

**OCCUPATIONAL STANDARDS**

**FOR**

**CORPORATE GOVERNOR**

**LEVEL 6**

First published 2019

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# FOREWORD

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. A key feature of Policy Framework for Reforming Education and Training is the radical change in the design and delivery of the TVET training. The policy document requires that training in TVET be competency-based, curriculum development be industry led, certification be based on demonstration of competence that will expedite national development and economic growth.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that the Centre for Corporate Governance has developed this competency-based Diploma curriculum Level 6 were. I am, therefore, delighted to write the forward to this new Competency Based Curriculum for Corporate Governance.

Issues of ethics, transparency, and accountability have continued to be a challenge to the effective management of institutions of all types all over the globe leading to the collapse of several institutions. It does not matter the type and nature of the institution. Whether it is in in the public or private sector; not-for-profit or religious. No sector has been spared. There is strong evidence that the critically missing link in all types of institutions is lack of the implementation of corporate governance best practices, ethical and effective leadership. Through a competence-based training, the Centre will develop a solid team of competent corporate leaders and practitioners with requisite knowledge, skills and attitudes skills together spearhead faster corporate growth and productivity that Kenya needs for its all-inclusive and sustainable development.

The provision of quality and competency-based corporate governance education, development and training are fundamental to the Government’s overall strategy for social economic development. Specifically, quality education and training built upon a competency-based curriculum will contribute to faster and more significant achievement Kenya’s development blue print and sustainable development goals.

I strongly believe these occupational standards that have been developed for the Centre’s competency-based Diploma Curriculum in Corporate Governance will play a significant role in the development of the critical and competent corporate governance human resources for faster industrial growth.

I am confident that the Centre’s capacity, competence, resources and long experience will ensure these occupational standards are competently achieved for the benefit of our beloved country, Kenya.

**FCPA NGURU WACHIRA,**

**CHAIRPERSON, CENTRE FOR CORPORATE GOVERNANCE**

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. A competecy-based Diploma curriculum in corporate governance will be a significant catalyst in inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive status. The paradigm shift towards a Competency Based Education and Training (CBET) could not have come at the right time.

Corporate governance as a system by which a corporation, company, institution or an organisation is directed, controlled and held to account (Centre for Corporate Governance) has continued to elicit greater interest since 1992 when Governments, regulators and security exchanges world-over began to reconsider how corporations were being governed or managed in order to ensure productivity and sustainability. The collapse of Maxwell Communication, associated with Robert Maxwell, was a major turning point in corporate governance worldwide. This led to the setting up of a committee chaired by Sir Adrian Cadbury with a mandate to set out recommendations on the arrangement of company Boards and out of recommendations on the arrangement of company Boards and accounting systems to mitigate corporate governance risks and failures. Several publications including legislations and codes have been developed to entrench the implementation and practice of corporate governance in order to enhance transparency and accountability in corporations.

In Kenya, the Centre for Corporate Governance (CCG) was registered to pursue these ideals at both national and continental levels. CCG, a company limited by guarantee, was established by a private sector initiative for corporate governance in 1999 to foster the highest standards of corporate governance in all types of corporations. At inception, the Centre was registered as the Private Sector Corporate Governance Trust (PSCGT) which was renamed the Centre for Corporate Governance in 2002. The Centre achieves its mandate through training, education, research, monitoring, evaluation and advocacy.

Although corporate governance is not a new concept, it has in the recent years generated a lot of enthusiasm and critical concern in its implementation among academicians and practitioners. A major key driver in its emergence remains corporate failures and systemic crises around the world. Instructively, corporate governance landscape is dynamic and ever changing regionally and globally. The content, principles and practices are not fixed and will, therefore, require continuous review to incorporate contemporary trends in corporate governance.

With its continued commitment to escalate its devepmental programmes to greater heights, the Centre for Corporate Governance (CCG), in conjunction with TVET CDACC and Business Sector Stakeholders, have developed these occupational standards.

**DR. JOSHUA ABONG’O OKUMBE**

**CHIEF EXECUTIVE OFFICER**

**CENTRE FOR CORPORATE GOVERNANCE**

# ACKNOWLEDGEMENT

These occupational standards for the competency-based Diploma curriculum in Corporate Governance were developed through combined efforts of the Staff of the centre for Corporate Governance, the TVET CDACC Team and the industry stakeholders.

The Centre expresses its sincere thanks to all its officers, particulary the Board of Directors for effective and strategic leadership that has been experienced over the years.

The Centre also expresses its sincere gratitudes to the TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing critical expertise, specifically in the development of the occupational standards for this Diploma programme. The Centre cannot forget all the individuals and organisations that participated in the validation of the Standards for this curriculum

**CENTRE FOR CORPORATE GOVERNANCE**

# ABBREVIATIONS AND ACRONYMS

CG Corporate Governance

BUS Business

BC Basic Competency

CDACC Curriculum Development, Assessment and Certification Council

CR Core Competency

ICT Information Communication Technology

KNQA Kenya National Qualifications Authority

OS Occupational Standards

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

BUS/OS/CG/BC/01/6/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Control version

# 

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# OVERVIEW

Corporate governance Level 6 consist of competencies that an individual must achieve to govern and coordinate corporate entities. It entails monitoring corporate governance, carrying out boards’ function, demonstrating strategic direction setting skills, demonstrating directors governance duties, demonstrating financial analysis and practices, demonstrating human resource leadership skill, demonstrating corporate social responsibility, demonstrating financial risk management, demonstrating information communication technology (ICT), statistical research , demonstrating gender mainstreaming and integration practices, providing strategic leadership, demonstrating emotional intelligence skills and organize board meetings.

This qualification consists of the following basic, common and core competencies:

**BASIC COMPETENCIES**

|  |  |
| --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** |
| BUS/OS/CG/BC/01/6/A | Demonstrate Communication Skills |
| BUS/OS/CG/BC/02/6/A | Demonstrate Numeracy Skills |
| BUS/OS/CG/BC/03/6/A | Demonstrate Entrepreneurial Skills |
| BUS/OS/CG/BC/04/6/A | Demonstrate Employability Skills |
| BUS/OS/CG/BC/05/6/A | Demonstrate Environmental Literacy |
| BUS/OS/CG/BC/06/6/A | Demonstrate Occupational Safety And Health Practices |

**CORE COMPETENCIES**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| BUS/OS/CG/CR/01/6/A | Monitor Corporate Governance |
| BUS/OS/CG/CR/02/6/A | Carry Out Boards’ Function |
| BUS/OS/CG/CR/03/6/A | Demonstrate Strategic Direction Setting Skills |
| BUS/OS/CG/CR/04/6/A | Demonstrate Director’s Governance Duties |
| BUS/OS/CG/CR/05/6/A | Demonstrate Financial Analysis And Practices |
| BUS/OS/CG/CR/06/6/A | Demonstrate Human Resource Leadership Skill |
| BUS/OS/CG/CR/07/6/A | Demonstrate Anti-Corruption Skills |
| BUS/OS/CG/CR/08/6/A | Demonstrate Corporate Social Responsibility |
| BUS/OS/CG/CR/09/6/A | Demonstrate Financial Risk Management |
| BUS/OS/CG/CR/10/6/A | Demonstrate Information Communication Technology |
| BUS/OS/CG/CR/11/6/A | Provide Strategic Leadership |
| BUS/OS/CG/CR/12/6/A | Conduct Statistical Research |
| BUS/OS/CG/CR/13/6/A | Apply Principles Of Management |
| BUS/OS/CG/CR/14/6/A | Perform Corporate Governance And Business Audit |
| BUS/OS/CG/CR/15/6/A | Demonstrate Gender Mainstreaming And Integration Practices |
| BUS/OS/CG/CR/16/6/A | Demonstrate Emotional Intelligence Skills |
| BUS/OS/CG/CR/17/6/A | Organize Board Meetings |
| BUS/OS/CG/CR/18/6/A | Demonstrate Ethics And Governance Skills |

# BASIC UNITS OF COMPETENCY

# DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE: BUS/OS/CG/BC/01/6/A**

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Meet communication needs of clients and colleagues | 1. Specific communication needs of clients and colleagues are identified and met based on workplace requirements 2. Different communication approaches are identified and applied according to clients’ needs 3. Conflict is identified and addressed as per the standards of the organization |
| 1. Develop communication strategies | * 1. Strategies for effective internal and external dissemination of information are developed as per organization’s requirements   2. Special communication needs are considered in developing strategies according workplace procedures   3. ***Communication strategies*** are analyzed, evaluated and revised based the workplace needs |
| 1. Establish and maintain communication pathways | * 1. Pathways of communication are established as per organization policy   2. Pathways are maintained and reviewed according to organization procedures |
| 1. Promote use of communication strategies | * 1. Information is provided to all areas of the organization as per strategy requirements   2. Effective communication techniques are articulated and modeled according work requirements   3. Personnel are given guidance about adapting communication strategies as per organization procedures |
| 1. Conduct interview | 1. A range of appropriate communication strategies are employed in ***interview situations*** based on the workplace requirements 2. Records of interviews are made and maintained in accordance with organizational procedures 3. Effective questioning, listening and nonverbal communication techniques are used as per needs |
| 1. Facilitate group discussion | 1. Mechanisms to enhance ***effective group interaction*** are identified and implemented according to workplace requirements 2. Strategies to encourage group participation are identified and used as per organizations’ procedures 3. Meetings objectives and agenda are set and followed based on workplace requirements 4. Relevant information is provided and feedback obtained according to set protocols 5. Evaluation of group communication strategies is undertaken in accordance with workplace guidelines 6. Specific communication needs of individuals are identified and addressed as per individual needs |
| 1. Represent the organization | 1. 7Relevant presentation are researched and presented based on internal or external communication forums requirements 2. Presentation is delivered in a clear and sequential manner as per the predetermined time 3. Presentation is made as per appropriate media 4. Difference views are respected based on workplace procedures 5. Written communication is done as per organizational standards 6. Inquiries are responded according to organizational standard |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Communication strategies may include but not limited to: | * Language switch * Comprehension check * Repetition * Asking confirmation * Paraphrase * Clarification request * Translation * Restructuring * Approximation * Generalization |
| 1. Effective group interaction may include but not limited to: | * Identifying and evaluating what is occurring within an interaction in a nonjudgmental way * Using active listening * Making decision about appropriate words, behavior * Putting together response which is culturally appropriate * Expressing an individual perspective * Expressing own philosophy, ideology and background and exploring impact with relevance to communication |
| 1. Situations may include but not limited to: | * Establishing rapport * Eliciting facts and information * Facilitating resolution of issues * Developing action plans * Diffusing potentially difficult situations |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Active listening
* Interpretation
* Negotiation
* Writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Communication process
* Dynamics of groups
* Styles of group leadership
* Key elements of communications strategy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Developed communication strategies to meet the organization requirements and applied in the workplace 2. Established and maintained communication pathways for effective communication in the workplace 3. Used communication strategies involving exchanges of complex oral information |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Direct observation 2. Oral questioning 3. Written texts |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE NUMERACY SKILLS**

**UNIT CODE:** BUS/OS/CG/BC/02/6/A

**UNIT DESCRIPTION**

This unit describes the competencies required to demonstrate numeracy skills. It involves; applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Apply a wide range of mathematical calculations for work | * 1. Mathematical information embedded in a range of workplace tasks and texts is extracted as per workplace procedures.   2. Mathematical information is interpreted and comprehended as per job specifications   3. A range of mathematical and problem solving processes are selected and used as per job specification   4. Different forms of fractions, decimals and percentages are flexibly used as per SOPs   5. Calculation performed with positive and negative numbers as per SOPs   6. Numbers are expressed as powers and roots and are used in calculations as per SOPs   7. Calculations done using routine formulas as per SOPs   8. Estimation and assessment processes are used to check outcome as per workplace procedures   9. Mathematical language is used to discuss and explain the processes, results and implications of the task as per workplace procedures |
| 1. Use and apply ratios, rates and proportions for work | * 1. Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts as per SOPs   2. Mathematical information related to ratios, rate and proportions is analysed as per SOPs   3. Problem solving processes are used to undertake the task as per workplace procedures   4. Equivalent ratios and rates are simplified as per SOPs   5. Quantities are calculated using ratios, rates and proportions as per SOPS   6. Graphs, charts or tables are constructed to represent ratios, rates and proportions as per SOPs   7. The outcomes reviewed and checked as per job specifications   8. Information is record using mathematical language and symbols as per workplace procedures |
| 1. Estimate, measure and calculate measurement for work | * 1. Measurement information embedded in workplace texts and tasks are extracted and interpreted as per job specifications   2. Appropriate workplace measuring equipment are identified and selected as per job specifications   3. Accurate measurements are estimated and made as per SOPs   4. The area of ***2D shapes*** including compound shapes are calculated as per SOPs   5. The volume of 3D shapes is calculated using relevant formulas as per SOPs   6. Sides of right angled triangles are calculated using Pythagoras’ theorem as per SOPs   7. conversions are perform between units of measurement as per job specification   8. Problem solving processes are used to undertake the task as per workplace Procedures   9. The measurement outcomes are reviewed and checked as per workplace procedures   10. Information is recorded using mathematical language and symbols appropriate for the task as per workplace procedures |
| 1. Use detailed maps to plan travel routes for work | * 1. Different types of maps are identified and interpreted as per job requirements   2. Key features of maps are identified as per job requirements   3. Scales are identified and interpreted as per job requirements   4. Scales are applied to calculate actual distances   5. Positions or locations are determined using directional information as per job requirements   6. Routes are planned by determining directions and calculating distances, speeds and times as per job requirements   7. Information is gathered and identified and relevant factors related to planning a route checked as per job requirements   8. Relevant equipment is select and checked for accuracy and operational effectiveness as per job requirements   9. Task is planned and recorded using specialized mathematical language and symbols appropriate for the task as per job requirements |
| 1. Use geometry to draw 2D shapes and construct 3D shapes for work | * 1. A range of 2D shapes and 3D shapes and their uses in work contexts is identified as per job specifications   2. Features of 2D and 3D shapes are named and described as per job specifications   3. Types of angles in 2D and 3D shapes are identified as per job specifications   4. Angles are drawn, estimated and measured using geometric instruments as per job requirements   5. Angle properties of 2D shapes are named and identified as per SOPs   6. Angle properties are used to evaluate unknown angles in shapes as per SOPs   7. Properties of perpendicular and parallel lines are applied to shapes as per SOPs   8. Understanding and use of symmetry is demonstrated as per SOPs   9. Understanding and use of similarity is demonstrated as per SOPs   10. The workplace tasks and mathematical processes required are identified as per workplace procedures   11. 2D shapes is drawn for work as per job specification   12. 3D shapes is constructed for work as per job specification   13. The outcomes are reviewed and checked as per workplace procedures   14. Specialized mathematical language and symbols appropriate for the task are used as per SOPs |
| 1. Collect, organize, and interpret statistical data for work | * 1. Workplace issue requiring investigation are identified as per workplace procedures   2. Audience / population / sample unit is determined as per workplace procedures as per workplace procedures   3. Data to be collected is identified as per workplace procedures   4. Data collection method is selected as per workplace procedures   5. Appropriate statistical data is collected and organized as per SOPs   6. Data is illustrated in appropriate formats as per SOPs   7. The effectiveness of different types of graphs are compared as per SOPs   8. The summary statistics for collected data is calculated as per SOPs   9. The results / findings are interpreted as per SOPs   10. Data is checked to ensure that it meets the expected results and content as per workplace procedures   11. Information from the results including tables, graphs and summary statistics is extracted and interpreted as per workplace procedure   12. Mathematical language and symbols are used to report results of investigation as per workplace procedure |
| 1. Use routine formula and algebraic expressions for work | * 1. Understanding of informal and symbolic notation, representation and conventions of algebraic expressions is demonstrated as per SOPs   2. Simple algebraic expressions and equations are developed as per job specification   3. Operate on algebraic expressions as per job requirement   4. Algebraic expressions are simplified as per job requirement   5. Substitution into simple routine equations is done as per SOPs   6. Routine formulas used for work tasks are identified and comprehended as per SOPs   7. Routine formulas are evaluate by substitution as per SOPs   8. Routine formulas transposed as per SOPs   9. Appropriate formulas are identified and used for work related tasks as per workplace procedures   10. Outcomes are checked and result of calculation used as per workplace procedures |
| 1. Use common functions of a scientific calculator for work | * 1. Required numerical information to perform tasks is located as per job specification   2. The order of operations and function keys necessary to solve mathematical calculation are determined as per job specification   3. Function keys on a scientific calculator are identified and used as per SOPs   4. Estimations are referred to check reasonableness of problem solving process as per workplace procedures   5. Appropriate mathematical language, symbols and conventions are used to report results as per workplace procedures |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. 2D shapes may include but not limited may include but not limited to: | * Triangles * Square * Rectangle * Triangle |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Measuring
* Logical thinking
* Computing
* Drawing of graphs
* Applying mathematical formulas
* Analytical

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Types of common shapes
* Differentiation between two dimensional shapes / objects
* Formulae for calculating area and volume
* Types and purpose of measuring instruments
* Units of measurement and abbreviations
* Fundamental operations (addition, subtraction, division, multiplication)
* Rounding techniques
* Types of fractions
* Different types of tables and graphs
* Meaning of graphs, such as increasing, decreasing, and constant value
* Preparation of basic data, tables & graphs

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Developed communication strategies to meet the organization requirements and applied in the workplace 2. Established and maintained communication pathways for effective communication in the workplace 3. Used communication strategies involving exchanges of complex oral information |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE ENTREPRENEURIAL SKILLS**

**UNIT CODE :** BUS/OS/CG/BC/03/6/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship, and self-employment, identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation, developing business innovative strategies and developing business plan.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Demonstrate understanding of an Entrepreneur | 1. Entrepreneurs and Business persons are distinguished as per principles of entrepreneurship 2. ***Types of entrepreneurs*** are identified as per principles of entrepreneurship 3. Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship 4. ***Characteristics of Entrepreneurs*** are identified as per principles of Entrepreneurship 5. Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship |
| 1. Demonstrate understanding of Entrepreneurship and self-employment | 1. Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship 2. Importance of self-employment is analysed based on business procedures and strategies 3. ***Requirements for entry into self-employment*** are identified according to business procedures and strategies 4. Role of an Entrepreneur in business is determined according to business procedures and strategies 5. Contributions of Entrepreneurs to National development are identified as per business procedures and strategies 6. Entrepreneurship culture in Kenya is explored as per business procedures and strategies 7. Born or made Entrepreneurs are distinguished as per entrepreneurial traits |
| 1. Identify Entrepreneurship opportunities | 1. Sources of business ideas are identified as per business procedures and strategies 2. Business ideas and opportunities are generated as per business procedures and strategies 3. Business life cycle is analysed as per business procedures and strategies 4. Legal aspects of business are identified as per procedures and strategies 5. Product demand is assessed as per market strategies 6. Types of ***business environment*** are identified and evaluated as per business procedures 7. Factors to consider when evaluating business environment are explored based on business procedure and strategies 8. Technology in business is incorporated as per best practice |
| 1. Create entrepreneurial awareness | 1. ***Forms of businesses*** are explored as per business procedures and strategies 2. Sources of business finance are identified as per business procedures and strategies 3. Factors in selecting source of business finance are identified as per business procedures and strategies 4. ***Governing policies*** on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies 5. Problems of starting and operating SSEs are explored as per business procedures and strategies |
| 1. Apply entrepreneurial motivation | 1. ***Internal and external motivation*** factors are determined in accordance with motivational theories 2. Self-assessment is carried out as per entrepreneurial orientation 3. Effective communications are carried out in accordance with communication principles 4. Entrepreneurial motivation is applied as per motivational theories |
| 1. Develop innovative business strategies | 1. Business innovation strategies are determined in accordance with the organization strategies 2. Creativity in business development is demonstrated in accordance with business strategies 3. ***Innovative business strategies*** are developed as per business principles 4. Linkages with other entrepreneurs are created as per best practice 5. ICT is incorporated in business growth and development as per best practice |
| 1. Develop Business Plan | 1. Identified Business is described as per business procedures and strategies 2. Marketing plan is developed as per business plan format 3. Organizational/Management plan is prepared in accordance with business plan format 4. Production/operation plan in accordance with business plan format 5. Financial plan is prepared in accordance with the business plan format 6. Executive summary is prepared in accordance with business plan format 7. Business plan is presented as per best practice |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Types of entrepreneurs may include but not limited to: | * Innovators * Imitators * Craft * Opportunistic * Speculators |
| 1. Characteristics of Entrepreneurs may include but not limited to: | * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented |
| 1. Requirements for entry into self-employment may include but not limited to | * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure |
| 1. Internal and external motivation may include but not limited to: | * Interest * Passion * Freedom * Prestige * Rewards * Punishment * Enabling environment * Government policies |
| 1. Business environment may include but not limited to: | * External * Internal * Intermediate |
| 1. Forms of businesses may include but not limited to: | * Sole proprietorship * Partnership * Limited companies * Cooperatives |
| 1. Governing policies may include but not limited to: | * Increasing scope for finance * Promoting cooperation between entrepreneurs and private sector * Reducing regulatory burden on entrepreneurs * Developing IT tools for entrepreneurs |
| 1. Innovative business strategies may include but not limited to: | * New products * New methods of production * New markets * New sources of supplies * Change in industrialization |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Management
* Problem-solving
* Root-cause analysis
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Decision making
* Business communication
* Change management
* Competition
* Risk
* Net working
* Time management
* Leadership
* Factors affecting entrepreneurship development
* Principles of Entrepreneurship
* Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
* Conflict resolution
* Health, safety and environment (HSE) principles and requirements
* Customer care strategies
* Basic financial management
* Business strategic planning
* Impact of change on individuals, groups and industries
* Government and regulatory processes
* Local and international market trends
* Product promotion strategies
* Market and feasibility studies
* Government and regulatory processes
* Local and international business environment
* Relevant developments in other industries
* Regional/ County business expansion strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | 1. Assessment requires evidence that the candidate: 2. Distinguished entrepreneurs and businesspersons correctly 3. Identified ways of becoming an entrepreneur appropriately 4. Explored factors affecting entrepreneurship development appropriately 5. Analysed importance of self-employment accurately 6. Identified requirements for entry into self-employment correctly 7. Identified sources of business ideas correctly 8. GeneratedBusiness ideas and opportunities correctly 9. Analysed business life cycle accurately 10. Identified legal aspects of business correctly 11. Assessed product demand accurately 12. Determined Internal and external motivation factors appropriately 13. Carried out communications effectively 14. Identified sources of business finance correctly 15. Determined Governing policy on small scale enterprise appropriately 16. Explored problems of starting and operating SSEs effectively 17. Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly 18. Prepared executive summary correctly 19. Determined business innovative strategies appropriately 20. Presented business plan effectively |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | 1. Written tests 2. Oral questions 3. Third party report 4. Interviews 5. Portfolio of Evidence |
| 1. Context of Assessment | Competency may be assessed   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE EMPLOYABILITY SKILLS**

**UNIT CODE:** BUS/OS/CG/BC/04/6/A

**UNIT DESCRIPTON**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Conduct self-management | 1. Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 2. Emotional intelligence is demonstrated as per workplace requirements. 3. Individual performance is evaluated and monitored according to the agreed targets. 4. Assertiveness is developed and maintained based on the requirements of the job. 5. Accountability and responsibility for own actions are demonstrated based on workplace instructions. 6. Self-esteem and a positive self-image are developed and maintained based on values. 7. Time management, attendance and punctuality are observed as per the organization policy. 8. Goals are managed as per the organization’s objective 9. Self-strengths and weaknesses are identified based on personal objectives |
| 1. Demonstrate interpersonal communication | 1. Writing skills are demonstrated as per communication policy 2. Negotiation and persuasion skills are demonstrated as per communication policy 3. Internal and external stakeholders’ needs are identified and interpreted as per the communication policy 4. Communication networks are established based on workplace policy 5. Information is shared as per communication policy |
| 1. Demonstrate critical safe work habits | * 1. Stress is managed in accordance with workplace policy.   2. Punctuality and time consciousness is demonstrated in line with workplace policy.   3. Personal objectives are integrated with organization goals based on organization’s strategic plan.   4. ***Resources*** are utilized in accordance with workplace policy.   5. Work priorities are set in accordance to workplace goals and objectives.   6. Leisure time is recognized and utilized in line with personal objectives.   7. ***Drugs and substances of abuse*** are identified and avoided based on workplace policy.   8. HIV and AIDS prevention awareness is demonstrated in line with workplace policy.   9. Safety consciousness is demonstrated in the workplace based on organization safety policy.   10. ***Emerging issues*** are identified and dealt with in accordance with organization policy. |
| 1. Lead a workplace team | 1. Performance targets for the ***team*** are set based on organization’s objectives 2. Duties are assigned in accordance with the organization policy. 3. ***Forms of communication*** in a team are established according to organization’s policy. 4. Team performance is evaluated based on set targets as per workplace policy. 5. Conflicts are resolved between team members in line with organization policy. 6. Gender related issues are identified and mainstreamed in accordance workplace policy. 7. Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010. 8. Healthy relationships are developed and maintained in line with workplace. |
| 1. Plan and organize work | 1. Work plans are prepared based on activities and budget. 2. Assigned tasks are interpreted and expectations identified as per the workplace instructions. 3. Task occupational safety and health requirements are identified and observed regulations. 4. Work resources are identified, mobilized, allocated and utilized based on organization work plans. 5. Work activities are monitored and evaluated in line with work plans and workplace policy. 6. Work plans are reviewed based on target and available resources. |
| 1. Maintain professional growth and development | * 1. Personal training needs are identified and assessed in line with the requirements of the job.   2. ***Training and career opportunities*** are identified and utilized based on job requirements.   3. Resources for training are mobilized and allocated based organizations and individual skills needs.   4. Licensees and certifications relevant to job and career are obtained and renewed as per policy.   5. Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives.   6. Recognitions are sought as proof of career advancement in line with professional requirements. |
| 1. Demonstrate workplace learning | * 1. Learning opportunities are sought and managed based on job requirement and organization policy.   2. Improvement in performance is demonstrated based on courses attended.   3. Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job   4. Time and effort is invested in learning new skills based on job requirements   5. Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.   6. New systems are developed and maintained in accordance with the requirements of the job.   7. Awareness of personal role in workplace ***innovation*** is demonstrated based on requirements of the job. |
| 1. Demonstrate problem solving skills | * 1. Creative, innovative and practical solutions are developed based on the problem   2. Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job.   3. Team problems are solved as per the workplace guidelines   4. Problem solving strategies are applied as per the workplace guidelines   5. Problems are analyzed and assumptions tested as per the context of data and circumstances |
| 1. Manage ethical performance | * 1. Policies and guidelines are observed as per the workplace requirements   2. Self-worth and professionalism is exercised in line with personal goals and organizational policies   3. Code of conduct is observed as per the workplace requirements   4. Integrity is demonstrated as per legal requirement |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Drug and substance abuse may include but not limited to: | Commonly abused   * Alcohol * Tobacco * Miraa * Over-the-counter drugs * Cocaine * Bhang * Glue |
| 1. Feedback may include but not limited to: | * Verbal * Written * Informal * Formal |
| 1. Relationships may include but not limited to: | * Man/Woman * Trainer/trainee * Employee/employer * Client/service provider * Husband/wife * Boy/girl * Parent/child * Sibling relationships |
| 1. Forms of communication may include but not limited to: | * Written * Visual * Verbal * Non verbal * Formal and informal |
| 1. Team may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group |
| 1. Personal growth may include but not limited to: | * Growth in the job * Career mobility * Gains and exposure the job gives * Net workings * Benefits that accrue to the individual as a result of noteworthy performance |
| 1. Personal objectives may include but not limited to: | * Long term * Short term * Broad * Specific |
| 1. Trainings and career opportunities may includes but not limited to | * Participation in training programs * Serving as Resource Persons in conferences and workshops |
| 1. Resource may include may but not limited to: | * Human * Financial * Technology |
| 1. Innovation may include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |
| 1. Emerging issues may include but not limited to: | * Terrorism * Social media * National cohesion * Open offices |
| 1. Range of media for learning may include but not limited to: | * Mentoring * peer support and networking * IT and courses |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Interpersonal
* Communication
* Critical thinking
* Organizational
* Negotiation
* Monitoring
* Evaluation
* Record keeping
* Problem solving
* Decision Making
* Resource utilization
* Resource mobilization

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Work values and ethics
* Company policies
* Company operations, procedures and standards
* Occupational Health and safety procedures
* Fundamental rights at work
* Workplace communication
* Concept of time
* Time management
* Decision making
* Types of resources
* Work planning
* Organizing work
* Monitoring and evaluation
* Record keeping
* Gender mainstreaming
* HIV and AIDS
* Drug and substance abuse
* Professional growth and development
* Technology in the workplace
* Innovation
* Emerging issues

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   * 1. Conducted self-management   2. Demonstrated interpersonal communication   3. Demonstrated critical safe work habits   4. Demonstrated the ability to lead a workplace team   5. Planned and organized work   6. Maintained professional growth and development   7. Demonstrated workplace learning   8. Demonstrated problem solving skills   9. Demonstrated the ability to manage performance ethically |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE ENVIRONMENTAL LITERACY**

**UNIT CODE:** BUS/OS/CG/BC/05/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate environmental literacy. It involves, controlling environmental hazard and environmental pollution, demonstrating sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs, monitoring activities on environmental protection/Programs , analyzing resource use and developing resource conservation plans

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Control environmental hazard | 1. Storage methods for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS. 2. Disposal methods of hazardous wastes are followed according to environmental regulations and OSHS. 3. ***PPE*** is used according to OSHS. |
| 1. Control environmental Pollution | * 1. Environmental pollution ***control measures*** are implemented in accordance with international protocols.   2. Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999   3. Methods for minimizing noise pollution is complied with based on Noise and Excessive Vibration *Pollution and* Control *Regulations*, 2009 |
| 1. Demonstrate sustainable resource use | * 1. Methods for minimizing wastage are complied with based on organizational waste management guide   2. Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle)   3. Methods for economizing and reducing resource consumption are practiced as per the Constitution of Kenya 2010 Article 69 . |
| 1. Evaluate current practices in relation to resource usage | * 1. Information on resource efficiency systems and procedures are collected and provided as per work groups/sector   2. Current resource usage is measured and recorded as per work group   3. Current purchasing strategies are analyzed and recorded according to industry procedures.   4. Current work processes to access information and data is analyzed following enterprise protocol. |
| 1. Identify environmental legislations/conventions for environmental concerns | 1. Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact 2. Industrial standard/environmental practices are described according to the different environmental concerns |
| 1. Implement specific environmental programs | 1. Programs/Activities are identified according to organizations policies and guidelines. 2. Individual roles/responsibilities are determined and performed based on the activities identified. 3. Problems/constraints encountered are resolved in accordance with organizations’ policies and guidelines 4. Stakeholders are consulted based on company guidelines |
| 1. Monitor activities on Environmental protection/Programs | 1. Activities are periodically monitored and Evaluated according to the objectives of the environmental program 2. Feedback from stakeholders are gathered and considered in Proposing enhancements to the program based on consultations 3. Data gathered are analyzed based on Evaluation requirements 4. Recommendations are submitted based on the findings 5. Management support systems are set/established to sustain and enhance the program 6. Environmental incidents are monitored and reported to 7. concerned/proper authorities |
| 1. Analyze resource use | 1. All resource consuming processes are Identified as per the organizational work plan 2. Quantity and nature of resource consumed is determined based on processes 3. Resource flow is analyzed as per different parts of the process. 4. Wastes are classified according to NEMA regulations on waste management. |
| 1. Develop resource Conservation plans | 9.1. Efficiency of use/conversion of resources is determined according to industry protocol.  9.2. Causes of low efficiency of use of resources are Determined based on industry protocol.  9.3. Plans for increasing the efficiency of resource use are developed based on findings. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. PPE may include but not limited to | * + Mask   + Gloves   + Goggles   + Safety hat   + Overall * Hearing protector |
| 1. Control measures may include but not limited to | * Methods for minimizing or stopping spread and ingestion of airborne particles * Methods for minimizing or stopping spread and ingestion of gases and fumes * Methods for minimizing or stopping spread and ingestion of liquid wastes |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Measuring
* Recording
* Analytical
* Monitoring
* Communication
* Writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* PPEs
* Environmental regulations
* OSHS
* Pollution
* Waste management
* Principle of 3Rs
* Types of resources
* Techniques in measuring current usage of resources
* Environmental hazards
* Regulatory requirements

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Controlled environmental hazard   2. Controlled environmental pollution   3. Demonstrated sustainable resource use   4. Evaluated current practices in relation to resource usage   5. Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.   6. Described industrial standard environmental practices according to the different environmental issues/concerns.   7. Resolved problems/ constraints encountered based on management standard procedures   8. Implemented and monitored environmental practices on a periodic basis as per company guidelines   9. Recommended solutions for the improvement of the program   10. Monitored and reported to proper authorities any environmental incidents |
| 1. Resource Implications | The following resources should be provided:   * 1. Workplace with storage facilities   2. Tools, materials and equipment relevant to the tasks (e.g. Cleaning tools, cleaning materials, trash bags)   3. PPE, manuals and references   4. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection   5. Case studies/scenarios relating to environmental Protection |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Observation   2. Oral questioning   3. Written test   4. Portfolio of Evidence   5. Interview   6. Third party report |
| 1. Context of Assessment | Competency may be assessed   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** BUS/OS/CG/BC/06/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risks, identifying and implementing appropriate control measures to hazards and risks and implementing OSH programs, procedures and policies/guidelines.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Identify workplace hazards and risk | 1.1 ***Hazards*** in the workplace are identified ***based their indicators***  1.2 Risks and hazards are evaluated based on legal requirements.  1.3 ***OSH concerns*** raised by workers are addressed as per legal requirements. |
| 1. Control OSH hazards | 2.1 Hazard prevention ***and control measures*** are implemented as per legal requirement.  2.2 Risk assessment is conductedand a risk matrix developed based on likely impact.  2.3 ***Contingency measures***, including ***emergency procedures*** during workplace ***incidents and emergencies*** are recognized and established in accordance with organization procedures. |
| 1. Implement OSH programs | 3.1 Company OSH program are identified, evaluated and reviewed based on legal requirements.  3.2 Company OSH programs are implemented as per legal requirements.  3.3 Workers are capacity built on OSH standards and procedures as per legal requirements  3.4 ***OSH-related records*** are maintained as per legal requirements. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Hazards may include but not limited to: | * Physical hazards – impact, illumination, pressure, noise, * vibration, extreme temperature, radiation * Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects * Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors * Ergonomics * Psychological factors – over exertion/ excessive force,awkward/static positions, fatigue, direct pressure, * varying metabolic cycles * Physiological factors – monotony, personal relationship, work out cycle * Safety hazards (unsafe workplace condition) –confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris * Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work) |
| 1. Indicators may include but not limited to: | * Increased of incidents of accidents, injuries * Increased occurrence of sickness or health complaints/ symptoms * Common complaints of workers related to OSH * High absenteeism for work-related reasons |
| 1. OSH concerns may include but not limited to: | * Workers’ experience/observance on presence of work hazards * Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) * Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines |
| 1. Safety gears /PPE (Personal Protective Equipment) may include but not limited to: | * Arm/Hand guard, gloves * Eye protection (goggles, shield) * Hearing protection (ear muffs, ear plugs) * Hair Net/cap/bonnet * Hard hat * Face protection (mask, shield) * Apron/Gown/coverall/jump suit * Anti-static suits * High-visibility reflective vest |
| 1. Appropriate risk controls   may include but not limited to: | * Appropriate risk controls in order of impact are as follows: * Eliminate the hazard altogether (i.e., get rid of the dangerous machine) * Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) * Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) * Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) * Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) * Use personal protective equipment (i.e., wear * gloves and goggles when using the machine) |
| 1. Contingency measures may include but not limited to: | * Evacuation * Isolation * Decontamination * (Calling designed) emergency personnel |
| 1. Incidents and emergencies may include but not limited to: | * Chemical spills * Equipment/vehicle accidents * Explosion * Fire * Gas leak * Injury to personnel * Structural collapse * Toxic and/or flammable vapors emission. |
| 1. OSH-related Records may include but not limited to: | * Medical/Health records * Incident/accident reports * Sickness notifications/sick leave application * OSH-related trainings obtained |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Interpersonal
* Presentation
* Risk assessment
* Evaluation
* Critical thinking
* Problem solving
* Negotiation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General OSH Principles
* Occupational hazards/risks recognition
* OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
* National OSH regulations; company OSH policies and protocols
* Systematic gathering of OSH issues and concerns
* General OSH principles
* National OSH regulations
* Company OSH and recording protocols, procedures and policies/guidelines
* Training and/or counseling methodologies and strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identified hazards in the workplace based their indicators 2. Evaluated workplace hazards based on legal requirements. 3. Addressed OSH concerns raised by workers as per legal requirements. 4. Implemented hazard prevention and control measures as per legal requirement. 5. Conducted risk assessment as per legal requirement. 6. Developed risk matrix based on likely impact. 7. Recognized and established contingency measures in accordance with organization procedures. 8. Identified, evaluated and reviewed company OSH program based on legal requirements. 9. Implemented company OSH programs as per legal requirements. 10. Capacity built workers on OSH standards and procedures as per legal requirements 11. Maintained OSH-related records as per legal requirements. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CORE UNITS OF COMPETENCY

# MONITOR CORPORATE GOVERNANCE

**UNIT CODE:** BUS/OS/CG/CR/01/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to **monitor corporate governance.** It involves establishing corporate governance standards and practices, identifying corporate governance reporting trends, determining corporate governance processes and reviewing corporate governance compliance.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Establish corporate governance standards and practices | 1. Organization’s application is monitored as per the legal accounting standards. 2. Research audit reports and practices are assessed based on the methodologies and recommendations. |
| 1. Identify corporate governance reporting trends | 1. Organizational practices are analyzed as per the corporate governance obligations and performance. 2. Queries from statutory and other regulatory authorities are examined as per the corporate governance. 3. Content and structure of reports, returns and processes are evaluated and assessed as per the organizational policy. |
| 1. Determine corporate governance processes | 1. Internal control procedures are analyzed and monitored as per the corporate governance requirements. 2. ***Information technology systems*** are evaluated based on the recording data as per the corporate governance obligations. 3. Management processes are established based on the corporate governance. 4. Reporting plans are established as per the compliance requirements. |
| 1. Review corporate governance compliance | 1. Performance indicators are assessed based on the established performance targets. 2. Performance indicators sources are determined based on the established performance targets. 3. Compliance preparation processes are monitored and reviewed in line with corporate governance requirements. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| * Information technology systems includes but not limited to: | * Study of systems with a specific reference to information and the complementary networks of hardware and software that people, and organizations use to collect, filter, process, create and also distribute data. |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Reading
* Writing
* Numeracy
* Navigate the world of work
* Interacts with others
* Get the work done

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Current formats required for submission of statutory returns
* Ethical considerations relating to compliance and governance
* Key management processes that support corporate governance
* Forms and functions of employee records

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate the ability to establish corporate governance standards and practices 2. Demonstrate the ability to identify corporate governance reporting trends 3. Demonstrate the ability to determine corporate governance processes. 4. Demonstrate the ability to review corporate governance compliance. |
| * 1. Resource Implications | The following resources must be provided:   * 1. Ooperational policies and procedures. |
| * 1. Methods of Assessment | Competency may be accessed through:   1. Observation 2. Written tests 3. Oral questioning 4. Assignments |
| * 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| * 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles is recommended. |

# CARRY OUT BOARDS’ FUNCTION

**UNIT CODE:** BUS/OS/CG/CR/02/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to **carry out Board’s function.** It involves identifying governance and management roles, facilitating development of a Board, providing detailed board information, preparing regular communication and implementing Board decisions

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Identify governance and management roles | 1. Member, governance and management issues are established and documented as per the organization’s governance policy guidelines. 2. Governance issues and management issues are identified and documented based on the relationships. |
| 1. Facilitate development of a Board | 1. Board information is analyzed as per the organization objectives. 2. Legislation and by-laws aspects are monitored as per the organization compliance. 3. Director’s advice is provided as per the legal requirements of the Board. |
| 1. Provide detailed Board information | 1. Governance and management issues are identified as per the organizational matters. 2. Well-structured Board papers are prepared in line with the organizational requirements. 3. Board papers are submitted in line with the organization’s requirements. 4. Internal and external professional advice is established. 5. ***Special/Extraordinary meetings*** are established and scheduled in line with the organization guidelines. |
| 1. Prepare regular communication | 1. Minutes are recorded and reported in line with the organization guidelines. 2. Decisional actions are identified and implemented in line with the organizational objectives. 3. Policies and procedures are implemented based on the agreed timeframes |
| 1. Implement Board decisions | 1. Board instructions are identified and obtained to implement specific policy directions. 2. Information and advice is provided to the Board based on informed decision-making. 3. Chairperson is briefed based on the substantive issues. 4. Board Feedback is obtained based on the performance of staff regarding in line with the organizational guidelines. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Special Board meetings include but not limited to: | * Special Board meetings * Emergency Board meetings |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* Negotiation
* Planning
* Coordination
* Problem solving
* Critical thinking
* Decision making

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Purpose, structure and requirements of business plan and strategic plans
* Legal framework under which the organization operates and the memorandum and/or articles of association of the organization
* Roles and responsibilities of functions on the Board
* Role policies and procedures play in the effective running of an organization
* Human resource management practices as they relate to the development of effective working relationships between paid staff and volunteer and/or paid boards

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate the ability to identify governance and management roles. 2. Demonstrate the ability to facilitate development of a Board. 3. Demonstrate the ability to provide detailed Board information. 4. Demonstrate the ability to prepare regular communication. 5. Demonstrate the ability to implement Board decisions. |
| 2. Resource Implications | The following resources must be provided:   * 1. organizational operational policies and procedures documents. |
| 1. Methods of Assessment | Competency may be accessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Assignments |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles are recommended. |

# DEMONSTRATE STRATEGIC DIRECTION SETTING SKILLS

**UNIT CODE:** BUS/OS/CG/CR/03/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate strategic direction setting skills. It involves demonstrating understanding of organizational vision and mission, analysing internal and external environment, writing strategic plan and implementing strategic plan.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Demonstrate understanding of organizational vision and mission | 1. Organizational vision and mission are analyzed with the stakeholders based on the current issues. 2. Changes or refinements to vision or mission statement are done as per the organizational requirements 3. Organizational values are reviewed to support the vision and mission statement. 4. Strategic planning process is determined from all stakeholders. |
| 1. Analyze internal and external environment | 1. Information requirements are determined based on the on research. 2. Political, economic, social, and technological developments are analyzed based on the global context 3. Strengths and weaknesses of existing and potential competitors and allies are identified as per the organizational requirements. 4. Organization’s strengths, weaknesses, opportunities and threats are analyzed as per the organizational objectives. 5. Internal and external environment are analyzed based on current situations. |
| 1. Write strategic plan | 1. Research and background are documented based on the strategic plan. 2. Strategic objectives and strategies are formulated based on future needs. 3. Strategic plan is circulated as per the organizational guidelines. |
| 1. Implement strategic plan | 1. Strategic plan is communicated as per the organizational guidelines. 2. ***Performance indicators*** are established based on the implementing plan. 3. Achievements of objectives are evaluated based on the agreed milestones. 4. Plan is reviewed based on strategic planning processes. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Performance indicators includes but not limited to: | * Annual financial target * Annual Board Evaluation * Annual budgets |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* Negotiation
* Planning
* Coordination
* Problem solving
* Critical thinking
* Decision making
* Language
* Literacy
* Numeracy

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Outline the legislation, regulations and codes of practice relevant to the organization’s strategic plan.
* Risks and risk management strategies relevant to strategic planning
* Intellectual property rights and responsibilities
* Outline strategic planning methodologies including political, economic, social and technological (PEST) analysis and strengths, weaknesses, opportunities and threats analysis (SWOT)

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
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| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate the ability to confirm organizational vision and mission 2. Demonstrate the ability to analyze the internal and external environment 3. Demonstrate the ability to write strategic plan 4. Demonstrate the ability to implement strategic plan |
| 2. Resource Implications | The following resources must be provided:   * 1. Relevant legislation, regulations, standards and codes   2. Workplace documentation and resources   3. Case studies and, where possible, real situations |
| 1. Methods of Assessment | Competency may be accessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Assignments |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles is recommended. |

# DEMONSTRATE DIRECTORS GOVERNANCE DUTIES

**UNIT CODE:** BUS/OS/CG/CR/04/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate Director’s governance duties. It involves identifying organization roles, preparing organization work structure and carrying out legal requirements.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Identify organization roles | 1. Core functions of the organization are identified. 2. Organization relationships are established based on the stakeholders and other organizations. 3. Committee and Board members responsibilities are established as per organizational requirements. 4. ***Overlapping roles*** between Board, Committee and staff are assessed as per organizational objectives. |
| 1. Prepare organization Work structure | 1. Designated Committee or Board duties are identified and performed. 2. Committee or Board’s decision-making processes is determined as per the work place requirements. 3. Real and perceived conflict of interest issues are managed based on competing roles and responsibilities. |
| 1. Carry out legal requirements | 1. Organizational legislative requirements Committee or Board duties are identified and complied with. 2. Provisions of legislation to governance of the organization are applied. 3. Corporation law and terms and conditions of funding agreements are complied with in line with the organizational requirements. 4. Organization constitution is adhered to in undertaking workplace responsibilities |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Overlapping roles includes but not limited to: | * Recommending external auditors * Instilling disciplinary practices |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Oral Communication
* Writing
* Reading

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Outline decision-making techniques
* Compare and contrast governance and management roles and responsibilities
* Outline how legislation and funding arrangements or funding body requirements impact roles and responsibilities of committee and/or board members.

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate the ability to identify organization roles 2. Demonstrate the ability to prepare organization Work structure 3. Demonstrate the ability to carry out legal requirements |
| 2. Resource Implications | The following resources must be provided:   1. Participation in an actual or simulated Board 2. Examples of issues worked on by Boards of Directors, including community feedback and strategic decisions. |
| 1. Methods of Assessment | Competency may be accessed through:   1. Observation 2. Written tests 3. Oral questioning 4. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles are recommended. |

# DEMONSTRATE FINANCIAL ANALYSIS AND PRACTICES

**UNIT CODE:** BUS/OS/CG/CR/05/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate financial analysis and practices. It involves demonstrating understanding of financial standards, determining financial performance and preparing financial reports.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
| **ELEMENT**  These describe the **key outcomes** that make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements that specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Demonstrate understanding of financial standards | 1. Policies, procedures and standards of conduct are written and implemented. 2. Effective training and education is conducted. 3. Lines of communication are developed. 4. Internal monitoring and auditing are conducted. |
| 1. Determine financial performance | 1. Industry economic characteristics are identified. 2. Company strategies are established and implemented. 3. Forecasted financial statements are prepared 4. Firm’s financial statements are assessed based on the performance. 5. Current profitability and risks are analyzed. 6. ***Firm value*** is established and reviewed as per the work place requirements. |
| 1. Prepare financial reports | 1. Record and system requirements are established as per the company objectives. 2. Alternative systems are evaluated and tested 3. System documentation is prepared and implemented 4. Financial reporting systems and procedures are monitored and reviewed. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Firm value includes but not limited to: | * Book versus Market * Intrinsic versus historical |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Planning
* Organizing
* Report writing
* Controlling
* Coordination
* Problem solving
* Critical thinking
* Decision making

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Accounting
* Economics
* Information communication technology
* Company law
* Business law
* Ethics

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate the ability to provide oversight on the implementation of policies and appropriate financial standards. 2. Demonstrate the ability to determine the financial performance of the organization 3. Demonstrate the ability to safeguard integrity in financial reporting |
| 1. Resource Implications | The following resources must be provided:   1. Accounting standards 2. Accounting policies 3. Discounting tables 4. Annual financial reports |
| 1. Methods of Assessment | Competency may be accessed through:   1. Observation 2. Written tests 3. Oral questioning 4. Assignments |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles are recommended. |

# DEMONSTRATE HUMAN RESOURCE LEADERSHIP SKILL

**UNIT CODE:** BUS/OS/CG/CR/06/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate human resource leadership skill. It involves supporting and developing staff, determining performance outcomes, managing work relationships, managing individual’s performance, supporting group development and supporting and developing staff.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Support and develop staff | * 1. Regular briefings are provided on work goals, plans and operational issues.   2. New and innovative work practices and strategies are developed and provided based on client needs.   3. High standards of performance and practice to staff are modelled.   4. Leadership and supervision are provided based on the needs and backgrounds of individuals.   5. Individuals' knowledge, skills and approaches are enhanced based on the work outcomes. |
| 1. Determine performance outcomes | 1. Time and work ***management techniques*** are established as per the work place policy. 2. Work is planned and monitored based on the progress. 3. Work policies and procedures are followed and complied with. 4. Work practices are reviewed and revised in line with organizational objectives. |
| 1. Manage work relationships | 1. Link between the group's functions and goals of the organization are articulated. 2. Participative decision-making processes are determined. 3. Where relevant conflict is identified and resolved in accordance with organization procedures. 4. Tasks are allocated based on competence of staff and support. 5. Interpersonal styles and methods to the social and cultural context are adjusted. 6. Communication and interaction channels are established in line with the organizational techniques. |
| 1. Manage individuals performance | 1. Individual outcomes are monitored and reviewed based on the consultation with the workgroup. 2. Work practices are revised as per the community sector goals and objectives 3. Performance problems address in fair, constructive and timely manner in accordance with relevant guidelines, procedures. 4. Individual and group progress monitored in line with the organizational objectives. 5. Workgroup promoted and encouraged based on the communication processes |
| 1. Support group development | 1. Development plans for each staff member are determined, based on the development activities. 2. Action plans developed, agreed and implemented as per the individual and group training and development needs. 3. Specialist training and professional development are identified and delivered. |
| 1. Support and develop staff | 1. Provide staff with personal and career development opportunities from within and outside of the organization. 2. Staff meetings are conducted to review, adjust and develop strategies and priorities. 3. Work plans are monitored based on the achievement of the organization. 4. Overall performance of staff is monitored in line with the organizational guidelines. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Management techniques include but not limited to: | * Dole out recognition when it’s deserved. * Make company goals transparent and provide consistent feedback. * Provide training and career development. * Troubleshoot problem areas. * Know when to let someone go. |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Public Communication
* Planning
* Organizing
* Technical report writing
* Staff recruitment
* Motivating
* Controlling
* Coordination
* Problem solving
* Resources management
* Systems and processes Analysis
* Systems and processed Evaluation

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Leadership styles
* Team management
* Human resource development and management principles and practices
* Industrial relations legislative requirements
* Leadership qualities
* Supervision processes
* Union processes

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate the ability to Support and develop staff 2. Demonstrate the ability to Maximize own performance outcomes 3. Demonstrate the ability to Manage effective work relationships 4. Demonstrate the ability to Manage and improve the performance of individuals 5. Demonstrate the ability to Support, participate and review group development 6. Demonstrate the ability to Support and develop staff |
| 1. Resource Implications | The following resources must be provided:   * 1. Human resources manuals   2. Organizational charters   3. Legal instruments |
| 1. Methods of Assessment | Competency may be accessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Assignments |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles are recommended. |

# DEMONSTRATE ANTI-CORRUPTION SKILLS

**UNIT CODE:** BUS/OS/CG/CR/07/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate anti-corruption skills**.** It involves establishing anti-corruption frame work, maintaining anti-corruption frame work and applying corporate governance principles.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Establish anti-corruption framework | 1. ***Integrity framework*** is inculcated in line with anti-corruption policies 2. Accountability framework is inculcated in line with anti-corruption policies 3. Transparency framework is inculcated in line with anti-corruption policies |
| 1. Maintain anti-corruption frame work | 1. Integrity testing carried out based on the anti-corruption framework. 2. Accountability testing carried out based on the anti-corruption framework. 3. Transparency testing carried out based on the anti-corruption framework. |
| 1. Apply corporate governance principles | 1. Corporate governance principles are identified 2. Corporate governance principles are applied 3. Corporate governance principles are evaluated |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Integrity framework includes but not limited to: | * Trustworthiness * Honesty * Faithfulness * Truthfulness |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* Analytical
* Decision making
* Problem solving
* Writing
* Time management
* Leadership

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Communication
* Leadership
* Ethical principles
* Codes of practice
* Corporate governance

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Demonstrated the ability to establish anti-corruption framework.   2. Demonstrated the ability to maintain anti-corruption frame work.   3. Demonstrated the ability to apply corporate governance principles. |
| 1. Resource Implications | The following resources must be provided:   1. Codes of best practices . |
| 1. Methods of Assessment | Competency may be accessed through:   1. Observation 2. Written tests 3. Oral questioning 4. Demonstrations |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles are recommended. |

# DEMONSTRATE CORPORATE SOCIAL RESPONSIBILITY

**UNIT CODE:** BUS/OS/CG/CR/08/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate corporate social responsibility. It involves determining corporate social responsibility context, formulating corporate objectives and policy and monitoring corporate social responsibility.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine corporate social responsibility context | 1. Drivers for corporate social responsibility are qualified and quantified 2. Benefits to the enterprise are identified based on the corporate social responsibility. 3. Legislation, regulation, standards and enterprise are analyzed as per the organizational policy. 4. Opportunities for, and barriers to, socially responsible practices are identified. 5. Environment for corporate social responsibility in the enterprise context in established. |
| 1. Formulate corporate objectives and policy | 1. Stakeholders to corporate social responsibility are identified. 2. ***Forms of engagement*** for stakeholder groups are determined 3. Stakeholders to corporate social responsibility are established and consulted based on the objectives and policy. 4. Documentations regarding rights and responsibilities are prepared and distributed for corporate social responsibility. 5. Learning and coaching strategies are provided. |
| 1. Monitor corporate social responsibility | 1. Regular reviews of corporate social responsibility are conducted based on the integration with relevant persons. 2. Corporate social responsibility is evaluated based on the organizational goals. 3. Corporate social responsibility policy and practices are identified and recommend for improvements. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Forms of engagement includes but not limited to: | * Advocacy * Research * Direct * Indirect |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Reading
* Writing
* Oral Communication
* Numeracy
* Navigate the world of work
* Interact with others
* Get the work done

**Required knowledge**

* Outline internal and external sources of information relevant to the context for CSR
* Outline the potential business benefits of improved CSR practices
* Outline which areas of CSR are relevant to the context and the organization’s goals and why
* Give examples of socially responsible practices relevant to the enterprise context and industry
* Give examples of typical barriers to corporate social responsibility integration and possible solutions

The individual needs to demonstrate knowledge of:

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate the ability to identify context for corporate social responsibility 2. Demonstrate the ability to engage stakeholders in setting objectives and policy 3. Demonstrate the ability to implement corporate social responsibility policy 4. Demonstrate the ability to monitor and evaluate corporate social responsibility |
| * 1. Resource Implications | The following resources must be provided:   1. relevant legislation, regulation, standards and codes 2. workplace documentation and resources 3. case studies and, where possible, real situations |
| * 1. Methods of Assessment | Competency may be accessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Assignments |
| * 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| * 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles is recommended. |

# DEMONSTRATE RISK MANAGEMENT

**UNIT CODE:** BUS/OS/CG/CR/09/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to **demonstrate risk management.** It involves establishing risk context, identifying management risks, analyzing management risks, selecting and implementing risk treatments.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Establish risk context | 1. Organizational processes, procedures are reviewed based on the risk management 2. Scope for risk management process are determined 3. Internal and external stakeholders and their issues are identified 4. Political, economic, social, legal, and technological and policy context are reviewed. 5. Strengths and weaknesses of existing arrangements are reviewed. 6. Critical success factors are documented based on the scope 7. Support for ***risk management activities*** is determined. 8. Risk management is communicated based on the process and invites participation. |
| 1. Identify management risks | 1. Parties are invited based on identification of risks 2. Research risks are applied based on the scope. 3. Tools and techniques are determined. |
| 1. Analyze management risks | 1. Likelihood of risks occurring is assessed. 2. Impact or consequence of risks to occur is assessed. 3. Risks treatment is evaluated and prioritized. |
| 1. Select and implement risk treatments | 1. Options for treating risks are determined and selected 2. An action plan is developed for implementing based on the risk treatment. 3. Risk management processes are communicated. 4. Action plan is implemented and monitored 5. Risk management process is evaluated |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Risk management activities includes but not limited to: | * Accept * Transfer * Avoid |

**Required skills and knowledge**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Public communication
* Negotiation
* Digital literacy
* Planning
* Organizing

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Business Management
* Management
* Risk Management
* Finance
* Contract law
* Environmental law
* Freedom of information
* Industrial relations law
* Privacy and confidentiality
* Legislation relevant to organisation's operations
* Legislation relevant to operation as a business entity

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate the ability to establish risk context 2. Demonstrate the ability to identify management risks 3. Demonstrate the ability to analyse management risks 4. Demonstrate the ability to select and implement treatments |
| 1. Resource Implications | The following resources must be provided:  2.1 Risk register |
| 1. Methods of Assessment | Competency may be accessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Assignments |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles are recommended. |

# DEMONSTRATE INFORMATION COMMUNICATION TECHNOLOGY

**UNIT CODE:** BUS/OS/CG/CR/10/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate understanding of information communication technology. It involves identifying computer software and hardware ,applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignments, preparing presentation packages and developing knowledge management and ICT policies.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Identify appropriate computer software and hardware | * 1. Concepts of ICT are determined in accordance with computer equipment   2. Classifications of computers are determined in accordance with manufacturers specification   3. ***Appropriate computer software*** are identified according to manufacturer’s specification   4. ***Appropriate computer hardware*** are identified according to manufacturer’s specification   5. Functions and commands ofoperating system are determined in accordance withmanufacturer’s specification |
| 1. Apply security measures to data, hardware, software in automated environment | * 1. ***Data security and privacy are classified*** in accordance with the prevailing technology   2. ***Security threats*** areidentified  ***and control measures*** are applied in accordance with laws governing protection of ICT   3. Computer threats and crimes are detected.   4. Protection against computer crimes is undertaken in accordance with laws governing protection of ICT |
| 1. Apply computer software in solving tasks | * 1. ***Word processing concepts***are applied in resolving workplace tasks, report writing and documentation   2. ***Word processing utilities*** are applied in accordance with workplace procedures   3. Worksheet layout is prepared in accordance with work procedures   4. Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures   5. Continuous data manipulated on worksheet is undertaken in accordance with work requirements   6. Database design and manipulation is undertaken in accordance with office procedures   7. Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures |
| 1. Apply internet and email in communication at workplace | * 1. Electronic mail addresses are opened and applied in workplace communication in accordance with office policy   2. Office internet functions are defined and executed in accordance with office procedures   3. ***Network configuration*** is determined in accordance with office operations procedures   4. Official World Wide Web is installed and managed according to workplace procedures |
| 1. Apply Desktop publishing in official assignments | * 1. Desktop publishing functions and tools are identified in accordance with manufactures specifications   2. Desktop publishing tools are developed in accordance with work requirements   3. Desktop publishing tools are applied in accordance with workplace requirements   4. Typeset work is enhanced in accordance with workplace standards |
| 1. Prepare presentation packages | * 1. Types of presentation packages are identified in accordance with office requirements   2. Slides are created and formulated in accordance with workplace procedures   3. Slides are edited and run in accordance with work procedures   4. Slides and handouts are printed according to work requirements |
| 1. Develop knowledge management and ICT policies | * 1. knowledge management and ICT roles are determined.   2. knowledge management and ICT objectives are identified .   3. Management team is selected in line with organizational objectives   4. management and ICT policies are drafted in line with organizational objectives.   5. management and ICT policies analysed and evaluated in line with organizational objectives.   6. management and ICT policies are approved in line with organizational objectives . |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Appropriate computer hardware may include but not limited to: | Collection of physical parts of a computer system such as;   * Computer case, monitor, keyboard, and mouse * All the parts inside the computer case, such as the hard disk drive, motherboard and video card |
| 1. Data security and privacy may include but not limited to: | * Confidentiality of data * Cloud computing * Integrity -but-curious data surfing |
| 1. Security and control measures may include but not limited to: | * Counter measures against cyber terrorism * Risk reduction * Cyber threat issues * Risk management * Pass-wording |
| 1. Security threats may include but not limited to: | * Cyber terrorism * Hacking |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical skills
* Interpretation
* Typing
* Communication
* Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
* Using calculator
* Basic ICT skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Software concept
* Functions of computer software and hardware
* Data security and privacy
* Computer security threats and control measures
* Technology underlying cyber attacks and networks
* Cyber terrorism
* Computer crimes
* Detection and protection of computer crimes
* Laws governing protection of ICT
* Word processing;
* Functions and concepts of word processing.
* Documents and tables creation and manipulations
* Mail merging
* Word processing utilities
* Spread sheets;
* Meaning, formulae, function and charts, uses and layout
* Data formulation, manipulation and application to cells
* Database;
* Database design, data manipulation, sorting, indexing, storage retrieval and security
* Desktop publishing;
* Designing and developing desktop publishing tools
* Manipulation of desktop publishing tools
* Enhancement of typeset work and printing documents
* Presentation Packages;
* Types of presentation Packages
* Creating, formulating, running, editing, printing and presenting slides and handouts
* Networking and Internet;
* Computer networking and internet.
* Electronic mail and world wide web
* Emerging trends and issues in ICT;
* Identify and integrate emerging trends and issues in ICT
* Challenges posed by emerging trends and issues

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Identified and controlled security threats   2. Detected and protected computer crimes   3. Applied word processing in office tasks   4. Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures   5. Opened electronic mail for office communication as per workplace procedure   6. Installed internet and World Wide Web for office tasks in accordance with office procedures   7. Integrated emerging issues in computer ICT applications   8. Applied laws governing protection of ICT   9. Developed knowledge management and ICT policies |
| 1. Resource Implications | * 1. Tablets   2. Laptops   3. Desktop PCs   4. Calculator   5. Internet   6. Smart phone   7. Operation Manuals |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Written Test   2. Demonstration   3. Practical assignment   4. Interview/Oral Questioning   5. Demonstration |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PROVIDE STRATEGIC LEADERSHIP

**UNIT CODE**: BUS/OS/CG/CR/11/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to provide strategic leadership**.** It involves determining personal efficacy, performing leadership transformation, promoting collaborative thinking and processing strategic leadership.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Determine personal efficacy | 1. Strategies are identified and applied as per the organizational guidelines. 2. ***Personal efficacy***development objectives and priorities are reviewed. 3. Personal efficacy and capability are evaluated as per the workplace culture. 4. Personal ***responsibilities***are analyzed and evaluated. 5. Personal responsibility for environmental sustainability is modeled and developed. |
| 1. Perform leadership transformation | 1. Transformational leadership practices are applied. 2. Positive organizational change is demonstrated. 3. ***Disruptive emotions and impulses***are controlled and regulated. 4. Work-based relationships are managed. |
| 1. Promote collaborative thinking | 1. Judgment and commonsense is established. 2. Personal talents and expertise are tapped. 3. Collaborative communication and problem solving approaches are established as per the work place practices. 4. Collaborative and participative work relationships are cultivated. |
| 1. Inculcate strategic leadership | 1. Organizational values and direction are conveyed. 2. ***Leadership styles***are identified and as per the standard operating procedures (SOPs). 3. Leadership impact and role on change is analyzed as per the organizational requirements. 4. Learning and communication solutions are developed in accordance to organizational change. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Personal efficacy   includes but not limited to: | * Determination * Self-confidence * Persistence * Managing stress * Problem-solving skills |
| 1. Leadership styles include but not limited to: | * Autocratic Leadership * Democratic Leadership * Strategic Leadership Style * Transformational Leadership |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Problem solving
* Analytical
* Team building
* Critical thinking
* Decision making

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Leadership techniques
* Management principles
* Organization mission, purpose and values
* Organization objectives, plans and strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate the ability to reflect on personal effectiveness and efficacy 2. Demonstrate the ability to lead in a transformational manner 3. Demonstrate the ability to cultivate collaborative thinking. 4. Demonstrate the ability to provide strategic leadership. |
| 1. Resource Implications | The following resources must be provided:   1. Organizational policies and procedures 2. Relevant legislation |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Assignments   5. Presentation |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles is recommended. |

# CONDUCT STATISTICAL RESEARCH

**UNIT CODE:** BUS/OS/CG/CR/12/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to conduct statistical research.It involves undertaking statistical research, analyzing research information, maintaining information systems and preparing information systems reports.

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. undertake statistical research | 1. Information needs are defined based on work objectives. 2. Potential sources of information are presented are evaluated and selected in line with the purpose and audience for the research. 3. Strategies are developed in accordance with legislation, policy and procedures . 4. Information is researched in a timely way based on the resource allocation. 5. Quantity, quality and relevance of initial search results are assessed and gaps filled based on the adjusted research strategies. 6. Methods and outcomes of research, and the criteria used to make information decisions and choices are communicated. |
| 1. Analyze research information | 1. Information from various sources is examined, based on the organization structure 2. ***Analytical techniques*** and processes are selected in line with defined objectives. 3. Facts, issues, patterns, interrelationships and trends are identified in accordance with research aims. 4. Information is collated, consolidated and analyzed in accordance with organizational policy and procedures. 5. Agreed project timelines are determined as per the standards of the organization |
| 1. Maintain information systems | 1. Information systems are maintained, validated and reconciled as per the organizational objectives 2. Standard and complex information systems and applications are maintained in accordance with organization standards. 3. Information systems are reviewed and updated as per the organizational requirements. |
| 1. Prepare information systems reports | 1. Information Findings are analyzed based on client/organizational needs and organization standards. 2. Reports Content is determined and organized as per the organization and audience. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Analytical techniques includes but not limited to: | * Qualitative and quantitative * ANOVA * T-test * Regression |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* Digital literacy
* Analytical
* Interpersonal
* Public relations
* Report writing
* Presentation

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Research methods
* Statistical methods
* Current affairs

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate the ability undertake statistical research. 2. Demonstrate the ability analyze research information. 3. Demonstrate the ability maintain information systems. 4. Demonstrate the ability prepare information systems reports. |
| 1. Resource Implications | The following resources must be provided:   1. Statistical analysis software |
| 1. Methods of Assessment | Competency may be accessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Presentations |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles are recommended. |

**APPLY PRINCIPLES OF MANAGEMENT**

**UNIT CODE:** BUS/OS/CG/CR/13/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to apply principles of management. It involves demonstrate understanding management thought, planning business function, organize business function, performing Staffing function, directing business function and controlling business function.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Demonstrate understanding management thought | 1. Scientific approach is identified as per the SOPs 2. General administrative approach is established as per the SOPs 3. Behavioral approach is established as per the SOPs |
| 1. Plan business function | 1. Planning process is established as the organizational requirements. 2. Types of planning are determined as SOPs. 3. Decision making process are established as per the SOPs |
| 1. Organize business function | 1. Principles of organizing are established as per the SOPs. 2. Process of organizing is determined as per the SOPs 3. Organizational structures are developed as per the work place requirements 4. Authority, responsibility and power is established as per the organizational requirement. 5. Delegation process is established as per the SOPs 6. Coordination process is determined. |
| 1. Perform Staffing function | 1. Recruitment and selection are carried out as per the organizational requirements. 2. Training and development are carried out as per the work place procedures 3. Performance appraisal is conducted as per the work place objectives. 4. Reward and compensation are administered as per the work place requirements. 5. Separation process is carried out as per the work place requirements. |
| 1. Direct business function | 1. Directing process is identified and established as per the SOPs. 2. ***Leadership styles*** are determined as per the work place needs. 3. Supervision is carried out par the work place requirements 4. Motivation process is determined as per the work place requirements. 5. Communication structure is developed as per SOPs. |
| 1. Control business function | 1. Control processes are identified as per the work place procedures. 2. Types of control systems are developed as per the work place requirements 3. Effective control systems are established as per the work place procedures. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Leadership styles include but not limited to: | * Bureaucratic leadership * Charismatic leadership * Situational leadership * Autocratic leadership |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Analytical
* Critical thinking
* Decision making
* Communication
* Time management
* Planning
* Organizing
* Directing

**Required knowledge**

The individual needs to demonstrate knowledge of:

- Information technology and management

- Globalization

- Business ethics and integrity

- Corporate Social responsibility

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * + - 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate understanding management thought 2. Demonstrated the ability to plan business function 3. Demonstrated the ability to organize business function 4. Demonstrated the ability to perform Staffing function 5. Demonstrated the ability to direct business function. 6. Demonstrated the ability to control business function. |
| * + - 1. Resource Implications | The following resources must be provided:   * 1. Policy documents |
| * + - 1. Methods of Assessment | Competency may be accessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Third party report |
| * + - 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment. |
| * + - 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles is recommended. |

# PERFORM CORPORATE GOVERNANCE AND BUSINESS AUDIT

**UNIT CODE:** BUS/OS/CG/CR/14/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to perform corporate governance and business audits**.** It involves inculcating accountability practices and auditing organizational activities.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Inculcate accountability practices | 1. ***Internal controls*** are established in line with organizational policies. 2. ***Internal audit mechanisms*** are established in line with organizational policies. |
| 1. Audit organizational activities. | 1. Audit plan is prepared in line with organizational policies. 2. Auditing team is selected and trained. 3. Business and governance performance indicators are identified. 4. Organizational activities are monitored based on the audit plan 5. Organizational activities are reviewed and evaluated based on the audit plan 6. Organizational activities audit report is prepared and presented in line with auditing standards. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Internal controls include but not limited to: | * Policies and procedures * Organizational charters * Governance best practices |
| 1. Internal audit mechanisms include but not limited to: | * Audit plan * Management letter * Audit reports |

**Required skills and knowledge**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* Analytical
* Decision making
* Digital literacy
* Planning
* Organizing

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Business Management
* Risk Management
* Finance
* Contract law
* Environmental law
* Industrial relations law
* Privacy and confidentiality
* Legislation relevant to organization’s operations

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Inculcated accountability practices. 2. Audited organizational activities. 3. Prepared audit report 4. Presented audit report. |
| 1. Resource Implications | The following resources must be provided:   1. Audit plans 2. Auditing standards 3. Financial statements 4. Organizational charters |
| 1. Methods of Assessment | Competency may be accessed through:   1. Observation 2. Written tests 3. Oral questioning 4. Assignments |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles are recommended. |

# DEMONSTRATE GENDER MAINSTREAMING AND INTEGRATION PRACTICES

**UNIT CODE:** BUS/OS/CG/CR/15/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate gender mainstreaming and integration practices. It involves developing gender mainstreaming, demonstrating understanding of gender mainstreaming principles and monitoring gender mainstreaming practices.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Develop gender mainstreaming | 1. Organization equality objectives are determined. 2. Gender mainstreaming support structure is to be established in line with organizational policies. 3. Gender mainstreaming methods and tools are developed. 4. Gender mainstreaming is communicated both internally and externally. 5. Gender information management system is established. |
| 1. Demonstrate understanding of gender mainstreaming principles | 1. ***Gender-sensitive language*** is determined as per the organizational requirements. 2. Gender-specific data is collected and analyzed 3. Inclusivity is established based on the decision-making process. 4. Equal treatment is integrated based on organizational processes. |
| 1. Monitor gender mainstreaming practices | 1. Gender unit or focal point is established as per the support mainstreaming. 2. Support mainstreaming guidelines and manuals are developed. 3. Accountability mechanisms are established. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Gender-sensitive language includes but not limited to: | * Chairperson * Business executive * Police officer * Sales persons |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Public Communication
* Problem solving
* Critical thinking
* Decision making
* Persuasion
* Analytical
* Interpersonal
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Human Rights
* Anthropology
* Culture
* Gender and development

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrate the ability to develop effective gender mainstreaming and integration policies. 2. Demonstrate the ability to inculcate gender mainstreaming principles and practices 3. Demonstrate the ability monitor and evaluate gender mainstreaming practices in the organization |
| * 1. Resource Implications | The following resources must be provided:   1. Case studies |
| * 1. Methods of Assessment | Competency may be accessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Assignments |
| * 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| * 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles are recommended. |

# DEMONSTRATE EMOTIONAL INTELLIGENCE SKILLS

**UNIT CODE:** BUS/OS/CG/CR/16/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate emotional intelligence skills. It involves identifying emotions impact, demonstrating understanding of emotions, developing emotional intelligence and utilizing emotional intelligence.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Identify emotions impact | 1. Own emotional states and personal stressors are identified as per the workplace requirement. 2. Emotional strengths and weaknesses are identified 3. ***Emotional triggers*** are developed in line with intelligent emotional responses. 4. Workplace behaviours model is demonstrated in line with intelligent emotional responses. |
| 1. Demonstrate understanding of emotions | 1. Emotions are identified as per the work place requirements. 2. Emotional states of co-workers are determined based on emotional cues. 3. Individual emotions are identified and actions are carried out. |
| 1. Develop emotional intelligence | 1. Thoughts and feelings opportunities are provided. 2. Self-management of emotions is encouraged. 3. Emotional intelligence developed as per workplace relationships. |
| 1. Utilize emotional intelligence | 1. Positive emotional climate is determined in the workplace. 2. Workgroup emotional strengths are established as per the work place objectives. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Emotional triggers include but not limited to: | * Stress * Health status * Management style * Work environment * Relationships |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* Interpersonal
* Intra-personal
* Negotiation
* Problem solving
* Team building

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Emotions
* Moods
* Communication
* Culture

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Demonstrate the ability to identify the impact of own emotions on others in the workplace.   2. Demonstrate the ability to recognize and appreciate the emotions of others.   3. Demonstrate the ability to promote emotional intelligence in others.   4. Demonstrate the ability to utilize emotional intelligence to maximize team outcomes. |
| 1. Resource Implications | The following resources must be provided:   1. Case studies |
| 1. Methods of Assessment | Competency may be accessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Presentation |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles is recommended. |

# ORGANIZE BOARD MEETINGS

**UNIT CODE:** BUS/OS/CG/CR/17/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to organize Board meetings**.** It involves preparing meeting arrangements, meeting records and producing meeting minutes.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Prepare meeting arrangements | 1. Meeting purpose is established in line with legal or ethical requirements of the organization. 2. Meeting participants are identified. 3. Meeting arrangements are donein accordance with the organizational requirements. 4. Participants are advised of meeting details. |
| 1. Prepare meeting records | 1. Notices of meeting, agenda are prepared and meeting papers in accordance with ***meeting requirements.*** 2. Documents are prepared based on accuracy and relevance in line with meeting requirements. 3. Documents are distributed to participants based on designated time lines. |
| 1. Produce meeting minutes | 1. Minutes are taken based on the speed and accuracy as per the meeting requirements. 2. Minutes that reflect a true and accurate account of the meeting are produced as per the organizational requirement. 3. Minutes are checked for accuracy and submitted for approval by the designated person. 4. Copies of minutes are dispatched within designated time lines. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Meeting requirements include but not limited to: | * Purpose. * Documentation * Space * Time and date |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* Analytical
* Decision making
* Problem solving
* Writing
* Short-hand
* Time management
* Leadership

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Communication
* Leadership
* Ethical principles
* Codes of practice

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| * + 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Demonstrate the ability to develop policies governing the design and preparation of Board papers, agenda, minutes and report.   2. Demonstrate the ability to prepare meeting arrangements.   3. Demonstrate the ability to prepare documentation for meetings.   4. Demonstrate the ability to record and produce minutes of meeting. |
| * + 1. Resource Implications | The following resources must be provided:   1. Papers for meetings. |
| * + 1. Methods of Assessment | Competency may be accessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. presentations |
| * + 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment. |
| * + 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles are recommended. |

# DEMONSTRATE ETHICS AND GOVERNANCE SKILLS

**UNIT CODE:** BUS/OS/CG/CR/18/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate ethics and governance skills**.** It involves applying ethical principles, creating ethical environment, resolving ethical dilemmas, promoting stakeholder’s engagement and entrenching ethical decision making.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function**. | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the range.*** |
| 1. Apply ethical principles | 1. Ethical principles are identified in line with ethical standards. 2. Ethical principles are applied in line with ethical standards. 3. Ethical principles are evaluated in line with ethical standards. |
| 1. Create ethical environment | 1. ***Organizational culture*** is established in line with codes of best practices. 2. Organizational culture is applied in line with codes of best practices. 3. Organizational culture is evaluated in line with codes of best practices. |
| 1. Resolve ethical dilemmas | 1. Ethical dilemmas are identified 2. Ethical dilemma resolution criteria are established in line with ethical standards. 3. Ethical dilemmas are resolved based on the established criteria. |
| 1. Promote stakeholder’s engagement | 1. Stakeholders are identified in line with the organizational objectives. 2. Engagement mechanisms are established in line with the organizational objectives. 3. Engagement mechanisms are implemented in line with the organizational objectives. |
| 1. Entrench ethical decision making | 1. Ethical decision making framework is established in line with ethical standards. 2. Ethical decision making framework is applied in line with ethical standards. 3. Ethical decision making framework is evaluated in line with ethical standards. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Organizational culture includes but not limited to: | * Values * Mission * Vision * Time management * Tone |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required skills**

The individual needs to demonstrate the following skills:

* Communication
* Analytical
* Decision making
* Problem solving
* Time management
* Leadership
* Professionalism

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Culture
* Leadership
* Ethical principles
* Codes of practice
* Corporate governance

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Demonstrated the ability to apply ethical principles.   2. Demonstrated the ability to create ethical environment.   3. Demonstrated the ability to resolve ethical dilemmas.   4. Demonstrated the ability to promote stakeholder’s engagement.   5. Demonstrated the ability to entrench ethical decision making. |
| 1. Resource Implications | The following resources must be provided:   1. Codes of best practices . |
| 1. Methods of Assessment | Competency may be accessed through:   1. Observation 2. Written tests 3. Oral questioning 4. Demonstrations |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job roles are recommended. |