

TRAINING REGULATIONS

FRONT OFFICE SERVICES NC III



TOURISM SECTOR (HOTEL AND RESTAURANT)

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

TESDA Complex East Service Road, South Luzon Expressway (SLEX),
Fort Bonifacio, Taguig City

*Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)*

Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serves as basis for:

1. Development of curriculum and assessment tools
2. Registration and delivery of training programs; and
3. Establishment of competency assessment and certification arrangements.

Each TR has four sections:

- Section 1 **Definition of Qualification** - describes the qualification and defines the competencies that comprise the qualification.
- Section 2 **The Competency Standards** format was revised to include the Required Knowledge and Required Skills per element. These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.
- Section 3 **Training Arrangements** – contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification. The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.
- Section 4 **Assessment and Certification Arrangements** - describe the policies governing assessment and certification procedures for the qualification.

**TOURISM SECTOR
(HOTEL AND RESTAURANT)
FRONT OFFICE SERVICES NC III**

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TRAINING REGULATIONS FOR FRONT OFFICE SERVICES NC III

SECTION 1 FRONT OFFICE SERVICES NC III QUALIFICATION

The **FRONT OFFICE SERVICES NC III** Qualification consists of competencies that a person must achieve to perform a range of skilled guest service tasks using discretion and judgment such as in the monitoring of workplace operations, coaching and mentoring job skills, maintaining financial records and providing safety of VIP's.

This Qualification is packaged from the competency map of the **Tourism Sector (Hotel and Restaurant)** as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

CODE NO. BASIC COMPETENCIES

400311319	Lead workplace communication
400311320	Lead small teams
400311321	Apply critical thinking and problem-solving techniques in the workplace
400311322	Work in a diverse environment
400311323	Propose methods of applying learning and innovation in the organization
400311324	Use information systematically
400311325	Evaluate occupational safety and health work practices
400311326	Evaluate environmental work practices
400311327	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)

CODE NO. COMMON COMPETENCIES

TRS141201	Receive and resolve customer complaints
TRS141202	Work cooperatively in a general administration environment
TRS141203	Maintain quality customer/guest service
TRS141204	Roster staff
TRS141205	Control and order stock
TRS141206	Prepare and deliver training sessions
TRS141207	Plan, conduct and evaluate staff performance assessment

CODE NO. CORE COMPETENCIES

TRS122301	Monitor routine workplace operations
TRS122302	Coach and mentor others in job skills
TRS122303	Monitor and control financial standards and guest records
TRS122304	Provide requirements for the security of guests

A person who has achieved this Qualification is competent to be a:

- Front Office Team Leader
- Front Office Supervisor

SECTION 2 COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **FRONT OFFICE SERVICES NC III**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION

UNIT CODE : 400311319

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to lead in the effective dissemination and discussion of ideas, information, and issues in the workplace. This includes preparation of written communication materials.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate information about workplace processes	1.1 Relevant communication method is selected based on workplace procedures 1.2 Multiple operations involving several topics/areas are communicated following enterprise requirements 1.3 Questioning is applied to gain extra information 1.4 Relevant sources of information are identified in accordance with workplace/ client requirements 1.5 Information is selected and organized following enterprise procedures 1.6 Verbal and written reporting is undertaken when required 1.7 Communication and negotiation skills are applied and maintained in all relevant situations	1.1. Organization requirements for written and electronic communication methods 1.2. Effective verbal communication methods 1.3. Business writing 1.4. Workplace etiquette	1.1 Organizing information 1.2 Conveying intended meaning 1.3 Participating in a variety of workplace discussions 1.4 Complying with organization requirements for the use of written and electronic communication methods 1.5 Effective business writing 1.6 Effective clarifying and probing skills 1.7 Effective questioning techniques (clarifying and probing)

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Lead workplace discussions	2.1 Response to workplace issues are sought following enterprise procedures 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/ objectives and action plans undertaken in the workplace are communicated promptly	2.1 Organization requirements for written and electronic communication methods 2.2 Effective verbal communication methods 2.3 Workplace etiquette	2.1 Organizing information 2.2 Conveying intended meaning 2.3 Participating in variety of workplace discussions 2.4 Complying with organization requirements for the use of written and electronic communication methods 2.5 Effective clarifying and probing skills
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise 3.5 Identify barriers in communication to be addressed appropriately	3.1 Organization requirements for written and electronic communication methods 3.2 Effective verbal communication methods 3.3 Workplace etiquette 3.4 Communication problems and issues 3.5 Barriers in communication	3.1 Organizing information 3.2 Conveying intended meaning 3.3 Participating in a variety of workplace discussions 3.4 Complying with organization requirements for the use of written and electronic communication methods 3.5 Effective clarifying and probing skills 3.6 Identifying issues 3.7 Negotiation and communication skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include but not limited to: 1.1. Non-verbal gestures 1.2. Verbal 1.3. Face-to-face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet
2. Workplace discussions	May include but not limited to: 2.1. Coordination meetings 2.2. Toolbox discussion 2.3. Peer-to-peer discussion

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> 1.1 Dealt with a range of communication/information at one time 1.2 Demonstrated leadership skills in workplace communication 1.3 Made constructive contributions in workplace issues 1.4 Sought workplace issues effectively 1.5 Responded to workplace issues promptly 1.6 Presented information clearly and effectively written form 1.7 Used appropriate sources of information 1.8 Asked appropriate questions 1.9 Provided accurate information
2. Resource Implications	<p>The following resources should be provided:</p> 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>Case problem</p> 3.1. Third-party report 3.2. Portfolio 3.3. Interview 3.4. Demonstration/Role-playing
4. Context for Assessment	4.1. Competency may be assessed in the workplace or in a simulated workplace environment

UNIT OF COMPETENCY : **LEAD SMALL TEAMS**

UNIT CODE : **400311320**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes to lead small teams including setting, maintaining and monitoring team and individual performance standards.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Provide team leadership	1.1 Work requirements are identified and presented to team members based on company policies and procedures 1.2 Reasons for instructions and requirements are communicated to team members based on company policies and procedures 1.3 Team members' and leaders' concerns are recognized, discussed and dealt with based on company practices	1.1 Facilitation of Team work 1.2 Company policies and procedures relating to work performance 1.3 Performance standards and expectations 1.4 Monitoring individual's and team's performance vis a vis client's and group's expectations	1.1 Communication skills required for leading teams 1.2 Group facilitation skills 1.3 Negotiating skills 1.4 Setting performance expectation
2. Assign responsibilities	2.1. Responsibilities are allocated having regard to the skills, knowledge and aptitude required to undertake the assigned task based on company policies. 2.2. Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible	2.1 Work plan and procedures 2.2 Work requirements and targets 2.2 Individual and group expectations and assignments 2.3 Ways to improve group leadership and membership	2.1 Communication skills 2.2 Management skills 2.3 Negotiating skills 2.4 Evaluation skills 2.5 Identifying team member's strengths and rooms for improvement

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude 3.3 Performance expectations are discussed and disseminated to individual team members	3.1 One's roles and responsibilities in the team 3.2 Feedback giving and receiving 3.3 Performance expectation	3.1 Communication skills 3.2 Accurate empathy 3.3 Congruence 3.4 Unconditional positive regard 3.5 Handling of Feedback
4. Supervise team performance	4.1 Performance is monitored based on defined performance criteria and/or assignment instruction 4.2 Team members are provided with feedback , positive support and advice on strategies to overcome any deficiencies based on company practices 4.3 Performance issues which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction	4.1 Performance Coaching 4.2 Performance management 4.3 Performance Issues	4.1 Communication skills required for leading teams 4.2 Coaching skill

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting the team</p> <p>4.7 All relevant documentation is completed in accordance with company procedures</p>		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	May include: 1.1. Client Profile 1.2. Assignment instructions
2. Team member's concerns	May include: 2.1. Roster/shift details
3. Monitor performance	May include: 3.1. Formal process 3.2. Informal process
4. Feedback	May include: 4.1. Formal process 4.2. Informal process
5. Performance issues	May include: 5.1. Work output 5.2. Work quality 5.3. Team participation 5.4. Compliance with workplace protocols 5.5. Safety 5.6. Customer service

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Maintained or improved individuals and/or team performance given a variety of possible scenario 1.2. Assessed and monitored team and individual performance against set criteria 1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf 1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or task
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> 3.1. Written Examination 3.2. Oral Questioning 3.3. Portfolio
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : APPLY CRITICAL THINKING AND PROBLEM-SOLVING TECHNIQUES IN THE WORKPLACE

UNIT CODE : 400311321

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem solving techniques and to determine and resolve the root cause/s of specific problems in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Examine specific workplace challenges.	1.1 Variances are examined from normal operating parameters ; and product quality. 1.2 Extent, cause and nature of the specific problem are defined through observation, investigation and analytical techniques . 1.3 Problems are clearly stated and specified.	1.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations. 1.2 Competence to include the ability to apply and explain, enough for the identification of fundamental causes of specific workplace challenges. 1.3 Relevant equipment and operational processes. 1.4 Enterprise goals, targets and measures. 1.5 Enterprise quality OHS and environmental requirement. 1.6 Enterprise information systems and data collation 1.7 Industry codes and standards.	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 1.2 Identifying extent and causes of specific challenges in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Analyze the causes of specific workplace challenges.	<p>2.1 Possible causes of specific problems are identified based on experience and the use of problem solving tools / analytical techniques.</p> <p>2.2 Possible cause statements are developed based on findings.</p> <p>2.3 Fundamental causes are identified per results of investigation conducted.</p>	<p>2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations.</p> <p>2.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations.</p> <p>2.3 Relevant equipment and operational processes.</p> <p>2.4 Enterprise goals, targets and measures.</p> <p>2.5 Enterprise quality OSH and environmental requirement.</p> <p>2.6 Enterprise information systems and data collation.</p> <p>2.7 Industry codes and standards.</p>	<p>2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace.</p> <p>2.2 Identifying extent and causes of specific challenges in the workplace.</p> <p>2.3 Providing clear-cut findings on the nature of each identified workplace challenges.</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Formulate resolutions to specific workplace challenges.	3.1 All possible options are considered for resolution of the problem. 3.2 Strengths and weaknesses of possible options are considered. 3.3 Corrective actions are determined to resolve the problem and possible future causes. 3.4 Action plans are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	3.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 3.2 Relevant equipment and operational processes 3.3 Enterprise goals, targets and measures 3.4 Enterprise quality OSH and environmental requirement 3.5 Principles of decision making strategies and techniques 3.6 Enterprise information systems and data collation 3.7 Industry codes and standards	3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 3.2 Identifying extent and causes of specific challenges in the workplace. 3.3 Providing clear-cut findings on the nature of each identified workplace challenges. 3.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Implement action plans and communicate results.	4.1 Action plans are implemented and evaluated. 4.2 Results of plan implementation and recommendations are prepared. 4.2 Recommendations are presented to appropriate personnel. 4.3 Recommendations are followed-up, if required.	4.1 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.2. Relevant equipment and operational processes 4.3 Enterprise goals, targets and measures 4.4 Enterprise quality, OSH and environmental requirement 4.5 Principles of decision making strategies and techniques 4.6 Enterprise information systems and data collation 4.7 Industry codes and standards	4.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information) in examining specific challenges in the workplace. 4.2 Identifying extent and causes of specific challenges in the workplace. 4.3 Providing clear-cut findings on the nature of each identified workplace challenges. 4.4 Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.

RANGE OF VARIABLES

VARIABLES	RANGE
1. Parameters	May include: 1.1 Processes 1.2 Procedures 1.3 Systems
2. Analytical techniques	May include: 2.1. Brainstorming 2.2. Intuitions/Logic 2.3. Cause and effect diagrams 2.4. Pareto analysis 2.5. SWOT analysis 2.6. Gant chart, Pert CPM and graphs 2.7. Scattergrams
3. Problem	May include: 3.1. Routine, non – routine and complex workplace and quality problems 3.2. Equipment selection, availability and failure 3.3. Teamwork and work allocation problem 3.4. Safety and emergency situations and incidents 3.5. Risk assessment and management
4. Action plans	May include: 4.1. Priority requirements 4.2. Measurable objectives 4.3. Resource requirements 4.4. Timelines 4.5. Co-ordination and feedback requirements 4.6. Safety requirements 4.7. Risk assessment 4.8. Environmental requirements

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Examined specific workplace challenges. 1.2. Analyzed the causes of specific workplace challenges. 1.3. Formulated resolutions to specific workplace challenges. 1.4. Implemented action plans and communicated results on specific workplace challenges.
<p>2. Resource Implications</p>	<p>2.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Observation 3.2. Case Formulation 3.3. Life Narrative Inquiry 3.4. Standardized test <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p> <p>These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>4. Context for Assessment</p>	<p>4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

UNIT OF COMPETENCY : WORK IN A DIVERSE ENVIRONMENT

UNIT CODE : 400311322

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 <i>Italicized terms are elaborated in the Range of Variables</i>	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. 1.2 Differences are responded to in a sensitive and considerate manner 1.3 Diversity is accommodated using appropriate verbal and non-verbal communication.	1.1 Understanding cultural diversity in the workplace 1.2 Norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) 1.3 Different methods of verbal and non-verbal communication in a multicultural setting	1.1 Applying cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) 1.2 Showing affective skills – establishing rapport and empathy, understanding, etc. 1.3 Demonstrating openness and flexibility in communication 1.4 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
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 Value of diversity in the economy and society in terms of Workforce development 2.2 Importance of inclusiveness in a diverse environment 2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives 2.4 Strategies for customer service excellence	2.1 Demonstrating cross-cultural communication skills and active listening 2.2 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 2.3 Demonstrating collaboration skills 2.4 Exhibiting customer service excellence

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
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 behaviors towards customers/stakeholders are minimized and addressed accordingly. 3.3 Change management policies are in place within the organization.	3.1 Value, and leverage of cultural diversity 3.2 Inclusivity and conflict resolution 3.3 Workplace harassment 3.4 Change management and ways to overcome resistance to change 3.5 Advanced strategies for customer service excellence	3.1 Addressing diversity-related conflicts in the workplace 3.2 Eliminating discriminatory behavior towards customers and co-workers 3.3 Utilizing change management policies in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	This refers to diversity in both the workplace and the community and may include divergence in : 1.1 Religion 1.2 Ethnicity, race or nationality 1.3 Culture 1.4 Gender, age or personality 1.5 Educational background
2. Diversity-related conflicts	May include conflicts that result from: 2.1 Discriminatory behaviors 2.2 Differences of cultural practices 2.3 Differences of belief and value systems 2.4 Gender-based violence 2.5 Workplace bullying 2.6 Corporate jealousy 2.7 Language barriers 2.8 Individuals being differently-abled persons 2.9 Ageism (negative attitude and behavior towards old people)

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Adjusted language and behavior as required by interactions with diversity 1.2 Identified and respected individual differences in colleagues, clients and customers 1.3 Applied relevant regulations, standards and codes of practice
2. Resource Implications	The following resources should be provided: 2.1 Access to workplace and resources 2.2 Manuals and policies on Workplace Diversity
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration or simulation with oral questioning 3.2 Group discussions and interactive activities 3.3 Case studies/problems involving workplace diversity issues 3.4 Third-party report 3.5 Written examination 3.6 Role Plays
4. Context for Assessment	Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : PROPOSE METHODS OF APPLYING LEARNING AND INNOVATION IN THE ORGANIZATION

UNIT CODE : 400311323

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to assess general obstacles in the application of learning and innovation in the organization and to propose practical methods of such in addressing organizational challenges.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess work procedures, processes and systems in terms of innovative practices	1.1. Reasons for innovation are incorporated to work procedures. 1.2. Models of innovation are researched. 1.3. Gaps or barriers to innovation in one's work area are analyzed. 1.4. Staff who can support and foster innovation in the work procedure are identified.	1.1 Seven habits of highly effective people. 1.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 1.3 Five minds of the future concepts (Gardner, 2007). 1.4 Adaptation concepts in neuroscience (Merzenich, 2013). 1.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	1.1 Demonstrating collaboration and networking skills. 1.2 Applying basic research and evaluation skills 1.3 Generating insights on how to improve organizational procedures, processes and systems through innovation.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Generate practical action plans for improving work procedures, processes	<p>2.1 Ideas for innovative work procedure to foster innovation using individual and group techniques are conceptualized</p> <p>2.2 Range of ideas with other team members and colleagues are evaluated and discussed</p> <p>2.3 Work procedures and processes subject to change are selected based on workplace requirements (feasible and innovative).</p> <p>2.4 Practical action plans are proposed to facilitate simple changes in the work procedures, processes and systems.</p> <p>2.5 Critical inquiry is applied and used to facilitate discourse on adjustments in the simple work procedures, processes and systems.</p>	<p>2.1 Seven habits of highly effective people.</p> <p>2.2 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004)</p> <p>2.3 Five minds of the future concepts (Gardner, 2007).</p> <p>2.4 Adaptation concepts in neuroscience (Merzenich, 2013).</p> <p>2.5 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).</p>	<p>2.1 Assessing readiness for change on simple work procedures, processes and systems.</p> <p>2.2 Generating insights on how to improve organizational procedures, processes and systems through innovation.</p> <p>2.3 Facilitating action plans on how to apply innovative procedures in the organization.</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate the effectiveness of the proposed action plans	3.1 Work structure is analyzed to identify the impact of the new work procedures 3.2 Co-workers/key personnel is consulted to know who will be involved with or affected by the work procedure 3.3 Work instruction operational plan of the new work procedure is developed and evaluated. 3.4 Feedback and suggestion are recorded. 3.5 Operational plan is updated. 3.6 Results and impact on the developed work instructions are reviewed 3.7 Results of the new work procedure are evaluated 3.8 Adjustments are recommended based on results gathered	3.1 Five minds of the future concepts (Gardner, 2007). 3.2 Adaptation concepts in neuroscience (Merzenich, 2013). 3.3 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992).	3.1 Generating insights on how to improve organizational procedures, processes and systems through innovation. 3.2 Facilitating action plans on how to apply innovative procedures in the organization. 3.3 Communicating results of the evaluation of the proposed and implemented changes in the workplace procedures and systems. 3.4 Developing action plans for continuous improvement on the basic systems, processes and procedures in the organization.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Reasons	May include: 1.1 Strengths and weaknesses of the current systems, processes and procedures. 1.2 Opportunities and threats of the current systems, processes and procedures.
2. Models of innovation	May include: 2.1 Seven habits of highly effective people. 2.2 Five minds of the future concepts (Gardner, 2007). 2.3 Neuroplasticity and adaptation strategies.
3. Gaps or barriers	May include: 3.1 Machine 3.2 Manpower 3.3 Methods 3.4 Money
4. Critical Inquiry	May include: 4.1 Preparation. 4.2 Discussion. 4.3 Clarification of goals. 4.4 Negotiate towards a Win-Win outcome. 4.5 Agreement. 4.6 Implementation of a course of action. 4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 4.8 Listening. 4.9 Reducing misunderstandings is a key part of effective negotiation. 4.10 Rapport Building. 4.11 Problem Solving. 4.12 Decision Making. 4.13 Assertiveness. 4.14 Dealing with Difficult Situations.

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Established the reasons why innovative systems are required 1.2 Established the goals of a new innovative system 1.3 Analyzed current organizational systems to identify gaps and barriers to innovation 1.4 Assessed work procedures, processes and systems in terms of innovative practices 1.5 Generate practical action plans for improving work procedures, and processes 1.6 Reviewed the trial innovative work system and adjusted reflect evaluation feedback, knowledge management systems and future planning 1.7 Evaluated the effectiveness of the proposed action plans.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Pens, papers and writing implements 2.2 Cartolina 2.3 Manila papers
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Psychological and behavioral Interviews 3.2 Performance Evaluation 3.3 Life Narrative Inquiry 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance 3.5 Sensitivity analysis 3.6 Organizational analysis 3.7 Standardized assessment of character strengths and virtues applied
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions

UNIT OF COMPETENCY : USE INFORMATION SYSTEMATICALLY

UNIT CODE : 400311324

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to use technical information systems, apply information technology (IT) systems and edit, format & check information.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Use technical information	1.1. Information are collated and organized into a suitable form for reference and use 1.2. Stored information are classified so that it can be quickly identified and retrieved when needed 1.3. Guidance are advised and offered to people who need to find and use information	1.1. Application in collating information 1.2. Procedures for inputting, maintaining and archiving information 1.3. Guidance to people who need to find and use information 1.4. Organize information 1.5. classify stored information for identification and retrieval 1.6. Operate the technical information system by using agreed procedures	1.1. Collating information 1.2. Operating appropriate and valid procedures for inputting, maintaining and archiving information 1.3. Advising and offering guidance to people who need to find and use information 1.4. Organizing information into a suitable form for reference and use 1.5. Classifying stored information for identification and retrieval 1.6. Operating the technical information system by using agreed procedures

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply information technology (IT)	2.1. Technical information system is operated using agreed procedures 2.2. Appropriate and valid procedures are operated for inputting, maintaining and archiving information 2.3. Software required are utilized to execute the project activities 2.4. Information and data obtained are handled, edited, formatted and checked from a range of internal and external sources 2.5. Information are extracted, entered, and processed to produce the outputs required by customers 2.6. Own skills and understanding are shared to help others 2.7. Specified security measures are implemented to protect the confidentiality and integrity of project data held in IT systems	2.1. Attributes and limitations of available software tools 2.2. Procedures and work instructions for the use of IT 2.3. Operational requirements for IT systems 2.4. Sources and flow paths of data 2.5. Security systems and measures that can be used 2.6. Extract data and format reports 2.7. Methods of entering and processing information 2.8. WWW enabled applications	2.1. Identifying attributes and limitations of available software tools 2.2. Using procedures and work instructions for the use of IT 2.3. Describing operational requirements for IT systems 2.4. Identifying sources and flow paths of data 2.5. Determining security systems and measures that can be used 2.6. Extracting data and format reports 2.7. Describing methods of entering and processing information 2.8. Using WWW applications

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Edit, format and check information	3.1 Basic editing techniques are used 3.2 Accuracy of documents are checked 3.3 Editing and formatting tools and techniques are used for more complex documents 3.4 Proof reading techniques is used to check that documents look professional	3.1 Basic file-handling techniques 3.2 Techniques in checking documents 3.3 Techniques in editing and formatting 3.4 Proof reading techniques	3.1 Using basic file-handling techniques is used for the software 3.2 Using different techniques in checking documents 3.3 Applying editing and formatting techniques 3.4 Applying proof reading techniques

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1. Property 1.2. Organizational 1.3. Technical reference
2. Technical information	May include: 2.1. paper based 2.2. electronic
3. Software	May include: 3.1. spreadsheets 3.2. databases 3.3. word processing 3.4. presentation
4. Sources	May include: 4.1. other IT systems 4.2. manually created 4.3. within own organization 4.4. outside own organization 4.5. geographically remote
5. Customers	May include: 5.1. colleagues 5.2. company and project management 5.3. clients
6. Security measures	May include: 6.1. access rights to input; 6.2. passwords; 6.3. access rights to outputs; 6.4. data consistency and back-up; 6.5. recovery plans

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1. Used technical information systems and information technology 1.2. Applied information technology (IT) systems 1.3. Edited, formatted and checked information
2. Resource Implications	The following resources <u>MUST</u> be provided: 2.1. Computers 2.2. Software and IT system
3. Methods of Assessment	Competency in this unit <u>MUST</u> be assessed through: 3.1. Direct Observation 3.2. Oral interview and written test
4. Context for Assessment	4.1. Competency may be assessed individually in the actual workplace or through accredited institution

UNIT OF COMPETENCY : **EVALUATE OCCUPATIONAL SAFETY AND HEALTH WORK PRACTICES**

UNIT CODE : **400311325**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to interpret-Occupational Safety and Health practices, set OSH work targets, and evaluate effectiveness of Occupational Safety and Health work instructions

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret Occupational Safety and Health practices	1.1 OSH work practices issues are identified relevant to work requirements 1.2 OSH work standards and procedures are determined based on applicability to nature of work 1.3 Gaps in work practices are identified related to relevant OSH work standards	1.1. OSH work practices issues 1.2. OSH work standards 1.3. General OSH principles and legislations 1.4. Company/ workplace policies/ guidelines 1.5. Standards and safety requirements of work process and procedures	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills
2. Set OSH work targets	2.1 Relevant work information are gathered necessary to determine OSH work targets 2.2 OSH Indicators based on gathered information are agreed upon to measure effectiveness of workplace OSH policies and procedures 2.3 Agreed OSH indicators are endorsed for approval from appropriate personnel 2.4 OSH work instructions are received in accordance with workplace policies and procedures	2.1. OSH work targets 2.2. OSH Indicators 2.3. OSH work instructions 2.4. Safety and health requirements of tasks 2.5. Workplace guidelines on providing feedback on OSH and security concerns 2.6. OSH regulations Hazard control procedures 2.7. OSH trainings relevant to work	2.1. Communication skills 2.2. Collaborating skills 2.3. Critical thinking skills 2.4. Observation skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate effectiveness of Occupational Safety and Health work instructions	3.1 OSH Practices are observed based on workplace standards 3.2 Observed OSH practices are measured against approved OSH metrics 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on OSH work standards	3.1. OSH Practices 3.2. OSH metrics 3.3. OSH Evaluation Techniques 3.4. OSH work standards	3.1. Critical thinking skills 3.2. Evaluating skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include but not limited to: 1.1 Workers' experience/observance on presence of work hazards 1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break-time, constant overtime, scheduling of tasks) 1.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/ guidelines
2. OSH Indicators	May include but not limited to: 2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/symptoms 2.3 Common complaints of workers' related to OSH 2.4 High absenteeism for work-related reasons
3. OSH Work Instructions	May include but not limited to: 3.1 Preventive and control measures, and targets 3.2 Eliminate the hazard (i.e., get rid of the dangerous machine 3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 3.7 Use personal protective equipment 3.8 Safety, Health and Work Environment Evaluation 3.9 Periodic and/or special medical examinations of workers
4. OSH metrics	May include but not limited to: 4.1 Statistics on incidence of accident and injuries 4.2 Morbidity (Type and Number of Sickness) 4.3 Mortality (Cause and Number of Deaths) 4.4 Accident Rate

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Identify OSH work practices issues relevant to work requirements 1.2. Identify gaps in work practices related to relevant OSH work standards 1.3. Agree upon OSH Indicators based on gathered information to measure effectiveness of workplace OSH policies and procedures 1.4. Receive OSH work instructions in accordance with workplace policies and procedures 1.5. Compare Observed OSH practices with against approved OSH work instructions 1.6. Assess findings regarding effectiveness based on OSH work standards
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Facilities, materials, tools and equipment necessary for the activity
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation/Demonstration with oral questioning 3.2 Third party report 3.3 Written exam
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : EVALUATE ENVIRONMENTAL WORK PRACTICES

UNIT CODE : 400311326

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude to interpret environmental Issues, establish targets to evaluate environmental practices and evaluate effectiveness of environmental practices

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Interpret environmental practices, policies and procedures	1.1 Environmental work practices issues are identified relevant to work requirements 1.2 Environmental Standards and Procedures nature of work are determined based on Applicability to nature of work 1.3 Gaps in work practices related to Environmental Standards and Procedures are identified	1.1 Environmental Issues 1.2 Environmental Work Procedures 1.3 Environmental Laws 1.4 Environmental Hazardous and Non-Hazardous Materials 1.5 Environmental required license, registration or certification	1.1. Analyzing Environmental Issues and Concerns 1.2. Critical thinking 1.3. Problem Solving 1.4. Observation Skills
2. Establish targets to evaluate environmental practices	2.1. Relevant information are gathered necessary to determine environmental work targets 2.2. Environmental Indicators based on gathered information are set to measure environmental work targets 2.3. Indicators are verified with appropriate personnel	2.1. Environmental Indicators 2.2. Relevant Environment Personnel or expert 2.3. Relevant Environmental Trainings and Seminars	2.1. Investigative Skills 2.2. Critical thinking 2.3. Problem Solving 2.4. Observation Skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate effectiveness of environmental practices	3.1. Work environmental practices are recorded based on workplace standards 3.2. Recorded work environmental practices are compared against planned indicators 3.3. Findings regarding effectiveness are assessed and gaps identified are implemented based on environment work standards and procedures 3.4. Results of environmental assessment are conveyed to appropriate personnel	3.1 Environmental Practices 3.2 Environmental Standards and Procedures	3.1 Documentation and Record Keeping Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Practices Issues	May include: 1.1 Water Quality 1.2 National and Local Government Issues 1.3 Safety 1.4 Endangered Species 1.5 Noise 1.6 Air Quality 1.7 Historic 1.8 Waste 1.9 Cultural
2. Environmental Indicators	May include: 2.1 Noise level 2.2 Lighting (Lumens) 2.3 Air Quality - Toxicity 2.4 Thermal Comfort 2.5 Vibration 2.6 Radiation 2.7 Quantity of the Resources 2.8 Volume

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Identified environmental issues relevant to work requirements 1.2. Identified gaps in work practices related to Environmental Standards and Procedures 1.3. Gathered relevant information necessary to determine environmental work targets 1.4. Set environmental indicators based on gathered information to measure environmental work targets 1.5. Recorded work environmental practices are recorded based on workplace standards 1.6. Conveyed results of environmental assessment to appropriate personnel
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace/Assessment location 2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.3 Case studies/scenarios relating to environmental protection
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written/ Oral Examination 3.2 Interview/Third Party Reports 3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.4 Simulations and role-plays
4. Context for Assessment	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA center.

UNIT OF COMPETENCY : FACILITATE ENTREPRENEURIAL SKILLS FOR MICRO-SMALL-MEDIUM ENTERPRISES (MSMEs)

UNIT CODE : 400311327

UNIT DESCRIPTOR : This unit covers the outcomes required to build, operate and grow a micro/small-scale enterprise.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	1.1 Appropriate business strategies are determined and set for the enterprise based on current and emerging business environment. 1.2 Business operations are monitored and controlled following established procedures. 1.3 Quality assurance measures are implemented consistently. 1.4 Good relations are maintained with staff/workers. 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise
2. Establish and Maintain client-base/market	2.1 Good customer relations are maintained 2.2 New customers and markets are identified, explored and reached out to. 2.3 Promotions/Incentives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible. 2.5 Promotional/advertising initiatives are carried out where necessary and feasible.	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured through appropriate <i>internal controls</i> . 3.3 Unnecessary or lower-priority expenses and purchases are avoided.	3.1 Cash flow management 3.1 Basic financial management 3.2 Basic financial accounting 3.3 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans



RANGE OF VARIABLES

VARIABLE	RANGE
1. Business strategies	May include: 1.1. Developing/Maintaining niche market 1.2. Use of organic/healthy ingredients 1.3. Environment-friendly and sustainable practices 1.4. Offering both affordable and high-quality products and services 1.5. Promotion and marketing strategies (e. g., on-line marketing)
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include but not limited to: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management
4. Promotional/Advertising initiatives	May include: 4.1 Use of tarpaulins, brochures, and/or flyers 4.2 Sales, discounts and easy payment terms 4.3 Use of social media/Internet 4.4 "Service with a smile" 4.5 Extra attention to regular customers

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate :</p> <p>1.1 Demonstrated basic entrepreneurial skills</p> <p>1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise</p> <p>1.3 Demonstrated ability to manage/operate a micro/small-scale business</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Simulated or actual workplace</p> <p>2.2 Tools, materials and supplies needed to demonstrate the required tasks</p> <p>2.3 References and manuals</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through :</p> <p>3.1 Written examination</p> <p>3.2 Demonstration/observation with oral questioning</p> <p>3.3 Portfolio assessment with interview</p> <p>3.4 Case problems</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>

COMMON COMPETENCIES

UNIT OF COMPETENCY : **RECEIVE AND RESOLVE CUSTOMER COMPLAINTS**

UNIT CODE : **TRS141201**

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to receive and resolve customer complaints in a range of settings within the hospitality industry workplace context.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify and analyse the complaint	1.1 Verbal complaint , using active listening and empathy techniques is received and accurately recorded 1.2 The exact nature of the customer complaint are identified through appropriate communication techniques 1.3 Register or complaint file/s in accordance with the requirements of the enterprise information system are maintained	1.1 Communication techniques 1.2 Anger management techniques and conflict resolution techniques 1.3 Customer complaints 1.4 Records and documentation 1.5 Enterprise's policies and procedures	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Identifying relevant information 1.5 Compilation and classification of information and data 1.6 Networking skills 1.7 Handling complaints
2. Respond to complaints	2.1 Complaints in accordance with organizational standards, policies and procedures are processed 2.2 Documentation in relation to complaints is obtained and reviewed 2.3 Register of complaints/disputes are updated	2.1 Communication techniques 10.1 Anger management techniques and conflict resolution techniques 10.2 Customer complaints 10.3 Records and documentation 10.4 Enterprise's policies and procedures	2.1 Questioning and communication skills 2.2 Analytical skills 2.3 Identifying relevant information 2.4 Compilation and classification of information and data 2.5 Networking skills 2.6 Processing complaints
3. Determine and agree upon appropriate action to resolve complaint	3.1 Options to resolve the complaint within enterprise policy, procedures and guidelines are	3.1 Communication techniques 3.2 Anger management techniques and conflict resolution	3.1 Questioning and communication skills 3.2 Analytical skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>identified and reviewed</p> <p>3.2 Action to resolve the complaint with the customer is agreed and confirmed.</p> <p>3.3 A commitment to the customer to resolve the complaint is demonstrated</p> <p>3.4 Customer is informed on the outcome of investigation of complaint investigation</p>	<p>techniques to resolve customer complaints</p> <p>3.3 Communicate effectively with all relevant people throughout the complaint resolution process</p> <p>3.4 Written complaints</p> <p>3.5 Workplace records and documentation.</p> <p>3.6 Enterprise's policies and procedures in regard to receiving and resolving customer complaints</p>	<p>3.3 Ability to research industry information sources</p> <p>3.4 Identifying relevant information</p> <p>3.5 Compilation and classification of information and data</p> <p>3.6 Networking skills</p> <p>3.7 Resolving complaint</p>
4. Refer complaints	<p>4.1 Complaints that require referral to other personnel or external bodies are identified</p> <p>4.2 Complaint to appropriate personnel for follow-up in accordance with individual level of responsibility are referred</p> <p>4.3 All necessary documentation including investigation reports to appropriate personnel are forwarded</p> <p>4.4 Complaints which cannot be resolved to an appropriate person are referred</p>	<p>4.1 Communication techniques</p> <p>4.2 Anger management techniques and conflict resolution techniques to resolve customer complaints</p> <p>4.3 Communicate effectively with all relevant people throughout the complaint resolution process</p> <p>4.4 Written complaints</p> <p>4.5 Workplace records and documentation.</p> <p>4.6 Enterprise's policies and procedures in regard to receiving and resolving customer complaints</p>	<p>4.1 Questioning and communication skills</p> <p>4.2 Analytical skills</p> <p>4.3 Ability to research industry information sources</p> <p>4.4 Identifying relevant information</p> <p>4.5 Compilation and classification of information and data</p> <p>4.6 Networking skills</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Complaint	May include: 1.1 Any expression of dissatisfaction with food and beverage products or food service by a customer 1.2 Written complaints, e.g. Letter, email, complaint and/or feedback form 1.3 Verbal, face-to-face, complaints 1.4 Verbal complaints over the telephone
2. Appropriate communication techniques	May include: 2.1 The use of active listening 2.2 The use of both open and closed questions 2.3 Speaking clearly and concisely 2.4 Using appropriate language and tone of voice 2.5 Giving customers full attention 2.6 Maintaining eye contact in face-to face interactions 2.7 Appropriate non-verbal communication in face-to-face interactions, e.g. Body language, attention and personal presentation 2.8 and should include: 2.9 Conflict resolution techniques 2.10 Anger management techniques 2.11 Observation of personal safety
3. Organizational standards, policies and procedures	May include: 3.1 Complaints procedures 3.2 Organisational standard report forms 3.3 Job descriptions 3.4 Code of ethics 3.5 Quality systems, standards and guidelines 3.6 Insurance/liabilities policies
4. Documentation	May include: 4.1 Letters of complaint 4.2 Customer feedback forms outlining complaints, such as paper-based customer satisfaction questionnaires, internet-based customer satisfaction questionnaires 4.3 Complaint emails
5. Options	May include: 5.1 Options that satisfy the customer 5.2 Options that partially satisfy the customer 5.3 Options that do not satisfy the customer. 5.4 and should include: 5.5 Options that reflect enterprise policy, procedures and guidelines.
6. Inform customer of outcome	May include: 6.1 Providing documentation and/or evidence that supports customer complaint 6.2 Providing documentation and/or evidence that does not support customer complaint. 6.3 Information (verbal or written) that directly relates to the complaint being investigated

VARIABLE	RANGE
	6.4 Information (verbal or written) that is presented in a calm and accurate manner
7. Appropriate person	May include: 7.1 Immediate superior within the organisational hierarchy 7.2 Specialist customer service staff 7.3 External bodies

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to apply anger management techniques</p> <p>1.2 Demonstrated ability to apply conflict resolution techniques</p> <p>1.3 Demonstrated ability to use effective communication skills to accurately determine the nature of complaints</p> <p>1.4 Demonstrated ability to obtain written and verbal information relevant to the complaint</p> <p>1.5 Demonstrated ability to working with enterprise policies and procedures to resolve customer complaints</p> <p>1.6 Demonstrated ability to initiate escalation procedures at an appropriate time within the complaint resolution process</p> <p>1.7 Demonstrated ability to maintain effective communication lines with customers, other personnel and management in order to resolve customer complaints quickly</p> <p>1.8 Demonstrated ability to apply knowledge of different cultures and cultural characteristics appropriately in communications with customers and colleagues from diverse backgrounds</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>Training and assessment to include access to a real or simulated workplace; and access to workplace customer service standards, procedures, policies, guidelines, tools and equipment and in particular those procedures, policies and guidelines that guide effective complaint resolution.</p>
3. Method of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions</p> <p>3.4 Portfolio evidence</p> <p>3.5 Problem solving</p> <p>3.6 Role plays</p> <p>3.7 Third party reports completed by a supervisor</p> <p>3.8 Project and assignment work.</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : WORK COOPERATIVELY IN A GENERAL ADMINISTRATION ENVIRONMENT

UNIT CODE : TRS141202

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to work cooperatively in a general administration environment in a range of settings within the labor divisions of the hospitality industry.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop effective team relationships	1.1 Relationships with team members and promote benefits of cooperative work consistent with organizational goals and objectives are developed and maintained 1.2 Responsibilities and assignments in a positive manner to promote effective relationships within the work group are undertaken 1.3 Courteous and appropriate communication with others in a manner, which reflects sensitivity to individual social and cultural differences in accordance with organizational requirements , are conducted 1.4 Communication techniques to relay information in a clear and concise manner are used 1.5 Language and tone appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved are used	1.1 Principles of effective communication skills 1.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team 1.3 Communicate effectively with a range of people relevant to position and role 1.4 Customer relations 1.5 Enterprise's policies and procedures in resolving complaints and conflict	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.6 Issues that may lead to, or involve conflict with team members, or refer to appropriate persons are recognized and discussed 1.7 Routine workplace documentation is completed accurately and in a timely manner		
2. Participate in team assignments	2.1 Individual responsibilities within the workgroup in accordance with organisational requirements are identified and met 2.2 Cultural differences within the team are recognized and accommodated	2.1 Principles of effective communication skills 2.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team 2.3 Communicate effectively with a range of people relevant to position and role 2.4 Customer relations 2.5 Enterprise's policies and procedures in resolving complaints and conflict	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills
3. Contribute to team development	3.1 Both internal customer and external customer needs and expectations in accordance with organization standards, policies and procedures and within acceptable time frames are met 3.2 Encouragement and support to other team members to identify and organise professional	3.1 Principles of effective communication skills 3.2 Feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team 3.3 Communicate effectively with a range of people relevant to position and role	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data 3.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>development opportunities are given</p> <p>3.3 Formal feedback and informal feedback on individual and team performance regularly from colleagues and supervisors to identify and implement improvements to products, services, processes or outcomes are sought</p> <p>3.4 Personal work standards in a manner that supports the workgroup and organisational requirements are maintained</p> <p>3.5 Positive contributions to the planning process to improve work practices are made</p> <p>3.6 Non-discriminatory attitudes and language when interacting with customers, staff and management, consistently are used</p>	<p>3.4 Customer relations</p> <p>3.5 Enterprise's policies and procedures in resolving complaints and conflict</p>	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Team members	May Include: 1.1 Specific groups of employees assigned to complete designated tasks, or to work together 1.2 The organization as a whole 1.3 Individual branches 1.4 Individual work sections
2. Organizational goals and objectives	May Include: 2.1 Reporting deadlines 2.2 Budgetary targets 2.3 Team participation 2.4 Team and individual learning goals 2.5 Professional development
3. Responsibility	May Include: 3.1 Obeying lawful orders 3.2 Confidentiality and privacy requirements 3.3 Safety and care with respect to occupational safety and health requirements 3.4 Terms and conditions of own employment 3.5 Responsibility of providing a safe environment, free from discrimination and sexual harassment
4. Appropriate communication	May Include: 4.1 Using active listening 4.2 Using both open and closed questions 4.3 Speaking clearly and concisely 4.4 Using appropriate language and tone of voice 4.5 Being attentive 4.6 Maintaining eye contact in face-to face interactions 4.7 Using appropriate non-verbal communication in face-to-face interactions, e.g. Body language, attention and personal presentation
5. Social and cultural differences	May Include: 5.1 Language 5.2 Traditional practices and observations 5.3 Beliefs, values, practices 5.4 Food, diet 5.5 Dress 5.6 Religious and spiritual observances 5.7 Social conventions 5.8 Cultural stereotypes 5.9 Conventions of gender/sexuality
6. Organizational requirements	May Include: 6.1 Legal and organizational policy and procedures, including personnel practices and guidelines 6.2 Organizational goals, objectives, plans, systems and processes 6.3 Legislation relevant to the operation, incident and/or response 6.4 Employer and employee rights and responsibilities 6.5 Business and performance plans

VARIABLE	RANGE
	6.6 Policies and procedures relating to own role, responsibility and delegation 6.7 Quality and continuous improvement processes and standards 6.8 Client service standards 6.9 Defined resource parameters
7. Language and tone	May Include: 7.1 Using simple, concise language that can be easily understood by the audience 7.2 Using appropriate tone, i.e. not patronizing, not too loud, not too soft, not yelling, not angry
8. Conflict	May Include: 8.1 Group conflict 8.2 Conflict with individuals 8.3 Conflict with co-workers
9. Appropriate persons	May Include: 9.1 Supervisors, managers 9.2 Colleagues 9.3 Human resource personnel 9.4 Members of the public 9.5 Clients
10. Workplace documentation	May Include: 10.1 Letters 10.2 Memos 10.3 Faxes 10.4 Emails 10.5 Invoices and purchase orders 10.6 Policies and procedures
11. Cultural differences	May Include: 11.1 Forms of address 11.2 Levels of formality, or informality 11.3 Non-verbal behavior 11.4 Work ethics 11.5 Personal grooming 11.6 Family obligations 11.7 Recognized holidays 11.8 Special needs 11.9 Preferences for personal interactions
12. Internal customer	May Include: 12.1 Colleagues working in another department 12.2 Team members 12.3 Supervisor or managers
13. External customer	May Include: 13.1 Suppliers 13.2 People who buy the goods and services the enterprise sells
14. Organization standards, policies and procedures	May Include: 14.1 Complaints procedures 14.2 Organizational standard report forms 14.3 Job descriptions

VARIABLE	RANGE
	14.4 Code of ethics 14.5 Quality systems, standards and guidelines
15. Professional development opportunities	May Include: 15.1 Coaching, mentoring and/or supervision 15.2 Formal and/or informal learning programs 15.3 Internal and/or external training provision 15.4 Work experience and exchange opportunities 15.5 Personal study 15.6 Career planning and development 15.7 Performance appraisals 15.8 Workplace skills assessment 15.9 Quality assurance assessments and recommendations
16. Formal feedback	May Include: 16.1 360-degree assessment 16.2 Customer satisfaction surveys/forms 16.3 Team evaluations 16.4 Performance reviews/appraisals 16.5 Workplace assessment
17. Informal feedback	May Include: 16.1 Critical incident reviews 16.2 Impromptu questioning of customers to obtain view of products and/or service provided 16.3 Chance discussions with customers 16.4 Coaching and mentoring 16.5 Seeking the opinions of others 16.6 Comments from supervisors, colleagues or clients 16.7 Personal, reflective behavior strategies
18. Non-discriminatory attitudes and language	May Include: 18.1 Language in relation to race and ethnicity 18.2 Not making assumptions about physical or intellectual abilities 18.3 The use of non-discriminatory language in relation to the portrayal of people with disabilities 18.4 Using and gender inclusive language

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to apply active listening techniques 1.2 Demonstrated ability to use effective communication skills to build and maintain interpersonal relationships within a designated work group or team 1.3 Demonstrated ability to apply the principles of good teamwork to assist self and others to complete assignments within designated timeframes 1.4 Demonstrated ability to interpret and comply with a range of legislative and procedural requirements relevant to security operations 1.5 Demonstrated ability to actively seek and interpret feedback on quality of work performance and identify opportunities for professional development to develop and improve future career options 1.6 Demonstrated ability to communicate in a clear, concise and accurate manner which reflects sensitivity to individual social and cultural differences
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case studies 3.2 Observation of practical candidate performance 3.3 Oral and written questions 3.4 Portfolio evidence 3.5 Problem solving 3.6 Role plays 3.7 Third party reports completed by a supervisor 3.8 Project and assignment work
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : **MAINTAIN QUALITY CUSTOMER/GUEST SERVICE**

UNIT CODE : **TRS141203**

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to maintain a quality customer/guest service within the hotel and travel industries.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify customer/guest requirements	1.1 Options to improve service levels are identified 1.2 Needs of customers and/or guests are researched and assessed 1.3 Deficiencies in service delivery are identified by conducting data analysis	1.1 Principles of effective communication skills 1.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 1.3 Principles of customer service 1.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints 1.5 Product and service standards and best practice models 1.6 Common problems relating to customer service 1.7 Consultation methods, techniques and protocols 1.8 Research and or evidence and feedback gathering techniques.	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills
2. Ensure delivery of quality products/services	2.1 Colleagues to meet and exceed customer service standards by providing appropriate	2.1 Principles of effective communication skills	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><i>professional development</i> are assisted</p> <p>2.2 Products/services are ensured to meet customers' needs and reflect enterprise standards</p> <p>2.3 Consistently ensure products/services meet customer needs and reflect enterprise standards</p>	<p>2.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector</p> <p>2.3 Principles of customer service</p> <p>2.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints</p> <p>2.5 Product and service standards and best practice models</p> <p>2.6 Common problems relating to customer service</p> <p>2.7 Consultation methods, techniques and protocols</p> <p>2.8 Research and or evidence and feedback gathering techniques</p>	<p>2.4 Ability to research industry information sources</p> <p>2.5 Identifying relevant information</p> <p>2.6 Compilation and classification of information and data</p> <p>2.7 Networking skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate customer service	<p>3.1 Systems, records and reporting procedures in order to identify and report on any changes in customer satisfaction are compared</p> <p>3.2 Customer service evaluation outcomes are evaluated and reported to designated groups or individuals</p> <p>3.3 An agreement on appropriate courses of action to overcome problems is obtained upon consultation with designated individuals/groups</p>	<p>3.1 Principles of effective communication skills</p> <p>3.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector</p> <p>3.3 Principles of customer service</p> <p>3.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints</p> <p>3.5 Product and service standards and best practice models</p> <p>3.6 Common problems relating to customer service</p> <p>3.7 Consultation methods, techniques and protocols</p> <p>3.8 Research and or evidence and feedback gathering techniques</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Research skills</p> <p>3.3 Analytical skills</p> <p>3.4 Ability to research industry information sources</p> <p>3.5 Identifying relevant information</p> <p>3.6 Compilation and classification of information and data</p> <p>3.7 Networking skills.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Service levels	May include: 1.1 Service quality 1.2 Customer satisfaction 1.3 Staff attitude 1.4 Appearance of venue, staff, etc. 1.5 Atmosphere of venue 1.6 Responsiveness of staff to customer requests 1.7 Delivery times 1.8 Prices or costs 1.9 Product or service availability 1.10 Courtesy and politeness
2. Appropriate professional development	May include: 2.1 Mentoring 2.2 Coaching 2.3 Training 2.4 Peer support
3. Evaluate and report on customer service	May include: 3.1 Service quality evaluations 3.2 Customer satisfaction evaluations 3.3 Industry benchmarking
4. Designated groups or individuals	May include: 4.1 Managers 4.2 Supervisors 4.3 Marketing personnel

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to identify the needs and priorities of the organization delivering services to customers/guests</p> <p>1.2 Demonstrated ability to distinguish between customer requirements and customer satisfaction</p> <p>1.3 Demonstrated ability to provide constructive advice on customer/guest service practices</p> <p>1.4 Demonstrated ability to respond to and report on customer feedback</p> <p>1.5 Demonstrated ability to design strategies to improve delivery of products and services</p> <p>1.6 Consistency of performance across a range of situations that demonstrates knowledge, understanding and skill in implementing the principles and practices of maintaining quality customer/guest services</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Training and assessment to include access to a real or simulated workplace and relevant documentation, such as strategic plans, information on the internal and external operating environment and customer satisfaction data; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions</p> <p>3.4 Portfolio evidence</p> <p>3.5 Problem solving</p> <p>3.6 Role plays</p> <p>3.7 Third party reports completed by a supervisor</p> <p>3.8 Project and assignment work</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : ROSTER STAFF

UNIT CODE : TRS141204

UNIT DESCRIPTOR : This unit covers the knowledge, skills, behavior and motivations required to develop staff rosters. This role may be carried out by operational supervisors and managers.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop and implement staff rosters	1.1 Rosters are developed in accordance with company agreements and wage budgets. 1.2 Operational efficiency and customer service levels are maximized while wage costs are minimized in roster development. 1.3 Duties are combined where appropriate to ensure effective use of staff. 1.4 The available skills base is utilized appropriately to roster the most effective mix of staff and to meet different operational requirements. 1.5 Rosters are presented in required formats to ensure clarity of information in accordance with company standards. 1.6 Rosters are communicated to appropriate colleagues within designated timelines.	1.1 Effective communication 1.2 Role of rosters and their importance in controlling staff costs 1.3 Factors to be considered when developing rosters 1.4 Formats for the presentation of staff rosters and details to be included 1.5 Area of operation for which roster is being developed 1.6 Company standards 1.7 Customer Service	1.1 Communications skills 1.2 Developing rosters 1.3 Organizing information 1.4 Preparing staff rosters

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Maintain staff records	2.1 Time sheets and other documentation are completed accurately and within designated timelines 2.2 Staff records are updated accurately and maintained or stored in accordance with establishment procedures	2.1 Effective communication 2.2 Area of operation for which roster is being developed 2.3 Records management	2.1 Communications skills 2.2 Updating and maintaining records

RANGE OF VARIABLES

VARIABLE	RANGE
1. Rosters	May include: 1.1 An individual department 1.2 A whole establishment 1.3 A specific project
2. Company agreements	May include: 2.1 Number of hours worked in a given shift 2.2 Overall number of hours allocated to different staff members 2.3 Breaks between shifts 2.4 Nature of duties allocated 2.5 Use of permanent or casual staff

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated knowledge and understanding of the factors and issues which impact upon staff rostering</p> <p>1.2 Demonstrated familiarity with typical formats and the key information to be included</p> <p>1.3 Demonstrated the ability to prepare staff rosters which meet wage budgets and which provide a level of staffing sufficient to ensure the delivery of high quality customer service.</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Project or work activities which allow the candidate to prepare rosters for a workplace and to evaluate their cost efficiency and operational effectiveness against nominated standards</p> <p>2.2 Preparation of more than one roster to meet the staffing requirements of more than one operational situation</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Evaluation of the staffing costs and observing service levels at an event for which the candidate has prepared rosters</p> <p>3.2 Oral or written questions to assess knowledge of specific factors which affect the design of rosters</p> <p>3.3 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : CONTROL AND ORDER STOCK

UNIT CODE : TRS141205

UNIT DESCRIPTOR : This unit covers the knowledge, skills, behavior and motivations required to control and order stock in a range of hospitality establishments. This role is generally carried out by supervisors and team leaders.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain stock levels and records	1.1 Stock levels are monitored and maintained according to company requirements 1.2 Stock security is monitored and systems are adjusted as required 1.3 Stock reorder cycles are monitored and adjusted as required. 1.4 Colleagues are informed of their individual responsibilities in regard to the reordering of stock. 1.5 Records of stock storage and movement are maintained in accordance with company procedures 1.6 Stock performance is monitored and fast/slow-selling items are identified and reported in accordance with company procedures	1.1 Stock level maintenance techniques 1.2 Typical stocktaking procedures as appropriate to the industry sector 1.3 Stock recording systems 1.4 Stock security systems 1.5 Types of stock control documentation and systems that may be applied in the hospitality industry 1.6 Reasons for stock loss and damage 1.7 Company procedures	1.1 Collect, organize and analyze information 1.2 Plan and organize activities 1.3 Monitoring stock performance

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Process stock orders	2.1 Orders for stock are processed accurately and in accordance with company procedures 2.2 Stock levels are maintained and recorded ensuring information is complete, correct and current 2.3 Incoming stock is checked against purchase and supply agreements and all necessary details are recorded.	2.1 Stock level maintenance techniques 2.2 Typical stocktaking procedures as appropriate to the industry sector 2.3 Stock recording systems 2.4 Stock security systems 2.5 Types of stock control documentation and systems that may be applied in the hospitality industry 2.6 Reasons for stock loss and damage 2.7 Company procedures	2.1 Collect, organize and analyze information 2.2 Plan and organize activities 2.3 Monitoring stock performance
3. Minimize stock losses	3.1 Stock losses are identified and recorded according to company procedures. 3.2 Losses are reported in accordance with company procedures 3.3 Avoidable losses are identified and reasons behind these losses are established 3.4 Solutions to loss situations are recommended and related procedures are implemented to prevent future avoidable losses.	3.1 Stock level maintenance techniques 3.2 Typical stocktaking procedures as appropriate to the industry sector 3.3 Stock recording systems 3.4 Stock security systems 3.5 Types of stock control documentation and systems that may be applied in the hospitality industry 3.6 Reasons for stock loss and damage 3.7 Company procedures	3.1 Collect, organize and analyze information 3.2 Plan and organize activities 3.3 Identifying stock losses
4. Follow-up orders	4.1 The delivery process is monitored to ensure agreed deadlines are met 4.2 Continuity of supply is ensured by liaising	4.1 Stock level maintenance techniques 4.2 Typical stocktaking procedures as appropriate to the industry sector	4.1 Collect, organize and analyze information 4.2 Plan and organize activities 4.3 Monitoring delivery process

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>with colleagues and suppliers</p> <p>4.3 Routine supply problems are followed up or referred to the appropriate person in accordance with company policy.</p> <p>4.4 Stock is distributed to agreed locations</p>	<p>4.3 Stock recording systems</p> <p>4.4 Stock security systems</p> <p>4.5 Types of stock control documentation and systems that may be applied in the hospitality industry</p> <p>4.6 Reasons for stock loss and damage</p> <p>4.7 Company procedures</p>	
5. Organize and administer stocks	<p>5.1 Stocks are organized at appropriate intervals according to company policy and procedures</p> <p>5.2 Stocktaking responsibilities are allocated to staff</p> <p>5.3 Accurate stock reports are produced within designated timelines</p>	<p>5.1 Stock level maintenance techniques</p> <p>5.2 Typical stocktaking procedures as appropriate to the industry sector</p> <p>5.3 Stock recording systems</p> <p>5.4 Stock security systems</p> <p>5.5 Types of stock control documentation and systems that may be applied in the hospitality industry</p> <p>5.6 Reasons for stock loss and damage</p> <p>5.7 Company procedures</p>	<p>5.1 Collect, organize and analyze information</p> <p>5.2 Plan and organize activities</p> <p>5.3 Monitoring delivery process</p> <p>5.4 Organizing stocks</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Stock	May include: 1.1 Food 1.2 Beverages 1.3 Equipment such as maintenance and cleaning equipment, office equipment 1.4 Linen 1.5 Stationery 1.6 Brochures and promotional materials 1.7 Cleaning supplies and chemicals 1.8 Vouchers and tickets 1.9 Souvenir products
2. Stock losses	May include: 2.1 Lack of rotation leading to product deterioration 2.2 Inappropriate storage conditions 2.3 Access by pests or vermin 2.4 Theft 2.5 Overstocking

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated the ability to maintain continuous stock supply within a specific hospitality industry environment</p> <p>1.2 Demonstrated the ability to meet accuracy and speed requirements for completion and maintenance of stock records</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Project or work activities that allow the candidate to demonstrate stock control and monitoring over a period of time</p> <p>2.2 Use of real stock items</p> <p>2.3 Use of industry-current stock control technology or documentation</p> <p>2.4 Involvement of internal/external suppliers</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Review of activities undertaken by the candidate to monitor stock for a given period of time for a specific outlet i.e. order and re-order points</p> <p>3.2 Written or oral questions to test knowledge of reasons for procedures</p> <p>3.3 Review of workplace reports and records related to stock control, prepared by the candidate</p> <p>3.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : PREPARE AND DELIVER TRAINING SESSIONS

UNIT CODE : TRS141206

UNIT DESCRIPTOR : This unit deals with skills and knowledge required to prepare and deliver in-house training sessions in a range of settings within the hospitality industry workplace context.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine training requirements	1.1 Current competencies of learners are identified 1.2 Required competencies for learners are identified 1.3 The training gap for learners are described 1.4 The identified training gap with relevant personnel are confirmed 1.5 Support available for training provision are determined 1.6 Recommendations for training are presented	1.1 Active listening techniques 1.2 Record keeping 1.3 Assessment process 1.4 Enterprise's policies and procedures 1.5 Appropriate performance assessment	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills
2. Prepare training plan	2.1 Session outlines for approved training are developed 2.2 Training content are developed 2.3 Training resources and materials are developed 2.4 Individual training sessions are developed 2.5 Training requirements are organized	2.1 Active listening techniques 2.2 Record keeping 2.3 Assessment process 2.4 Enterprise's policies and procedures 2.5 Appropriate performance assessment	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills
3. Deliver training sessions	3.1 Attendance of learners at the training session is confirmed 3.2 The training venue for the training session is prepared. 3.3 Training topic to learners is introduced. 3.4 The training and assessment activities involved in the training session is explained. 3.5 Training session is presented. 3.6 Opportunities for learners to practice skills are provided	3.1 Active listening techniques 3.2 Record keeping 3.3 Assessment process 3.4 Enterprise's policies and procedures 3.5 Appropriate performance assessment	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data 3.7 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.7 <i>Feedback to learners</i> is provided 3.8 On-going safety of learners during training delivery and practice is ensured		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Current competencies of learners	May include: <ul style="list-style-type: none"> 1.1 Observing workers' practices 1.2 Undertaking peer reviews 1.3 Administering self-evaluation and analysis forms to workers 1.4 Reviewing data contained in workplace staff performance systems/databases 1.5 Reviewing application forms and resumes 1.6 Seeking input from managers, supervisors and co-workers 1.7 Obtaining feedback from customers 1.8 Checking currency of qualifications, certificates and licenses 1.9 Identifying individual learner preferences for training delivery 1.10 Assessing the level of literacy and numeracy amongst the target group
2. Required competencies	May include: <ul style="list-style-type: none"> 2.1 Reviewing relevant training programs 2.2 Verifying plans for the business 2.3 Reviewing relevant policies and procedures 2.4 Reviewing existing job analysis sheets and similar 2.5 Describing performance standards 2.6 Specifying product and service criteria 2.7 Describing the workplace context, including the conditions under which tasks are to be completed
3. Training gap	May include: <ul style="list-style-type: none"> 3.1 Specifying the difference between organizational expectations of staff/learner performance and the actual level of workplace performance for each worker/learner 3.2 Confirming identified training gaps with individual staff/learners
4. Relevant personnel	May include: <ul style="list-style-type: none"> 4.1 Supervisors, managers and owners 4.2 Industry peak bodies 4.3 Subject specialists 4.4 Head office 4.5 Union representatives 4.6 Human resources department 4.7 Staff/learners 4.8 Trainers and assessors 4.9 External consultants

VARIABLE	RANGE
5. Support available for training provision	May include: 5.1 Time 5.2 Physical resources 5.3 Human resources 5.4 Financial resources 5.5 Training venues 5.6 Training resources and materials 5.7 Management support for the initiative 5.8 Established internal career paths based on internal training delivery
6. Recommendations	May include: 6.1 Providing verbal and/or written presentations 6.2 Explaining the need for training 6.3 Quantifying costs associated with failing to address training needs 6.4 Describing the benefits that will flow from undertaking training 6.5 Identifying the assessment to be applied 6.6 Quantifying the costs associated with training delivery 6.7 Seeking approval and support from management and others
7. Session outlines	May include: 7.1 Confirming general content and/or topic areas that need to be addressed in sessions that may be group sessions or one-on-one sessions, and focus on theory, or demonstration, or both 7.2 Locating training content and/or topics in the correct sequence 7.3 Allocating timeframes for training content and/or topics 7.4 Describing the objectives and outcomes for individual training sessions 7.5 Seeking input from subject and workplace specialists to training content and/or topics 7.6 Obtaining approval from relevant personnel for proposed training sessions 7.7 Confirming resources exist to support proposed training sessions
8. Training content	May include: 8.1 Ensuring accuracy of proposed content 8.2 Ensuring comprehensiveness of proposed content 8.3 Ensuring compliance with legislated requirements relating to proposed content 8.4 Verifying sequence of proposed content 8.5 Complying with the requirements of mandated or selected training documentation, including training curricula, competency standards, job analysis, etc 8.6 Identifying topics and sub-topics for training delivery

VARIABLE	RANGE
	<p>8.7 Identifying relevant sources of information for assistance with training preparation and delivery, including internal and external sources</p> <p>8.8 Identifying the underpinning attitudes, skills and knowledge for each area of proposed content</p> <p>8.9 Identifying and/or confirming specific workplace needs, including description of the context for all proposed training</p> <p>8.10 Mapping training content against identified competencies required by staff/learners</p> <p>8.11 Emphasizing workplace safety at all stages of training delivery and in all training content</p>
9. Training resources and materials	<p>May include:</p> <p>9.1 Matching training resources and materials against identified workplace need</p> <p>9.2 Identifying specific materials and resources, including manuals, texts, work books, workshop guides, handouts, standard operating procedures, posters, videos, sample items, demonstration items</p> <p>9.3 Ensuring currency and relevance of existing materials for future application</p> <p>9.4 Purchasing ready-made generic training materials and resources</p> <p>9.5 Preparing establishment-specific training materials and resources to address identified workplace need</p> <p>9.6 Ensuring training materials and resources reflect identified individual differences, including learning style preferences, literacy and numeracy requirements, language requirements</p> <p>9.7 Accommodating imposed limitations on the development and acquisition of training resources and materials</p> <p>9.8 Seeking input from workplace specialists, other trainers, training organizations and past workplace staff/learners</p> <p>9.9 Reviewing evaluations that have been conducted on previous training and integrating relevant lessons into proposed training</p>
10. Individual training sessions	<p>May include:</p> <p>10.1 Preparing sessions for individuals and groups</p> <p>10.2 Assembling identified and agreed training content into training programs, where appropriate</p> <p>10.3 Identifying the dates and timing for individual training sessions, including start and finish times, and supplementary training provision</p> <p>10.4 Identifying and accommodating requirements for practice sessions to enable skills development, -including on-the-job and off-the job practice, provision of supplementary and top-up training,</p>

VARIABLE	RANGE
	<p>where required, and job rotation, work-sharing, out-of-work placements</p> <p>10.5 Identifying and allowing for necessary workplace assessment, including identification of forms of assessment to be used, development of assessment tools, where necessary, and allocation of time to enable required on-the-job, off-the-job and supplementary assessments to be conducted</p> <p>10.6 Determining venues for training delivery, including on-site and off-site</p> <p>10.7 Identifying training strategies and techniques to be used to deliver identified content, including oral presentations, simulations, project work, demonstrations, field trips, guest speakers, role plays, interviews, surveys, portfolios of evidence, mentoring, coaching, computer-based training, self-paced learning, lectures, discussion</p> <p>10.8 Identifying equipment, materials, items and consumables required to enable identified training delivery, including sufficient hand-outs required for the identified number of learners</p> <p>10.9 Ensuring training sessions enable attainment of identified objectives and outcomes</p> <p>10.10 Developing session/delivery plans for individual training sessions</p> <p>10.11 Matching training materials and resources to content of individual training sessions</p> <p>10.12 Ensuring total training program accommodates identified need for all learners for each training topic/area</p> <p>10.13 Factoring in the need to accommodate individual differences, where practicable to do so.</p>
11. Training requirements	<p>May include:</p> <p>11.1 Obtaining promised financial and other resources to support training implementation/delivery</p> <p>11.2 Obtaining identified training materials and resources</p> <p>11.3 Promoting training sessions internally to staff/learners, including use of management to encourage participation and engagement with training</p> <p>11.4 Obtaining necessary equipment and consumables to support training delivery</p> <p>11.5 Arranging for identified external training support to be available, such as guest speakers, government officials, trainers, assessors, subject experts</p> <p>11.6 Preparing hard copy training support materials, such as notes, exercises, presentations, etc</p> <p>11.7 Recording details of learners wishing to participate in training</p>

VARIABLE	RANGE
	<p>11.8 Being accountable for time and money spent on the preparation of training and the purchase of materials, etc</p> <p>11.9 Ready the training venue for training</p> <p>11.10 Meeting with supervisors to explain the proposed workplace training, including soliciting their cooperation in relation to releasing staff for training, and offering assistance for maintaining necessary workplace staffing levels during training periods</p> <p>11.11 Arranging access to identified areas, equipment, etc for training and/or assessment, including demonstrations and practice</p> <p>11.12 Ensuring safety of the equipment and venue to be used for training and/or assessment purposes, including understanding of the emergency management plan that applies to the training venue/area, and presence of required safety and first aid equipment</p> <p>11.13 Identifying criteria for determining training effectiveness</p> <p>11.14 Establishing guidelines for training plan implementation, including dissemination and explanation of guidelines to trainers and relevant other people</p>
12. Attendance of learners	<p>May include:</p> <p>12.1 Reminding identified learners of the time and venue of the training session</p> <p>12.2 Liaising with supervisors to obtain release of learners from work duties</p> <p>12.3 Encouraging learners to attend</p> <p>12.4 Seeking assistance from support staff to record names of learners who will be attending</p> <p>12.5 Asking management to encourage staff/learner participation</p>
13. Training venue	<p>May include:</p> <p>13.1 Cleaning and tidying the venue</p> <p>13.2 Ensuring all required equipment, etc is available</p> <p>13.3 Checking the operational readiness and safety of equipment, etc</p> <p>13.4 Testing all training delivery items, such as overheads, projectors, computers, etc</p> <p>13.5 Adjusting the environment to make it comfortable for learners</p> <p>13.6 Obtaining catering, where applicable</p> <p>13.7 Obtaining and laying out all training resources and materials, including consumables</p> <p>13.8 Arranging the furniture to optimize the identified outcomes and objectives of the training session</p>

VARIABLE	RANGE
14. Training topic	May include: 14.1 Explaining the need for the training 14.2 Motivating learners 14.3 Selling the benefits to learners of successfully completing the training 14.4 Illustrating points with industry examples and references 14.5 Identifying the intended outcomes of the training session for individual learners, the department and the organization 14.6 Explain how this training session integrates with other training, where applicable 14.7 Identifying the consequences of failing to achieve the required level of competency for the training topic 14.8 Explaining the opportunities for practice that have been arranged 14.9 Describing the assessment procedures, where applicable 14.10 Identifying any relevant time frames that apply to the learning and attainment of competency 14.11 Providing an overview of the training
15. Training and assessment activities	May include: 15.1 Explaining time restrictions that apply to both training and assessment 15.2 Identifying the level of competency required 15.3 Matching proposed activities with individual learning Segments. 15.4 Explaining any allowable adjustments that may be able to be made to both training delivery and assessment activities 15.5 Confirming training and assessment dates/times and venues 15.6 Explaining the composition of assessment, including theory and practical; on-the-job and off-the-job; verbal and written assessment; sources of valid evidence that can be used to judge competency, etc.
16. Training session	May include: 16.1 Adhering to the prepared training/delivery plan, including coverage of content/objectives, and implementation of activities 16.2 Altering training delivery to accommodate individual learner differences/needs as they arise 16.3 Applying task and maintenance functions of leadership 16.4 Making on-the-spot training decisions 16.5 Monitoring learning activities, learners, the training venue and relationships between learners and

VARIABLE	RANGE
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	<p>others</p> <p>16.7 Applying contingency management, where necessary</p> <p>16.8 Responding to requests from learners, where appropriate</p> <p>16.8 Ensuring the pace of the training aligns with the delivery plan</p> <p>16.9 Encouraging learners and maintaining a safe and supportive learning environment</p> <p>16.10 Intervening and addressing safety issues and interpersonal conflict situations</p> <p>16.11 Adjusting the prepared delivery plan to effectively accommodate issues arising during the training session</p> <p>16.12 Applying appropriate interpersonal skills to facilitate the learning process</p> <p>16.13 Using effective verbal communication skills to deliver training, provide supplementary information, and monitor the training session</p> <p>16.14 Providing extension activities to learners, as appropriate</p>
<p>17. Opportunities for learners</p>	<p>May include:</p> <p>17.1 Opportunities to practice during the training sessions</p> <p>17.2 Opportunities to practice in a dedicated training/practice area out of work</p> <p>17.3 Provision of supervised on-the-job opportunities, including supervision by trainers, supervisors, and other senior/experienced staff</p> <p>17.4 Integration of on-the-job and off-the-job practice opportunities</p>
<p>18. Feedback to learners</p>	<p>May include:</p> <p>18.1 Ensuring feedback is provided sensitively</p> <p>18.2 Using positive feedback to motivate and encourage learners</p> <p>18.3 Recognizing effort and not just success</p> <p>18.4 Providing negative feedback using the positive-negative-positive sandwich methods</p> <p>18.5 Being sincere in the giving of feedback</p> <p>18.6 Being open as a trainer to feedback from learners</p> <p>18.7 Using verbal and non-verbal techniques to provide feedback</p>

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated understanding of host enterprise policies and procedures in regard to the provision of workplace training delivery and assessment</p> <p>1.2 Demonstrated ability to investigate and effectively determine the training requirements for a nominated group of workers in a defined workplace context</p> <p>1.3 Demonstrated ability to prepare an effective and practical training/delivery plan to address a nominated training topic/area in a given workplace context for a defined group of at least six learners; the training/delivery plan</p> <p>1.4 Demonstrated ability to deliver a nominated training session to identified learners in a given workplace training context</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Real or simulated workplace</p> <p>2.2 Access to workplace standards, procedures, policies, guidelines</p> <p>2.3 Tools and equipment.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation of practical candidate performance Oral and written questions</p> <p>3.2 Portfolio evidence, including data on learner competencies, training needs, training standards and documents relating to session/delivery plan, and training resources/materials developed</p> <p>3.3 Problem solving</p> <p>3.4 Role plays</p> <p>3.5 Third party reports completed by a supervisor</p> <p>3.6 Project and assignment work</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center</p>

UNIT OF COMPETENCY : PLAN, CONDUCT AND EVALUATE STAFF PERFORMANCE ASSESSMENT

UNIT CODE : TRS141207

UNIT DESCRIPTOR : This unit deals with skills and knowledge required to plan, conduct and evaluate a staff performance assessment within an organization that utilizes formal staff appraisals in a range of settings within the labor divisions of the hospitality industry.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan a staff performance assessment	1.1 The context for staff performance assessment for the business is defined 1.2 Staff performance assessment options available to the organization is differentiated 1.3 Staff performance assessment information amongst staff who will be assessed is shared 1.4 The initial focus of the staff performance assessment for each staff member is determined 1.5 Documents to record identified staff performance assessment statistics and performance data is prepared 1.6 Action plan to guide the conduct of staff performance assessment is designed	1.1 Active listening techniques 1.2 Record keeping 1.3 Assessment process 1.4 Enterprise's policies and procedures 1.5 Appropriate performance assessment	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills
2. Conduct a staff performance assessment	2.1 Workplace-based evidence of staff performance is gathered 2.2 Employee performance data is interpreted	2.1 Active listening techniques 2.2 Record keeping 2.3 Assessment process 2.4 Enterprise's policies and procedures 2.5 Appropriate performance assessment	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			2.6 Compilation and classification of information and data 2.7 Networking skills
3. Evaluate a staff performance assessment	3.1 Staff performance <i>assessment interview</i> is prepared 3.2 <i>Individual staff performance with staff member is reviewed</i> 3.3 <i>Staff performance assessment targets for next period is prepared</i>	3.1 Active listening techniques 3.2 Record keeping 3.3 Assessment process 3.4 Enterprise's policies and procedures 3.5 Appropriate performance assessment	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Identifying relevant information 3.6 Compilation and classification of information and data 3.7 Networking skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Context for staff performance assessment	May include: <ol style="list-style-type: none"> 1.1 Aligning individual staff performance with organizational and/or departmental goals and objectives as stated in the business and other relevant operational plans 1.2 Optimizing individual staff potential 1.3 Identifying workplace performance goals for individual staff 1.4 Cross-referencing individual staff performance against general workplace needs, including requirements of rosters, levels of trade, idiosyncratic workplace requirements 1.5 Integrating requirements of individual staff performance with internal staff training
2. Staff performance assessment options	May include: <ol style="list-style-type: none"> 2.1 Criterion referenced measurement 2.2 Self-assessment 2.3 Peer assessment 2.4 Manager/owner observation 2.5 Statistical analysis 2.6 Rating scale methods 2.7 Ranking or comparison methods 2.8 Commercially available proprietary systems.
3. Staff performance assessment information	May include: <ol style="list-style-type: none"> 3.1 Mentioning organization-wide staff performance assessment at all interviews conducted for new staff 3.2 Including mention of staff performance assessment in regular staff activities, including internal training, briefings, meetings, etc 3.3 Explaining that the staff performance assessment process applies to all employees within the business, including supervisors, managers, etc 3.4 Explaining that the staff performance assessment process is on-going and cyclical in nature 3.5 Talking to individual staff, including one-on-one basis to: <ol style="list-style-type: none"> a. Determine the focus of the staff performance assessment for the up-coming period b. Explaining the support available for staff c. Re-assuring staff that jobs are not threatened by the staff performance assessment process d. Confirm that all staff, including management, are subject to staff

VARIABLE	RANGE
	<p>performance assessment</p> <p>3.6 Notifying staff well in advance of any meetings and special events relating to staff performance assessments</p> <p>3.7 Using experienced/senior staff to assist in selling the benefits' of staff performance assessments to new staff</p> <p>3.8 Developing individual staff performance assessment deed/workplace contract, setting out the agreement between employee and supervisor exactly what will be assessed and how it will be adjudged during the identified period in terms of targeted staff performance</p>
<p>4. Initial focus of the staff performance assessment</p>	<p>May include:</p> <p>4.1 Understanding that future staff performance assessment deed/workplace contracts will flow from the results of the initial staff performance assessment</p> <p>4.2 Identifying legitimate and equitable targets for the staff member, including negotiation of these targets and genuine agreement on what will count as practical and objective targets</p> <p>4.3 Ensuring staff understand the criteria that will be used to judge their workplace performance, including specification and description of key performance indicators (kpis), performance targets, etc</p> <p>4.4 Getting staff to sign their copy of the staff performance assessment deed/workplace contract</p> <p>4.5 Filing a copy of each staff performance assessment deed/workplace contract</p> <p>4.6 Giving individual staff members a copy of the paperwork associated with their agreed individual deed/workplace contract</p>
<p>5. Documents to record identified staff performance assessment statistics and performance data</p>	<p>May include:</p> <p>5.1 Performance checklists</p> <p>5.2 Data collection forms</p>
<p>6. Action plan</p>	<p>May include:</p> <p>6.1 Identifying resources to support individual staff performance assessments</p> <p>6.2 Identifying timelines for individual staff performance assessments, including dates and hours required for training and other necessary pre-requisite information to be learned, informal staff assessment interviews/meetings, mentoring, external training, as appropriate</p>

VARIABLE	RANGE
	<p>6.3 Identifying personnel responsible for activities contained in the plan</p> <p>6.4 Identifying activities to be used during the identified staff performance assessment period</p> <p>6.5 Obtaining agreement from individual staff that their staff performance assessment deed/workplace contract contains legitimate and achievable goals and timelines</p>
7. Workplace-based evidence	<p>May include:</p> <p>7.1 Implementing the individual and agreed action plans for individual staff</p> <p>7.2 Ensuring informal elements of workplace performance are included in the capturing of the formal workplace information</p> <p>7.3 Using prepared forms to ensure the identified data is captured</p> <p>7.4 Using multiple sources of data collection to ensure 360° information is obtained</p> <p>7.5 Ensuring objectivity in data collection</p> <p>7.6 Involving relevant others in the data gathering process</p>
8. Employee performance data	<p>May include:</p> <p>8.1 Determining patterns within the data</p> <p>8.2 Identifying strengths and weaknesses of individual staff</p> <p>8.3 Making decisions and developing conclusions based on the objective data captured</p> <p>8.4 Seeking supporting information to validate conclusions reached</p> <p>8.5 Disregarding irrelevant data</p> <p>8.6 Comparing actual performance data against specified and identified targets and statistics</p> <p>8.7 Maintaining privacy and confidentiality of information captured</p>
9. Staff performance assessment interview	<p>May include:</p> <p>9.1 Developing a plan on how to conduct the staff performance assessment interview</p> <p>9.2 Ensuring familiarity with the facts that relate to the individual staff performance assessment, including the captured data, the key performance indicators (kpis) contained in the relevant staff performance assessment deed/workplace contract</p> <p>9.3 Determining the context of the staff performance assessment deed/workplace contract, including identification of the need for encouragement, congratulations, extension, disciplinary action etc</p>

VARIABLE	RANGE
	<p>9.4 Identifying specific supporting evidence to be used in illustrating points that need to be made during the interview</p> <p>9.5 identifying future courses of action that may be taken for the staff member during their next staff performance assessment period</p> <p>9.6 preparing recommendations to make to individual staff</p> <p>9.7 identifying a location and time for the evaluation/staff performance assessment interview, including the venue so that it facilitates a positive interaction between staff member and supervisor</p>
10. Individual staff performance	<p>May include:</p> <p>10.1 Meeting privately with individual staff member</p> <p>10.2 Reviewing the objectives set out in the individual staff performance assessment deed/workplace contract for the period</p> <p>10.3 Reminding the staff member of the cyclical nature of the staff performance assessment process</p> <p>10.4 Explaining the data, facts, statistics that have been captured in relation to the identified targets for the period in question</p> <p>10.5 Explaining interpretation of facts and statistics</p> <p>10.6 Providing opportunity for the staff member to make input and comment on the information/data provided</p> <p>10.7 Congratulating the staff member on positive outcomes</p> <p>10.8 Encouraging staff member where performance has fallen short of the identified key performance criteria (kpis) set for the period, where appropriate</p> <p>10.9 Counseling staff member where it is deemed actual staff performance has fallen short of agreed criteria/ key performance criteria (kpis) due to lack of application, including supportive mention of disciplinary action that may follow if performance does not improve to the minimum required level</p> <p>10.10 Offering support of the organization and the staff for staff to achieve the required performance standards and targets</p>

VARIABLE	RANGE
11. Staff performance assessment targets	<p>May include:</p> <ul style="list-style-type: none"> 11.1 Extending current targets 11.2 Introducing a new focus for the period, including inclusion of new key performance criteria (kpis) as opposed to revised key performance criteria (kpis) 11.3 Determining timelines that should apply to the targets/ key performance criteria (kpis) 11.4 Identifying support and resources to assist in achieving the targets/ key performance criteria (kpis) 11.5 Obtaining agreement from the staff member regarding the revised/new goals, support and timelines 11.6 Signing the new staff performance assessment deed/workplace contract for the period 11.7 Giving staff member signed copy of the staff performance assessment deed/workplace contract 11.8 Filing the staff performance assessment deed/workplace contract

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated understanding of host enterprise policies and procedures in regard to staff performance assessment and staff development</p> <p>1.2 Demonstrated ability to plan the staff performance assessment focus for a nominated real or simulated staff member in a designated workplace environment for a given period</p> <p>1.3 Demonstrated ability to collect, analyze and draw conclusions from information and data captured as a result of a nominated staff performance assessment for a given period</p> <p>1.4 Demonstrated ability to conduct an evaluation and feedback session/interview with a nominated real or simulated staff member in relation to a designated set of key performance criteria (KPIs) matched against a nominated set of key performance criteria (KPIs)</p>
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <p>2.1 Access to a real or simulated workplace; and</p> <p>2.2 Access to workplace standards, procedures, policies, guidelines,</p> <p>2.3 Tools and equipment</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions</p> <p>3.4 Portfolio evidence</p> <p>3.5 Problem solving</p> <p>3.6 Role plays</p> <p>3.7 Third party reports completed by a supervisor</p> <p>3.8 Project and assignment work</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center</p>

CORE COMPETENCIES

UNIT OF COMPETENCY : MONITOR ROUTINE WORKPLACE OPERATIONS

UNIT CODE : TRS122301

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to manage workplace operations in a range of settings within the hotel and travel industries workplace context.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Monitor and improve workplace operations	1.1 Efficiency and service levels are monitored on an ongoing basis through close contact with day to day operations 1.2 Operations in the workplace and quality assurance initiatives are ensured to support overall enterprise goals 1.3 Quality problems and issues are promptly identified and adjusted accordingly with relevant approvals 1.4 Procedures and systems are adjusted in consultation with colleagues to improve efficiency and effectiveness 1.5 Colleagues are consulted about ways to improve efficiency and service levels	1.1 Understanding of operational efficiency based on established industry practice/s i.e. Key result area's (KRA's) and Key Performance Indicators 1.2 Organizational goals and objectives 1.3 Quality systems and Quality standards 1.4 Operations Management 1.5 Customer Experience Management	1.1 Usage of monitoring and evaluation tools and techniques 1.2 Observation 1.3 Ability to detect quality and service deficiencies and come up with corrective action or communicate to management 1.4 Quality Orientation (Basic) 1.5 Results Orientation 1.6 Building Relationships 1.7 Clarifying Roles and Responsibilities 1.8 Building Trust and Personal Accountability 1.9 Critical and Analytical Thinking 1.10 Time Management 1.11 Promoting Self Development
2. Plan and organize workflow	2.1 Schedule work is prepared in a manner that enhances efficiency and customer service quality 2.2 Work is delegated to appropriate people in accordance with principles of delegation	2.1 Knowledgeable of optimum manpower count and scheduling 2.2 Operations Management	2.1 Organization 2.2 Planning and Controlling 2.3 Time Management 2.4 Clarifying roles and Responsibilities 2.5 Flexibility 2.6 Building Trust and Personal Accountability 2.7 Action Orientation

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 Progress is assessed against agreed objectives and timelines 2.4 Colleagues is assisted in prioritization of workload through supportive feedback and coaching		2.8 Results Orientation 2.9 Promoting Self-Development 2.10 Coaching
3. Maintain workplace records	3.1 Workplace records are completed and submitted accurately within required timeframes 3.2 Records are delegated and monitored prior to submission	3.1 Policies and Procedures on workplace record filing and storage.	3.1 Results Orientation 3.2 Quality Orientation
4. Solve problems and make decisions	4.1 Workplace problems are identified promptly and analyzed from an operational and customer service perspective 4.2 Corrective action is initiated to resolve the immediate problem where appropriate 4.3 Team members are encouraged to participate in solving problems they raise 4.4 Effectiveness of solutions in the workplace are monitored	4.1 Basic procedure on customer complaint handling. 4.2 Service Recovery Programs	4.1 Analysis 4.2 Critical and Analytical Thinking 4.3 Results Orientation 4.4 Quality Orientation 4.5 Coaching and Delegating 4.6 Action Orientation 4.7 Building Teams and Relationships 4.8 Building Trust and Accountability 4.9 Decision Making

RANGE OF VARIABLES

VARIABLE	RANGE
1. Efficiency and service levels	May include: 1.1 Monitoring and measuring performance 1.2 Monitoring customer service satisfaction 1.3 Monitoring costs.
2. Quality Assurance Initiatives	May include: 2.1 Quality systems 2.2 Quality standards.
3. Quality Problems	May include: 3.1 Difficult customer service situations 3.2 Equipment breakdown/technical failure 3.3 Failure to deliver promised service to customers 3.4 Procedural inadequacies or failure 3.5 Unrealistic or impractical product development or marketing, resulting in operational difficulties 3.6 Poor rosters giving rise to inadequate/inappropriate staffing levels 3.7 Inadequate financial resources 3.8 Delays and time difficulties.
4. Procedures and Systems	May include: 4.1 Customer Experience Management 4.2 Front Office procedures 4.3 Reservation procedures 4.4 Housekeeping procedures 4.5 Financial procedures
5. Schedule work	May include: 5.1 Staff Rosters 5.2 Shift allocations 5.3 Meal breaks
6. Principles of delegation	May include: 6.1 Defining employee's responsibility 6.2 Communicating authority 6.3 Clarifying expected results
7. Supportive feedback and Coaching	May include: 7.1 Performance reviews 7.2 Advice
8. Workplace records	May include: 8.1 Staff records 8.2 Performance Reports (KRA's and KPI's related) 8.3 Financial records/reports

VARIABLE	RANGE
	8.4 Front office transactions, vouchers and documentation 8.5 Customer records 8.6 Audit Records 8.7 Inventory/Stock Records
9. Workplace problems	May include/relate to: 9.1 Organizational 9.2 Employee 9.3 Customer 9.4 Compliance 9.5 Administrative
10. Corrective action	May include: 10.1 New procedures and/or processes 10.2 Revisions to workplace procedures and/or processes

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated effective monitoring and responding to a range of common operational and service issues in the workplace</p> <p>1.2 Demonstrated application of the principles of quality assurance, workflow planning, delegation and problem solving</p> <p>1.3 Demonstrated consistency of performance across a range of situations in implementing the principles and practices of managing workplace operations.</p> <p>1.4 Observed safety measures applicable to worksite operation</p> <p>1.5 Communicated effectively with others to ensure effective work operation</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Access to a real or simulated workplace</p> <p>2.2 Access to workplace standards, procedures, policies, guidelines, tools and equipment.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct Observation</p> <p>3.2 Oral interview and written test</p> <p>3.3 Role plays</p> <p>3.4 Problem Solving</p> <p>3.5 Third party reports completed by a supervisor</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center</p>

UNIT OF COMPETENCY : COACH AND MENTOR OTHERS IN JOB SKILLS

UNIT CODE : TRS122302

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to coach others to improve job skills in a range of settings within the hotel industries workplace context.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare for on job coaching	1.1 Need for coaching based on a range of factors are identified 1.2 Skill deficiencies that could be addressed by coaching are identified through discussion with the colleague to be coached 1.3 Suitable time and place are organized with colleague to conduct coaching in accordance with enterprise policy, where appropriate	1.1 Duties and responsibilities of all subordinates 1.2 Policies and procedures required per position 1.3 Basic Training Need Analysis	1.1 Core Functional/ Technical Skills 1.2 Clarifying roles and Responsibilities 1.3 Results Orientation 1.4 Quality Orientation 1.5 Time Management 1.6 Building Trust and Personal Accountability 1.7 Building Relationships 1.8 Flexibility and Agility
2. Coach colleagues on the job	2.1 Overall purpose of coaching are explained to the colleagues 2.2 Specific skills to be coached are explained and demonstrated 2.3 Underpinning knowledge are communicated 2.4 Colleague's understanding are checked 2.5 Colleagues are provided opportunities to practice the skill and ask questions 2.6 Feedback is provided in a constructive and supportive manner	2.1 Purposes and processes of coaching and mentoring 2.2 Understanding Feedback	2.1 Mastery of required core technical and functional skills per job design in order to be able to coach and mentor efficiently 2.2 Coaching 2.3 Empowering others 2.4 Building Trust and Personal Accountability 2.5 Results Orientation 2.6 Quality Orientation 2.7 Motivating others 2.8 Building Relationships 2.9 Emotional Intelligence

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Follow up coaching	3.1 Progress is monitored with new skills in the workplace and provide supportive assistance as required 3.2 Progress as required is reported to the appropriate person 3.3 Performance problems or difficulties with the coaching are identified, rectified and referred to the appropriate person for follow-up	3.1 Understanding procedures and techniques	3.1 Observation 3.2 Coaching 3.3 Follow-through mentorship 3.4 Results Orientation 3.5 Quality Orientation 3.6 Motivating others 3.7 Emotional Intelligence/Interpersonal Savvy 3.8 Building Trust and Personal Accountability 3.9 Promoting Self Development

RANGE OF VARIABLES

VARIABLE	RANGE
1. Coaching	May include: 1.1 Explanation 1.2 Demonstration 1.3 Review 1.4 Trainee explanation 1.5 Trainee demonstration 1.6 Feedback
2. Factors	May include: 2.1 Requesting coaching from colleague 2.2 Own observation and workplace experience 2.3 Direction from other colleagues.
3. Skill deficiencies (that could be addressed by coaching)	May include: 3.1 Customer service skills 3.2 Technical or practical skills such as operating equipment, making something or completing documentation 3.3 Selling or promoting products and services.
4. Suitable time and place	May include: 4.1 On-the-job during work hours 4.2 Before or after work 4.3 In a simulated location away from the actual workplace
5. Purpose of coaching	May include: 5.1 Skills development 5.2 Address performance problems 5.3 Request of supervisor or other person.
6. Specific skills	May include: 6.1 Skills required to support introduction of new equipment 6.2 Skills required to support introduction of new processes 6.3 Skills required to support introduction of new procedures 6.4 Skills required to complete a job or task effectively and efficiently
7. Underpinning knowledge	May include: 7.1 Knowledge of processes and procedures 7.2 Knowledge of principles and practices 7.3 Knowledge of the theory that underpins technical skills

VARIABLE	RANGE
	<p>7.4 Communication skills that contribute to productivity and good relations between employees and customers</p> <p>7.5 Teamwork skills that contribute to productive working relationships and outcomes</p> <p>7.6 Problem solving skills that contribute to productive results</p> <p>7.7 Technological skills that contribute to effective execution of tasks.</p> <p>7.8 Planning and organizing skills that contribute to long-term and short-term strategic planning</p> <p>7.9 Self-management skills that contribute to employee satisfaction and growth</p>
8. Feedback	<p>May include:</p> <p>8.1 Guiding the person being coached</p> <p>8.2 Being a core part of coaching sessions</p> <p>8.3 Being constructive so that the person being coached feels encouraged and motivated to improve their practice</p> <p>8.4 Being timely so that the person being coached can immediately apply to their work</p> <p>8.5 Being linked to a clear statement of orderly progression of learning so that the person being coached has a clear indication of how to improve his or her performance</p> <p>8.6 Being focused on achievement, not effort; the work should be assessed, not the person being coached</p> <p>8.7 Being specific to the learning outcomes of the coaching session so that assessment is clearly linked to learning</p> <p>8.8 Guiding people to become independent learners and their own critics</p> <p>8.9 Providing a developmental approach for achievement of a certain skills set</p>
9. Monitor progress	<p>May include</p> <p>9.1 Identifying the progress of the person being coached</p> <p>9.2 Identifying if changes to content of coaching sessions/s need to be made</p> <p>9.3 Identifying changes to coaching processes that need to be made</p>

VARIABLE	RANGE
10. Performance problems or difficulties	May include: 10.1 Feedback from customers i.e. Customer satisfaction 10.2 Feedback from supervisors 10.3 Observation of work performance 10.4 Performance reviews.



EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated job coaching with constructive and supportive feedback</p> <p>1.2 Demonstrated clear communication with people from a diverse range of backgrounds</p> <p>1.3 Demonstrated application of knowledge on basic training principles</p> <p>1.4 Observed safety measures applicable to worksite operation</p> <p>1.5 Communicated effectively with others to ensure effective work operation</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Access to a real or simulated workplace</p> <p>2.2 Access to workplace standards, procedures, policies, guidelines, tools and equipment</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case Studies</p> <p>3.2 Direct Observation</p> <p>3.3 Oral interview and written test</p> <p>3.4 Role plays</p> <p>3.5 Problem Solving</p> <p>3.6 Third party reports completed by a supervisor</p> <p>3.7 Portfolio evidence</p> <p>3.8 Project and assignment work</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center</p>

UNIT OF COMPETENCY : MONITOR AND CONTROL FINANCIAL STANDARDS AND GUEST RECORDS

UNIT CODE : TRS122303

UNIT DESCRIPTOR : This unit covers the skills and knowledge required to input and record keep financial transactions in a range of settings within the hotel and travel industries.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain Guest records	1.1 Transactions are checked in accordance with enterprise procedures 1.2 Prepared balances are checked in accordance with enterprise procedures 1.3 Discrepancies or errors are identified and reconciled with the concerned staff	1.1 Financial Policies and Procedures applicable to the Front Office Operations 1.2 Basic Financial Management	1.1 Core Functional/ Technical Skills needed for basic auditing 1.2 Business and Financial Acumen 1.3 Results Orientation 1.4 Quality Orientation 1.5 Building Trust and Personal Accountability 1.6 Promoting Self Development 1.7 Coaching
2. Complete financial reports	2.1 Financial/statistical reports are finalized and verified on time 2.2 Financial/statistical reports are forwarded promptly to the appropriate person/department	2.1 Financial Policies and Procedures applicable to the Front Office Operations	2.1 Core Functional/ Technical Skills 2.2 Results Orientation 2.3 Quality Orientation

RANGE OF VARIABLES

VARIABLE	RANGE
1. Transactions	May include: 1.1 Purchasing a fixed asset on credit 1.2 Selling a fixed asset on credit 1.3 Correcting posting errors 1.4 Writing off a bad debt 1.5 Interest expense 1.6 Interest receivable 1.7 Foreign currency 1.8 Withdrawal of stock/assets by owner 1.9 Non-cash transactions, e.g. Writing off depreciation, stock losses
2. Check balances	May include: 2.1 Checking accuracy of debtor account balances, e.g. cash receipts journal, sales return journal, general journal 2.2 Checking accuracy of creditor account balances, e.g. Cash payments journal, purchases journal, purchases returns journal, general journal 2.3 Checking the total of the debtor's schedule equals the balance of the debtor's control account 2.4 Checking the total of the creditor's schedule equals the balance of the creditor's control account.
3. Financial systems	May include: 3.1 Sales and sales returns 3.2 Purchases and purchase returns 3.3 Cash receipts 3.4 Cash payments 3.5 Banking procedures 3.6 Stock control 3.7 Cash control, e.g. Security, floats. 3.8 Creditor control 3.9 Petty cash
4. Discrepancies or errors	May include: 4.1 Data entry errors 4.2 Sales that should have had an invoice raised 4.3 Goods not delivered but charged for 4.4 Posting errors including: <ul style="list-style-type: none"> ● Posting of the wrong amount ● Omitting a posting ● Posting in the wrong column ● Posting more than once.

VARIABLE	RANGE
5. Designated persons	May include: 5.1 Supervisor 5.2 Bank 5.3 Organization's authorizations department 5.4 Line management 5.5 Statutory body
6. Financial/statistical reports	May include: 6.1 Daily, weekly, monthly transactions and reports 6.2 Break up by department 6.3 Occupancy 6.4 Sales performance 6.5 Commission earnings 6.6 Sales returns 6.7 Commercial account activity 6.8 Foreign currency activities 6.9 All types of payment
7. Designated timelines	May include: 7.1 Within agreed period 7.2 Monthly 7.3 By month end 7.4 Within organizational deadline

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated effective audit financial procedures within a travel and hotel industry context</p> <p>1.2 Demonstrated consistency of performance across a range of situations in implementing the principles of double entry bookkeeping and accrual accounting.</p> <p>1.3 Demonstrated confidentiality in financial information and documents.</p> <p>1.4 Communicated effectively with others to ensure effective work operation</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Access to a real or simulated workplace where financial procedures can be audited</p> <p>2.2 Access to workplace standards, procedures, policies, guidelines, tools and equipment</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct Observation</p> <p>3.2 Oral interview and written test</p> <p>3.3 Case Studies</p> <p>3.4 Problem Solving</p> <p>3.5 Portfolio</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center</p>

UNIT OF COMPETENCY : PROVIDE REQUIREMENTS FOR THE SECURITY OF GUESTS

UNIT CODE : TRS122304

UNIT DESCRIPTOR : This unit deals with skills and knowledge required to ensure the safety of nominated VIPs on the premises including escorting them to, in and from the premises and ensuring their safety during their stay.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Prepare for visits by VIPs	1.1 Nature of the visit are identified by the VIP 1.2 Relevant people are liaised regarding the visit 1.3 Factors impacting on VIP safety are identified while at the premises 1.4 Safety plans are created for the VIP visit 1.5 Resources required are identified to support safety plans 1.6 Surveillance and communication equipment are acquired 1.7 Staff is selected to provide for VIP safety 1.8 Information is provided to staff in relation to VIP safety and plans 1.9 Media liaison facilities and procedures are established 1.10 Drills to trial safety plans are conducted	1.1 Safety and Security Policies, Protocols and Procedures 1.2 VIP Handling Policies and Procedures 1.3 Crisis Management 1.4 Basic First Aid	1.1 Communication/ Interpersonal 1.2 Planning and Organization 1.3 Teamwork 1.4 Self-Management 1.5 Establishing/ Building networks 1.6 Core Functional/ Technical Skills 1.7 Resource Management 1.8 Customer Service Orientation 1.9 Decision-Making 1.10 Attention to detail

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Implement plans for VIP safety	2.1 <i>Pre-arrival preparations</i> are applied 2.2 <i>Final pre-arrival checks</i> are conducted 2.3 <i>VIPs are met and escorted</i> to the establishment 2.4 <i>Safety of VIPs during stay</i> are maintained 2.5 <i>Departure of VIPs</i> are facilitated	2.1 VIP Handling Procedures 2.2 Safety and Security Policies, Protocols and Procedures	2.1 Planning and Organizing 2.2 Detail-oriented 2.3 Customer Service Orientation 2.4 Quality Orientation 2.5 Action Orientation 2.6 Results Orientation 2.7 Communication
3. Conduct evaluation of plans following departure of VIP	3.1 <i>Staff</i> who were involved with project <i>is de-brief</i> 3.2 <i>Responses to breaches</i> are analyzed. 3.3 Draft Safety plans are prepared for future VIP visits on the basis of feedback received and analysis undertaken	3.1 Evaluation/ Debriefing Procedures	3.1 Communication 3.2 Planning and Organizing 3.3 Clarification of Roles and Responsibilities 3.4 Critical and Analytical Thinking 3.5 Quality Orientation 3.6 Results Orientation

RANGE OF VARIABLES

VARIABLE	RANGE
1. Nature of the visit	May include: 1.1 Day and date of the visit 1.2 Time and duration of the visit 1.3 Reason for the visit 1.4 Number, names and positions of others accompanying the VIP.
2. VIP	May include: 2.1 Royalty – local and foreign 2.2 Heads of state – local and foreign 2.3 Politicians – local and foreign 2.4 Pop/rock stars – local and foreign 2.5 Film stars – local and foreign 2.6 Sporting stars – local and foreign 2.7 Celebrities – local and foreign.
3. Relevant People	May include: 3.1 VIP managers and handlers 3.2 Local authorities including police 3.3 Staff and entourage accompanying the VIP 3.4 Security staff engaged by the VIP 3.5 Security staff engaged by the authorities 3.6 Government/embassy staff.
4. Factors impacting on VIP safety	May include: 4.1 Access to the premises relating to crowd control – including blocking of access by protestors and/or fans 4.2 Physical hazards that may exist within the premises - slippery floors, heights, stairs 4.3 Assault 4.4 Demonstrations – including potential for conflict, projectiles and delays 4.5 Media presence – relating to privacy and confidentiality issues 4.6 Visual lines-of-sight – and considerations relating to cameras, snipers and shooters 4.7 Drugs and excessive alcohol consumption – relating to venue response where VIP is affected by drugs or excessive alcohol 4.8 Members of the public causing nuisance and/or threat 4.9 Weather and darkness – including consideration of how these elements impact on the level of safety

VARIABLE	RANGE
5. Safety plans	<p>May include:</p> <ul style="list-style-type: none"> 5.1 Preparing necessary 'prior to arrival', 'on arrival', 'during stay' and 'on departure' procedures 5.2 Liaison with relevant people 5.3 Identifying roles and responsibilities 5.4 Verifying appropriate insurance is in place to cover identified contingencies 5.5 Allocating individuals to VIPs 5.6 Communication strategies 5.7 Preparing running sheets – 'on arrival', 'during stay' and 'on departure' 5.8 Controlling ingress and egress – including identification of restricted and 'no-go' zones, rear-of-premises access, staffing of doors, restricting movement of members of the public and unauthorized persons 5.9 Identification and tagging of authorized personnel – including security checks of same 5.10 Screening of mail (including emails and faxes), parcels, vehicles and telephone calls 5.11 Emergency response procedures – such as trigger points for 'lockdown' and 'flee' responses 5.12 Evacuation procedures – including safe transport arrangements, safe route and safe evacuation point/s based on differing threat types.
6. Resources	<p>May include:</p> <ul style="list-style-type: none"> 6.1 Personnel – internal and external including those provided by VIP including security checks as required 6.2 Transport – to, within and from the host establishment 6.3 Firearms and 'less than lethal' equipment – such as batons, sprays, restraints, handcuffs 6.4 Protective equipment – including helmets and shields 6.5 Communication equipment – portable radios, mobile telephones and land-line telephones 6.6 Electronic surveillance and detection equipment 6.7 Facilities to screen areas and restrict access and vision 6.8 Authorities to override traditional internal scopes of authority 6.9 Plans and maps of the layout of the host establishment and environs 6.10 External assistance for road closures, crowd control, identification checking, access limitation – private security companies and local authorities, including police

VARIABLE	RANGE
	<p>6.11 Personnel to undertake checks of premises - dog searches, physical searching, electronic surveillance, staff checks, checks on vehicles entering site</p> <p>6.12 Rosters for staff</p> <p>6.13 Running sheet to guide security activities</p>
7. Surveillance and communication equipment	<p>May include:</p> <p>7.1 Electronic surveillance equipment</p> <p>7.2 Electronic detection equipment</p> <p>7.3 Closed circuit televisions, recorders and monitors</p> <p>7.4 Portable radios, mobile telephones and land-line telephones</p> <p>7.5 Patching facilities into communications systems used by support agencies and personnel</p> <p>7.6 Establishment of a control and communications room</p> <p>7.7 Conducting tests of all surveillance and communications equipment</p>
8. Staff to provide for VIP safety	<p>May include:</p> <p>8.1 External security companies and guard</p> <p>8.2 Police</p> <p>8.3 Personal bodyguards</p> <p>8.4 Internal security staff</p> <p>8.5 Staff provided by, or accompanying VIP</p> <p>8.6 Security checks</p> <p>8.7 Identification of authorized staff</p>
9. Information to staff	<p>May include:</p> <p>9.1 Providing details of visit and VIP on a 'need to know' basis only</p> <p>9.2 Maintaining secrecy regarding preventative measures that have been taken</p> <p>9.3 Advising of changes to standard operating procedures – including revisions to restricted areas, new no-go zones, allocation of standard duties to other personnel</p> <p>9.4 Advising of emergency and evacuation procedures that have been established</p> <p>9.5 Notifying staff of drills to be undertaken prior to actual arrival of VIP</p> <p>9.6 Prohibiting taking of photographs and seeking of autographs</p> <p>9.7 Prohibiting staff contact with media</p>

VARIABLE	RANGE
10. Media liaison facilities and procedures	May include: 10.1 Preparing media releases 10.2 Procedures for media contact in the event of problems, emergencies, or breaches of security 10.3 Nominating single media contact person for the host establishment
11. Drills to trial safety plans	May include: 11.1 Practicing emergency procedures 11.2 Implementing all details of the safety plans that have been developed 11.3 Involving outside agencies and personnel 11.4 Testing communications and surveillance equipment and protocols 11.5 Conducting response trials focusing on potential/probable safety breaches 11.6 Staging simulated breaches of security to test responses 11.7 Revising safety plans on the basis of feedback/observation of trials 11.8 Re-running drills based on alterations made to safety plans on the basis of observation and feedback
12. Pre-arrival preparations	May include: 12.1 Training staff in required responsibilities and tasks – including use of relevant equipment, application of designated protocols 12.2 Supplying necessary food and beverages 12.3 Providing necessary support facilities – toilets, wash room, make-up room, media interview room, change room 12.4 Erecting barricades and cordoning off areas in accordance with safety plan 12.5 Restricting public access in accordance with safety plan 12.6 Implementing re-allocation of duties and standard operating procedures in accordance with safety plan
13. Final pre-arrival checks	May include: 13.1 Confirming functional operation of communications and control center 13.2 Keying off lifts in accordance with safety plan 13.3 Conducting sweep of area for suspicious packages and unauthorized persons 13.4 Confirming identity of all persons within restricted areas 13.5 Checking locked areas

VARIABLE	RANGE
	<p>13.6 Confirming lines of sight are protected and/or available as required</p> <p>13.7 Conducting communication checks</p> <p>13.8 Confirming key personnel are in position in accordance with safety plan</p> <p>13.9 Confirming security of all areas in accordance with safety plan</p> <p>13.10 Up-dating staff of last minute changes issuing 'all clear' notification</p>
14. Meet and escort VIPs	<p>May include:</p> <p>14.1 Securing arrival area and entry route to 'first arrival' location</p> <p>14.2 Identifying VIP/VIPs</p> <p>14.3 Integrating and liaising with external security staff to facilitate arrival</p> <p>14.4 Handling secure entry to building</p> <p>14.5 Monitoring crowds and observing environment for threats – including intoxicated persons, drug-affected persons, persons causing public nuisance, political activists, mentally deranged persons</p> <p>14.6 Notifying communication and control room of threats, progress and deviations from scheduled running sheet</p> <p>14.7 Requesting assistance where threat or problems arise</p> <p>14.8 Matching security level to degree of threat or danger identified</p> <p>14.9 Adapting security procedures on the basis of VIP requests and preferences, where possible</p> <p>14.10 Accompanying VIPs to designated 'first arrival' location</p> <p>14.11 Confirming security of 'first arrival' location</p> <p>14.12 Handing over security at 'first arrival' location to designated 'first arrival' location staff.</p>
15. Safety of VIPs during stay	<p>May include:</p> <p>15.1 Conducting on-going sweeps and searches</p> <p>15.2 Maintaining restricted access to facilities and no-go zones</p> <p>15.3 Confirming security protocols are being adhered to</p> <p>15.4 Checking identification of persons in the vicinity</p> <p>15.5 Liaising with external security staff and authorities</p> <p>15.6 Maintaining vigils on doors, windows and other designated locations – inside and outside the building</p> <p>15.7 Checking vehicles – including vehicles entering the premises and those parked close by</p>

VARIABLE	RANGE
	<p>15.8 Removing unauthorized vehicles and persons</p> <p>15.9 Screening calls, communications and deliveries to VIPs</p> <p>15.10 Restricting the movement of VIPs where security is compromised</p> <p>15.11 Escorting staff who are serving VIPs</p> <p>15.12 Providing static protection services</p> <p>15.13 Maintaining surveillance, communication and monitoring activities in accordance with safety plan</p> <p>15.14 Modifying standing plans in response to threats or other issues arising</p> <p>15.15 Providing notification to staff of progress and changes to plans and previous advices.</p>
<p>16. Departure of VIPs</p>	<p>May include:</p> <p>16.1 Keying off lifts in accordance with safety plan</p> <p>16.2 Conducting sweep of area for suspicious packages and unauthorized persons</p> <p>16.3 Confirming identity of all persons within restricted areas</p> <p>16.4 Checking locked areas</p> <p>16.5 Confirming lines of sight are protected and/or available as required</p> <p>16.6 Conducting communication checks</p> <p>16.7 Confirming key personnel are in position in accordance with safety plan</p> <p>16.8 Confirming security of all areas in accordance with safety plan</p> <p>16.9 Updating staff of last minute changes</p> <p>16.10 Issuing 'all clear/ready to exit' notification</p> <p>16.11 Integrating and liaising with external security staff to facilitate departure</p> <p>16.12 Handling secure departure from rooms and building</p> <p>16.13 Monitoring crowds and observing environment for threats – including intoxicated persons, drug-affected persons, persons causing public nuisance, political activists, mentally deranged persons</p> <p>16.14 Notifying communication and control room of threats, progress and deviations from scheduled running sheet</p>

VARIABLE	RANGE
	<p>16.15 Requesting assistance where threat or problems arise</p> <p>16.16 Matching security level to degree of threat or danger identified</p> <p>16.17 Adapting security procedures on the basis of VIP requests and preferences, where possible</p> <p>16.18 Accompanying VIPs to designated departure location</p> <p>16.19 Confirming security of departure location</p> <p>16.20 Checking vehicles – including vehicles entering the premises and those parked close by</p> <p>16.21 Removing unauthorized vehicles and persons</p> <p>16.22 Handing over security at departure point to another designated security staff</p>
17. De-brief staff	<p>May include:</p> <p>17.1 Meeting with internal staff involved in security to discuss security procedures that were implemented with a view to identifying security breaches and improving planning and responses for future VIP events</p> <p>17.2 Obtaining feedback from external security staff and authorities</p>
18. Responses to breaches	<p>May include:</p> <p>18.1 Watching and analyzing video-tape of the event – arrival, during the stay and departure</p> <p>18.2 Interviewing staff involved in the security event</p> <p>18.3 Interviewing persons who breached security</p> <p>18.4 Answering standard security questions, such as: why did it happen? Who was involved? Where did it happen? What happened as a result? What could have happened as a result? How can it be prevented in the future? Was it an equipment or human failure?</p>

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated preparedness to undertake a trial of a safety plan for the visit of a nominated VIP 1.2 Demonstrated ability to identify surveillance, detection and communication equipment required to provide for the safety of a nominated VIP 1.3 Demonstrated liaising with media, authorities and external service providers in relation to the visit of a nominated VIP 1.4 Demonstrated pre-arrival security checks and other related preparations for a nominated VIP 1.5 Demonstrated meeting and safely escorting a nominated VIP to a designated 'first arrival' location 1.6 Demonstrated safety of a nominated VIP during an identified length of stay at a designated establishment 1.7 Provided a secure escort and protection services for a nominated VIP on departure from the establishment at the conclusion of a stay 1.8 Demonstrated ability to evaluate and improve safety plans following the stay of a nominated VIP at a designated establishment. 1.9 Observed safety measures applicable to worksite operation 1.10 Communicated effectively with others to ensure effective work operation.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 access to a real or simulated workplace 2.2 access to workplace standards, procedures, policies, guidelines, safety and security tools and equipment.
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Direct Observation 3.2 Oral interview and written test 3.3 Case Studies 3.4 Problem Solving 3.5 Third party reports completed by a supervisor 3.6 Role play 3.7 Simulated exercises
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **FRONT OFFICE SERVICES NC III**

They include information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification.

3.1 CURRICULUM DESIGN

TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany their curricula.

Course Title: FRONT OFFICE SERVICES NC Level: III

Nominal Training Duration: **40 Hours (Basic)**
 96 Hours (Common)
 220 Hours (Core)
 356 HOURS

64 Hours Supervised Industry Learning (SIL)

Course Description:

This course is designed to enhance the knowledge, skills and attitudes in accordance with industry standards. This covers competencies that a person must achieve in performing task such as monitoring of workplace operations, coaching and mentoring job skills, maintaining financial records and providing safety of VIP's. These competencies are required to individuals who will work as Front Office Team Leaders, Supervisors and a pre-requisite for Front Office Services NC IV.

To complete the course, all units prescribed for this qualification must be achieved:

**BASIC COMPETENCIES
(40 HOURS)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Lead workplace communication	1.1 Communicate information about workplace processes	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ○ Effective verbal communication methods ○ Sources of information • Practice organizing information • Identify organization requirements for written and electronic communication methods • Follow organization requirements for the use of written and electronic communication methods • Perform exercises on understanding and conveying intended meaning scenario 	<ul style="list-style-type: none"> • Lecture • Demonstration • Practical exercises • Role Play 	<ul style="list-style-type: none"> • Written Test • Observation 	2 Hours
	1.2 Lead workplace discussions	<ul style="list-style-type: none"> • Describe: <ul style="list-style-type: none"> ○ Organizational policy on production, quality and safety ○ Goals/ objectives and action plan setting • Read <ul style="list-style-type: none"> ○ Effective verbal communication methods • Prepare/set action plans based on organizational goals and objectives 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation 	2 Hours
	1.3 Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"> • Describe: <ul style="list-style-type: none"> ○ Organizational policy in dealing with issues and problems • Read • Effective verbal communication methods 	<ul style="list-style-type: none"> • Group discussion • Lecture 	<ul style="list-style-type: none"> • Oral evaluation • Written Test 	2 Hours
2. Lead small teams	2.1 Provide team leadership	<ul style="list-style-type: none"> • Discussion of Company policies and procedures • Read web pages on situational leadership • Role play on situational leadership 	<ul style="list-style-type: none"> • Group work • Role Play • Lecture/ Discussion • Individual Work 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Assign responsibilities	<ul style="list-style-type: none"> • Read web pages on performance management • Case study on allocating roles and responsibilities based on competencies of current staff 	<ul style="list-style-type: none"> • Individual Work • Case Study 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 Hour
	2.3 Set performance expectations for team members	<ul style="list-style-type: none"> • Role play to communicate performance expectations with staff • Discussion on performance issues 	<ul style="list-style-type: none"> • Lecture/ Discussion • Role Play 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 Hour
	2.4 Supervise team performance	<ul style="list-style-type: none"> • Discussion on performance monitoring • Role play on providing feedback on performance • Role play on performance coaching • Discussion on keeping the team informed of team performance • Case study on Team performance monitoring and feedback 	<ul style="list-style-type: none"> • Lecture/ Discussion • Role Play • Case Study 	<ul style="list-style-type: none"> • Role Play • Written Test 	1 Hour
3. Apply critical thinking and problem-solving techniques in the workplace	3.1 Examine specific workplace strategies	<ul style="list-style-type: none"> • Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards 			
	3.2 Analyze the causes of specific workplace challenges	<ul style="list-style-type: none"> • Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations <ul style="list-style-type: none"> - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Formulate clear-cut findings on the nature of each identified workplace challenges 			
	3.3 Formulate resolutions to specific workplace challenges	<ul style="list-style-type: none"> • Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations • Show mastery of the current industry hardware and software products and services • Discuss process of identification of fundamental causes of specific workplace challenges • Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations <ul style="list-style-type: none"> - Relevant equipment and operational processes - Enterprise goals, targets and measures - Enterprise quality OHS and environmental requirement - Enterprise information systems and data collation - Industry codes and standards • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges • Discus strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.4 Implement action plans and communicate results	<ul style="list-style-type: none"> • Identify extent and causes of specific challenges in the workplace • Use of range of analytical problem-solving techniques • Formulate clear-cut findings on the nature of each identified workplace challenges • Discuss strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour
4. Work in a diverse environment	4.1 Develop an individual's cultural awareness and sensitivity	<ul style="list-style-type: none"> • Show understanding of cultural diversity in the workplace • Recognize norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) • Demonstrate different methods of verbal and non-verbal communication in a multicultural setting • Apply cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) • Show affective skills – establishing rapport and empathy, understanding, etc. • Demonstrate openness and flexibility in communication • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 	<ul style="list-style-type: none"> • Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/problems involving workplace diversity issues • Written examination • Role Playing 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.2 Work effectively in an environment that acknowledges and values cultural diversity	<ul style="list-style-type: none"> • Explain the value of diversity in the economy and society in terms of Workforce development • Discuss the importance of inclusiveness in a diverse environment • Discuss the importance of shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives • Identify and exhibit strategies for customer service excellence • Demonstrate cross-cultural communication skills and active listening • Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices • Demonstrate collaboration skills 	<ul style="list-style-type: none"> • Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/problems involving workplace diversity issues • Written examination • Role Playing 	1 Hour
	4.3 Identify common issues in a multicultural and diverse environment	<ul style="list-style-type: none"> • Explain the value, and leverage of cultural diversity • Discuss the inclusivity and conflict resolution • Describe the workplace harassment • Explain the change management and cite ways to overcome resistance to change • Demonstrate advanced strategies for customer service excellence • Address diversity-related conflicts in the workplace • Eliminate discriminatory behavior towards customers and co-workers • Utilize change management policies in the workplace 	<ul style="list-style-type: none"> • Small Group Discussion • Interactive Lecture • Brainstorming • Demonstration • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/problems involving workplace diversity issues • Written examination • Role Playing 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
5. Propose methods of applying learning and innovation in the organization	5.1 Assess work procedures, processes and systems in terms of innovative practices	<ul style="list-style-type: none"> • Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	1 Hour
	5.2 Generate practical action plans for improving work procedures, processes	<ul style="list-style-type: none"> • Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on how to improve organizational procedures, processes and systems • Set up action plans on how to apply innovative procedures in the organization • Set up action plans on how to apply innovative procedures in the organization 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Generate practical insights on how to improve organizational procedures, processes and systems 		strengths and virtues applied	
	5.3 Evaluate the effectiveness of the proposed action plans	<ul style="list-style-type: none"> • Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change) • Demonstrate collaboration and networking skills • Show basic skills in research • Generate practical insights on continuous improvement 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	1 Hour
6. Use information systematically	6.1 Use technical information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Application in collating information - Procedures for inputting, maintaining and archiving information - Guidance to people who need to find and use information • Organizing information into a suitable form for reference and use • Classify stored information for identification and retrieval • Operate the technical information system by using agreed procedures 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Hands on • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	6.2 Apply information technology (IT)	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Attributes and limitations of available software tool - Procedures and work instructions for the use of IT - Operational requirements for IT systems - Sources and flow paths of data - Security systems and measures that can be used - Methods of entering and processing information • Use procedures and work instructions for the use of IT • Extract data and format reports • Use WWW applications 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Self-paced handout/ module • Hands on • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours
	6.3 Edit, format and check information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> - Basic file-handling techniques - Techniques in checking documents - Techniques in editing and formatting - Proof reading techniques • Use different techniques in checking documents • Edit and format information applying different techniques • Proof read information applying different techniques 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Self-paced handout/ module • Hands on • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours
7. Evaluate Occupational Safety And Health Work Practices	7.1 Interpret Occupational Safety and Health practices	<ul style="list-style-type: none"> • Discuss the OSH standards, principles and legislations • Identify OSH work practices issues • Discuss standard safety requirements 	<ul style="list-style-type: none"> • Lecture • Group Discussion 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning 	1.5 Hours
	7.2 Set OSH work targets	<ul style="list-style-type: none"> • Discussion in actions plans that are necessary in achieving the OSH target 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written Exam • Demonstration 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
			<ul style="list-style-type: none"> Group Discussion 	<ul style="list-style-type: none"> Observation Interviews / Questioning 	
	7.3 Evaluate effectiveness of Occupational Safety and Health work instructions	<ul style="list-style-type: none"> Practice evaluating safety data (Historical or Simulated) 	<ul style="list-style-type: none"> Lecture Group Discussion 	<ul style="list-style-type: none"> Written Exam Demonstration Observation Interviews / Questioning 	1.5 Hours
8. Evaluate Environmental Work Practices	8.1 Interpret environmental practices, policies and procedures	<ul style="list-style-type: none"> Discussion Environmental Issues regarding <ul style="list-style-type: none"> Water Quality National and Local Government Issues Safety Endangered Species Noise Air Quality Historic Waste Cultural Updating of existing occupation practices 	<ul style="list-style-type: none"> Lecture Group Discussion Demonstration 	<ul style="list-style-type: none"> Written Exam Demonstration Observation Interviews / Questioning 	1 Hour
	8.2 Establish targets to evaluate environmental practices	<ul style="list-style-type: none"> Discussion on <ul style="list-style-type: none"> lower production costs and energy consumption Environmentally Sound Processes Resource Efficient Recycling and Waste Management Simple case study regarding energy efficiency 	<ul style="list-style-type: none"> Lecture Group Discussion Demonstration 	<ul style="list-style-type: none"> Written Exam Demonstration Observation Interviews / Questioning 	1 Hour
	8.3 Evaluate effectiveness of environmental practices	<ul style="list-style-type: none"> Identifying effective environmental practices relevant to the industry/occupation <ul style="list-style-type: none"> Implementation of energy efficiency 	<ul style="list-style-type: none"> Lecture Group Discussion Demonstration 	<ul style="list-style-type: none"> Written Exam Demonstration Observation 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
			<ul style="list-style-type: none"> • Case Study 	<ul style="list-style-type: none"> • Interviews / Questioning • Third Party Reports 	
9. Facilitate Entrepreneurial Skills For Micro-Small-Medium Enterprises (MSMEs)	9.1 Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	<ul style="list-style-type: none"> • Discussions on business models and strategies • Discussion on Types and categories of businesses and business internal control • Discussion on Relevant National and local legislations affecting businesses • Prepare promotional materials • Practice basic bookkeeping 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Demonstration 	<ul style="list-style-type: none"> • Written Test • Portfolio • Work Related Project 	2 Hours
	9.2 Establish and maintain client-base/market	<ul style="list-style-type: none"> • Role play on customer and employee relations • Discussion on Basic product promotion strategies • Preparation of Basic Feasibility study • Case studies on Basic Business ethics • Prepare basic advertising materials 	<ul style="list-style-type: none"> • Role Play • Lecture Discussion • Case study 	<ul style="list-style-type: none"> • Case problem • Written Test 	2 Hours
	9.3 Apply budgeting and financial management skills	<ul style="list-style-type: none"> • Discussion on: <ul style="list-style-type: none"> - Basic cost-benefit analysis - Basic financial management - Basic financial accounting - Business internal controls 	<ul style="list-style-type: none"> • Role Play • Lecture Discussion • Group work 	<ul style="list-style-type: none"> • Written Test • Case problem 	1 Hour

**COMMON COMPETENCIES
(96 Hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
1. Receive and resolve customer complaints	1.1 Identify and analyse the complaint	<ul style="list-style-type: none"> • Explain how to received verbal complaint using active listening and empathy techniques • Identify through appropriate communication techniques the exact nature of the customer complaint • Identify steps in maintain register or complaint file/s in accordance with the requirements of the enterprise information system 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written examination 	4 hours
	1.2 Respond to complaints	<ul style="list-style-type: none"> • Explain how to process complaints in accordance with organizational standards, policies and procedures • Explain how to obtain and review documentation in relation to complaints • Identify steps in updating register of complaints/disputes 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written examination 	4 hours
	1.3 Determine and agree upon appropriate action to resolve complaint	<ul style="list-style-type: none"> • Identify procedures and guidelines on how to resolve the complaint • Demonstrate a commitment to the customer to resolve the complaint 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written examination 	4 hours
	1.4 Refer complaints	<ul style="list-style-type: none"> • Identify complaints that require referral to other personnel or external bodies 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion 	<ul style="list-style-type: none"> • Observation • Demonstration • Written examination • Interview 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> Explain how to forward all necessary documentation including investigation reports to appropriate personnel 	<ul style="list-style-type: none"> Simulation 	<ul style="list-style-type: none"> Oral Questioning 	
2. Work cooperatively In a general administration environment	2.1 Develop effective team relationships	<ul style="list-style-type: none"> Explain how to develop and maintain relationships with team members and promote benefits of cooperative work consistent with organizational goals and objectives Identify communication techniques to relay information in a clear and concise manner 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
	2.2 Participate in team assignments	<ul style="list-style-type: none"> Identify individual responsibilities within the workgroup in accordance with organisational requirements How to recognize and accommodate cultural differences within the team 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
	2.3 Contribute to team development	<ul style="list-style-type: none"> Identify the internal and external customer needs and expectations Explain how to seek formal feedback and informal feedback on individual and team performance regularly from colleagues and supervisors Identify the non-discriminatory attitudes and language when interacting with customers, staff and management 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
3. Maintain quality customer/guest service	3.1 Identify customer/ guest requirements	<ul style="list-style-type: none"> Identify options to improve service Explain how to assess needs of customers/or guests Identify and conduct data analysis on deficiencies in service delivery 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
	3.2 Ensure delivery of quality products/services	<ul style="list-style-type: none"> Explain how to ensure products/services meet customers' needs and reflect enterprise standards and improve on service levels Explain how to ensure team performance consistently meets enterprise standards Explain to colleagues how to meet and exceed customer service standards by providing appropriate professional development 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
	3.2 Evaluate customer service	<ul style="list-style-type: none"> Explain how to review customer/guest satisfaction with service delivery using appropriate methods that produce verifiable data Identify steps on how to evaluate customer service evaluation outcomes Obtain agreements on appropriate action to overcome problems 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
4. Roster Staff	4.1 Develop and implement staff rosters	<ul style="list-style-type: none"> Explain how to developed rosters in accordance with company agreements and wage budgets Identify the role of rosters and their importance in controlling staff costs Explain how to present roster in required formats to ensure clarity of information in accordance with company standards 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	6 hours
	4.2 Maintain staff records	<ul style="list-style-type: none"> Explain how to complete time sheets and other documentation within designated timelines Explain procedures in updating, maintaining and storing staff records 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
5. Control And Order Stock	5.1 Maintain stock levels and records	<ul style="list-style-type: none"> Explain how to monitor and maintain stock levels and performance Identify the steps in monitoring stock security and adjusting systems Explain how to maintain records of stock storage and movement 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	6 hours
	5.2 Process stock orders	<ul style="list-style-type: none"> Explain how to process orders for stock in accordance with company procedures Identify steps in maintaining and recording stock levels 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
	5.3 Minimize stock losses	<ul style="list-style-type: none"> Identify reasons for stock loss and damage Explain how to identify stock losses 	<ul style="list-style-type: none"> Discussion Demonstration Lecture 	<ul style="list-style-type: none"> Observation Demonstration Written examination 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> Identify the recommended related procedures and solutions to loss situations to prevent future avoidable losses 	<ul style="list-style-type: none"> Group discussion Simulation 	<ul style="list-style-type: none"> Interview 	
	5.4 Follow-up orders	<ul style="list-style-type: none"> Explain how to monitor delivery process and ensure continuity of supply Identify routine supply problems Explain how to distribute stock to agreed locations. 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
	5.5 Organize and administer stocks	<ul style="list-style-type: none"> Explain how to organize stocks Identify the stocktaking responsibilities Demonstrate how to produce accurate stock reports 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
6. Prepare And Deliver Training Sessions	6.1 Determine training requirements	<ul style="list-style-type: none"> Identify required competencies for learners Describe the training gap for learners Explain the identified training gaps and recommendation for training 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
	6.2 Prepare training plan	<ul style="list-style-type: none"> Explain how to develop session outlines, training content, training resources and materials and individual training session 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
	6.3 Deliver training sessions	<ul style="list-style-type: none"> Explain the training and assessment activities involved in the training session Identify steps in preparing training venue for the training session 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> Identify safety of learners during training delivery and practice 			
7. Plan, conduct and evaluate staff performance assessment	7.1 Plan a staff performance assessment	<ul style="list-style-type: none"> Identify context for staff performance assessment Determine the initial focus of the staff performance assessment for each staff member Prepare Documents to record identified staff performance assessment statistics and performance data Design action plan to guide the conduct of staff performance assessment 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
	7.2 Conduct a staff performance assessment	<ul style="list-style-type: none"> Identify steps in gathering workplace-based evidence of staff performance Explain how to interpret employee performance data 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours
	7.3 Evaluate a staff performance assessment	<ul style="list-style-type: none"> Prepare staff performance assessment interview Identify steps in reviewing individual staff performance Explain how to prepare staff performance assessment targets for next period 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written examination Interview 	4 hours

**CORE COMPETENCIES
(220 hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
1. Monitor routine workplace operations	1.1 Monitor and improve workplace operations	<ul style="list-style-type: none"> • Monitor efficiency and service levels on an ongoing basis through close contact with day to day operations • Identify quality problems and issues and make appropriate adjustments accordingly with relevant approvals • Adjust procedures and systems in consultation with colleagues 	<ul style="list-style-type: none"> • Lecture-Discussion • Reporting • Case Analysis 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning • Case Analysis 	6 hours
	1.2 Plan and organize workflow	<ul style="list-style-type: none"> • Schedule work in a manner that enhances efficiency and customer service quality • Delegate work to appropriate people in accordance with principles of delegation • Assess progress against agreed objectives and timelines • Assist colleagues in prioritization of workload through supportive feedback and coaching 	<ul style="list-style-type: none"> • Lecture-Discussion • Reporting • Case Analysis 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning • Case Analysis 	12 hours
	1.3 Maintain workplace records	<ul style="list-style-type: none"> • Complete workplace records accurately and submit within required timeframes • Delegate and monitor completion of records prior to submission 	<ul style="list-style-type: none"> • Lecture-Discussion • Reporting • Case Analysis 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning • Simulation • Case Analysis 	6 hours
	1.4 Solve problems and make decisions	<ul style="list-style-type: none"> • Identify workplace problems promptly and analyze from an operational and customer service perspective • Initiate corrective action to resolve the immediate problem where appropriate • Monitor the effectiveness of solutions in the workplace 	<ul style="list-style-type: none"> • Lecture-Discussion • Reporting • Case Analysis 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning • Simulation • Case Analysis 	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
2. Coach and mentor others in Job skills	2.1 Prepare for on job coaching	<ul style="list-style-type: none"> Identify the need for coaching based on a range of factors Identify skill deficiencies that could be addressed by coaching needs through discussion with the colleague to be coached Organize with colleague a suitable time and place to conduct coaching in accordance with enterprise policy, where appropriate 	<ul style="list-style-type: none"> Lecture-Discussion Reporting Simulation practices Case Analysis 	<ul style="list-style-type: none"> Written Examination Oral Questioning Simulation Case Analysis 	36 hours
	2.2 Coach colleagues on the job	<ul style="list-style-type: none"> Explain to the colleague the overall purpose of coaching Explain and demonstrate the specific skills to be coached Communicate clearly any underpinning knowledge required Check the colleague's understanding Provide the colleague the opportunity to practice the skill and ask questions Provide feedback in a constructive and supportive manner 	<ul style="list-style-type: none"> Lecture-Discussion Reporting Simulation practice Case Analysis 	<ul style="list-style-type: none"> Written Examination Oral Questioning Simulation Case Analysis 	40 hours
	2.3 Follow up coaching	<ul style="list-style-type: none"> Monitor progress with new skills in the workplace and provide supportive assistance as required Identify performance problems or difficulties with the coaching and rectify them or refer them to the appropriate person for follow-up 	<ul style="list-style-type: none"> Lecture-Discussion Reporting Case Analysis 	<ul style="list-style-type: none"> Written Examination Oral Questioning Case Analysis 	12 hours
3. Maintain Financial Standards and Records	3.1 Monitor financial procedures	<ul style="list-style-type: none"> Check transactions in accordance with enterprise procedures Balance transactions accurately Check balances prepared by others in accordance with enterprise procedures Implement and control financial systems in accordance with enterprise procedures 	<ul style="list-style-type: none"> Lecture-Discussion Reporting Case Analysis 	<ul style="list-style-type: none"> Written Examination Oral Questioning Case Analysis 	12 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Monitor financial systems and provide input on possible improvements to appropriate personnel • Identify and resolve discrepancies or errors according to level of responsibility and in consultation with designated persons 			
	3.2 Complete financial reports	<ul style="list-style-type: none"> • Complete routine financial/statistical reports accurately within designated timelines • Forward financial/statistical reports promptly to the appropriate person/department 	<ul style="list-style-type: none"> • Lecture-Discussion • Reporting • Case Analysis 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning • Case Analysis 	12 hours
4. Provide for the Safety of VIP's	4.1 Prepare for visits by VIPs	<ul style="list-style-type: none"> • Identify the nature of the visit by the VIP • Liaise with relevant people regarding the visit • Identify factors impacting on VIP safety while at the premises • Create safety plans for the VIP visit • Identify resources required to support safety plans • Acquire necessary surveillance and communication equipment • Select staff to provide for VIP safety • Provide information to staff in relation to VIP safety and plans • Establish media 	<ul style="list-style-type: none"> • Lecture-Discussion • Reporting • Simulation practices • Case Analysis 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning • Simulation • Case Analysis 	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		liaison facilities and procedures <ul style="list-style-type: none"> • Conduct drills to trial safety plans 			
	4.2 Implement plans for VIP safety	<ul style="list-style-type: none"> • Apply pre-arrival preparations • Conduct final pre-arrival checks • Meet and escort VIPs • Maintain the safety of VIPs during stay • Facilitate departure of VIPs 	<ul style="list-style-type: none"> • Lecture-Discussion • Reporting • Simulation practices • Case Analysis 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning • Simulation • Case Analysis 	24 hours
	4.3 Conduct evaluation of plans following departure of VIP	<ul style="list-style-type: none"> • De-brief staff who were involved with project • Analyze responses to breaches of safety that occurred • Prepare draft safety plans for future VIP visits on the basis of feedback received and analysis undertaken 	<ul style="list-style-type: none"> • Lecture-Discussion • Reporting • Case Analysis 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning • Case Analysis 	24 hours

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
 - a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)
 - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
 - c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
 - d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
 - e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
 - f. Training program allows for recognition of prior learning (RPL) or current competencies;
 - g. Training completion is based on satisfactory performance of all specified competencies.
2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

2.1 Institution- Based:

- Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;

- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.
- The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.
- Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.
- Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

2.3 Community-Based – Community-Based – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to gain entry into this course should possess the following requirements:

- Must have completed the 10-year basic education or an Alternative Learning System (ALS) Certificate of Completion with grade 10 equivalent holder
- Must possess good communications skills
- Must be computer literate
- Can perform basic mathematical computation
- Must be competent in Front Office Services NC II qualification gained through training or experience or certification

3.4 LIST OF TOOLS AND EQUIPMENT AND MATERIALS

List of tools, equipment and materials for the training of a minimum of 25 trainees for Front Office Services NC III are as follows:

A. (Full Qualification)

TOOLS	
QTY	DESCRIPTION
4 sets	Microsoft Office i.e. Excel, Word, PPT, Etc.

EQUIPMENT	
QTY	DESCRIPTION
4 units	Computer with Property Management System and printer

MATERIALS	
QTY	DESCRIPTION
5 sets	Sample Manpower roster/schedule
1 pc	White board
5 pcs	Empty envelopes
5 pcs	Luggage Tag
1 pc	Easel Stand
50 pcs	Easel sheets
.1 box	Whiteboard markers
5 sets	Sample Inventory Stocks Monitoring Form
5 sets	Sample Staff Assessment Forms
5 sets	Sample Financial Reports (FO)
5 sets	Sample Safety Plans

3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Lecture	8 x 7 m.	56 sq. m.	56 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment/ Circulation Area			21 sq. m.
Total workshop area:			92 sq. m.

3.6 TRAINER'S QUALIFICATIONS FOR FRONT OFFICE SERVICES NC III

- Must be a holder of National TVET Trainer Certificate (NTTC) Level I in Front Office Services NC III
- Must have at least two years industry experience in any Front Office related works as supervisor

3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENT

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations.
- 4.1.2 Individuals wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.
- 4.1.3 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment:
- 4.1.4 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following:
 - a. Entry requirements for candidates
 - b. Evidence gathering methods
 - c. Qualification requirements of competency assessors
 - d. Specific assessment and certification arrangements as identified by industry

4.2 COMPETENCY ASSESSMENT REQUISITE

4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

This document can:

- a. Identify the candidate's skills and knowledge
- b. Highlight gaps in candidate's skills and knowledge
- c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
- d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior`

4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

4.2.3 Accredited Competency Assessor. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

**COMPETENCY MAP - TOURISM SECTOR
(Hotel and Restaurant)
FRONT OFFICE SERVICES NC III**

**BASIC
COMPETENCIES**

Lead workplace communication	Lead small teams	Apply critical thinking and problem-solving techniques in the workplace	Work in a diverse environment	Propose methods of applying learning and innovation in the organization	Use information systematically	Evaluate occupational safety and health work practices	Evaluate environmental work practices	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
Receive and respond to workplace communication	Work with others	Solve/address routine problems	Enhance self-management skills	Support Innovation	Access and maintain information	Follow occupational safety and health policies and procedures	Apply environmental work standards	Adopt entrepreneurial mindset in the workplace
Participate in workplace communication	Work in Team Environment	Solve/address general workplace problems	Develop career and life decisions	Contribute to workplace innovation	Present relevant information	Practice occupational safety and health policies and procedures	Exercise efficient and effective sustainable practices in the workplace	Practice entrepreneurial skills in the workplace
Utilize specialize specialized communication skill	Develop and lead teams	Perform higher order thinking processes and apply techniques in the workplace	Contribute to the practice of social justice in the workplace	Manage innovative work instructions	Manage evaluate usage of information	Lead in improvement of Occupational Safety and Health Program, Policies and Procedures	Lead towards improvement of environmental work programs, policies and procedures	Sustain entrepreneurial skills
Manage and sustain effective communication strategies	Manage and sustain high performing teams	Evaluate higher order thinking skills and adjust problem solving	Advocate strategic thinking for global citizenship	Incorporate innovation into work procedures	Develop systems in managing, and maintaining information	Manage Implementation of OSH programs in the workplace	Manage implementation of environmental program in the workplace	Develop and sustain a high-performing enterprise

COMMON COMPETENCIES

Receive and resolve customer complaints	Work cooperatively in a general administration environment	Maintain quality customer/guest service	Roster staff	Control and Order stock*	Prepare and deliver training sessions	Plan, conduct and evaluate staff performance assessment		
Maintain hospitality industry knowledge	Perform child protection duties relevant to the tourism industry	Develop and supervise operational approaches	Manage quality customer service	Manage finances within a budget	Plan and implement a series of training events	Use the assessment system for training outcome		
Develop and update tourism industry knowledge	Develop protective environments for children in tourism destinations	Establish and maintain a business relationship	Gather and present product information	Maintain quality customer/guest service	Manage and resolve conflict situations	Manage financial performance within a budget	Monitor and evaluate the effectiveness of training outcome	Evaluate the effectiveness of assessment system

CORE COMPETENCIES

Receive and process reservations	Operate computerized reservations system	Provide accommodation reception services	Conduct night audit	Provide club reception services
Provide concierge and bell services	Provide cashiering services	Monitor routine workplace operations	Coach and mentor others in Job skills	Maintain financial standards and records
Provide for the safety of VIPs	Plan and establish systems and procedures	Lead and manage people	Manage and resolve conflict situations	Manage guests' financial records

GLOSSARY OF TERMS

- Concierge - a front office section taking charge of guest inquiries, requests and complaints.
- Computer Literate - Is defined as the knowledge and ability to utilize computers and related technology efficiently, with a range of skills covering levels from elementary use to computer programming and advanced problem solving.
- Front Office Agent - a front office staff in-charge of accepting hotel reservations; registering and checking-out guest; handling guest inquiries, request and complaints and F.O. Cashiering.
- Reservation - the process of requesting for room accommodation in advance in a hotel or other commercial establishment.
- Electronic Key Card - a computer generated electronic card used as guest room key.
- Back-Of-The-House - non-guest contact departments such as Accounting/Finance
- Property Standards - based according to the hotel, hotel school, training institution or similar/related commercial establishment.



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