TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
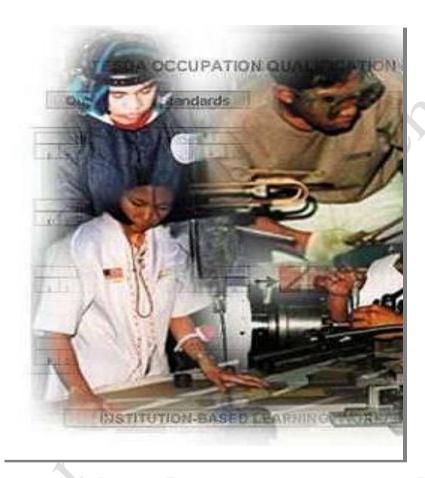
BASIC COMPETENCIES

LIFE-LONG LEARNING AND CAREER DEVELOPMENT

DEFINITIONS

BASIC COMPETENCIES

Refer to non-technical skills (knowledge, skills and attitudes) that everybody will need in order to perform satisfactorily at work and in society and are considered portable and transferable irrespective of jobs and industrial settings.

LIFE-LONG LEARNING AND CAREER SKILLS

Competency which covers knowledge, skills and attitudes required when Demonstrating work values, working in diverse environment; developing, shaping and sustaining strategic thinking and attitudes toward lifelong learning and career development
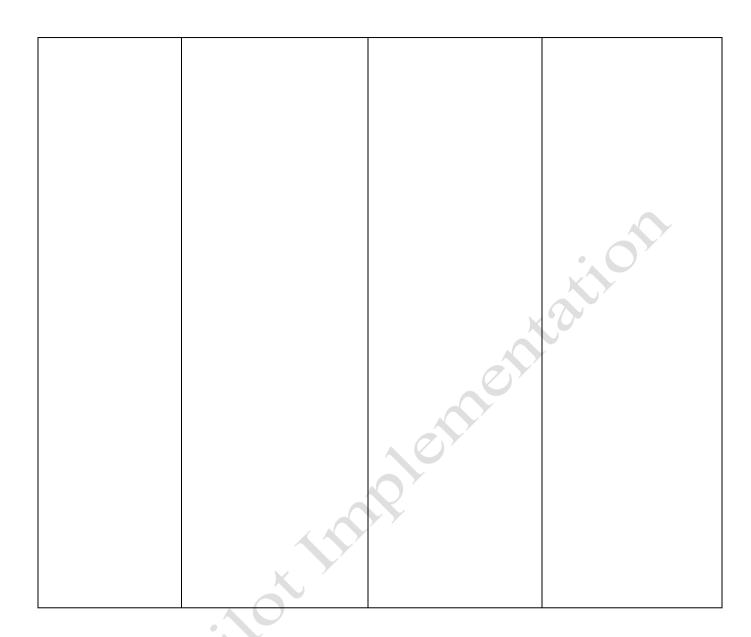
UNIT OF COMPETENCY   :   **GAIN DEEPER LEVEL OF SELF-AWARENESS**

UNIT CODE   :

UNIT DESCRIPTOR   :   **Acquire and apply self-knowledge to understand one's abilities, strengths, interests, skills and talents as seen by self and others to develop personal, learning and career goals.**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. **Handle one's relationships, learning and work**	***Self-awareness*** 1.1 Factors that influence emotional responses identified and described. 1.2 realistic sense of their personal abilities, qualities and strengths through knowing what they are feeling in the moment, and having a realistic assessment of their own abilities and a well-grounded sense of self-knowledge and self-confidence are developed. 1.3 learning, and personal characteristics that contribute to or limit their effectiveness, learning from successes or failures are identified and evaluated. 1.4 emotional states, needs and perspectives. In developing and acting with personal and social capability are interpreted.	1.1 influences on and consequences of emotional responses in a learning, social and work-related context 1.2 realistic assessment of their abilities and achievements, and prioritize areas for improvement 1.3 range of learning strategies appropriate to specific tasks and describe work practices that assist their learning 1.4 outcomes of personal and academic challenges by reviewing on previous problem solving and decision making strategies and feedback from peers and teachers. 1.5 knowledge about anti-drug addiction concepts 1.6 familiarization with anti-corruption practices, labor laws and moral values	• Recognize emotions • Recognize personal qualities and achievements • Develop reflective practice and self-awareness (strengths and weaknesses

RANGE OF VARIABLES

VARIABLE	RANGE
a. Personal Characteristics	• Demonstrating a Good Attitude • Gaining and Showing Respect o Demonstrating Responsibility • Showing Dependability Demonstrating Courtesy Gaining Co-Workers' Trust Persevering • Handling Criticism of Showing Professionalism
b. Presenting Yourself	• Presenting Yourself: Voice Presenting Yourself: Appearance • Presenting Yourself: Attitude • Presenting Yourself to Associates • Presenting Written Documents • Presenting Yourself: Conflict • Giving Constructive Criticism • Receiving Criticism Demonstrating Leadership
c. Workplace Ethics	• Demonstrating Good Work Ethic o Behaving Appropriately • Showing Honesty • Playing Fair • Using Ethical Language
d. Communication Skills	• Improving Communication Skills • Effective Oral Communication • Effective Word Use of Using Language Carefully • One-on-One Conversations • Creating a Good Impression
e. Communicating at Work	• Improving Communication Skills on Effective Oral Communication • Effective Written Communication • Effective Nonverbal Communication • Effective Word Use • Giving & Receiving Feedback • Handling Anger • Dealing with Difficult Co-Workers • Dealing with a Difficult Boss
f. Listening	• Reasons for Listening Benefits of Listening Barriers to Listening • Listening Strategies Ways We Filter What We Hear Developing a Listening Attitude • Show You Are Listening Asking Questions Obtaining Feedback Getting Others to Listen
g. Non-Verbal Communication	• Communicating Non-Verbally • Positive Non-Verbal Techniques • Harmful Non-Verbal Behaviors • Reading Body Language Read Mixed Messages Matching Your Verbal to Non-verbal • Improving Non-Verbal Listening • Giving Non-Verbal Feedback • Showing Confidence Non-Verbally • Showing Assertiveness
h. Time Management	• Introduction of Managing Time • Putting First Things First , Juggling Many Priorities • Overcoming Procrastination • Dealing with Information Overload • Organizing Workspace & Tasks • Staying Organized • Balancing Personal & Work Priorities

EVIDENCE GUIDE

1. Critical aspects of Competency	*Self-Awareness*	
	1. Recognize emotions	
	• describe the influence that people, situations and events have on their emotions • explain how the appropriateness of emotional responses influences behaviour • examine influences on and consequences of their emotional responses in a learning, social and work-related contexts	
	2. Recognize personal qualities and achievements	
	• describe personal strengths and challenges and identify skills they wish to develop • describe the influence that personal qualities and strengths have on their learning outcomes • make a realistic assessment of their abilities and achievements, and prioritize areas for improvement	
	3. Understand themselves as learners	
	• Identify and describe factors and strategies that assist their learning • identify preferred learning styles and work habits • identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	
	4. Develop reflective practice	
	• reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback • monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential • predict the outcomes of personal and academic challenges by reflecting on previous problem solving and decision making strategies and feedback from peers and teachers	
2. Resource Implications	**The following resources should be provided:** • Access to workplace and resources	
3. Methods of Assessment	**Competency in this unit may be assessed through:** • Demonstration or simulation with oral questioning • Case problems involving workplace diversity issues • Third-party report	
4. Context for Assessment	• Competency assessment may occur in workplace or any appropriately simulated environment	

NC I- Unit 2:

UNIT OF COMPETENCY	:	**WORK EFFECTIVELY AND SUSTAINABLY**
UNIT CODE	:	
UNIT DESCRIPTOR	:	This unit covers the outcomes required to perform effectively and sustainably in the workplace, particularly in maintaining work

ethics, maintaining self-discipline and self-confidence, using ICT tools, and working toward customer satisfaction including acceptable working conditions.

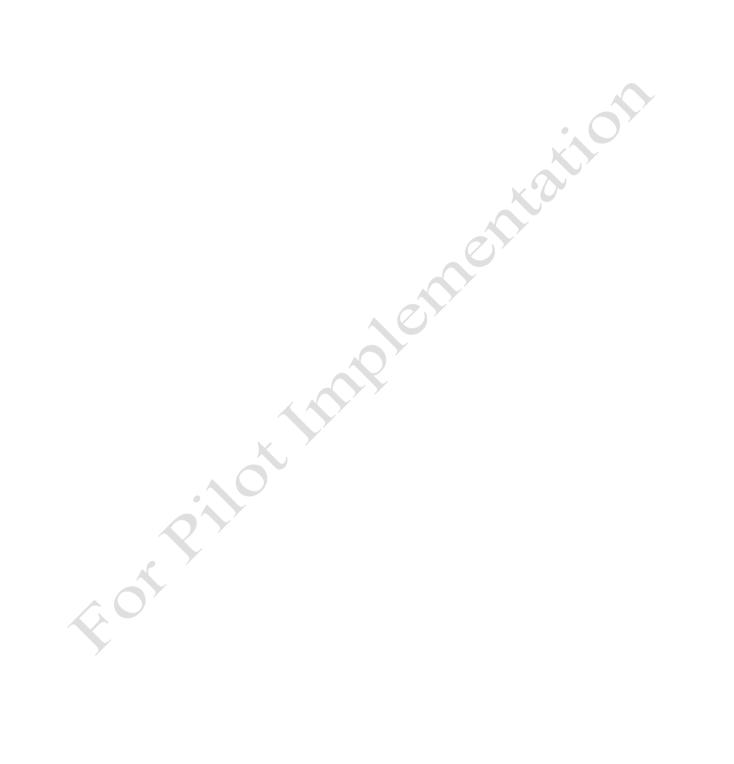| ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a healthy work ethic	1.1 *Unhealthy habits* are avoided/managed so as not to hamper workload. 1.2 Quality of work is maintained or enhanced based on enterprise targets and quality policy. . 1.3 *Efforts* are exerted to meet deadlines, finish work ahead of or on time, and improve working conditions.	1.1 Time management methods and concepts 1.2 Enterprise policies and core values 1.3 Work planning and prioritization strategies	• Communication skills – reading, writing, conversing skills • Affective skills – empathy, understanding, etc. • Identifying/Recog-nizing areas for self-improvement and self-assessment
2. Develop self-discipline and – confidence	2.1 Conscious efforts are made to ensure continuous learning at work. 2.2 Where necessary, advice or counseling is sought to control or eliminate *counter-productive tendencies* at work. 2.3 Outlook and habits of continuous improvement are maintained.	2.1 Explaining value of oneself and developing a personal development plan 2.2 Personality development concepts 2.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	• Communication skills – reading, writing, conversing skills • Affective skills – empathy, understanding, etc. • Self-assessment for determining one's strengths and weaknesses
3. Enhance work through use of ICT	3.1 *Office productivity tools* are learned and used to enhance work delivery. 3.2 **Office hardware and equipment a**re learned and used in accordance with enterprise procedures. 3.3 Self is updated on *new developments* in office productivity tools and equipment and their use and relevance to one's work.	3.1 Office software (Office Suite, browser, project management software, etc.) 3.2 ICTs such as smartphones, social media, e-mail, Internet/Intranet technologies	• Using Office Suite (word processor, spreadsheet, presentation software, database software) • Using Internet browser • Using Internet/Intranet technologies
4. Maintain client-focused approach to work	4.1 Enterprise quality policy is learned and observed in the workplace and in dealings with clients.	4.1 Quality management concepts (e. g., PDCA, TQM, QMS/ISO 9001) 4.2 Enterprise quality	• Communication skills – reading, writing, conversing skills • Affective skills – empathy,

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.2 *Customer* satisfaction is made top priority in workplace operations. 4.3 *Client-focused efforts and attitudes* are demonstrated in the workplace at all times.	statement/policy 4.3 Enterprise vision, mission and core values	understanding, etc. • Identifying/Recog-nizing areas for self-improvement and self-assessment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Unhealthy habits	May include – • Habitual absenteeism • Habitual tardiness • Procrastination
2. Efforts	May include – • Working overtime or double time where necessary • Multitasking • Seeking assistance in the form of job coaching or mentoring • Continuing dialogue to tackle workplace grievances • Collective negotiation/bargaining for better working conditions
3. Counter-productive tendencies	May include --- • Job burn-out • Drug dependence • Sulking

4. Office productivity tools	May include ---
	
	• Office Suite, e. g., MSOffice, Open Office
	
	   o Word processor
	
	   o Spreadsheet

		o Presentation software
		o Database management software
		Project management software
5. Office hardware and equipment	May include ---	
	• TeleFax machine	
	• Duplicating equipment	
	• Scanner	
	• Digital camera	
	• Smartphone	
	• Personal computers/tablets	
6. New developments	May include ---	
	• New versions of software	
	• New features in software	
	• New equipment, e. g., LED monitors	
7. Customer	May include ---	
	• Internal customers, e. g., other units within the enterprise	
	• External customers, e. g., industry partners	

EVIDENCE GUIDE

1.	Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Consistently demonstrated a healthy work ethic 1.2. Consistently demonstrated self-confidence and self-discipline 1.3. Applied ICT to improve work delivery
2.	Resource Implications	**The following resources should be provided:** 2.1. Access to workplace and resources
3.	Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Demonstration or simulation with oral questioning 3.2. Case problems involving work improvement and sustainability

			issues
		3.3.	Third-party report
4.	Context for Assessment	4.1.	Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY   :   DEVELOP CAREER AND LIFE DECISIONS BASED ON
                              ONE'S SELF-AWARENESS

UNIT CODE   :

UNIT DESCRIPTOR   :   **Develop social and emotional skills find it easier to manage
                              themselves, relate to others, develop resilience and a sense
                              of self-worth, resolve conflict, engage in teamwork and feel
                              positive about themselves and the world around them. The
                              development of personal and social capability is a
                              foundation for learning, personal & social effectiveness, and
                              for global citizenship.**

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. **Control/Manage one's emotions**	*Self-Management* 1.1 Organizational skills and identifying the resources needed to achieve goals are developed. 1.2 Learning when and how to use particular strategies are developed and acted with personal and social capability 1.3 Skills to work independently and to show initiative, learning to be conscientious, delaying gratification and persevering in the face of setbacks and frustrations are developed	1.1 consequences of expressing emotions inappropriately and devise measures to regulate behavior 1.2 select, use and analyze strategies that assist in regulating behavior and achieving personal and learning goals 1.3 critique effectiveness in working independently by identifying enablers and barriers to achieving goals 1.4 assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence 1.5 knowledge about anti-drug addiction concepts 1.6 familiarization with anti-corruption practices, labor laws and moral values	• Express emotions appropriately • Develop self-discipline and set goals • Work independently and show initiative • Become confident, resilient and adaptable • Promote anti-drug addiction and anti-corrupt practices • Demonstrate knowledge and skills in terms of labor laws and practices

RANGE OF VARIABLES

VARIABLE	RANGE
a. Personal Characteristics	• Demonstrate a Good Attitude • Gaining and Showing Respect • Demonstrating Responsibility • Showing Dependability • Demonstrating Courtesy • Showing Pride in Your Work • Gaining Co-Workers Trust • Persevering • Handling Criticism • Showing Professionalism
b. Employers Expectation	• Behaviors Employers Expect • Objectionable Behaviors • Job Success • Transferable Job Skills • Establishing Credibility • Demonstrating Your Skills • Managing Change • Building Work Relationships • Advancing Your Career
c. On-the Job Etiquette	• Using Good Manners • Introducing People • Language and Behavior • Business Casual Dress • Business Meal Functions • Behavior at Business Parties • Behavior at Conventions • International Etiquette • Cross-Cultural Etiquette
d. Person-to-Person Etiquette	• Meeting Business Acquaintances • Meeting People for the First Time • Showing Courtesy & Politeness • Interacting with Your Boss • Interacting with Subordinates • Interacting with Co-Workers • Interacting with Suppliers • Handling Confidential Information • Avoiding Gossip
e. Customer Relations	• Customer Relations • Demonstrating Courtesy • Gaining Customer Trust • Interacting with Customers • Handling Confidential Information • Finding Out What Customers Want • Giving Customers What They Want • Seeing the Customer's Point of View

f.	Service Excellence	- Keep Customers Coming Back - Selling Yourself and the Company - Dealing with Difficult Customers - Handling a Customer's Complaints - Providing Customer Service by Telephone - Providing Customer Service by Internet
g.	Workplace Ethics and Moral Values	- Demonstrating Good Work Ethic - Behaving Appropriately - Showing Honesty - Playing Fair - Using Ethical Language - Showing Responsibility - Eliminating Harassment and Intimidation - Respecting Diversity - Developing the Habit of Truthfulness - Leaving a Job Ethically
h.	Communicating at Work	- Improving Communication Skills Effective Oral Communication - Effective Written Communication - Effective Nonverbal Communication - Effective Word Use - Giving & Receiving Feedback - Handling Anger - Dealing with Difficult Co-Workers - Dealing with a Difficult Boss
i.	Speaking	- Using Language Carefully Showing Confidence - One-on-One Conversations Small Group Communication - Large Group Communication - Involving the Audience Answering Questions
j.	Listening	- Reasons for Listening Benefits of Listening Barriers to Listening - Listening Strategies Ways We Filter What We Hear Developing a Listening Attitude - Show You Are Listening Asking Questions Obtaining Feedback Getting Others to Listen
k.	Non-Verbal Communication	- Communicating Non-Verbally - Positive Non-Verbal Techniques - Harmful Non-Verbal Behaviors - Reading Body Language Read Mixed Messages Matching Your Verbal to Non-Verbal - Improving Non-Verbal Listening - Giving Non-Verbal Feedback - Showing Confidence Non-Verbally - Showing Assertiveness
l.	Time Management	- Introduction to Managing Time - Putting First Things First Juggling Many Priorities - Overcoming Procrastination - Dealing with Information Overload - Organizing Workspace & Tasks - Staying Organized - Finding More Time - Balancing Personal & Work Priorities

m. Finding the right Job	•	Locating Jobs
	•	Networking
	•	Job Shopping On Line
	•	Building a Job Search Web Site
	•	Getting Results at Job Fairs
	•	Using Employment Agencies
	•	Searching the Classified Ads
	•	Creating Your Own Position
	•	Landing an Internship
	•	Staying Motivated to Search
n. Effective Resume	•	Things to Include in a Resume
	•	Locating Needed Information
	•	Selling Yourself in a Resume
	•	Terms to Use in a Resume
	•	Matching Talents to Employers
	•	Describing Your Job Strengths
	•	Organizing Your Resume
	•	Writing an Electronic Resume
	•	Dressing Up Your Resume
	•	Using a Resume Successfully
o. Application Process	•	Completing a Job Application
	•	Types of Information for an Application
	•	Reasons Companies Use Applications
	•	Developing Job-Related Information
	•	Assuring Accuracy of Information
	•	Writing a Cover Letter
	•	Applying On Line
	•	Applying in Person
	•	Following Up on Your Application
	•	Double Check on Your Application
p. Interviewing Skills	•	Preparing for an Interview
	•	Getting an Interview Off to a Good Start
	•	Questions Interviewers Ask
	•	Questions Interviewers Should Not Ask
	•	Questions You Should Ask in an Interview
	•	Things to Include in a Career Portfolio
	•	Interviewing Mistakes
	•	Benefits to Ask About
	•	Traits Employers Consider to Rate Candidates
	•	Tips to Consider before Taking a Job

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** *Self-Management*
	1. Express emotions appropriately
	2. Develop self-discipline and set goals
	3. Work independently and show initiative
	4. Consider, select and adopt a range of strategies for working

		independently and taking initiative
		5. Assess the value of working independently, and taking initiative to do so where appropriate
		6. Become confident, resilient and adaptable
		7. Understand relationships
		8. describe factors that contribute to positive relationships, including with people at work
		9. Communicate effectively
		10. Work collaboratively
		11. Negotiate and resolve conflict
2. Resource Implications	**The following resources should be provided:** a. Access to workplace and resources b. Case studies	
3. Methods of Assessment	**Competency in this unit may be assessed through:** a. Demonstration or simulation with oral questioning b. Case problems involving global and local issues c. Third-party report	
4. Context for Assessment	a. Competency assessment may occur in workplace or any appropriately simulated environment	

NC II - Unit 2:

UNIT OF COMPETENCY : **WORK EFFECTIVELY AND SUSTAINABLY**

UNIT CODE :

UNIT DESCRIPTOR : This unit covers the outcomes required to perform effectively and sustainably in the workplace, particularly in maintaining work ethics, maintaining self-discipline and self-confidence, using ICT tools, and working toward customer satisfaction including acceptable working conditions.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Maintain a healthy work	1.4 *Unhealthy habits* are avoided/managed so as	1.3 Time management methods and	• Communication skills – reading, writing,

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
ethic	not to hamper workload.	concepts	conversing skills
	1.5 Quality of work is maintained or enhanced based on enterprise targets and quality policy. .	1.4 Enterprise policies and core values	• Affective skills – empathy, understanding, etc.
	1.6 *Efforts* are exerted to meet deadlines, finish work ahead of or on time, and improve working conditions.	1.3 Work planning and prioritization strategies	• Identifying/Recog-nizing areas for self-improvement and self-assessment
6. Develop self-discipline and – confidence	2.4 Conscious efforts are made to ensure continuous learning at work.	2.2 Explaining value of oneself and developing a personal development plan	• Communication skills – reading, writing, conversing skills
	2.5 Where necessary, advice or counseling is sought to control or eliminate *counter-productive tendencies* at work.	2.2 Personality development concepts	• Affective skills – empathy, understanding, etc.
	2.6 Outlook and habits of continuous improvement are maintained.	2.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	• Self-assessment for determining one's strengths and weaknesses
7. Enhance work through use of ICT	3.1 *Office productivity tools* are learned and used to enhance work delivery.	3.2 Office software (Office Suite, browser, project management software, etc.)	• Using Office Suite (word processor, spreadsheet, presentation software, database software)
	3.2 *Office hardware and equipment a*re learned and used in accordance with enterprise procedures.	3.2 ICTs such as smartphones, social media, e-mail, Internet/Intranet technologies	• Using Internet browser
	3.3 Self is updated on *new developments* in office productivity tools and equipment and their use and relevance to one's work.		• Using Internet/Intranet technologies
8. Maintain client-focused approach to work	4.1 Enterprise quality policy is learned and observed in the workplace and in dealings with clients.	4.1 Quality management concepts (e. g., PDCA, TQM, QMS/ISO 9001)	• Communication skills – reading, writing, conversing skills
	4.2 *Customer* satisfaction is made top priority in workplace operations.	4.2 Enterprise quality statement/policy	• Affective skills – empathy, understanding, etc.
	4.3 *Client-focused efforts and attitudes* are	4.3 Enterprise vision, mission and core values	• Identifying/Recog-nizing areas for self-improvement and self-assessment

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	demonstrated in the workplace at all times.		

RANGE OF VARIABLES

VARIABLE	RANGE
8. Unhealthy habits	May include – • Habitual absenteeism • Habitual tardiness • Procrastination
9. Efforts	May include – • Working overtime or double time where necessary • Multitasking • Seeking assistance in the form of job coaching or mentoring • Continuing dialogue to tackle workplace grievances • Collective negotiation/bargaining for better working conditions
10. Counter-productive tendencies	May include --- • Job burn-out • Drug dependence • Sulking

11. Office productivity tools	May include ---
	
	 • Office Suite, e. g., MSOffice, Open Office
	
	     o Word processor
	
	     o Spreadsheet
	
	     o Presentation software
	
	     o Database management software
	
	 Project management software

12. Office hardware and equipment	May include ---
	• TeleFax machine
	• Duplicating equipment
	• Scanner
	• Digital camera
	• Smartphone
	• Personal computers/tablets
13. New developments	May include ---
	• New versions of software
	• New features in software
	• New equipment, e. g., LED monitors
14. Customer	May include ---
	• Internal customers, e. g., other units within the enterprise
	• External customers, e. g., industry partners

EVIDENCE GUIDE

5. Critical aspects of Competency	**Assessment requires evidence that the candidate:**
	5.1. Consistently demonstrated a healthy work ethic
	5.2. Consistently demonstrated self-confidence and self-discipline
	5.3. Applied ICT to improve work delivery
6. Resource Implications	**The following resources should be provided:**
	6.1. Access to workplace and resources
7. Methods of Assessment	**Competency in this unit may be assessed through:**
	7.1. Demonstration or simulation with oral questioning
	7.2. Case problems involving work improvement and sustainability issues
	7.3. Third-party report
8. Context for Assessment	8.1. Competency assessment may occur in workplace or any appropriately simulated environment

NC III- Unit 1:

UNIT OF COMPETENCY : **WORK IN A DIVERSE ENVIRONMENT**

UNIT CODE :

UNIT DESCRIPTOR : This unit covers the outcomes required to work effectively in a workplace characterized by diversity in terms of religions, beliefs, races, ethnicities and other differences.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms are elaborated in the Range of Variables*	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop an individual's cultural awareness and sensitivity	1.1 Individual differences with clients, customers and fellow workers are recognized and respected in accordance with enterprise policies and core values.	1.1 Understanding cultural diversity in the workplace 1.2 Awareness of individual cultures and world geography 1.3 Norms of behavior for	• Cross-cultural communication skills (i.e. different business customs, beliefs, communication

	1.2 Differences are responded to in a sensitive and considerate manner 1.3 Diversity is accommodated using appropriate verbal and non-verbal communication. 1.4 Actions/decisions are maintained consistent with legislative requirements and enterprise guidelines.	interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) 1.4 Different methods of verbal and non-verbal communication in a multicultural setting 1.5 Enterprise policies on workplace diversity (Workplace Diversity Policy)	strategies) • Communication skills – reading, writing, conversational skills • Affective skills – establishing rapport and empathy, understanding, etc. • Active Listening • Openness and flexibility in communication • Giving/receiving feedback • Identifying/Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives. 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes. 2.3 Relations with customers and clients are maintained to show that diversity is valued by the business.	2.1 Recognizing and explaining the value of diversity in the economy and society in terms of Workforce development 2.2 The country's place in the global economy 2.3 Innovation 2.4 Social justice 2.5 Recognizing the importance of inclusiveness in a diverse environment 2.6 Developing a shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives 2.7 Strategies for customer service excellence	• Cross-cultural communication skills • Communication skills – reading, writing, conversational skills • Affective skills – establishing rapport and empathy, understanding, etc. • Active Listening • Openness and flexibility in communication • Giving/receiving feedback • Identifying/Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices • Teamwork and collaboration skills • Intercultural relations and mutual acceptance • Customer service excellence
3. Identify common issues in a multicultural and diverse environment	3.1 Diversity-related conflicts within the workplace are effectively addressed and resolved. 3.2 Discriminatory behavior towards customers/stakeholders are	3.1 Understanding, valuing, and leveraging cultural diversity 3.2 Promoting inclusivity and conflict resolution 3.3 Addressing workplace	• Cross-cultural communication skills • Communication skills – reading, writing, conversational skills • Affective skills – establishing rapport

| | | minimized and addressed accordingly.

3.3 Change management policies are in place within the organization. | harassment

3.4 Managing change and overcoming resistance to change

3.5 Advanced strategies for customer service excellence

Enterprise policies on workplace diversity (Workplace Diversity Policy) | and empathy, understanding, etc.
• .Active Listening
• Openness and flexibility in communication
• Giving/receiving feedback
• Teamwork and collaboration skills
• Intercultural relations and mutual acceptance
• Advanced customer service excellence skills
• Conflict management and resolution skills
• Assertiveness and Negotiation |

RANGE OF VARIABLES

VARIABLE	RANGE
Diversity	This refers to diversity in both the workplace and the community and may include divergence in – • Religion • Ethnicity, race or nationality • Culture • Gender, age or personality • Educational background

EVIDENCE GUIDE

1.	Critical aspects of Competency	Assessment requires evidence that the candidate: • Adjusted language and behavior as required by interactions with diversity • Identified and respected individual differences in colleagues, clients and customers • Applied relevant regulations, standards and codes of practice
2.	Resource Implications	The following resources should be provided: • Access to workplace and resources • Manuals and policies on Workplace Diversity
3.	Methods of Assessment	Competency in this unit may be assessed through: • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/problems involving workplace diversity issues • Third-party report • Written examination • Role Plays
4.	Context for Assessment	Competency assessment may occur in workplace or any appropriately simulated environment

NC III- Unit 2:

UNIT OF COMPETENCY : **WORK EFFECTIVELY AND SUSTAINABLY**

UNIT CODE :

UNIT DESCRIPTOR : This unit covers the outcomes required to perform effectively and sustainably in the workplace, particularly in maintaining work ethics, maintaining self-discipline and self-confidence, using ICT tools, and working toward customer satisfaction including acceptable working conditions.

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
9. Maintain a healthy work ethic	1.7 *Unhealthy habits* are avoided/managed so as not to hamper workload. 1.8 Quality of work is maintained or enhanced based on enterprise targets and quality policy. . 1.9 *Efforts* are exerted to meet deadlines, finish work ahead of or on time, and improve working conditions.	1.5 Time management methods and concepts 1.6 Enterprise policies and core values 1.3 Work planning and prioritization strategies	• Communication skills – reading, writing, conversing skills • Affective skills – empathy, understanding, etc. • Identifying/Recog-nizing areas for self-improvement and self-assessment
10. Develop self-discipline and – confidence	2.7 Conscious efforts are made to ensure continuous learning at work. 2.8 Where necessary, advice or counseling is sought to control or eliminate *counter-productive tendencies* at work.	2.3 Explaining value of oneself and developing a personal development plan 2.2 Personality development concepts 2.3 Self-help concepts (e.	• Communication skills – reading, writing, conversing skills • Affective skills – empathy, understanding, etc. • Self-assessment for determining one's strengths and weaknesses

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.9 Outlook and habits of continuous improvement are maintained.	g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	
11. Enhance work through use of ICT	3.1 *Office productivity tools* are learned and used to enhance work delivery. 3.2 **Office hardware and equipment a**re learned and used in accordance with enterprise procedures. 3.3 Self is updated on *new developments* in office productivity tools and equipment and their use and relevance to one's work.	3.3 Office software (Office Suite, browser, project management software, etc.) 3.2 ICTs such as smartphones, social media, e-mail, Internet/Intranet technologies	• Using Office Suite (word processor, spreadsheet, presentation software, database software) • Using Internet browser • Using Internet/Intranet technologies
12. Maintain client-focused approach to work	4.1 Enterprise quality policy is learned and observed in the workplace and in dealings with clients. 4.2 *Customer* satisfaction is made top priority in workplace operations. 4.3 *Client-focused efforts and attitudes* are demonstrated in the workplace at all times.	4.1 Quality management concepts (e. g., PDCA, TQM, QMS/ISO 9001) 4.2 Enterprise quality statement/policy 4.3 Enterprise vision, mission and core values	• Communication skills – reading, writing, conversing skills • Affective skills – empathy, understanding, etc. • Identifying/Recog-nizing areas for self-improvement and self-assessment

RANGE OF VARIABLES

VARIABLE	RANGE
15. Unhealthy habits	May include – • Habitual absenteeism • Habitual tardiness • Procrastination
16. Efforts	May include – • Working overtime or double time where necessary • Multitasking • Seeking assistance in the form of job coaching or mentoring

	• Continuing dialogue to tackle workplace grievances • Collective negotiation/bargaining for better working conditions
17. Counter-productive tendencies	May include --- • Job burn-out • Drug dependence • Sulking

18. Office productivity tools	May include ---
	
	• Office Suite, e. g., MSOffice, Open Office
	
	    o Word processor
	
	    o Spreadsheet
	
	    o Presentation software
	
	    o Database management software
	
	Project management software

19. Office hardware and equipment	May include --- • TeleFax machine • Duplicating equipment • Scanner • Digital camera • Smartphone • Personal computers/tablets
20. New developments	May include --- • New versions of software • New features in software • New equipment, e. g., LED monitors
21. Customer	May include --- • Internal customers, e. g., other units within the enterprise

	• External customers, e. g., industry partners

EVIDENCE GUIDE

9. Critical aspects of Competency	**Assessment requires evidence that the candidate:**
	9.1. Consistently demonstrated a healthy work ethic
	9.2. Consistently demonstrated self-confidence and self-discipline
	9.3. Applied ICT to improve work delivery
10. Resource Implications	**The following resources should be provided:**
	10.1. Access to workplace and resources
11. Methods of Assessment	**Competency in this unit may be assessed through:**
	11.1. Demonstration or simulation with oral questioning
	11.2. Case problems involving work improvement and sustainability issues
	11.3. Third-party report
12. Context for Assessment	12.1. Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : DEVELOP WAYS AND MEANS TOWARD LOCAL AND GLOBAL PEACE AND SUSTAINABILITY CONCERNS

UNIT CODE :

UNIT DESCRIPTOR : This unit covers ways and means to assume active roles in resolving local and global challenges and to become proactive contributors to a more peaceful and sustainable world

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Update self on local, national and global trends and issues	1.1 *Media* are regularly *scanned/ monitored* for trends and issues relevant to human rights, gender equality, promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity. 1.2 Knowledge and understanding of local, national and global issues and their interconnectedness and interdependency are acquired. 1.3 Notable issues and trends are critically examined and discussed with peers, colleagues, or family members.	1.1 Local, national and global systems and structures 1.2 Issues affecting interaction and connectedness of communities at local, national and global levels 1.3 Underlying assumptions and power dynamics	• Communication skills – reading, writing, conversing skills • Critical thinking skills • ICT skills • Knowledge management skills

2. Link local trends and issues to national and global trends and issues	2.1 Local events are reflected on for implications in one's own situation and in the external global environment. 2.2 Sense of belonging to a common humanity, sharing values and responsibilities are developed. 2.3 Attitudes of empathy, solidarity and respect for differences and diversity are strengthened.	2.1 Different levels of identity 2.2 Different communities people belong to and how these are connected 2.3 Difference and respect for cultural diversity	• Communication skills – reading, writing, conversing skills • Critical thinking skills • ICT skills • Knowledge management skills
3. Getting engaged and taking actions on local, national and global issues	3.1 Effective and responsible actions at local, national and global levels are identified. 3.2 Motivation and willingness to take necessary actions are developed. 3.4 Attitude of "thinking globally and acting locally" is practiced.	3.1 Actions that can be taken individually and collectively 3.2 Ethically responsible behaviour 3.3 Importance and benefits of civic engagement	• Communication skills – reading, writing, conversing skills • Critical thinking skills • ICT skills • Knowledge management skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Media	May include – - Print media - Broadcast media - Internet and social media
2. Scanning/Monitoring	May include – - Sourcing from key informants - Conversation with clients - Man-on-the-street conversation - Scanning print and broadcast media

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:**
	12.2. Demonstrated ability and attitude to keep oneself updated of relevant issues/trends
	12.3. Demonstrated ability to think and act based on one's principles and values
	12.4. Demonstrated a holistic/global outlook on internal and external events in the workplace
2. Resource Implications	**The following resources should be provided:**
	12.5. Access to workplace and resources
	12.6. Case studies
3. Methods of Assessment	**Competency in this unit may be assessed through:**
	12.7. Demonstration or simulation with oral questioning
	12.8. Case problems involving global and local issues
	12.9. Third-party report
4. Context for Assessment	12.10. Competency assessment may occur in workplace or any appropriately simulated environment

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UNIT OF COMPETENCY   :   **SHAPE STRATEGIC THINKING AND ATTITUDES TOWARD GLOBAL CONCERNS**

UNIT CODE	:		
UNIT DESCRIPTOR	:	This unit covers the outcomes required for a worker in a leadership/supervisory role to influence and champion attitudes and action toward a positive or win-win response to global concerns relating to humanity, global interdependence and solidarity and to express these into terms widely understood by partners and stakeholders.	

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish and refine goals and directions for industry	1.1 Historical patterns of thinking are reviewed when considering strategic issues and canvassing realistic alternative outlooks. 1.2 Strengths, weaknesses, opportunities and threats are considered when developing new ideas, approaches, goals and directions. . 1.3 Ownership of industry goals and directions is built by seeking a shared vision and communicating it clearly to stakeholders and the community.	1.1 Methods of verbal and non-verbal communication 1.2 Basic SWOT analysis 1.3 Government processes (executive, legislative, judicial) 1.4 Impact of change on individuals, groups, organizations ad industry 1.5 Political context, including parties, platforms and processes 1.6 Policy development and budget processes at national and local government levels 1.7 Relevant developments in other industries 1.8 Relevant international treaties and agreements, legislation and regulations	• communication skills – reading, writing, conversing skills • affective skills – empathy, understanding, etc. • assessing a range of alternatives rather than choosing the easiest option • achieving credibility for the vision and ownership • communicating industry visions and directions to stakeholders • critically analyzing information, summarizing and making sense of key issues • explaining complex ideas to a range of audiences • identifying changing circumstances and the need to challenge current industry positions • negotiating for consensus or compromise.
2. Develop practical strategies to achieve goals	2.1 Alternative strategies for reaching goals are canvassed with all stakeholders.	2.1 Government processes (executive, legislative, judicial)	• Communication skills – reading, writing, conversing skills

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.2. The merits of each strategy are assessed in anticipation of likely obstacles, potential winners and losers, constraints and overall industry benefits. 2.3. Opinion leaders, decision makers and action takers are identified and their potential inputs assessed. 2.4. Decisions about strategies are made after careful consideration of all relevant information. 2.5. An action plan is developed that sets out the tactics, resource implications, timeframes, responsibilities of those involved and review points. 2.6. Support for strategies is developed by follow-up, lobbying, explaining plans to stakeholders and through seeking shared decision making.	2.2 Impact of change on individuals, groups, organizations ad industry 2.3 Political context, including parties, platforms and processes 2.4 Policy development and budget processes at national and local government level 2.6 Relevant developments in other industries 2.7 Relevant international treaties and agreements, legislation and regulations 2.8 Strategies for consulting and gaining support for industry positions.	• assessing a range of alternatives rather than choosing the easiest option • achieving credibility for the vision and ownership • communicating industry visions and directions to stakeholders • critically analyzing information, summarizing and making sense of key issues • developing solutions and practical strategies which are 'outside the box' • explaining complex ideas to a range of audiences • identifying changing circumstances and the need to challenge current industry positions • interpreting complex information, such as legislation, regulations, business plans, budgets, fisheries and other research data • negotiating for consensus or compromise.

RANGE OF VARIABLES

VARIABLE	RANGE
1. **Strategic issues**	May include: • business continuity and succession • community perceptions of industry • new government thrusts and policies • environmental protection and environmental management • industry and ecosystem co-management and self-management approaches • new developments, including technological change, new products and processes, legislative and management changes, debate of proposed policies and other political issues, and issues of research findings • marketing, including value adding and World Trade Organization issues • recreational and commercial balance • resource access security • resource sustainability • skills development, including competency standards, training and assessment • stakeholder perceptions of industry
2. **Stakeholders**	May include: • certification or accreditation bodies and third-party auditors • community representatives, local land holders and residents • conservation and environmental organizations • current and potential customers, clients and suppliers • cooperatives, marketing bodies and associations • employer, company directors and other professional associations • government funding providers • media • political organizations and politicians • professional, industry and government representative bodies • relevant government departments (national and local) and other regulation authorities • schools, training centers, colleges and universities • employer organizations • labor unions
3. **Basis for decision making**	May include: • business case, including cost-benefit, profitability and customer satisfaction • current assets and additional capital required • ecological and economic sustainability of resources • ecosystem management approach • funding availability • industry ownership, sponsorship and cooperation • legality, compliance and probity • links with government policies, industry and organizational goals • market capability, maturity, strength and

VARIABLE	RANGE
	opportunity • political impact and stakeholder support • public interest • risk management
4. **Action plan**	May include: • action steps and responsibilities of individuals • objectives and outcomes • resource requirements and budget • review points • tactics and strategies to achieve objectives • timetable for activities

EVIDENCE GUIDE

1.	Critical aspects of Competency	Assessment requires evidence that the candidate: • analyzed long-term trends to identify the need to change current industry policy procedures • assessed the implications of a particular course of action on other stakeholders and interests • challenged traditional thinking and solutions and sought proactive approaches • developed and promoted practical action plans and strategies to achieve the industry's vision and goals • evaluated potential outcomes of strategies for achieving industry goals • identified best practice in other industries and organizations both within PHL and overseas • identified opportunities for beneficial change • took a broad industry view that goes beyond sectors, organizations and individuals
2.	Resource Implications	The following resources should be provided: • Access to workplace and resources • Interview guide • Case problems
3.	Methods of Assessment	Competency in this unit may be assessed through: • Interview or written exam • Case problems involving strategic management issues • Third-party report or feedback from stakeholders about candidate's contributions to strategic dialog and action
4.	Context for Assessment	Competency assessment may occur in workplace or any appropriately simulated environment