement for good policy and ethical approaches</li> <li>• knowledge of legal and compliance requirements for working in human resources</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• human resources functions and policy frameworks</li> <li>• legal and compliance requirements for working in human resources</li> <li>• roles and responsibilities of human resources practitioners</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• judgment and decision making skills to review ethical and policy frameworks and to recommend suggested improvements</li> <li>• literacy skills to research an issue and to write a clear and legible report which documents key issues coherently</li> </ul>

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

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Recruit, Select, Promote and Induct Staff
Unit Code	<a href="#">EIS HRS4 02 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle.

Elements	Performance Criteria
1. Determine job descriptions	1.1 Time lines and requirement for appointment are clarified 1.2 Preparation of <b>job descriptions</b> which accurately reflect the role requirements is assisted in accordance with organizational procedures and <b>rules and regulations, cod and national standards</b> 1.3 Relevant personnel are consulted about job descriptions 1.4 Job descriptions which do not contravene rules and regulation requirements are ensured 1.5 Approvals are obtained to advertise position
2. Plan for selection	2.1 Vacancies are <b>advertised</b> for <b>staffing requirements</b> in accordance with organizational policies and procedures 2.2 Relevant personnel are consulted to convene selection panel and to develop interview questions 2.3 Short list applicants are selected 2.4 Interview questions which do not breach rules and regulation requirements are ensured 2.5 Interviews and advise relevant personnel of times, dates and venues are scheduled
3. Assess and select applicants	3.1 Interview process is made to become participatory and candidates are assessed against agreed selection criteria 3.2 Assessment is discussed with other selection panel members 3.3 Any biases or deviations are corrected from agreed procedures and negotiated for preferred candidate 3.4 Referees are contacted for referee reports 3.5 Selection report is prepared and recommendations are made to senior personnel for appointment 3.6 Unsuccessful candidates of outcomes are advised and responded to any queries 3.7 All necessary documentation is completed in accordance

	with organizational procedures 3.8 Agreement of preferred candidate is secured
4. Appoint and induct successful candidate	4.1 Successful candidate is provided with employment contract and other documentation 4.2 Managers and staff are advised of starting date and necessary administrative arrangements made for pay and employee record keeping 4.3 Manager and work team of new appointment are advised 4.4 Induction is arranged in accordance with organizational policy

Variable	Range
Job descriptions may include:	<ul style="list-style-type: none"> <li>• attributes</li> <li>• competencies required by staff</li> <li>• job or person specifications</li> <li>• job title and purpose of position</li> <li>• necessary skills and knowledge</li> <li>• qualifications</li> <li>• selection criteria</li> <li>• tasks or duties associated with the position</li> </ul>
Rules and regulations, and national standards may include:	<ul style="list-style-type: none"> <li>• award and enterprise agreements, and relevant organizational instruments</li> <li>• relevant organizational rules and regulation practice</li> <li>• relevant rules and regulation from all levels of government that affects business operation, especially in regard to HRM and environmental issues, equal opportunity, organizational relations and anti-discrimination</li> </ul>
Advertising may include:	<ul style="list-style-type: none"> <li>• electronic or print</li> <li>• internal or external</li> <li>• outsourcing</li> </ul>
Staffing requirements may include:	<ul style="list-style-type: none"> <li>• permanent, temporary, full-time, part-time or casual</li> </ul>

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• demonstrated ability to work with job descriptions to source and select suitable staff</li> <li>• interviewing and other selection techniques that demonstrate awareness of equal opportunity and anti-discrimination requirements</li> <li>• knowledge of the human resource life cycle</li> </ul>



Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• documentation required for recruitment and selection</li> <li>• human resource functions, human resource life cycle and the place of recruitment and selection in that life cycle</li> <li>• Principles of equity, diversity and relevant rules and regulations.</li> <li>• range of interviewing techniques and other selection processes and their application</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• communication skills to use networks to source suitable applicants, to listen to and understand what is being said in interviews, and to advise on the outcomes of the selection process</li> <li>• literacy skills to work with job descriptions to devise suitable questions for interviews, to prepare letters for unsuccessful applicants and to make job offers</li> <li>• organizing and scheduling skills to arrange interviews and venues</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	Competency may be accessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Support Performance Management Process
Unit Code	<a href="#">EIS HRS4 03 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to assist in the effective implementation of a performance management system and to facilitate employee performance.

Elements	Performance Criteria
1. Review performance management infrastructure	<p>1.1. All positions which have current <b>position descriptions</b> specifying key requirements of the role are ensured</p> <p>1.2. Ensure that managers have provided reports with performance indicators that are consistent with the position description requirements</p> <p>1.3. Check that <b>performance appraisal meetings</b> are held in accordance with organizational timeframes, that correct documentation has been completed and that all necessary parties have recorded agreement</p> <p>1.4. Check that appropriate organizational procedures have been followed for <b>rewarding</b> good performance</p> <p>1.5. Check that appropriate organizational procedures have been followed for addressing under performance</p> <p>1.6. Advice and support where there are decision on about performance appraisal outcomes are provided</p>
2. Promote performance management system	<p>2.1. Goals and methods of the performance management system are clarified</p> <p>2.2. Address any questions from employees about the performance management system</p> <p>2.3. Training or instruction in how to use the performance management system is arranged or delivered</p> <p>2.4. Ongoing and regular feedback are encouraged on performance as well as formal performance appraisals</p>
3. Collate performance management data	<p>3.1. Performance management documentation is reviewed to establish trends or problem areas which require attention</p> <p>3.2. Patterns are reviewed in skill or performance gaps and requirements and options are considered for <b>performance development</b></p> <p>3.3. Policies or procedures are revised if necessary</p> <p>3.4. Improvements are suggested to the performance</p>

	management system
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Variable	Range
Position descriptions may also be termed, or include:	<ul style="list-style-type: none"> <li>• duty statements</li> <li>• job specifications</li> <li>• role statements</li> </ul>
Performance appraisal meetings may consider:	<ul style="list-style-type: none"> <li>• any qualitative or quantitative measurement of performance</li> <li>• data from tailored software</li> <li>• feedback from peers, reports, customers or clients</li> <li>• key performance indicators</li> <li>• perspectives of the manager and the person being reviewed</li> </ul>
Rewards may include:	<ul style="list-style-type: none"> <li>• bonuses</li> <li>• incentives</li> <li>• salary packaging opportunities</li> <li>• Non-monetary rewards such as workshop, training, etc.</li> <li>• salary increment</li> </ul>
Performance development may include:	<ul style="list-style-type: none"> <li>• action learning sets</li> <li>• job rotation</li> <li>• mentoring or coaching</li> <li>• pairing with more experienced staff</li> <li>• shadowing/Investigating</li> <li>• training</li> </ul>

Evidence Guide	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• analysis of a performance management system and its strengths and weaknesses</li> <li>• development of methods and techniques to support the effective implementation of the performance management system</li> <li>• knowledge of performance management</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• performance management and its contribution to the human resource cycle and organizational objectives</li> <li>• rewards and incentive schemes</li> <li>• warning systems, grievance procedures</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• communication skills to advise on methods for giving feedback and to assist managers with means for addressing poor performance</li> <li>• organizational skills to see that systems are followed and that all necessary documentation is kept and accessible</li> <li>• technology skills to write reports and to access records of interviews</li> </ul>

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

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Implement Organizational Relations Procedures
Unit Code	<a href="#">EIS HRS4 04 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to work with organizational relations policies and procedures.

Elements	Performance Criteria
1. Communicate and implement organization's organizational relations policies and procedures	<p>1.1 <b>Relevant legislation, agreements, policies and procedures</b> are sourced and disseminated to all relevant <b>persons and groups</b></p> <p>1.2 Agreements, policies and procedures are implemented in accordance with <b>work place , organization and statutory requirements</b></p> <p>1.3 Strategies are developed to effectively communicate with relevant persons and groups on organizational relations matters</p> <p>1.4 The organization's organizational relations procedures are promoted to relevant persons and groups</p> <p>1.5 The organization are represented appropriately in discussions with key stakeholders</p>
2. Assist in minimising organizational relations conflict	<p>2.1 The implementation of organizational relations policies and procedures is monitored</p> <p>2.2 <b>Management</b> on potential organizational relations conflicts is processed and reported</p> <p>2.3 Documentation is prepared and forwarded to management and other relevant parties about potential organizational relations conflicts</p> <p>2.4 Conjunction with managers is worked to contain/obtain organizational relations conflicts</p> <p>2.5 Employees are worked to resolve personal grievances and to prevent escalation of organizational relations conflicts</p>
3. Enhance organizational relations	<p>3.1 Strategies are trialed and implemented to monitor the implementation of the organization's organizational relations policies and procedures</p> <p>3.2 Strategies are implemented to facilitate feedback on the organizational climate</p> <p>3.3 Strategies are implemented to strengthen relationships with relevant persons and groups</p>

	<p>3.4 Information and feedback are provided to management on organizational relations</p> <p>3.5 Information and advice are provided to relevant persons and groups</p>
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Variable	Range
Relevant legislation, agreements, policies and procedures	<p>include:</p> <ul style="list-style-type: none"> <li>• Different leave rules and regulation</li> <li>• employment contracts</li> <li>• enterprise agreements and workplace agreements</li> <li>• organizational awards, orders and decisions</li> <li>• organizational relations</li> <li>• HRM policies and procedures</li> <li>• reasonable adjustments for workers with a disability</li> </ul>
Persons and groups	<p>include:</p> <ul style="list-style-type: none"> <li>• employee representatives</li> <li>• employer/ manager representatives</li> </ul>
Work place, organization and statutory requirements	<p>refer to:</p> <ul style="list-style-type: none"> <li>• award mechanism</li> <li>• dispute settlement procedures</li> <li>• grievance mechanisms</li> <li>• relevant industry codes of practice</li> <li>• relevant legislation from all levels of government that affects business operation, especially in regard to HRM and environmental issues, equal opportunity, organizational relations and anti-discrimination</li> <li>• reporting channels and procedures</li> </ul>
Management	<ul style="list-style-type: none"> <li>• may include:</li> <li>• chief executive officer, Board and other senior managers</li> <li>• Organizational relations/human resources manager</li> <li>• line managers</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• demonstrated experience in working with legislation, awards and agreements to provide written and verbal advice in organizational matters</li> <li>• knowledge of relevant legislation, codes of practice and national standards</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• grievance resolution policy and procedures</li> <li>• organizational relations policies and procedures, such as:</li> <li>• enterprise agreement, and workplace bargaining</li> <li>• role of employee, representatives</li> <li>• legislation, codes of practice and national standards, for</li> </ul>

	<p>example:</p> <ul style="list-style-type: none"> <li>➤ equal employment opportunity (EEO), anti-discrimination</li> <li>➤ international organizational relations systems where work undertaken has an international focus or context</li> <li>➤ HRM rules and regulation</li> <li>➤ relevant state/territory and federal organizational relations systems</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• literacy and verbal communication skills to present information in clear and accessible ways to relevant persons</li> <li>• negotiation and conflict resolution skills to deal with sensitive information and resolve issues</li> </ul>
Resources Implication	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace and HRM practices.</p>
Methods of Assessment	<p>Competency may be accessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	<p>Competency may be assessed in the work place or in a simulated work place setting</p>

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Address Customer Needs
Unit Code	<a href="#">EIS HRS4 05 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the ongoing relationship with a customer, who includes assisting the customer to articulate their needs, meeting customer needs and managing networks to ensure customer needs are addressed. The customer relationship would typically involve direct interaction a number of times over an extended period.

Elements	Performance Criteria
1. Assist customer to articulate needs	<p>1.1 Ensure <b>customer</b> needs are fully explored, understood and agreed</p> <p>1.2 Available services and products are explained and matched to customer needs</p> <p>1.3 <b>Rights and responsibilities of customers</b> are identified and communicated to the customer as appropriate</p>
2. Satisfy complex customer needs	<p>2.1 Possibilities are explained for meeting customer needs</p> <p>2.2 Customers are assisted to evaluate service options to satisfy their needs</p> <p>2.3 Preferred actions are determined and prioritised</p> <p>2.4 Potential areas of difficulty are identified in customer service delivery and appropriate actions taken in a positive manner</p>
3. Manage networks to ensure customer needs are addressed	<p>3.1 <b>Effective regular communication</b> is established with customers</p> <p>3.2 Relevant networks are established, maintained and expanded to ensure appropriate referral of customers to services from within and outside the organisation</p> <p>3.3 Procedures are ensured in place to ensure that decisions about targeting of customer services are done based on up-to-date information about the customer, and the <b>services</b> available</p> <p>3.4 Ensure procedures are put in place to ensure that referrals are based on the matching of the assessment of customer needs and availability of services.</p> <p>3.5 Records of customer interaction are maintained in accordance with <b>organizational procedures</b></p>



Variable	Range
Customers	<p>may include:</p> <ul style="list-style-type: none"> <li>• customers with routine or specific requests</li> <li>• in person, computer based and telephone customers</li> <li>• internal and external customers</li> <li>• people from a range of social, cultural or ethnic backgrounds</li> <li>• people who may be unwell, drug affected or emotionally distressed</li> <li>• people with varying physical and mental abilities</li> <li>• Regular and new customers.</li> </ul>
Rights and responsibilities of customers	<p>may include:</p> <ul style="list-style-type: none"> <li>• fulfillment of external obligations</li> <li>• Informed consent.</li> </ul>
Effective regular communication	<p>may include:</p> <ul style="list-style-type: none"> <li>• giving customers full attention</li> <li>• handling sensitive and confidential issues</li> <li>• maintaining eye contact (for face-to-face interactions), except where eye contact may be culturally inappropriate</li> <li>• speaking clearly and concisely</li> <li>• using active listening techniques</li> <li>• using appropriate language and tone of voice</li> <li>• using clearly written information/communication</li> <li>• using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)</li> <li>• Using open and/or closed questions.</li> </ul>
Services	<p>may include:</p> <ul style="list-style-type: none"> <li>• ideas</li> <li>• Private or public sets of benefits.</li> </ul>
Organizational procedures	<p>may include:</p> <ul style="list-style-type: none"> <li>• procedural manuals</li> <li>• quality systems, standards and guidelines</li> </ul>

Evidence Guide			
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• assisting customers to articulate their needs</li> <li>• documenting processes used and customer satisfaction with the services offered</li> <li>• assisting customers to address their needs</li> </ul>		
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> <li>➤ anti-discrimination legislation</li> <li>➤ ethical principles</li> <li>➤ codes of practice</li> <li>➤ privacy laws</li> </ul> </li> </ul>		
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	<ul style="list-style-type: none"> <li>➤ environmental issues</li> <li>➤ HRM rules and regulations</li> <li>• organizational procedures and standards for customer service relationships</li> <li>• detailed product and service knowledge which may: <ul style="list-style-type: none"> <li>➤ be of significant breadth so as to propose alternative products and services, or</li> <li>➤ of significant depth so as to propose variations within a limited service range</li> </ul> </li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Communication skills to relate to people from diverse backgrounds and people with diverse abilities.</li> <li>• information management skills to summaries information verbally and non-verbally</li> <li>• literacy and numeracy skills to: <ul style="list-style-type: none"> <li>➤ interpret p service features</li> <li>➤ read a variety of texts to prepare general information and papers</li> <li>➤ summarize information obtained from a variety of verbal and non-verbal sources</li> <li>➤ write formal and informal text</li> </ul> </li> <li>• numeracy skills to analyze data, and to compare time lines and promotional costs against budgets</li> <li>• problem solving skills to develop solutions unique to a customer</li> <li>• self management skills to: <ul style="list-style-type: none"> <li>➤ comply with policies and procedures</li> <li>➤ seek learning and development opportunities</li> </ul> </li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Manage Human Resource Operations
Unit Code	<a href="#">EIS HRS4 06 0812</a>
Unit Descriptor	This unit covers the knowledge, skills and attitude required in planning and managing human resource operations. It may be applied to a small independent operation or to a section of a large organization.

Elements	Performance Criteria
1. Develop plan and operational strategies	<p>1.1 <b>Objectives</b> are set and stated as measurable targets with clear time frames consistent with goals/aims of organization.</p> <p>1.2 Support and commitment of team members are reflected in the objectives according to organization's policy.</p> <p>1.3 Tasks/work activities to be completed are identified and prioritized as directed.</p> <p>1.4 <b>Resources</b> are allocated as per requirements of the activity</p> <p>1.5 <b>Work plan</b> is finalized to provide a clear and coherent direction in accordance with the organizational goals and objectives</p> <p>1.6 Performance measures, operational targets and quality assurance issues are developed to conform with the work plan</p>
2. Implement work plans	<p>2.1 <b>Work methods and practices</b> are identified in consultation with personnel concerned.</p> <p>2.2 <b>Schedule of work activities</b> is coordinated with personnel concerned.</p> <p>2.3 Work plans are implemented in accordance with set time frames, resources and <b>standards</b></p>
3. Monitor work activities	<p>3.1 Work activities are monitored and compared with set objectives.</p> <p>3.2 Work performance is monitored following work procedures and standards.</p> <p>3.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel in accordance with set standards</p> <p>3.4 Reporting requirements are complied with in accordance with recommended format.</p> <p>3.5 Timeliness of report is observed according to schedule.</p> <p>3.6 Files are established and maintained in accordance with</p>

	<p>standard operating procedures.</p> <p>3.7 Emerging problems are handled efficiently and in accordance with organizational standards</p>
4. Review and evaluate work plans and activities	<p>4.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information.</p> <p>4.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback</p> <p>4.3 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>4.4 Necessary reports and documentation are accomplished on time and in accordance with standards guidelines</p>
5. Evaluate staff performance	<p>5.1 Performance appraisal is conducted in accordance with organization rules and regulations</p> <p>5.2 Performance appraisal report is prepared and documented regularly as per organization requirements.</p> <p>5.3 Recommendations are prepared and presented to <b>appropriate personnel/authorities</b></p> <p>5.4 <b>Feedback mechanisms</b> are implemented in line with organization's policies.</p>

Variable	Range
Objectives	<ul style="list-style-type: none"> <li>• Specific</li> <li>• General</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Personnel</li> <li>• Equipment and technology</li> <li>• Services</li> <li>• Supplies and materials</li> <li>• Sources for accessing specialist advice</li> <li>• Budget</li> </ul>
Work plans	<ul style="list-style-type: none"> <li>• Daily work plans</li> <li>• Project plans</li> <li>• Program plans</li> <li>• Organization strategic and restructuring plans</li> <li>• Resource plans</li> <li>• Skills development plans</li> <li>• Management strategies and objectives</li> </ul>
Work methods and practices	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Legislated regulations and codes of practice</li> <li>• Industry regulations and codes of practice</li> <li>• HRM rules and regulations practices</li> </ul>
Schedule of work activities	<ul style="list-style-type: none"> <li>• Daily</li> <li>• Work-based</li> <li>• Contractual</li> <li>• Regular</li> <li>• Confidential</li> <li>• Disclosure / Non-disclosure</li> </ul>

Standards	<ul style="list-style-type: none"> <li>• Performance targets</li> <li>• Performance management and appraisal systems</li> <li>• National competency standards</li> <li>• Employment contracts</li> <li>• Client contracts</li> <li>• Discipline procedures</li> <li>• Workplace assessment guidelines</li> <li>• Internal quality assurance</li> <li>• Internal and external accountability and auditing requirements</li> <li>• Training Regulation Standards</li> <li>• Safety Standards</li> </ul>
Appropriate personnel/ authorities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Management</li> <li>• Line Staff</li> </ul>
Feedback mechanisms	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Informal feedback</li> <li>• Formal feedback</li> <li>• Questionnaire</li> <li>• Survey</li> <li>• Group discussion</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>• set objectives, planned and scheduled work activities</li> <li>• implemented work plans</li> <li>• monitored work activities</li> <li>• reviewed and evaluated work plans and activities</li> <li>• evaluate staff performance under supervision</li> </ul>
Underpinning Knowledge	<ul style="list-style-type: none"> <li>• Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• Organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>• Management tools and strategies</li> <li>• Team work and consultation strategies</li> </ul>
Underpinning Skills	<ul style="list-style-type: none"> <li>• Planning and Leading</li> <li>• Organizing and Coordinating</li> <li>• Communication Skills</li> <li>• Managing skills</li> <li>• Inter-and intra-person/motivation skills</li> <li>• Presentation skills</li> </ul>
Resource Implications	<p>Workplace or fully equipped location with necessary tools and equipment as well as consumable materials</p>

Assessment Methods	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written exam</li> <li>• Observation / Demonstration</li> </ul>
Context for Assessment	Competence may be assessed in the workplace or in simulated work

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Design and Develop Complex Text Documents
Unit Code	<a href="#">EIS HRS4 07 0812</a>
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develop business documents using complex technical features of word processing software.

Elements	Performance Criteria
1. Prepare to produce word processed documents	<p>1.1. Safe work practices are used to ensure <b>ergonomic, work organization, energy and resource conservation requirements</b> are addressed</p> <p>1.2. <b>Document</b> purpose, audience and presentation requirements are identified, and clarified with relevant personnel as required</p> <p>1.3. <b>Organizational requirements</b> are identified for text-based business documents to ensure consistency of style and image</p> <p>1.4. <b>Complex technical functions</b> of the software are evaluated for their usefulness in fulfilling the requirements of the task</p> <p>1.5. Document requirements are matched with software functions to provide efficient production of documents</p>
2. Design complex documents	<p>2.1 Document <b>structure and layout are designed</b> to suit purpose, audience and information requirements of the task</p> <p>2.2. Document is designed to enhance readability and appearance, and to meet organizational and task requirements for style and layout</p> <p>2.3. Complex software functions are used to enable efficient manipulation of information and other material, and ensure <b>consistency of design and layout</b></p> <p>2.4. Manuals, user documentation and online help are used to overcome problems with document design and production</p>
3. Add complex tables and other data	<p>3.1. A standard table is inserted into document, changing cells to meet information requirements</p> <p>3.2. <b>Rows and columns are formatted</b> as required</p> <p>3.3. Images and <b>other data, formatting</b> are inserted as required</p>

4. Produce documents	<p>4.1. Complex operations are used in the development of documents, to achieve required results</p> <p>4.2. Documents are previewed, adjusted and <b>printed</b> in accordance with organizational and task requirements</p> <p>4.3. <b>Documents are named and stored</b> in accordance with organizational requirements and exit the application without information loss/damage</p> <p>4.4. Documents are prepared within <b>designated time lines</b> and organizational requirements for speed and accuracy</p>
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Variable	Range
Ergonomic requirements may include:	<ul style="list-style-type: none"> <li>• avoiding radiation from computer screens</li> <li>• chair height, seat and back adjustment</li> <li>• document holder</li> <li>• footrest</li> <li>• keyboard and mouse position</li> <li>• lighting</li> <li>• noise minimization</li> <li>• posture</li> <li>• screen position</li> <li>• workstation height and layout</li> <li>• equipment that is reasonably adjusted to meet personal needs, in appropriate circumstances</li> </ul>
Work organisation requirements may include:	<ul style="list-style-type: none"> <li>• exercise breaks</li> <li>• mix of repetitive and other activities</li> <li>• rest periods</li> </ul>
Energy and resource conservation requirements may include:	<ul style="list-style-type: none"> <li>• double-sided paper use</li> <li>• recycling used and shredded paper</li> <li>• re-using paper for rough drafts (observing confidentiality requirements)</li> <li>• using power-save options for equipment</li> </ul>
Complex documents may include:	<ul style="list-style-type: none"> <li>• call outs/label</li> <li>• captions</li> <li>• concordance files</li> <li>• different odd and even pages</li> <li>• document protection</li> <li>• drawing</li> <li>• forms with fields</li> <li>• hyperlinks</li> <li>• linked and/or embedded objects</li> <li>• long documents</li> <li>• mail merge data documents</li> <li>• master documents</li> <li>• MS WordArt</li> </ul>



	<ul style="list-style-type: none"> <li>• multiple headers and footers</li> <li>• multiple sections</li> <li>• multiple users</li> <li>• primary mail merge documents</li> <li>• subdocuments</li> <li>• templates</li> </ul>
Organizational requirements may include:	<ul style="list-style-type: none"> <li>• company color scheme</li> <li>• company logo</li> <li>• consistent corporate image</li> <li>• content restrictions</li> <li>• established guidelines and procedures for document production</li> <li>• house styles</li> <li>• observing copyright legislation</li> <li>• organization name, time, date, document title, filename, etc. in header/footer</li> <li>• templates</li> </ul>
Complex technical functions may include:	<ul style="list-style-type: none"> <li>• alignment</li> <li>• data transfer</li> <li>• display features</li> <li>• embedding</li> <li>• exporting</li> <li>• fields</li> <li>• form fields</li> <li>• formulae</li> <li>• importing</li> <li>• index</li> <li>• linking</li> <li>• macros</li> <li>• merge criteria</li> <li>• page and section breaks</li> <li>• sort criteria</li> <li>• style sheets</li> <li>• table of contents</li> <li>• templates</li> </ul>
Design choices may include:	<ul style="list-style-type: none"> <li>• balance</li> <li>• diversity</li> <li>• relative positioning of graphics and headings</li> <li>• simplicity</li> <li>• text flow</li> <li>• typography</li> </ul>
Structure and layout may include:	<ul style="list-style-type: none"> <li>• boxes</li> <li>• color</li> <li>• columns</li> <li>• drawing</li> <li>• graphics</li> </ul>

	<ul style="list-style-type: none"> <li>• headings</li> <li>• letter and memo conventions</li> <li>• page layout</li> <li>• photographs</li> <li>• typeface</li> <li>• white space</li> </ul>
Consistency of design and layout may include:	<ul style="list-style-type: none"> <li>• annotated/explained references</li> <li>• borders</li> <li>• bullet/number lists</li> <li>• captions</li> <li>• consistency with other business documents</li> <li>• footnotes/endnotes</li> <li>• indentations</li> <li>• page numbers</li> <li>• spacing</li> <li>• typeface styles and point size</li> </ul>
Formatting rows and column may include:	<ul style="list-style-type: none"> <li>• auto distribute</li> <li>• fills/shading</li> <li>• lines and borders</li> <li>• merge cells</li> <li>• sorting contents</li> <li>• split cell</li> <li>• text direction</li> </ul>
Other data may include:	<ul style="list-style-type: none"> <li>• clip art</li> <li>• data from other software applications</li> <li>• digital photographs</li> <li>• files</li> <li>• graphics</li> <li>• quotes</li> <li>• references</li> <li>• scanned photographs and logos</li> <li>• tables, graphs and charts</li> </ul>
Formatting of other data may include:	<ul style="list-style-type: none"> <li>• color</li> <li>• cropping</li> <li>• layout</li> <li>• position in relation to other text</li> <li>• size</li> </ul>
Printing may include:	<ul style="list-style-type: none"> <li>• print merge</li> <li>• print to file</li> <li>• to fit specific number of pages</li> <li>• with comments</li> <li>• with drawing objects</li> <li>• with field codes</li> <li>• with hidden text</li> </ul>

Naming and storing documents may include:	<ul style="list-style-type: none"> <li>• authorized access</li> <li>• file names according to organizational procedure e.g. numbers rather than names</li> <li>• file names which are easily identifiable in relation to the content</li> <li>• File/directory names which identify the operator, author, section, date etc.</li> <li>• filing locations</li> <li>• organizational policy for backing up files</li> <li>• organizational policy for filing hard copies of documents</li> <li>• security</li> <li>• storage in folders/sub-folders</li> <li>• storage on hard/floppy disk drives, CD-ROM, tape back-up</li> </ul>
Designated time lines may include:	<ul style="list-style-type: none"> <li>• time line agreed with internal/external client</li> <li>• time line agreed with supervisor/person requiring spreadsheet</li> <li>• organizational time line e.g. deadline requirements</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• production of text documents using advanced software functions</li> <li>• application of document design principles</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• formatting styles and their effect on formatting, readability and appearance of documents</li> <li>• organizational requirements for ergonomics, work periods and breaks, and conservation techniques</li> <li>• organizational style guide</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• communication skills to clarify requirements of documents</li> <li>• keyboarding skills to enter text and numerical data</li> <li>• literacy skills to edit and proofread documents, creating documents with a complex, organized structure of linked paragraphs which use simple and complex syntactic structure</li> <li>• numeracy skills to collate and present data, graphs and annotated references problem-solving skills to use processes flexibly and interchangeably</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>

Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting
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Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Manage Human Resource Training and Development Programs
Unit Code	<a href="#">EIS HRS4 08 0812</a>
Unit Descriptor	This unit covers the knowledge, attitudes and skills needed in manage human resource training and development programs. It includes making use of new technological innovations and consideration of developing a globally competitive human resource.

Elements	Performance criteria
1. Supervise awareness creation	<p>1.1 <b>Organizational policies</b> are identified and confirmed for training and development program.</p> <p>1.2 Organizational human resource policies and procedures are ensured to be documented and maintained for training and development according work procedures.</p> <p>1.3 Training <b>centers</b> and development programs are introduced to employees following work guideline.</p> <p>1.4 <b>Training and development techniques to be</b> implemented are identified and ensured to be followed.</p> <p>1.5 Feedback mechanisms are identified and used in accordance with work guideline.</p> <p>1.6 Administration of commitment forms is monitored to program participants.</p>
2. Lead assessment of training and development needs	<p>2.1 Organizational <b>performance standards</b> are developed and documented.</p> <p>2.2 Organization policies are developed and presented for the analysis of performance level of the human resource for approval.</p> <p>2.3 <b>Performance gaps</b> are reported and documented as determined in relation to the performance standards.</p> <p>2.4 Reasons for the existence of performance gap are identified as caused by <b>inappropriate standards</b> or by lack of required competence in the particular level of work.</p> <p>2.5 Needs for using new technologies and new working procedures within the organization are identified and reported according to work place communication line.</p> <p>2.6 Training and development needs that have been identified are reported following work procedure and guidelines.</p>
3. Monitor implementation of training and	<p>3.1 <b>Potential trainees</b> are identified according to workplace guideline.</p>

development programs	<p>3.2 Trainer is identified to provide training in line with pre set criteria.</p> <p>3.3 Training methodology and facility are identified based on training requirements.</p> <p>3.4 Date and venue are identified and approved for the training.</p> <p>3.5 Process of training and development is monitored.</p> <p>3.6 Feedback obtained from the training program is monitored and documented.</p>
4. Monitor evaluation of training and development programs	<p>4.1 Performance level of the trainees on similar responsibility area is measured after the conduct of training and development programs.</p> <p>4.2 Deviations in the performance level of the trainees before and after the training are identified based on preset standard.</p> <p>4.3 Corrective measure is taken based on deviation identified.</p>

Variables	Range
Organizational policies refers to:	Policy manuals and procedures used in deciding as to who will participate in the training and development program, who will give the training, what mode/ techniques of the training process will be used and the decision on the site of the training.
Centre for the training may include:	<ul style="list-style-type: none"> <li>• The working environment itself</li> <li>• Organization own training centers</li> <li>• External training institutes</li> <li>• Colleges and universities</li> </ul>
Training and development techniques may include:	<ul style="list-style-type: none"> <li>• On the job training such as: <ul style="list-style-type: none"> <li>➢ Coaching</li> <li>➢ Apprenticeship/ Internship etc.</li> </ul> </li> <li>• Off the job training or simulated training such as: <ul style="list-style-type: none"> <li>➢ Case studies</li> <li>➢ Role playing</li> <li>➢ Group discussion/sensitivity training etc.</li> </ul> </li> </ul>
Performance standards refers to:	Predetermined performance levels of the human resource as expected by management in a particular competency
Performance gap refers to:	The perceived fall of the actual performance of the individual worker as compared to the performance standards set for a particular competency
Inappropriate standards refers to:	Standards of performance that are set by management body usually without taking in to account factors beyond the control of the individual, yet hinders his/her performance and cause un-attainability of the standards.
Potential trainees refers to:	Individuals expected to participate in the training and development program.

<b>Evidence Guide</b>	
Critical Aspects of Competency	<ul style="list-style-type: none"> <li>• The integrated demonstration of all elements and their performance criteria</li> <li>• A full range of human resource documentation and clear communication of explanations to management and staff</li> <li>• The ability to apply human resource training and development policy issues</li> </ul>
Underpinning Knowledge	<ul style="list-style-type: none"> <li>• Relevant legislation from all levels of government that affects organizational operation, especially in regard to HRM and environmental issues, equal opportunity, and organizational relations</li> <li>• Personnel training and development.</li> <li>• Reviewing and analysing of documents for selecting potential trainees.</li> <li>• Evaluation of the performance capacity of the trainees before and after training.</li> </ul>
Underpinning skill	<ul style="list-style-type: none"> <li>• Perform awareness creation regarding Train and development programs</li> <li>• Assist in the assessment of training and development needs</li> <li>• Facilitate the implementation of human resources training and development program</li> <li>• Facilitate the evaluation of the outcome of the training and development program</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and information on workplace practices
Method of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / written test</li> <li>• Simulation or demonstration/Observation</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Plan Human Resource
Unit Code	<a href="#">EIS HRS4 09 0812</a>
Unit Descriptor	This unit covers the knowledge, attitudes and skills required to determine overall projection of demand and supply of human resource. It includes development strategies to fill the gap so that the goal of the organization would be attained.

Elements	Performance Criteria
1. Conduct job analysis	<p>1.1 Organization policies are identified and understood for conducting job analysis following work procedure.</p> <p>1.2 Organizational human resource policies and procedures are maintained for conducting job analysis based on guideline.</p> <p>1.3 Job analysis issues/criteria are developed and communicated using appropriate <b>tools/equipment</b>.</p> <p>1.4 Job analysis is conducted based on the preset criteria.</p> <p>1.5 Analyzes are confirmed with the appropriate personnel.</p>
2. Forecast Human Resource Requirement	<p>2.1 Organization policies and methods are identified for human resource forecasting in line with work requirement.</p> <p>2.2 Assessment is undertaken to forecast the HR requirement following organizational guideline.</p> <p>2.3 Anticipated demands of human resource are identified according to work requirement.</p> <p>2.4 Reports are prepared and maintained as per workplace guidelines.</p>
3. Scan internal and external environment	<p>3.1 Organizational environment are identified and understood.</p> <p>3.2 Identified information are obtained and evaluated based on organizational policies and procedures.</p> <p>3.3 Availability of human resource is determined according to obtained information.</p> <p>3.4 Result of environmental scan is reported for approval.</p> <p>3.5 <b>OHS</b> is observed throughout the process</p>
4. Reconcile demand and supply of HR	<p>4.1 Requirement and availability of HR are compared based on organization's guideline.</p> <p>4.2 Net human resource requirements are identified in line with compared demand and supply.</p> <p>4.3 Recommendations are reported to the authorized personnel.</p>



5. Design and implement Human resource plan	<p>5.1 All necessary documents (organizational policies, human resource forecasting, etc.) are organized following work procedures.</p> <p>5.2 Human resource plan is prepared and confirmed based on <b>guideline</b>.</p> <p>5.3 Monitoring and evaluation mechanisms are carried out following work procedure.</p> <p>5.4 Final human resource plan is prepared and ready for recruitment and selection.</p>
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Variable	Range
Tools and Equipment	Computers and other accessory materials, relevant soft wares, office equipments and supplies and stationeries.
Occupational health and safety (OHS)	Ergonomic ally designed furniture, ample working space, ventilated adequately and appropriately illuminated room, emergency evacuation procedures, fire extinguishers, first aid kit and computer screen shutter.
Guideline may include :	<ul style="list-style-type: none"> <li>• Policy documents and manuals</li> <li>• Rules and regulation on Human Resource</li> <li>• Contractual agreement</li> <li>• Collective agreement</li> </ul>

Evidence Guide	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• conducting job analysis</li> <li>• human resource forecasting</li> <li>• identifying net human resource requirement</li> <li>• preparing and implementing human resource plan</li> </ul>
Underpinning Knowledge	<ul style="list-style-type: none"> <li>• Relevant legislation from all levels of government that affects organizational operation, especially in regard to HRM and environmental issues, equal opportunity, and organizational relations</li> <li>• Job analysis techniques and procedures</li> <li>• Forecasting Human Resource (Demand and Supply)</li> <li>• Planning and designing techniques and procedures</li> <li>• Knowledge of organizational policies, in regard to: <ul style="list-style-type: none"> <li>➤ Human resource planning, Job analysis, internal and external environment.</li> </ul> </li> <li>• Management tools</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Analyze job</li> <li>• Forecast workforce requirements and availability</li> <li>• Scanning internal and external environments of the organization.</li> </ul>

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

Occupational Standard: Human Resource Supervision Level IV	
<b>Unit Title</b>	<b>Manage Employees Movement and Separation</b>
<b>Unit Code</b>	<a href="#">EIS HRS4 10 0812</a>
<b>Unit Descriptor</b>	This unit covers knowledge, attitudes and skills required to perform employee movement. It includes human resource administration functions which are particular to the role of a human resource manager with regards to movement and separation of employees in the organization

Elements	Performance Criteria
1. Administer promotion	<p>1.1 Internal candidates are identified and recruited in accordance with organizational policies.</p> <p>1.2 Criteria for <b>promotion</b> are developed and validated according pre set criteria.</p> <p>1.3 Decisions are made in selecting employees from internal candidates according to organization's regulations.</p> <p>1.4 Internal candidates are received an offer stating such things as new salary, starting date, etc.</p> <p>1.5 Promotion activities are monitored and evaluated in accordance with organizational policies development process.</p>
2. Carryout transfer of employees	<p>2.1 <b>Transfer</b> policies, procedures and practices are identified.</p> <p>2.2 The need for transfer is determined in accordance with policy of organization.</p> <p>2.3 Decisions are made in transferring employees based on organizational policy and procedure.</p>
3. Administer demotions	<p>3.1 Policies, legal requirements, procedures and practices are identified in relation to <b>demoting</b> an employee.</p> <p>3.2 Reasons are identified for demoting an employee based on organizational regulations.</p> <p>3.3 Reasons are analyzed for demoting an employee in accordance to organization polices and legal requirement.</p> <p>3.4 Decisions are made in demoting an employee based on organization's regulations.</p> <p>3.5 An employee is received a letter stating the position demoted to, salary and starting date, etc following work procedures.</p>

4. Handle employees layoff	<p>4.1 Employees are identified for <b>layoff</b> in accordance to organizational policies and legal requirements.</p> <p>4.2 Employees to be laid off are notified following work procedures.</p> <p>4.3 <b>Retained</b> employees are assigned to new jobs based on organization's guideline.</p> <p>4.4 Benefits and assistance to be given to lay off employees are determined and provided as per the organizational policies and legal requirements.</p>
5. Manage discharge and retirements	<p>5.1 Policies and procedures are identified for discharge and retirement following work procedures.</p> <p>5.2 Employee and the organization are agreed on redeployment procedures as per the contract of employment.</p> <p>5.3 Communication systems are established which provide all necessary information about termination procedures, and ensure early notification of discharge, retirement or resignation.</p> <p>5.4 Dismissals for incapacity to perform or misconduct are carried out in accordance with organizational policies and legal requirements.</p> <p>5.5 Reports are generated regularly indicating the retirement intentions of employees in the ground of age.</p> <p>5.6 Outplacement assistance is provided in accordance with organizational policies and legal requirement.</p> <p>5.7 Exit interview are conducted with separated employees based on guideline.</p> <p>5.8 Feedback from exit interview is collected and used as an input to performance improvement processes throughout the organization.</p> <p>5.9 Separation/termination procedures are regularly reviewed and evaluated, and improvements introduced in accordance with the evaluation and organizational policies.</p>

Variables	Range Statement
Promotions	<p>may include :</p> <ul style="list-style-type: none"> <li>Upward internal movement in an organization that usually involve greater responsibility and authority along with increases in pay, benefits, and privileges</li> </ul>
Transfer	<ul style="list-style-type: none"> <li>may include :</li> <li>Movement of employee horizontally to different similar level of position or movement of an employee from one position or</li> </ul>

	area to another often resulting from an organizational shut down or a reduced need for certain skills and usually coupled with training for the transition to new job skills and responsibilities
Demotions may include :	<ul style="list-style-type: none"> <li>• Down ward internal movement in an organization that usually involves cuts in pay and reduced status, privileges, and opportunities.</li> </ul>
Layoff	<p>may include :</p> <ul style="list-style-type: none"> <li>• Layoff is temporary removal of the employee from the payroll as a result of surplus of employee due to structural change, technological or other changes.</li> </ul>
Retention	<p>may include :</p> <ul style="list-style-type: none"> <li>• Initiatives taken by management to keep employee from leaving, such as rewarding employees for performing their jobs effectively, ensuring harmoniously working relationships between employee and managers' and maintaining a safe, healthy work environment.</li> </ul>

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<b>Evidence Guide</b>	
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Critical Aspects of Competence	The integrated demonstration of all elements and their performance criteria. Performing employee movement and separation according to the organizational policies and legal requirement.
Underpinning Knowledge	<ul style="list-style-type: none"> <li>• Knowledge of organizational policies, in regard to promotion, demotion, transfer, retirement, discharge and termination</li> <li>• Performance evaluation</li> <li>• Decision making</li> <li>• Interpreting information</li> <li>• Report writing and documentation</li> <li>• Legal issues and concerns in discharge / termination</li> </ul>
Underpinning skill	<ul style="list-style-type: none"> <li>• Perform awareness creation regarding employee movement and separation</li> <li>• Facilitate the implementation of human resources movement and separation activities</li> <li>• Interviewing</li> <li>• Obtaining, checking and evaluating information</li> <li>• Writing reports</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and information on workplace practices
Method of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / written test</li> <li>• Simulation or demonstration/Observation</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Monitor and Maintain Records in an Online Environment
Unit Code	<a href="#">EIS HRS4 11 0812</a>
Unit Descriptor	This unit covers the identification and assessment of records for storage and the maintenance and monitoring of electronic business records.

Elements	Performance Criteria
1. Confirm requirements for recordkeeping in an online environment	<p>1.1 <b>System</b> procedures are identified and confirmed for capturing and managing <b>records</b></p> <p>1.2 Organizational and <b>risk management</b> requirements are identified and verified for classifying and storing online information</p> <p>1.3 Legal, business, financial, socio-historical, and security requirements are identified for recording online business transactions</p> <p>1.4 An organizational checklist is prepared in accordance with <b>organizational requirements</b> for use in assessing which electronic information should be captured, for how long and in what format</p>
2. Identify and assess records for storage	<p>2.1 Incoming and outgoing information are categorized in terms of key activities and responsible personnel</p> <p>2.2 Information are assessed against the organizational checklist and records identified for capture</p> <p>2.3 Information not to be stored is disposed in accordance with organizational procedures</p> <p>2.4 <b>Storage</b> methods and <b>media</b> are determined in accordance with <b>retention requirements</b></p>
3. Monitor and maintain business records in an online environment	<p>3.1 Records are classified, sentenced and linked with other records in the system in accordance with system rules and organizational procedures</p> <p>3.2 Unique identifiers and register records are assigned into the recordkeeping system in accordance with system rules and organizational procedures</p> <p>3.3 <b>Access and security status</b> and disposal requirements of records and records are determined in accordance with organizational procedures</p> <p>3.4 Records on required media are stored in accordance with organizational and record retention requirements</p> <p>3.5 <b>Migration</b> of records is carried out from one medium to</p>

	<p>another in accordance with organizational procedures</p> <p>3.6 Archiving or <b>disposal</b> of records is/are done and recorded in accordance with disposal schedule and organizational procedures</p> <p>3.7 Records are maintained in a usable and accessible form in accordance with security conditions and legislative requirements</p>
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Variable	Range
Systems relating to online records may include:	<ul style="list-style-type: none"> <li>• archival control systems</li> <li>• business systems</li> <li>• cash register-based systems</li> <li>• characteristics relating to: <ul style="list-style-type: none"> <li>➢ aggregations</li> <li>➢ context</li> <li>➢ entities</li> <li>➢ metadata</li> </ul> </li> <li>• current business or records systems</li> <li>• ERDMS (Electronic Records and Document Management System)</li> <li>• informal</li> <li>• paper-based accumulation and card systems</li> <li>• PC-based accounting systems, employee and tax records systems</li> <li>• proprietary recordkeeping package</li> <li>• storage facilities systems</li> </ul>
Records may include:	<ul style="list-style-type: none"> <li>• digital, such as: <ul style="list-style-type: none"> <li>➢ remote drives</li> <li>➢ servers</li> <li>➢ CDs</li> <li>➢ DVDs</li> <li>➢ imaging systems</li> <li>➢ PC-based applications</li> <li>➢ mainframe</li> <li>➢ server</li> </ul> </li> <li>• physical, such as: <ul style="list-style-type: none"> <li>➢ audio-visual or multimedia</li> <li>➢ graphic</li> <li>➢ microform</li> <li>➢ paper-based (acid free or multiple copies)</li> </ul> </li> <li>• a variety of sources, such as: <ul style="list-style-type: none"> <li>➢ already in the custody of the organization</li> <li>➢ in the process of being transferred between organizations</li> </ul> </li> <li>• different stages of use, e.g.:</li> </ul>

	<ul style="list-style-type: none"> <li>➤ active</li> <li>➤ archival</li> </ul>
Risk management requirements may include:	<ul style="list-style-type: none"> <li>• backup and recovery procedures</li> <li>• policy and procedures for checking the accuracy and currency of data</li> <li>• remote storage for backup data</li> <li>• secondary storage requirements</li> </ul>
Organizational requirements may include:	<ul style="list-style-type: none"> <li>• business</li> <li>• financial</li> <li>• legal</li> <li>• security</li> <li>• socio-historical</li> </ul>
Storage may include:	<ul style="list-style-type: none"> <li>• migration of records from one medium to another eg tape to compact disc</li> <li>• off-line</li> <li>• off-site</li> <li>• online</li> <li>• on-site</li> <li>• outsourced</li> </ul>
Storage media may include:	<ul style="list-style-type: none"> <li>• audiotape</li> <li>• audiovisual</li> <li>• compact disc</li> <li>• computer tape</li> <li>• diskette</li> <li>• film</li> <li>• hard drive</li> <li>• imaging systems</li> <li>• mainframe</li> <li>• microform</li> <li>• multimedia</li> <li>• paper based</li> <li>• server</li> <li>• video</li> </ul>
Retention requirements may include:	<ul style="list-style-type: none"> <li>• long term storage media for information / records</li> <li>• most cost-effective storage media for ephemeral or short term records</li> <li>• remote storage of backup data in case of fire or other incidents</li> </ul>
Access and security status may include:	<ul style="list-style-type: none"> <li>• confidential</li> <li>• high security (restricted)</li> <li>• open</li> </ul>
Migration of records may include:	<ul style="list-style-type: none"> <li>• from about-to-be superseded media e.g. 5¼" disks</li> <li>• from tapes, which may deteriorate over time</li> </ul>
Disposal of records may include:	<ul style="list-style-type: none"> <li>• destruction of paper based records e.g. shredding</li> <li>• permanent deletion from electronic media</li> </ul>



<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• monitoring usage of online business or records system</li> <li>• monitoring application of system procedures</li> <li>• managing records as they are created, updated, migrated and disposed of</li> </ul>
Underpinning Knowledge and Attitudes	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• overview knowledge of key provisions of relevant legislation, regulations, standards and documentation that may affect relevant aspects of business operations, such as; <ul style="list-style-type: none"> <li>➢ ethical principles</li> <li>➢ codes of practice</li> <li>➢ privacy and freedom of information</li> <li>➢ archives and records legislation</li> <li>➢ occupational health and safety</li> </ul> </li> <li>• general principles and processes of records management and records management systems, including, but not limited to ; <ul style="list-style-type: none"> <li>➢ systems of control</li> <li>➢ records continuum theory</li> <li>➢ mandate and ownership of business process</li> <li>➢ online recordkeeping environment including location and nature of transactions</li> </ul> </li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• communication skills to identify organizational requirements for recordkeeping in an online environment</li> <li>• technology skills to address online access and security issues</li> <li>• literacy skills to read and interpret record content, functions and problems</li> <li>• problem-solving and analysis skills to identify requirements of business or records system</li> <li>• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and HRM practices.
Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test / Oral Questioning</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	Competency may be assessed in the work place or in a simulated work place setting

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Plan and Organize Work
Unit Code	<a href="#">EIS HRS4 12 0812</a>
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 <b>Objectives</b> are planned 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 <b>Resources</b> are allocated as per requirements of the activity.</p> <p>2.5 <b>Schedule of work activities</b> is coordinated with personnel concerned.</p>
3. Implement work plans	<p>3.1 <b>Work methods and practices</b> are identified in consultation with personnel concerned.</p> <p>3.2 <b>Work plans</b> are implemented in accordance with set time frames, resources and <b>standards</b>.</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 Timeliness of report is observed.</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 done 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 <b>appropriate personnel/authorities</b>.</p> <p>5.7 <b>Feedback mechanisms</b> are implemented in line with organization policies.</p>
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Variable	Range
Objectives	May include but not limited to: <ul style="list-style-type: none"> <li>• Specific</li> <li>• General</li> </ul>
Resources	May include but not limited to: <ul style="list-style-type: none"> <li>• Personnel</li> <li>• Equipment and technology</li> <li>• Services</li> <li>• Supplies and materials</li> <li>• Sources for accessing specialist advice</li> <li>• Budget</li> </ul>
Schedule of work activities	May include but not limited to: <ul style="list-style-type: none"> <li>• Daily</li> <li>• Work-based</li> <li>• Contractual Regular</li> </ul>
Work methods and practices	May include but not limited to: <ul style="list-style-type: none"> <li>• Legislated regulations and codes of practice</li> <li>• Industry regulations and codes of practice</li> <li>• Occupational health and safety practices</li> </ul>
Work plans	May include but not limited to: <ul style="list-style-type: none"> <li>• Daily work plans</li> <li>• Project plans</li> <li>• Program plans</li> <li>• Resource plans</li> <li>• Skills development plans</li> <li>• Management strategies and objectives</li> </ul>
Standards	May include but not limited to:

	<ul style="list-style-type: none"> <li>• Performance targets</li> <li>• Performance management and evaluation systems</li> <li>• Occupational standards</li> <li>• Employment contracts</li> <li>• Client contracts</li> <li>• Discipline procedures</li> <li>• Workplace assessment guidelines</li> <li>• Internal quality assurance</li> <li>• Internal and external accountability and auditing requirements</li> <li>• Training Regulation Standards</li> <li>• Safety Standards</li> </ul>
Appropriate personnel/ authorities	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate personnel include:</li> <li>• Management</li> <li>• Line Staff</li> </ul>
Feedback mechanisms	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Informal feedback</li> <li>• Formal feedback</li> <li>• Questionnaire</li> <li>• Survey</li> <li>• Group discussion</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• set objectives</li> <li>• planned and scheduled work activities</li> <li>• implemented work plans</li> <li>• monitored work activities</li> <li>• reviewed and evaluated work plans and activities</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities</li> <li>• organizations policies, strategic plans, guidelines related to the role of the work unit</li> <li>• team work and consultation strategies</li> </ul>
Underpinning Skills	<p>Demonstrates skill to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• lead</li> <li>• organize</li> <li>• coordinate</li> <li>• communicate</li> <li>• inter-and intra-person/motivation skills</li> <li>• present</li> </ul>

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

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Migrate to New Technology
Unit Code	<a href="#">EIS HRS4 13 0812</a>
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 are used for solving organizational problems</p> <p>2.4 Sources of information relating to new or upgraded equipment are accessed and used</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 <b>Environmental considerations</b> are determined from new or upgraded equipment.</p> <p>3.3 <b>Feedback</b> is sought from users where appropriate.</p>

Variables	Range
Environmental Considerations	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>recycling, safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) and correct disposal of waste materials by an authorized body</li> </ul>

Feedback	May include but is not limited to: <ul style="list-style-type: none"> <li>• surveys,</li> <li>• questionnaires,</li> <li>• interviews and meetings.</li> </ul>
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<b>Evidence Guide</b>	
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	Demonstrate knowledge of: <ul style="list-style-type: none"> <li>• Broad awareness of current technology trends and directions in the industry (e.g. systems/procedures, services, new developments, new protocols)</li> <li>• Knowledge of vendor product directions</li> <li>• Ability to locate appropriate sources of information regarding metal manufacturing and new technologies</li> <li>• Current industry products/services, procedures and techniques with knowledge of general features</li> <li>• Information gathering techniques</li> </ul>
Underpinning Skills	Demonstrate skills of: <ul style="list-style-type: none"> <li>• Research skills for identifying broad features of new technologies</li> <li>• Ability to assist in the decision making process</li> <li>• Literacy skills in regard to interpretation of technical manuals</li> <li>• Ability to solve known problems in a variety of situations and locations</li> <li>• Evaluate and apply new technology to assist in solving organizational problems</li> <li>• General analytical skills in relation to known problems</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Establish Quality Standards
Unit Code	<a href="#">EIS HRS4 14 0812</a>
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	<p>1.1 Market specifications are <b>sourced</b> and <b>legislated requirements</b> identified.</p> <p>1.2 Quality specifications are developed and agreed upon</p> <p>1.3 Quality specifications are documented and introduced to organization staff / personnel in accordance with the organization policy</p> <p>1.4 Quality specifications are updated when necessary</p>
2. Identify hazards and critical control points	<p>2.1. Critical control points impacting on quality are identified.</p> <p>2.2. Degree of risk for each hazard is determined.</p> <p>2.3. Necessary documentation is accomplished in accordance with organization quality procedures</p>
3. Assist in planning of quality assurance procedures	<p>3.1 Procedures for each identified control point are developed to ensure optimum quality.</p> <p>3.2 Hazards and risks are minimized through application of appropriate controls.</p> <p>3.3 Processes are developed to monitor the effectiveness of quality assurance procedures.</p>
4. Implement quality assurance procedures	<p>4.1 Responsibilities for carrying out procedures are allocated to staff and contractors.</p> <p>4.2 Instructions are prepared in accordance with the enterprise's quality assurance program.</p> <p>4.3 Staff and contractors are given induction training on the quality assurance policy.</p> <p>4.4 Staff and contractors are given in-service training relevant to their allocated <b>safety procedures</b>.</p>
5. Monitor quality of work outcome	<p>5.1 Quality requirements are identified</p> <p>5.2 Inputs are inspected to confirm capability to meet quality</p>



	<p>requirements</p> <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 Potential or existing quality problems are recognized.</p> <p>7.2 Instances of variation in quality are identified from specifications or work instructions.</p> <p>7.3 Variation and potential problems are reported to supervisor/manager according to enterprise guidelines.</p>

Variable	Range
Sourced	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• End-users</li> <li>• Customers or stakeholders</li> </ul>
Legislated requirements	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Verification of product quality as part of consumer legislation or specific legislation related to product content or composition.</li> </ul>
Safety procedures.	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Use of tools and equipment for fabrication/production/manufacturing works</li> <li>• Workplace environment and handling of material safety,</li> <li>• Following occupational health and safety procedures designated for the task</li> <li>• Respect the policies, regulations, legislations, rule and procedures for manufacturing/production/fabrication works</li> </ul>

## Evidence Guide

Critical Aspect of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• Monitored quality of work</li> <li>• Established quality specifications for product</li> <li>• Participated in maintaining and improving quality at work</li> <li>• Identified hazards and critical control points in the production of quality product</li> <li>• Assisted in planning of quality assurance procedures</li> <li>• Reported problems that affect quality</li> <li>• Implemented quality assurance procedures</li> </ul>
Underpinning Knowledge	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• work and product quality specifications</li> <li>• quality policies and procedures</li> <li>• improving quality at work</li> <li>• hazards and critical points of operation</li> <li>• obtaining and using information</li> <li>• applying federal and regional legislation within day-to-day work activities</li> <li>• accessing and using management systems to keep and maintain accurate records</li> <li>• requirements for correct preparation and operation</li> <li>• technical writing</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• monitor quality of work</li> <li>• establish quality specifications for product</li> <li>• participate in maintaining and improving quality at work</li> <li>• identify hazards and critical control points in the production of quality product</li> <li>• assist in planning of quality assurance procedures</li> <li>• report problems that affect quality</li> <li>• implement quality assurance procedures</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration</li> </ul>
Context of Assessment	<p>Competence may be assessed in the work place or in a simulated work place setting.</p>

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Develop Individuals and Team
Unit Code	<a href="#">EIS HRS4 15 0812</a>
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 <b>Learning and development needs</b> are systematically identified and implemented in line with <b>organizational requirements</b></p> <p>1.2 Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented</p> <p>1.3 Individuals are encouraged to self-evaluate performance and identify areas for improvement</p> <p>1.4 <b>Feedback on performance</b> of team members is collected from relevant sources and compared with established team learning process</p>
2. Foster individual and organizational growth	<p>2.1 Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of Competence standards</p> <p>2.2 <b>Learning delivery methods</b> are made 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 are actively participated in team activities and communication processes</p> <p>5.2 Individual and joint responsibility is developed by teams members for their actions</p> <p>5.3 Collaborative efforts are sustained to attain organizational goals</p>

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

	<ul style="list-style-type: none"> <li>• Work experience and involvement in professional networks</li> <li>• Conference and seminar attendance</li> </ul>
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### Evidence Guide

Critical Aspects of Competence	<p>Demonstrates skills and knowledge in:</p> <ul style="list-style-type: none"> <li>• identified and implemented learning opportunities for others</li> <li>• gave and received feedback constructively</li> <li>• facilitated participation of individuals in the work of the team</li> <li>• negotiated plans to improve the effectiveness of learning</li> <li>• prepared learning plans to match skill needs</li> <li>• accessed and designated learning opportunities</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• coaching and monitoring principles</li> <li>• understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective</li> <li>• understanding how to facilitate team development and improvement</li> <li>• understanding methods and techniques to obtain and interpreting feedback</li> <li>• understanding methods for identifying and prioritizing personal development opportunities and options</li> <li>• knowledge of career paths and competence standards in the industry</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• read and understand a variety of texts, preparing general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management</li> <li>• communicate including receiving feedback and reporting, maintaining effective relationships and conflict management</li> <li>• plan and organize required resources and equipment to meet learning needs</li> <li>• coach and mentor skills to provide support to colleagues</li> <li>• report to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</li> <li>• facilitate and conduct small group training sessions</li> <li>• relate to people from a range of social, cultural, physical and mental backgrounds</li> </ul>
Resource Implications	<p>Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p>
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>

Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.
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Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Utilize Specialized Communication Skills
Unit Code	<a href="#">EIS HRS4 16 0812</a>
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 <b>Strategies</b> 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 made 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 made 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 <b>effective group interaction</b> 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 are routinely set and followed for meetings and discussions</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 <b>interview situations</b></p> <p>5.2 Different <b>types of interview</b> is conducted in accordance with the organizational procedures</p> <p>5.3 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>5.4 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated</p>

Variable	Range
Strategies	May include but is not limited to: <ul style="list-style-type: none"> <li>• Recognizing own limitations</li> <li>• Utilizing techniques and aids</li> <li>• Providing written drafts</li> <li>• Verbal and non verbal communication</li> </ul>
Effective group interaction	May include but is not limited to: <ul style="list-style-type: none"> <li>• Identifying and evaluating what is occurring within an interaction in a non-judgmental way</li> <li>• Using active listening</li> <li>• Making decision about appropriate words, behavior</li> <li>• Putting together response which is culturally appropriate</li> <li>• Expressing an individual perspective</li> <li>• Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> </ul>
Interview situations	May include but is not limited to: <ul style="list-style-type: none"> <li>• Establish rapport</li> <li>• obtain facts and information</li> <li>• Facilitate resolution of issues</li> <li>• Develop action plans</li> <li>• Diffuse potentially difficult situation</li> </ul>
Types of Interview	May include but is not limited to:



	<ul style="list-style-type: none"> <li>• Related to staff issues</li> <li>• Routine</li> <li>• Confidential</li> <li>• Evidential</li> <li>• Non-disclosure</li> <li>• Disclosure</li> </ul>
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<b>Evidence Guide</b>	
Critical Aspects of Competence	Demonstrates skills and knowledge in: <ul style="list-style-type: none"> <li>• Demonstrated effective communication skills with clients and work colleagues accessing service</li> <li>• Adopted relevant communication techniques and strategies to meet client particular needs and difficulties</li> </ul>
Underpinning Knowledge and Values	Demonstrates knowledge of: <ul style="list-style-type: none"> <li>• communication process</li> <li>• dynamics of groups and different styles of group leadership</li> <li>• communication skills relevant to client groups</li> </ul>
Underpinning Skills	Demonstrates skills to: <ul style="list-style-type: none"> <li>• full range of communication techniques including:               <ul style="list-style-type: none"> <li>➢ active listening</li> <li>➢ feedback</li> <li>➢ interpretation</li> <li>➢ role boundaries setting</li> <li>➢ negotiation</li> <li>➢ establishing empathy</li> <li>➢ communication strategies</li> </ul> </li> <li>• communicate to fulfill job roles as specified by the organization</li> </ul>
Resource Implications	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	Competence may be assessed through: <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Manage and Maintain Small/Medium Business Operations
Unit Code	<a href="#">EIS HRS4 17 0812</a>
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	1.1 Work requirements are identified for a given time period by taking into consideration <b>resources</b> and constraints 1.2 Work activities are prioritized based on business needs, requirements and deadlines 1.3 If appropriate, work is allocated to relevant staff or contractors to optimize efficiency
2. Monitor and manage work	2.1 People, resources and/or equipment are coordinated to provide optimum results 2.2 Staff, clients and/or contractors are communicated within a clear and regular manner, to monitor work in relation to <b>business goals</b> or timelines 2.3 <b>Problem solving techniques</b> are applied to work situations to overcome difficulties and achieve positive outcomes
3. Develop effective work habits	3.1 Work and personal priorities are identified and a balance is achieved between competing priorities using appropriate <b>time management strategies</b> 3.2 Input from <b>internal and external sources</b> is sought and used to develop and refine new ideas and approaches 3.3 Business or inquiries is/are responded to promptly and effectively 3.4 Information is presented in a format appropriate to the industry and audience
4. Interpret financial information	4.1 Relevant documents and reports are identified 4.2 Documents and reports are read and understood and any implications discussed with appropriate persons 4.3 Data and numerical calculations are analyzed, checked, evaluated, organized and reconciled 4.4 Daily financial records and cash flow are maintained correctly and in accordance with legal and accounting requirements

	<p>4.5 Invoices and payments are prepared and distributed in a timely manner and in accordance with legal requirements</p> <p>4.6 Outstanding accounts are collected or followed-up on</p>
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	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• money</li> <li>• time</li> <li>• equipment</li> <li>• space</li> </ul>
Business goals	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• sales targets</li> <li>• budgetary targets</li> <li>• team and individual goals</li> <li>• production targets</li> <li>• reporting deadlines</li> </ul>
Problem solving techniques	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• gaining additional research and information to make better informed decisions</li> <li>• looking for patterns</li> <li>• considering related problems or those from the past and how they were handled</li> <li>• eliminating possibilities</li> <li>• identifying and attempting sub-tasks</li> <li>• collaborating and asking for advice or help from additional sources</li> </ul>
Time management strategies	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> <li>• prioritizing and anticipating</li> <li>• short term and long term planning and scheduling</li> <li>• creating a positive and organized work environment</li> <li>• clear timelines and goal setting that is regularly reviewed and adjusted as necessary</li> <li>• breaking large tasks into smaller tasks</li> <li>• getting additional support if identified and necessary</li> </ul>
Internal and	<p>May include but is not limited to:</p>

external sources	<ul style="list-style-type: none"> <li>• staff and colleagues</li> <li>• management, supervisors, advisors or head office</li> <li>• relevant professionals such as lawyers, accountants, management consultants</li> <li>• professional associations</li> </ul>
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### Evidence Guide

Critical Aspects of Competence	<p>A person must be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• ability to identify daily work requirements and allocate work appropriately</li> <li>• ability to interpret financial documents in accordance with legal requirements</li> </ul>
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• technical or specialist skills relevant to the business operation</li> <li>• relevant industry code of practice</li> <li>• planning techniques to establish realistic timelines and priorities</li> <li>• identification of relevant performance measures</li> <li>• quality assurance principles and methods</li> <li>• relevant marketing, management, sales and financial concepts</li> <li>• methods for monitoring performance and implementing improvements</li> <li>• structured approaches to problem solving, idea management and time management</li> </ul>
Underpinning Skills	<p>Demonstrate skills to:</p> <ul style="list-style-type: none"> <li>• interpret legal requirements, company policies and procedures and immediate, day-to-day demands</li> <li>• communicate using questioning, clarifying, reporting, and giving and receiving constructive feedback</li> <li>• numeracy skills for performance information, setting targets and interpreting financial documents and reports</li> <li>• technical and analytical skills to interpret business document, reports and financial statements and projections</li> <li>• relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</li> <li>• solve problem and develop contingency plans</li> <li>• using computers and software packages to record and manage data and to produce reports</li> <li>• evaluate using assessment work and outcomes</li> <li>• observe for identifying appropriate people, resources and to monitor work</li> </ul>
Resource	Access is required to real or appropriately simulated situations,

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

Occupational Standard: Human Resource Supervision Level IV	
Unit Title	Apply Problem Solving Techniques and Tools
Unit Code	<a href="#">EIS HRS4 18 1012</a>
Unit Descriptor	This unit of competency covers the knowledge, skills and attitude required to apply scientific problem solving techniques and tools to enhance quality, productivity and other kaizen elements on continual basis.

Elements	Performance criteria
1. Identify and select theme/problem.	<p>1.1 <b>Safety requirements</b> are followed in accordance with safety plans and procedures.</p> <p>1.2 All possible problems related to the process /Kaizen elements are listed using <b>statistical tools and techniques</b>.</p> <p>1.3 All possible problems related to kaizen elements are identified and listed on Visual Management Board/Kaizen Board.</p> <p>1.4 Problems are classified based on obviousness of cause and action.</p> <p>1.5 Critical factors like the number of customers affected, Potentials for bottlenecks, and number of complaints etc... is selected.</p> <p>1.6 Problems related to priorities of <b>Kaizen Elements</b> are given due emphasis and selected.</p>
2. Grasp current status and set goal.	<p>2.1 The extent of the problem is defined.</p> <p>2.2 Appropriate and achievable goal is set.</p>
3. Establish activity plan.	<p>3.1 The problem is confirmed.</p> <p>3.2 High priority problem is selected.</p> <p>3.3 The extent of the problem is defined.</p> <p>3.4 Activity plan is established as per <b>5W1H</b>.</p>
4. Analyze causes of a problem.	<p>4.1 All possible causes of a problem are listed.</p> <p>4.2 Cause relationships are analyzed using <b>4M1E</b>.</p> <p>4.3 Causes of the problems are identified.</p> <p>4.4 Root causes are selected.</p> <p>4.5 The root cause which is most directly related to the problem is selected.</p> <p>4.6 All possible ways are listed using <b>creative idea generation</b> to eliminate the most critical root cause.</p>

	<p>4.7 The suggested solutions are carefully tested and evaluated for potential complications.</p> <p>4.8 Detailed summaries of the action plan are prepared to implement the suggested solution.</p>
5. Examine countermeasures and their implementation.	<p>5.1 Action plan is implemented by <b>medium KPT</b> members.</p> <p>5.2 Implementation is monitored according to the agreed procedure and activities are checked with preset plan.</p>
6. Assess effectiveness of the solution.	<p>6.1 <b>Tangible and intangible results</b> are identified.</p> <p>6.2 The results are verified over time.</p> <p>6.3 Tangible results are compared with targets using <b>various types of diagram</b>.</p>
7. Standardize and sustain operation.	<p>7.1 If the goal is achieved, the new procedures are standardized and made part of daily activities.</p> <p>7.2 All employees are trained on the new <b>Standard Operating Procedures (SOPs)</b>.</p> <p>7.3 SOP is verified and followed by all employees.</p> <p>7.4 The next problem is selected to be tackled by the team.</p>

Variables	Range
Safety requirements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• OHS requirements include legislation, material safety, managements system, hazardous substances and dangerous goods code and local safe operating procedures</li> <li>• Work is carried out in accordance with legislative obligations, environmental legislations, relevant health regulation, manual handling procedure and organization insurance requirements</li> </ul>
Statistical tools and techniques	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• 7 QC tools may include: <ul style="list-style-type: none"> <li>➤ Stratification</li> <li>➤ Pareto Diagram</li> <li>➤ Cause and Effect Diagram</li> <li>➤ Check Sheet</li> <li>➤ Control Chart/Graph</li> <li>➤ Histogram</li> <li>➤ Scatter Diagram</li> </ul> </li> <li>• QC techniques may include: <ul style="list-style-type: none"> <li>➤ Brain storming</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ Why analysis</li> <li>➤ What if analysis</li> <li>➤ 5W1H</li> </ul>
Kaizen Elements	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Quality</li> <li>• Cost</li> <li>• Productivity</li> <li>• Delivery</li> <li>• Safety</li> <li>• Moral</li> <li>• Environment</li> <li>• Gender equality</li> </ul>
5W1H	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Who: person in charge</li> <li>• Why: objective</li> <li>• What: item to be implemented</li> <li>• Where: location</li> <li>• When: time frame</li> <li>• How: method</li> </ul>
4M1E	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Man</li> <li>• Machine</li> <li>• Method</li> <li>• Material and</li> <li>• Environment</li> </ul>
Creative idea generation	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Exploring and examining ideas in varied ways</li> <li>• Elaborating and extrapolating</li> <li>• Conceptualizing</li> </ul>
Medium KPT	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• 5S</li> <li>• 4M (machine, method, material and man)</li> <li>• 4P (Policy, procedures, People and Plant)</li> </ul>

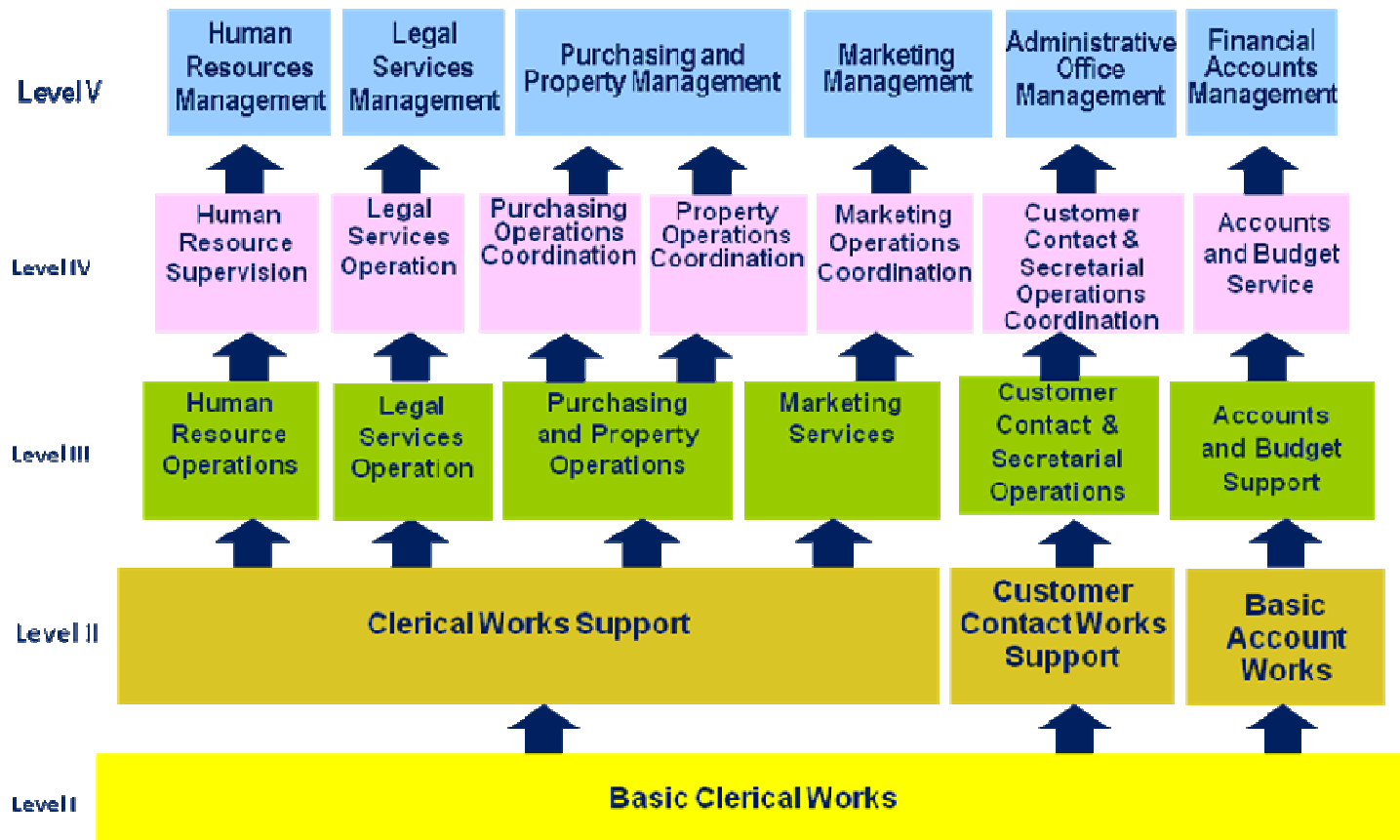


	<ul style="list-style-type: none"> <li>• PDCA cycle</li> <li>• Basics of IE tools and techniques</li> </ul>
Tangible and intangible results	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Tangible result may include: <ul style="list-style-type: none"> <li>➤ Quantifiable data</li> </ul> </li> <li>• Intangible result may include: <ul style="list-style-type: none"> <li>➤ Qualitative data</li> </ul> </li> </ul>
Various types of diagram	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• Line graph</li> <li>• Bar graph</li> <li>• Pie-chart</li> <li>• Scatter diagram</li> <li>• Affinity diagram</li> </ul>
Standard Operating Procedures (SOPs)	<p>may include but not limited to:</p> <ul style="list-style-type: none"> <li>• The customer demand</li> <li>• The most efficient work routine (steps)</li> <li>• The cycle times required to complete work elements</li> <li>• All process quality checks required to minimize defects/errors</li> <li>• The exact amount of work in process required</li> </ul>

<b>Evidence Guide</b>	
Critical Aspects of Assessment	<p>Demonstrates skills and knowledge competencies to:</p> <ul style="list-style-type: none"> <li>• Apply all relevant procedures and regulatory requirements to ensure quality and productivity of an organization.</li> <li>• Detect non-conforming products/services in the work area</li> <li>• Apply effective problem solving approaches/strategies.</li> <li>• Implement and monitor improved practices and procedures</li> <li>• Apply statistical quality control tools and techniques.</li> </ul>
Underpinning Knowledge and Attitude	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>• QC story/PDCA cycle/</li> <li>• QC story/ Problem solving steps</li> <li>• QCC techniques</li> <li>• 7 QC tools</li> <li>• Basic IE tools and techniques.</li> <li>• SOP</li> <li>• Quality requirements associated with the individual's job function and/or work area</li> </ul>

	<ul style="list-style-type: none"> <li>• Workplace procedures associated with the candidate's regular technical duties</li> <li>• Relevant health, safety and environment requirements</li> <li>• organizational structure of the enterprise</li> <li>• Lines of communication</li> <li>• Methods of making/recommending improvements.</li> <li>• Reporting procedures</li> </ul>
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> <li>• Apply problem solving techniques and tools</li> <li>• Apply statistical analysis tools</li> <li>• Apply Visual Management Board/Kaizen Board.</li> <li>• Detect non-conforming products or services in the work area</li> <li>• Document and report information about quality, productivity and other kaizen elements.</li> <li>• Contribute effectively within a team to recognize and recommend improvements in quality, productivity and other kaizen elements.</li> <li>• Implement and monitor improved practices and procedures.</li> <li>• Organize and prioritize activities and items.</li> <li>• Read and interpret documents describing procedures</li> <li>• Record activities and results against templates and other prescribed formats.</li> </ul>
Resources Implication	Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> <li>• Interview / Written Test</li> <li>• Observation / Demonstration with Oral Questioning</li> </ul>
Context of Assessment	Competence may be assessed in the work place or in a simulated work place setting.

Sector: Economic Infrastructure  
Sub-Sector: Business and Finance



## Acknowledgement

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

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This occupational standard was developed in August 2012 at Bishoftu, Debre Zeit Management Institute.

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### COMMENT TEMPLATE

<b>The Federal TVET Agency values your feedback of the document.</b>
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