

COMPETENCY-BASED OCCUPATIONAL FRAMEWORK FOR REGISTERED APPRENTICESHIP

Accountant

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ABOUT THE URBAN INSTITUTE

The nonprofit Urban Institute is dedicated to elevating the debate on social and economic policy. For nearly five decades, Urban scholars have conducted research and offered evidence-based solutions that improve lives and strengthen communities across a rapidly urbanizing world. Their objective research helps expand opportunities for all, reduce hardship among the most vulnerable, and strengthen the effectiveness of the public sector.

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Competency-Based Occupational Frameworks

The Urban Institute, under contract with the US Department of Labor, has worked with employers, subject matter experts, labor unions, trade associations, credentialing organizations, and academics to develop Competency-Based Occupational Frameworks (CBOFs) for Registered Apprenticeship programs. These frameworks define the **purpose** of an occupation, the **job functions** that are carried out to fulfill that purpose, the **competencies** that enable the apprentice to execute those job functions well, and the **performance criteria** that define the specific knowledge, skills, and personal attributes associated with high performance in the workplace. This organizational hierarchy—job purpose, job functions, competencies, performance criteria—is designed to illustrate that performing work well requires more than just acquiring discrete knowledge elements or developing a series of manual skills. To perform a job well, the employee must be able to assimilate knowledge and skills learned in various settings, recall and apply that information to the present situation, and carry out work activities using sound professional judgment, demonstrating an appropriate attitude or disposition and achieving a level of speed and accuracy necessary to meet the employer’s business need.

The table below compares the terminology of Functional Analysis with that of traditional Occupational Task Analysis to illustrate the important similarities and differences. While both identify the key technical elements of an occupation, functional analysis includes the identification of behaviors, attributes, and characteristics of workers necessary to meet an employer’s expectations.

Framework Terminology	Traditional Task Analysis Terminology
Job Function: the work activities that are carried out to fulfill the job purpose	Job Duties: roles and responsibilities associated with an occupation
Competency: the actions an individual takes and the attitudes he/she displays to complete those activities	Task: a unit of work or set of activities needed to produce some result
Performance Criteria: the specific knowledge, skills, dispositions, attributes, speed, and accuracy associated with meeting the employer’s expectations	Subtask: the independent actions taken to perform a unit of work or activity

Although designed for use in competency-based apprenticeship, these Competency-Based Occupational Frameworks also support time-based apprenticeship by defining more clearly and precisely what an apprentice is expected to learn and do during the allocated time period.

CBOFs are comprehensive to encompass the full range of jobs that may be performed by individuals in the same occupation. As employers or sponsors develop their individual apprenticeship programs, they can extract from or add to the framework to meet their unique organizational needs.

Components of the Competency-Based Occupational Framework

Occupational Overview: This section of the framework provides a description of the occupation including its purpose, the setting in which the job is performed, and unique features of the occupation.

Work Process Schedule: This section includes the job functions and competencies that would likely be included in an apprenticeship sponsor's application for registration. These frameworks provide a point of reference that has already been vetted by industry leaders so sponsors can develop new programs knowing that they will meet or exceed the consensus expectations of peers. Sponsors maintain the ability to customize their programs to meet their unique needs, but omission of a significant number of job functions or competencies should raise questions about whether or not the program has correctly identified the occupation of interest.

Cross-Cutting Competencies: These competencies are common among all workers and focus on the underlying knowledge, attitudes, personal attributes, and interpersonal skills that are important regardless of the occupation. That said, while these competencies are important to all occupations, the relative importance of some versus others may change from one occupation to the next. These relative differences are illustrated in this part of the CBOF and can be used to design pre-apprenticeship programs or design effective screening tools when recruiting apprentices to the program.

Detailed Job Function Analysis: This portion of the framework includes considerable detail and is designed to support curriculum designers and trainers in developing and administering the program. The detail in this section may be confusing to those seeking a more succinct, higher-level view of the program. For this reason, we recommend that the

Work Process Schedule be the focus of program planning activities, leaving the detailed job function analysis sections to instructional designers as they engage in their development work.

- a. Related Technical Instruction: Under each job function appears a list of foundational knowledge, skills, tools, and technologies that would likely be taught in the classroom to enable the apprentice's on-the-job training safety and success.
- b. Performance Criteria: Under each competency, we provide recommended performance criteria that could be used to differentiate between minimally, moderately, and highly competent apprentices. These performance criteria are generally skills based rather than knowledge based, but may also include dispositional and behavioral competencies.

Using the Competency-Based Occupational Framework to Develop a Registered Apprenticeship Program

When developing a registered apprenticeship program, the Work Process Schedule included in this CBOF provides an overview of the job functions and competencies an expert peer group deemed to be important to this occupation. The Work Process Schedule in this document can be used directly, or modified and used to describe your program content and design as part of your registration application.

When designing the curriculum to support the apprenticeship program—including on-the-job training and related technical instruction—the information the Detailed Job Functions section could be helpful. These more detailed job function documents include recommendations for the key knowledge and skills that might be included in the classroom instruction designed to support a given job function, and the performance criteria provided under each competency could be helpful to trainers and mentors in evaluating apprentice performance and insuring inter-rater reliability when multiple mentors are involved.

Accountant Occupational Overview

Occupational Purpose and Context

An **accountant** analyzes financial information and prepares financial reports to determine or maintain records of assets, liabilities, profits, and losses, tax liability, or other financial activities within an organization. This competency-based occupational framework is aimed at an entry-level accountant position.

Accountants can work internally, within an organization, or as external collaborators. Accountants working internally may take on many roles within an organization, communicating with many other business units within the organization such as human resources and sales. Accountants may also provide specific services externally to a business, such as bookkeeping and payroll management.

Accountants may take on many roles within the general scope of accounting or specialize in a particular role. This difference may relate to the size of the firm where an accountant works. Smaller firms may have more generalized accountants who cover multiple areas of work including accounts receivable and payable, general bookkeeping, maintaining information systems, inventory management, and payroll. Accountants in larger firms may only dedicate their time to one of the aforementioned areas of work.

Some areas of work for accountants may require specific knowledge related to the regulatory environment and framework that determines firms' activities. Some may need specific knowledge related to the different benefits a firm may provide privately or public benefits provided by federal, state, and local entities. For instance, a payroll accountant may require specific knowledge on labor laws; payroll taxes specific to each state, and locality; and knowledge of public and private benefits available to employees such as paid leave benefits.

Potential Job Titles

Accountant, Accounting Assistant, Accountant I, Junior Accountant, Junior Business Analyst, Cost Accountant, Cost Accountant Assistant, General Accountant, Project Accountant, Staff Accountant, Accounts Receivable/Payable Assistant

Attitudes and Behaviors

Accountants manage, organize, analyze, and communicate the financial information of an organization. Their work thus requires the ability to communicate clearly, cooperation with others within a team and across business units within an organization, accuracy and attention to detail, adaptability and flexibility, integrity, and a willingness to learn.

Accountants must be able to communicate clearly to their peers and senior colleagues. They must communicate complex information in a clear and understandable way, providing the precise information others request. When communicating, they will exhibit appropriate deference to more experienced colleagues, while maintaining respectful communication overall with internal and external stakeholders.

Accountants will also work in concert with other business units and external customers and vendors. They must be able to work well in teams and manage their time and efforts accordingly. Adaptability is another important aspect, as accountants in smaller firms may have to assume more than one role and switch between multiple, mutually exclusive or related tasks and projects.

Finally, because accountants lead the financial reporting and provision of financial information to assess the health of a business, they must have a high degree of integrity. Maintaining honest accounts of expenditures and incomes, values of existing assets, and accounting costs is important for keeping the true state of a business transparent.

Apprenticeship Prerequisites

N/A

Occupational Pathways

Professional accountants usually require a bachelor's degree, although this is not always the case. Once an apprentice has completed an accountant apprenticeship program, they may seek to gain work experience and/or further their credentials by obtaining a bachelor's degree. Once the degree is obtained, an accountant may certify as a Certified Public Accountant, or any of the other professional certifications listed in the following section.

Certifications, Licensure, and Other Credential Requirements

Credential	Offered by	Before, During, or After Apprenticeship
Certified Public Accountant	American Institute of Certified Public Accountants	After apprenticeship
Certified Management Accountant	The Institute of Management Accountants	After apprenticeship
Certified in Strategy and Competitive Analysis	The Institute of Management Accountants	After apprenticeship
Enrolled Agent	National Association of Enrolled Agents	During apprenticeship
Certified Fraud Examiner	Association of Certified Fraud Examiners	After apprenticeship

Job Functions

Job Functions	Core or Optional
1. Manage cash and bank accounts	Core
2. Manage data and recordkeeping	Core
3. Manage payroll	Core
4. Manage accounts receivable/payable	Core
5. Report on company finances and taxes	Core

Work Process Schedule

WORK PROCESS SCHEDULE		ONET Code: 43-3031.00
Accountant		RAPIDS Code: 1125CB
Job Title: Accountant		
Level: Entry Level, Junior Accountant	Specialization: None	
Stackable Program: ___Yes __X_No		
Base Occupation Name: Accountant		
Company Contact:		
Address:	Phone:	Email:
Apprenticeship Type: <input checked="" type="checkbox"/> X Competency Based <input type="checkbox"/> Time Based <input type="checkbox"/> Hybrid	Prerequisites: High school diploma	

Job Function 1: Manage cash and bank accounts			
Competencies	Core or Optional	RTI	OJT
A. Collect cash from points of sale, record and store cash, and check receipts	Core		
B. Reconcile cash and check receipts/expenditures with accounts receivable/payable	Core		
C. Complete cash and check deposits/transfers at the bank (either electronically or in person)	Core		
D. Manage bank checking/spending accounts, credit card account activities, and monthly statements	Core		

Job Function 2: Manage data and recordkeeping			
Competencies	Core or Optional	RTI	OJT
A. Input data from sales, purchases, and other receipts/expenditures	Core		
B. Maintain employee records including	Core		

information on new hires, terminations, and changes to employee conditions and benefits; and reconcile discrepancies			
C. Maintain customer and vendor profile data on customer relationship management (CRM) platform (if it exists)	Core		
D. Analyze sales and purchasing data, providing relevant indicators to supervisors and other stakeholders	Core		

Job Function 3: Manage payroll

Competencies	Core or Optional	RTI	OJT
A. Prepare and distribute payroll checks	Core		
B. Manage company-provided and/or public benefits	Core		
C. Collect and distribute payroll taxes	Core		

Job Function 4: Manage accounts receivable and payable

Competencies	Core or Optional	RTI	OJT
A. Prepare, receive, and process vendor invoices	Core		
B. Prepare, receive, and process customer invoices	Core		
C. Maintain customer and vendor invoice information system	Core		

Job Function 5: Report on company finances and taxes

Competencies	Core or Optional	RTI	OJT
A. Generate expense, profit, and other financial reports, including building accounting and financial indicators	Core		
B. Assist with and support the month-end and year-end closing process	Core		
C. Prepare, file, and audit tax forms	Core		

Related Technical Instruction Plan

COURSE NAME: Principles of Financial Accounting	Course Number: ACC 101
	Hours: 3 Credit hours 2 Lab hours
LEARNING OBJECTIVES	
<p>Introduction to decisionmaking with accounting information systems, focusing on analyzing, summarizing, reporting, and interpreting financial information. This course combines in-class instruction to understand the basic theory of financial accounting with practical experience in working with financial accounting data and the basics of reporting.</p> <p>Upon completion, students should be able to prepare basic financial statements, comprehend the intersection of financial information and decisionmaking, and address ethical considerations related to reporting and other issues related to financial data.</p>	

COURSE NAME: Principles of Managerial Accounting	Course Number: ACC 102
	Hours: 3 Credit hours 2 Lab hours
LEARNING OBJECTIVES	
<p>Introduction to managerial and cost accounting skills. This course focuses on managerial accounting concepts for analysis and reporting, from a perspective of costing and decisionmaking.</p> <p>Upon completion, students should be able to analyze and interpret cost information and translate this into useful information for decisionmaking.</p>	

COURSE NAME: Intermediate Accounting, I	Course Number: ACC 201
	Hours: 3 Credit hours 2 Lab hours
LEARNING OBJECTIVES	
<p>This course furthers the concepts studied in the ACC 101/2 courses, applying accounting principles with in-depth coverage of theoretical concepts and financial statements. This course covers general accounting principles and an in-depth review of the different standard financial, accounting reporting practices, construction and interpretation of basic ratios, and an introduction to present value analysis.</p> <p>Upon completion, students should be able to demonstrate competence in financial accounting, including building and interpreting key reporting ratios, and evaluate projects based on their net present value.</p>	

ACC 101, ACC 102, and MAT 101 are prerequisites.

COURSE NAME: Intermediate Accounting, II

Course Number:
ACC 202

Hours:
3 Credit hours
2 Lab hours

LEARNING OBJECTIVES

This course furthers the concepts studied in ACC 201 by introducing intermediate cost accounting principles and their relevance to planning and control. Topics covered in this course include costing materials, labor, factory overhead, inventory management, and an overview of standard cost systems.

Upon completion, students should be able to demonstrate competence in analyzing and reporting cost data, interpreting cost information, and constructing key cost indicators for reporting.

ACC 101, ACC 102, ACC 201, and MAT 101 are prerequisites.

COURSE NAME: Accounting Software

Course Number:
ACC 203

Hours:
3 Credit hours
2 Lab hours

LEARNING OBJECTIVES

This course introduces commonly used, industry relevant accounting software and related electronic accounting systems. This includes maintaining and updating, leveraging, and complementing reporting with data collected and processed through accounting software.

Upon completion, students should be able to demonstrate competence in using accounting software systems.

ACC 101, ACC 102, ACC 201, and MAT 101 are prerequisites.

COURSE NAME: Mathematics for Accountants	Course Number: MAT 101
	Hours: 3 Credit hours 2 Lab hours
LEARNING OBJECTIVES	
<p>This course provides the basic mathematical tools, including basic arithmetic, quantitative relationships and measures, proportions and percentages, growth rates, and ratios.</p> <p>Upon completion, students should be comfortable using mathematical tools and integrate this level of analysis in their accounting experience.</p>	

COURSE NAME: Statistics for Accountants	Course Number: STA 101
	Hours: 3 Credit hours 2 Lab hours
LEARNING OBJECTIVES	
<p>This course provides the basic statistical tools, including estimates of the mean and other statistical moments, describe and interpret basic descriptive statistics, and understand basic tenants of statistical inference.</p> <p>Upon completion, students should be comfortable using statistical tools and integrate this level of analysis to their accounting experience.</p>	

Cross-Cutting Competencies

COMPETENCY**		0	1	2	3	4	5	6	7	8
Personal	Interpersonal Skills									
	Integrity									
	Professionalism									
	Initiative									
	Dependability and Reliability									
	Adaptability and Flexibility									
	Lifelong Learning									
Academic	Reading									
	Writing									
	Mathematics									
	Science and Technology									
	Communication									
	Critical and Analytical Thinking									
	Basic Computer Skills									
Workplace	Teamwork									
	Customer Focus									
	Planning and Organization									
	Creative Thinking									
	Problem Solving and Decision Making									
	Working with Tools and Technology									
	Checking, Examining, and Recording									
	Business Fundamentals									
	Sustainable									
	Health and Safety									

** The names of the cross-cutting competencies come from the US Department of Labor's Competency Model Clearinghouse, and definitions for each can be viewed at "Building Blocks Model," Competency Model Clearinghouse, accessed June 19, 2020, <https://www.careeronestop.org/CompetencyModel/competency-models/building-blocks-model.aspx>.

Cross-cutting competencies identify transferable skills—sometimes called “soft skills” or “employability skills”—that are important for workplace success, regardless of a person’s occupation. Still, the relative importance of specific cross-cutting competencies differs from occupation to occupation. The cross-cutting competencies table, above, provides information about which of these competencies is most important to be successful in a particular occupation. This information can be useful to employers or intermediaries in screening and selecting candidates for apprenticeship programs, or to pre-apprenticeship providers who seek to prepare individuals for successful entry into an apprenticeship program.

The scoring system utilized to evaluate competency levels required in each cross-cutting skill aligns with the recommendations of the Lumina Foundation’s Connecting Credentials Framework. The framework can be found at “Connecting Credentials: A Beta Credentials Framework,” Lumina Foundation, April 29, 2015, <http://connectingcredentials.org/wp-content/uploads/2015/05/ConnectingCredentials-4-29-30.pdf>

Detailed Job Functions

Job Function 1: Manage cash and bank accounts

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> • Basic math including adding, subtracting, multiplying • How to compare accounts and identify discrepancies • Understand procedures for recording cash inflows and outflows 	<ul style="list-style-type: none"> • Ability to count money efficiently and effectively • Organize documents • Attention to detail and organizational skills when managing valuables 	<ul style="list-style-type: none"> • Calculator • Ledger books • Cash registers and points of sale, including software • Microsoft Excel and Word • Customer relationship management (CRM) software • Journal or other type of notebook

Competency A: Collect cash from points of sale, record and store cash, and check receipts	Core or Optional
PERFORMANCE CRITERIA	
1. Accurately count bills and coins and keep track of totals	Core
2. Identify discrepancies in calculations and correct mistakes	Core
3. Record, accurately and in a timely manner, cash inflows/outflows	Core
4. Use a calculator	Core
5. Manage a point of sale, clearing totals and producing reports	Core

Competency B: Reconcile cash and check receipts/expenditures with accounts receivable/payable	Core or Optional
PERFORMANCE CRITERIA	
1. Identify the requirements of a check for deposit, including ensuring a check is well written and can be deposited	Core
2. Correctly enter cash receipt/expenditure into appropriate accounts/ledgers	Core
3. Use Excel or other spreadsheet and/or data management software to track receipts/expenditures	Core
4. Document discrepancies in receipts or other relevant information to cash management in a journal	Core

Competency C: Complete cash and check deposits/transfers at the bank (either electronically or in person)		Core or Optional
PERFORMANCE CRITERIA		
1. Fill out deposit slips for physical deposits		Optional
2. Complete physical or electronic bank transfers		Core
3. Prepare checks for physical or online deposits		Core
4. Document deposits/transfers		Core
5. Print/produce vendor, client, HR, and other checks and electronic transfers		Core

Competency D: Manage bank checking/spending accounts, credit card account activities, and monthly statements		Core or Optional
PERFORMANCE CRITERIA		
1. Document and recover bank account numbers, routing numbers, and account passwords		Core
2. Store and manage access to credit cards		Core
3. Collect and organize/catalog bank and credit account statements		Core
4. Enter receipt/expenditure information from bank and credit account statements into information systems		Core

Job Function 2: Manage data and recordkeeping

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> How to record data onto physical or electronic ledgers Excel formulas and basic mathematical and statistical operations on spreadsheets Basic recordkeeping Basic mathematics and statistical operations 	<ul style="list-style-type: none"> Identify data discrepancies Ability to do quick calculations to verify accuracy of inputs Consolidate information, organizing ideas succinctly Write/communicate findings clearly Organize files and other physical and electronic documents Communicate with other team members, transfer information, etc. 	<ul style="list-style-type: none"> Excel spreadsheets or similar software Calculator Ledger notebooks Word document QuickBooks or similar software CRM software such as Salesforce Journal or other type of notebook

Competency A: Input data from sales, purchases, and other receipts/expenditures	Core or Optional
PERFORMANCE CRITERIA	
1. Identify relevant information from physical and electronic documents	Core
2. Accurately input information into physical ledgers, Excel spreadsheets or similar software, or accounting software such as QuickBooks	Core
3. Identify discrepancies in the data	Core
4. Communicate findings to supervisors and peers clearly and succinctly	Core
5. Establish an efficient physical and electronic filing system to store and retrieve information	Core

Competency B: Maintain employee records including information on new hires, terminations, and changes to employee conditions and benefits; and reconcile discrepancies	Core or Optional
PERFORMANCE CRITERIA	
1. Store and organize employee records, including CVs, tax forms, and employee benefits information in company information system	Core

2. Communicate changes in benefits to employees	Optional
3. Identify discrepancies in employee records and reconcile them	Core
4. Coordinate efficiently with human resource department to transfer information from and to the accounting department	Core

Competency C: Maintain customer and vendor profile data on customer relationship management (CRM) platform (if it exists)		Core or Optional
PERFORMANCE CRITERIA		
1. Maintain updated records and recognize when updates in vendor/customer profiles are needed		Core
2. Accurately input information into customer resource management software		Core
3. Troubleshoot CRM software		Optional
4. Identify, in a timely manner, discrepancies in the CRM system		Core

Competency D: Analyze sales and purchasing data, providing relevant indicators to supervisors and other stakeholders		Core or Optional
PERFORMANCE CRITERIA		
1. Clean and organize data for analysis		Core
2. Identify discrepancies in the data		Core
3. Apply mathematical and statistical knowledge to reproduce or create new metrics for analysis		Core
4. Interpret relevant indicators and communicate findings to peers and supervisors		Core

Job Function 3: Manage payroll

Related Technical Instruction

KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> Federal, state, and local laws governing employer/employee relationships How to balance checking and bank accounts and transfer money Payroll tax regulations and other federal, state, and local tax regulations How to write payroll checks Company-provided and public benefits available to employees 	<ul style="list-style-type: none"> Accurately write checks and log expenditures Input values into spreadsheet or other accounting software Understand complex regulations and laws relating to payroll taxes and labor laws Understand company-provided and public employee benefits and supports Communicate complex information to employees and employer 	<ul style="list-style-type: none"> QuickBooks, ADP, or other related software Calculator Journal or other type of notebook

Competency A: Prepare and distribute payroll checks	Core or Optional
PERFORMANCE CRITERIA	
1. Accurately write checks for employees	Core
2. Document, store, and organize payroll check copies and other related documents	Core
3. Execute direct deposits, allocating needed funds to appropriate accounts	Core
4. Distribute physical checks to employees when needed	Core
5. Accurately address employee and employer questions and concerns in a timely manner	Core

Competency B: Manage company-provided and/or public benefits	Core or Optional
PERFORMANCE CRITERIA	
1. Understand and accurately interpret regulations related to payroll and public-provided employee benefits	Core
2. Effectively communicate updates to company-provided and public benefits to employees and employer	Core
3. Document changes to payroll regulations and internal policies	Core

Competency C: Collect and distribute payroll taxes		Core or Optional
PERFORMANCE CRITERIA		
1. Accurately allocate payroll taxes collected from employees to the appropriate account		Core
2. Log allocations into the appropriate account logs/ledgers		Core
3. Produce journal entries to document discrepancies and other issues		Core

Job Function 4: Manage accounts receivable and payable

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> Elements of an invoice How to input information into accounting information system 	<ul style="list-style-type: none"> Read invoices and identify relevant information Keep physical and electronic documents organized Communicate with customers and vendors, shippers, and other internal and external stakeholders Journal and record daily activities in appropriate journals and ledgers 	<ul style="list-style-type: none"> QuickBooks or related accounting software Calculator Journal or other type of notebook Experian or other credit information systems

Competency A: Prepare, receive, and process vendor invoices	Core or Optional
PERFORMANCE CRITERIA	
1. Receive, document, store, and organize invoices received from vendors	Core
2. Cross-check vendor invoices with shipping documents including bill of lading, packing lists, and so on for products received	Core
3. Log discrepancies between vendor invoices and shipping documents	Core
4. Accurately pay vendors and log payments onto appropriate ledger	Core
5. Communicate with internal team members and external stakeholders through phone, email, and so on	Core

Competency B: Prepare, receive, and process customer invoices	Core or Optional
PERFORMANCE CRITERIA	
1. Cross-reference sales information to produce sales invoices	Core
2. Receive, document, store, and organize customer invoices	Core
3. Cross-check customer invoices with shipping documents including bill of lading, packing lists, and so on for products shipped	Core
4. Log discrepancies between customer invoices and shipping documents	Core
5. Accurately apply customer payments onto appropriate ledger	Core

6. Document any discrepancies or issues with customer invoices	Core
7. Communicate with internal team members and external stakeholders through phone, email, and so on	Core
8. Prepare documents needed to collect past-due invoices from customers on credit	Core
9. Understand the terms of credit	Core

Competency C: Maintain customer and vendor invoice information system		Core or Optional
PERFORMANCE CRITERIA		
1. Update customer and vendor profiles in information management system such as QuickBooks		Core
2. Update physical and electronic invoices and related files		Core
3. Identify different types of customer and vendor documents, such as invoices, bills of lading, purchase orders, and so on		Core
4. Communicate with other team members and stakeholders		Core
5. Identify and correct discrepancies in the system resulting from errors in invoices and in inputting data		Core
6. Update customer credit records and inquire about new customers		Core

Job Function 5: Report on company finances and taxes

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> • International, federal, state, and local tax regulations and laws, including accounting reporting standards • Relevant information for each type of report • Basic accounting indicators to feed into financial reports 	<ul style="list-style-type: none"> • Ability to work with sensitive documents • Attention to detail and ability to identify discrepancies in a timely manner • Edit texts and identify clear and concise ways of conveying information • Communicate with peers and supervisors throughout the document preparation process, including receiving and implementing feedback from others 	<ul style="list-style-type: none"> • Excel or other types spreadsheet software • Microsoft Word or other word processing software • Calculator

Competency A: Generate expense, profit, and other financial reports, including building accounting and financial indicators	Core or Optional
PERFORMANCE CRITERIA	
1. Understand the reporting requirements of expense, profit, income, financial, and other internal and external financial reports	Core
2. Collect the information needed to prepare reports	Core
3. Build financial indicators or collect financial indicators from new or existing data sources	Core
4. Ensure data is accurate and up to date	Core
5. Write up draft reports and connect with peers and supervisors to edit	Core

Competency B: Assist with and support the month-end and year-end closing process	Core or Optional
PERFORMANCE CRITERIA	
1. Communicate with other team members regarding the closing process, coordinating transfer of information and verifying accuracy of data	Core
2. Understand the basic monthly and year-end closeout procedures	Core
3. Accurately input and collect the needed data for the closeout	Core

process	
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Competency C: Prepare, file, and audit tax forms		Core or Optional
PERFORMANCE CRITERIA		
1. Understand the needed regulations to navigate federal, state, and local sales and value-added taxes		Core
2. Accurately record tax collections and retrieve tax information when relevant		Core
3. Fluently use the different tax forms and identify the information needed for each form		Core
4. Communicate clearly to internal and external stakeholders		Core
5. Identify relevant information in accounting systems needed for tax filing		Core
6. Identify discrepancies before and during auditing process and communicate discrepancies to both supervisors and internal and external auditors		Core

STATEMENT OF INDEPENDENCE

The Urban Institute strives to meet the highest standards of integrity and quality in its research and analyses and in the evidence-based policy recommendations offered by its researchers and experts. We believe that operating consistent with the values of independence, rigor, and transparency is essential to maintaining those standards. As an organization, the Urban Institute does not take positions on issues, but it does empower and support its experts in sharing their own evidence-based views and policy recommendations that have been shaped by scholarship. Funders do not determine our research findings or the insights and recommendations of our experts. Urban scholars and experts are expected to be objective and follow the evidence wherever it may lead.



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