

TRAINING REGULATIONS

PUBLIC EMPLOYMENT SERVICES NC IV



SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES SECTOR

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) serve as basis for the:

1. Registration and delivery of training programs;
2. Development of curriculum and assessment instruments; and
3. Establishment of 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.

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**TRAINING REGULATION FOR
PUBLIC EMPLOYMENT SERVICES NC IV**

SECTION 1 PUBLIC EMPLOYMENT SERVICES NC IV QUALIFICATION

The **PUBLIC EMPLOYMENT SERVICES NC IV** Qualification consists of competencies that a person must achieve to promote full employment facilitation and equality of employment opportunities for all.

The Units of Competency comprising this Qualification include the following:

UNIT CODE	BASIC COMPETENCIES
500311401	Utilize specialized communication skill
500311402	Develop and lead teams
500311403	Perform higher-order thinking processes and apply techniques in the workplace
500311404	Contribute to the practice of social justice in the workplace
500311405	Manage innovative work instructions
500311406	Manage and evaluate usage of information
500311407	Lead in improvement of occupational safety and health (OSH) programs, policies and procedures
500311408	Lead towards improvement of environmental work programs, policies and procedures
500311409	Sustain entrepreneurial skills
UNIT CODE	COMMON COMPETENCIES
ELC311203	Perform computer operations
SOC323201	Maintain an effective relationship with clients/customers
SOC323202	Manage own performance
SOC323203	Apply quality standards
UNIT CODE	CORE COMPETENCIES
SOC341301	Establish and strengthen linkages with other organizations
SOC341302	Supervise PESO planning activities
SOC341303	Supervise PESO programs, activities and projects
SOC341304	Provide continuous improvement on operations and solutions to PESO concerns
SOC341305	Supervise PES office

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

PESO MANAGER

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the units of competency required in **PUBLIC EMPLOYMENT SERVICES NC IV.**

BASIC COMPETENCIES

- UNIT OF COMPETENCY** : **UTILIZE SPECIALIZED COMMUNICATION SKILLS**
UNIT CODE : **500311401**
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate discussion with groups, and contribute to the development of communication strategies.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly in a manner which does not compromise the organization	1.1 Communication processes 1.2 Dynamics of groups and different styles of group leadership 1.3 Communication skills relevant to client groups 1.4 Flexibility in communication	1.1 Full range of communication techniques including: 1.1.1 Effective communication process 1.1.2 Active listening 1.1.3 Giving/ receiving feedback 1.1.4 Interpretation of information 1.1.5 Role boundaries setting 1.1.6 Negotiation 1.1.7 Establishing empathy 1.1.8 Conduct seminars 1.1.9 Public speaking 1.2 Communication skills required to fulfill job roles as specified by the organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained 2.5 Negotiation and conflict resolution strategies are used where required 2.5 Communication with clients and colleagues is performed appropriate to individual needs and organizational objectives	2.1 Communication process 2.2 Dynamics of groups and different styles of group leadership 2.3 Openness and flexibility in communication 2.4 Communication skills relevant to client groups	2.1 Full range of communication techniques including: 2.1.1 Effective communication process 2.1.2 Active listening 2.1.3 Giving/ receiving Feedback 2.1.4 Interpretation of information 2.1.5 Role boundaries setting 2.1.6 Negotiation 2.1.7 Establishing empathy 2.1.8 Openness and flexibility in communication 2.2 Communication skills required to fulfill job roles as specified by the organization
3. Deliver a technical presentation	3.1 Presentation is delivered clearly, sequential and delivered within allotted time 3.3 Utilize appropriate media to enhance presentation 3.4 Differences in views/opinions are respected 3.5 Questions during fora are responded in a manner consistent with organizational standard	3.1 Communication process 3.2 Dynamics of groups and different styles of group leadership 3.3 Openness and flexibility in communication 3.4 Communication skills relevant to client groups	3.1 Full range of communication techniques including: 3.1.1 Effective communication process 3.1.2 Active listening 3.1.3 Giving/receiving feedback 3.1.4 Interpretation of information 3.1.5 Role boundaries setting 3.1.6 Negotiation 3.1.7 Establishing empathy 3.1.8 Openness and flexibility in communication

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			3.19 Communication skills required to fulfill job roles as specified by the organization
4. Represent the organization	<p>4.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization</p> <p>4.2 Presentation is clear and sequential and delivered within a predetermined time</p> <p>4.3 Utilize appropriate media to enhance presentation</p> <p>4.4 Differences in views are respected</p> <p>4.5 Written communication is consistent with organizational standards</p> <p>4.6 Inquiries are responded in a manner consistent with organizational standard</p> <p>4.7 Consolidate ideas and suggestions</p> <p>4.8 Generalize and summarize all ideas and suggestions</p>	<p>4.1 Communication process</p> <p>4.2 Dynamics of groups and different styles of group leadership</p> <p>4.3 Openness and flexibility in communication</p> <p>4.4 Communication skills relevant to client groups</p>	<p>4.1 Full range of communication techniques including:</p> <p>4.1.1 Effective communication process</p> <p>4.1.2 Active listening</p> <p>4.1.3 Giving/ receiving feedback</p> <p>4.1.4 Interpretation of information</p> <p>4.1.5 Role boundaries setting</p> <p>4.1.6 Negotiation</p> <p>4.1.7 Establishing empathy</p> <p>4.1.8 Openness and flexibility in communication</p> <p>4.2 Communication skills required to fulfill job roles as specified by the organization</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Facilitate group discussion	5.1 Mechanisms which enhance effective group interaction is defined and implemented 5.2 Strategies which encourage all group members to participate are used routinely 5.3 Objectives and agenda for meetings and discussions are routinely set and followed 5.4 Relevant information is provided to group to facilitate outcomes 5.5 Evaluation of group communication strategies is undertaken to promote participation of all parties specific communication needs of individuals are identified and addressed	5.1 Communication process 5.2 Dynamics of groups and different styles of group leadership 5.3 Openness and flexibility in communication 5.4 Communication skills relevant to client groups	5.1 Full range of communication techniques including: 5.1.1 Effective communication process 5.1.2 Active listening 5.1.3 Giving/receiving feedback 5.1.4 Interpretation of information 5.1.5 Role boundaries setting 5.1.6 Negotiation 5.1.7 Establishing empathy 5.1.8 Openness and flexibility in communication 5.2 Communication skills required to fulfill job roles as specified by the organization
6. Conduct interview	6.1 A range of appropriate communication strategies are employed in interview situations 6.2 Records of interviews are made and maintained in accordance with organizational procedures 6.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated	6.1 Communication process 6.2 Dynamics of groups and different styles of group leadership 6.3 Effective questioning techniques 6.3 Communication skills relevant to client groups	6.1 Full range of communication techniques including: 6.1.1 Effective communication process 6.1.2 Active listening 6.1.3 Giving/ receiving feedback 6.1.4 Interpretation of information 6.1.5 Role boundaries setting 6.1.6 Negotiation 6.1.7 Establishing empathy 6.2 Effective clarifying and probing techniques (questioning skills) 6.3 Communication skills required to fulfill job roles as specified by the organization

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	May include: 1.1 Recognizing own limitations 1.2 Referral to specialists 1.3 Utilizing techniques and aids 1.4 Providing written drafts 1.5 Verbal and non verbal communication
2. Effective group interaction	May include: 2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way 2.2 Using active listening 2.3 Making decision about appropriate words, behavior 2.4 Putting together response which is culturally appropriate 2.5 Expressing an individual perspective 2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication 2.7 Openness and flexibility in communication
3. Types of Interview	May include: 3.1 Related to staff issues 3.2 Routine 3.3 Confidential 3.4 Evidential 3.5 Non disclosure 3.6 Disclosure
4. Interview situations	May include: 4.1 Establish rapport 4.2 Elicit facts and information 4.3 Facilitate resolution of issues 4.4 Develop action plans 4.5 Diffuse potentially difficult situation

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated effective communication skills with clients accessing service and work colleagues 1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties
2. Resource Implications	2.1 Access to appropriate workplace where assessment can take place
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Case Study 3.2 Interview 3.3 Portfolio 3.4 Written Test 3.5 Role Play
4. Context for Assessment	4.1 This unit should be assessed on the job through simulation

UNIT OF COMPETENCY : DEVELOP AND LEAD TEAMS

UNIT CODE : 500311402

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Foster individual growth	1.1 Learning and development needs of team members are systematically identified in line with organizational requirements 1.2 Development plan to meet individual needs is collaboratively developed and implemented 1.3 Individuals are encouraged to self - evaluate performance and identify areas for improvement 1.4 Feedback on performance of team members is collected from relevant sources and compared with established team learning process	1.1 Effective workplace communication, coaching and mentoring principles 1.2 Feedback principles and procedures 1.3 Working interdependently: strategies and techniques 1.4 Leadership Concepts: <ul style="list-style-type: none"> • Types of Decisions Teams Make • Team Responsibilities • Problems That Affect Teams • Building Strong Team Communication • Expressing Yourself on a Team • Team Problem Solving 	1.1 Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management 1.2 Coaching and mentoring skills to provide support to colleagues 1.3 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 1.4 Ability to relate to people from a range of social, cultural, physical and mental backgrounds 1.5 Planning skills to organize required resources and equipment to meet learning needs

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.6 Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes 1.7 Facilitation skills to conduct small group training sessions
2. Foster individual and team growth	2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards 2.2. Learning delivery methods are appropriate to the learning goals, the learning style of participants and availability of equipment and resources 2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements	2.1 Advanced coaching and mentoring techniques 2.2 Performance evaluation concepts 2.3 Training and development techniques	2.1 Instructional planning and delivery skills 2.2 Monitoring and evaluation skills 2.3 Mentoring and coaching skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Monitor and evaluate workplace learning	3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements 3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support 3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning 3.3 3.4 Records and reports of competency are maintained within organizational requirement	3.1 Types and levels of learning evaluation 3.2 Learning styles and strategies 3.3 Training and development approaches	3.1 Instructional planning and delivery skills 3.2 Monitoring and evaluation skills 3.3 Mentoring and coaching skills
4. Develop team commitment and cooperation	4.1 Open communication processes to obtain and share information is used by team 4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities 4.3 Mutual concern and camaraderie are developed in the team 4.4 Career planning for each member are monitored	4.1 Career development for group members 4.2 Principles of team commitment and cooperation 4.3 Team dynamics and performance	4.1 Instructional planning and delivery skills 4.2 Monitoring and evaluation skills 4.3 Mentoring and coaching skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Facilitate accomplishment of team goals	5.1 Team members actively participated in team activities and communication processes 5.2 Teams members developed individual and joint responsibility for their actions 5.3 Collaborative efforts are sustained to attain organizational goals	5.1 Group Development Process and Principles as applied in the workplace 5.2 Principles of organizational development 5.3 Collaboration principles and procedures	5.1 Instructional planning and delivery skills 5.2 Monitoring and evaluation skills 5.3 Mentoring and coaching skills 4.4 Organizational leadership

RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning and development needs	May include: 1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning 1.10 Job design and enrichment
2. Organizational requirements	May include: 2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.4 Safety policies, procedures and programs 2.5 Confidentiality and security requirements 2.6 Business and performance plans 2.7 Ethical standards 2.8 Quality and continuous improvement processes and standards
3. Feedback on performance	May include: 3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and Colleagues 3.3 Obtaining feedback from clients 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery

4. Learning delivery methods	<p>May include:</p> <ul style="list-style-type: none"> 4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction
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EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Identified and implemented learning opportunities for others 1.2. Gave and received feedback constructively 1.3. Facilitated participation of individuals in the work of the team 1.4. Negotiated learning plans to improve the effectiveness of learning 1.5. Prepared learning plans to match skill needs 1.6. Accessed and designated learning opportunities
2. Resource Implications	<p>The following resources should be provided:</p> <ul 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 tasks
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Observation of work activities of the individual member in relation to the work activities of the group 3.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
4. Context for Assessment	<ul style="list-style-type: none"> 4.1. Competency may be assessed in workplace or in a simulated workplace setting 4.2. Assessment shall be observed while tasks are being undertaken whether individually or in-group

UNIT OF COMPETENCY : PERFORM HIGHER-ORDER THINKING PROCESSES AND APPLY TECHNIQUES IN THE WORKPLACE

UNIT CODE : 500311403

UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to use fundamental critical thinking skills in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Evaluate effectiveness and efficiency of the workplace systems, processes and procedures.	1.1 Effectiveness and efficiency of workplace standards and procedures are examined. 1.2. Usage of inquiry and dialogue to communicate evaluation measures and results are implemented. 1.3 Evaluation reports are prepared and communicated to team members.	1.1 Systems, standards, procedures and protocols in the workplace. 1.2 Different methods of critical and appreciative inquiry and their relevance to different situations 1.3 Techniques to assist in forming the habit of asking questions and taking responsibility for answers. 1.4 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information). 1.2 Communicating to actively listen and to ask questions of others in a constructive way. 1.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers. 1.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation. 1.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Foster the habit of critical inquiry and curiosity in the workplace.	<p>2.1 Issues and situations are reflected on and wondered about.</p> <p>2.2 Issues and problems in the workplace particularly in the policies, procedures and protocols are discussed and evaluated between and among teams.</p> <p>2.3 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated and agreed upon between and among teams.</p> <p>2.4 Growth mindset and positive relationship and communication is applied in the context of curiosity and critical inquiry in the workplace.</p>	<p>2.1 Different methods of critical and appreciative inquiry and their relevance to different situations.</p> <p>2.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>2.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).</p> <p>2.4 Growth mindset and positive communication and relationship strategies and techniques.</p>	<p>2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>2.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>2.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>2.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>2.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p> <p>2.6 Communicating insights on workplace effectiveness and efficiency.</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Develop practical action plans for improving workplace conditions.	3.1 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated to stakeholders. 3.2 Practical action plans in improving workplace conditions are formulated, presented and negotiated with stakeholders. 3.3 Proposed changes and directions are inquired, processed and negotiated between and among teams, and stakeholders as well of the organization. 3.4 Commitment to continuous improvement and change is highlighted. 3.5 Passion and dedication for changing and adapting to the demands of the 21 st century workplace are considered.	3.1 Different methods of critical and appreciative inquiry and their relevance to different situations. 3.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers. 3.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking). 3.4 Growth mindset and positive communication and relationship strategies and techniques. 3.5 Creative negotiation skills. 3.6 Change management and continuous improvement concepts.	3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information). 3.2 Communicating to actively listen and to ask questions of others in a constructive way. 3.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers. 3.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation. 3.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace. 3.6 Communicating practical insights on improving workplace conditions.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Effectiveness and efficiency	May include; <ul style="list-style-type: none"> 1.1 Developing a more efficient way of doing something 1.2 Developing a new idea 1.3 Developing and improving products and services 1.4 Enhancing skills and career opportunities 1.5 Enhancing the physical environment 1.6 Financial benefit 1.7 Greater personal satisfaction 1.8 Improving interpersonal relationships 1.9 Evaluating overall workplace conditions
2. Curiosity and critical inquiry	May include: <ul style="list-style-type: none"> 2.1 Accuracy 2.2 Breadth 2.3 Clarity 2.4 Depth 2.5 Emotion 2.6 Fairness 2.7 Logic 2.8 Meaning 2.9 Planning 2.10 Attention 2.11 Precision 2.12 Relevance 2.13 Significance 2.14 Social engagement 2.15 Society 2.16 Style 2.17 Growth mindset 2.18 Positive communication 2.19 Positive negotiation 2.20 Workplace conditions 2.21 Appreciative inquiry methods

VARIABLE	RANGE
3. Practical action plans	May include: <ul style="list-style-type: none"> 3.1 Insights on continuous improvement 3.2 Creative strategies and techniques for becoming better at work and real life 3.3 Career plans 3.4 Challenging workplace policies, procedures and protocols 3.5 Specifying plans for change and adapting to the demands of the contemporary workforce 3.6 Challenges in negotiating with stakeholders and teams 3.7 Change management, innovation and knowledge creation 3.8 Contractual agreements 3.9 Extreme time pressure or non-negotiable deadlines 3.10 Financial limitations 3.11 Procedures determined by laws or other regulations 3.12 Safety issues 3.13 When others are totally closed to new ideas 3.14 Acknowledging shared responsibility 3.15 Adopting a positive 'can do' attitude 3.16 Following up on practical details 3.17 Pro-actively seeking information 3.18 Suggesting a new approach 3.19 Talking to others about possible answers 3.20 Constraints of the broader context and environment 3.21 Overall goal - what needs to be achieved 3.22 Personal hopes and expectations

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Evaluated the effectiveness and efficiency of workplace systems, processes and procedures.</p> <p>1.2 Modelled the conscious process of critical inquiry to get new insights that s/he can get in formulating action plans on continuous improvement in the workplace and real-life</p> <p>1.3 Practiced the habit of critical inquiry and curiosity in the workplace</p> <p>1.4 Shown a thorough knowledge and understanding of how critical thinking impacts on individual lives, the broader community and work situations.</p> <p>1.5 Developed practical action plans for improving workplace conditions.</p>
<p>2. Resource Implications</p>	<p>2.1. Interactions with specific challenges and situations to demonstrate the application of critical thinking (this would usually involve interactions with others).</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</p> <p>3.2 Evaluation of a candidate blog exploring different ideas and questions</p> <p>3.3 Review of candidate response to scenarios that allow the candidate to apply critical thinking techniques to a life or work situation, and to demonstrate ability to portray curiosity and exploration of new concepts</p> <p>3.4 Evaluation of candidate response to the challenge of adopting different perspectives on a situation, and ability to both develop and respond to questions from those perspectives</p> <p>3.5 Observation of the candidate participating in a group problem-solving session</p> <p>3.6 Oral or written questioning to assess knowledge of typical blockers to the critical thinking process.</p> <p>3.7 Life Narrative Inquiry to reflect life stories that reflect how critical thinking and problem solving is applied in the lives.</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 : CONTRIBUTE TO THE PRACTICE OF SOCIAL JUSTICE
IN THE WORKPLACE**

UNIT CODE : 500311404

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Update self on local, national and global trends/ issues in the workplace	1.1 Media are regularly scanned/ monitored for trends and issues relevant to human rights, gender equality, promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity. 1.2 Knowledge and understanding of local, national and global issues and their interconnectedness and interdependency are acquired. 1.3 Notable issues and trends are critically examined and discussed with peers, colleagues, or family members.	1.1 Local, national and global systems and structures 1.2 Issues affecting interaction and connectedness of communities at local, national and global levels 1.3 Underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right)	1.1 Monitoring trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms 1.2 Analyzing trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity 1.3 Engaging in discourse about the local, national and global issues

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Relate local and global trends to workplace context	2.1 Local events are reflected on for implications in one’s own situation and in the external global environment. 2.2 Sense of belonging to a common humanity, sharing values and responsibilities are developed. 2.3 Attitudes of empathy, solidarity and respect for differences and diversity are strengthened.	2.1 Different levels of human identity according to Amber Mayer (2015) 2.2 Different communities people belong to and how these are connected 2.3 Difference and respect for cultural diversity	2.1 Recognizing differences and commonalities among people 2.2 Strengthening attitudes of empathy, solidarity and respect for diversity 2.3 Connecting local issues to global trends, and vice versa.
3. Engage and take actions on workplace issues and concerns	3.1 Effective and responsible actions at local, national and global levels are identified. 3.2 Motivation and willingness to take necessary actions are developed. 3.3 Attitude of “thinking globally and acting locally” is practiced.	3.1 Actions that can be taken individually and collectively 3.2 Ethically responsible behaviour 3.3 Importance and benefits of civic engagement 3.4 Strategies and techniques of “thinking globally and acting locally”	3.1 Employing appropriate actions to address workplace issues involving national and global trends 3.2 Showing concern and willingness to take part in the development efforts to discuss workplace issues and concerns 3.3 Applying the attitude of “thinking globally and acting locally” in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Media	May include but not limited to: 1.1 Print media 1.2 Broadcast media 1.3 Internet and social media
2. Scanning/Monitoring	May include but not limited to: 2.1 Sourcing from key informants 2.2 Conversation with clients 2.3 Man-on-the-street conversation 2.4 Scanning print and broadcast media
3. Local, national and global issues	May include but not limited to: 3.1 Poverty 3.2 Unemployment 3.3 Global warming 3.4 Safety, security, and well-being

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability and attitude to keep oneself updated of relevant issues/trends 1.2 Demonstrated ability to think and act based on one's principles and values 1.3 Demonstrated a holistic/global outlook on internal and external events in the workplace
2. Resource Implications	The following resources should be provided: 2.1 Access to workplace and resources 2.2 Case studies
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration or simulation with oral questioning 3.2 Case problems involving global and local issues 3.3 Third-party report
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : MANAGE INNOVATIVE WORK INSTRUCTIONS

UNIT CODE : 500311405

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to sustain and develop a workplace environment in which improvement, innovation and learning are promoted and reinforced.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review and analyze existing workplace practices	1.1 Current instructions and strategies to perform tasks in the workplace are reviewed 1.2 Climate for innovation at the organizational level is defined 1.3 Innovation drivers in the workplace are identified	1.1. Four drivers of innovation according to Gallup Management Journal (2007) 1.2. Contextual variables related to innovative practices in the organization 1.3. The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 1.4. Types of Innovation identified by Gopalakrishnan and Damanpour (1997)	1.1 Investigating the organizational needs in the innovation process 1.2 Defining current organizational innovative practices 1.3 Linking innovation to contextual variables in the organization
2. Examine opportunities for continuous improvement and innovation of practices in the workplace	2.1. Effectiveness of innovative practices in the workplace is determined 2.2. Innovative behaviors of leaders or managers in the organization are assessed 2.3. Driving principles of innovation are discussed	2.1 Determinants of innovative behavior by Scott and Bruce (1992) 2.2 Four principles of innovation according to Gallup Management Journal (2007)	2.1 Evaluating organizational innovative practices 2.2 Gauging innovative behaviors of the leaders and managers in the organization 2.3 Deliberating opportunities and challenges in implementing innovation

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement innovative ways in the conduct of usual workplace practices	3.1. Innovative behaviors in the workplace are performed 3.2. Innovative climate in the workplace is maintained 3.3. Adoption or modification of new ideas relevant to the organizational needs is achieved	3.1 Determinants of innovative behavior by Scott and Bruce (1992) 3.2 The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 3.3 Techniques in implementing innovative change in the workplace	3.1 Developing risk management techniques and control systems 3.2 Evaluating impact of changes and developing action plans 3.3 Demonstrating strategies and techniques in managing changes in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Innovation	May include: 1.1 Products versus processes 1.2 Radical versus incremental 1.3. Technical versus administrative
2. Innovative behaviors	May include: 2.1 Always generate creative ideas or new solutions 2.2 Exploring and secure funds or resources required for implementing new ideas 2.3 Establishing adequate plans and schedules for implementing new ideas 2.4 Contributing suggestions or approaches for others' creative ideas

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Analyzed and evaluated systems and performance in key areas of the organization and identify opportunities for improvement, seeking advice from experts as appropriate</p> <p>1.2 Promoted the value of creativity, innovation and sustainability and recognize successes</p> <p>1.3 Supported the testing and trialing of new ideas and undertake risk management and cost-benefit analysis for options</p> <p>1.4 Planned for and implemented improvements using organization’s processes for approvals, project management and change management</p> <p>1.5 Facilitated effective contributions to and communications about continuous improvement and innovation</p> <p>1.6 Captured insights, experiences and ideas for improvements and incorporate them into the organization’s knowledge management systems and future planning.</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Impact evaluation materials (guide and form)</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Interview</p> <p>3.2 Written Evaluation</p> <p>3.3 Case analysis</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions</p>

UNIT OF COMPETENCY : MANAGE AND EVALUATE USAGE OF INFORMATION

UNIT CODE : 500311406

UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes required to support

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review information needs and sources	1.1. The information needs of individuals/teams are determined and the sources are identified. 1.2. Information held by the organisation is reviewed to determine suitability and accessibility. 1.3. Plans are prepared to obtain information that is not available or accessible within the organization.	1.1. Analysis and display techniques 1.2. Information evaluation issues 1.3. Information storage requirements and methods 1.4. Reporting procedures of the organisation	1.1. Analysing record information 1.2. Communicating effectively 1.3. Disseminating information 1.4. Presenting information
2. Collect and analyze information	2.1. Collection of information is interpreted timely and relevant to the needs of individuals/teams. 2.2. Information is collected in formal suitable for analysis, interpretation and dissemination. 2.3. Information is analyzed to identify relevant trends and developments in terms of the needs for which is acquired.	2.1. Information collection, collation 2.2. Analysis and display techniques 2.3. Information evaluation issues 2.4. Information storage requirements and methods 2.5. Reporting procedures of the organisation	2.1. Collecting and collating information 2.2. Analysing record information 2.3. Communicating effectively 2.4. Disseminating information 2.5. Presenting information
3. Use management information systems	3.1. Management information systems are used to store and retrieve data for decision making. 3.2. Technology available in the work area/ organisation is used to manage information. 3.3. Recommendations for improving the information system are submitted to designated persons/ groups.	3.1. Analysis and display techniques 3.2. Information collection, collation 3.3. Information evaluation issues 3.4. Information storage requirements and methods 3.5. Reporting procedures of the organisation	3.1. Analysing record information 3.2. Collecting and collating information 3.3. Communicating effectively 3.4. Disseminating information 3.5. Presenting information 3.6. Using management information systems to store and retrieve data

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Report and disseminate analyzed information	<p>4.1. The results of information gathering, analysis and synthesis are reported within specified time frames and to the standard defined by the organisation.</p> <p>4.2. The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making.</p> <p>4.3. Information which is gathered is disseminated to appropriate personnel within the specified timeframe</p>	<p>4.1. Analysis and display techniques</p> <p>4.2. Information collection, collation</p> <p>4.3. Information evaluation issues</p> <p>4.4. Information storage requirements and methods</p> <p>4.5. Reporting procedures of the organisation</p>	<p>4.1. Analysing record information</p> <p>4.2. Collecting and collating information</p> <p>4.3. Communicating effectively</p> <p>4.4. Disseminating information</p> <p>4.5. Presenting information</p> <p>4.6. Using management information systems to store and retrieve data</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1 Routine and complex reports and submissions 1.2 Briefing notes 1.3 Ministerial 1.4 Proposals 1.5 Project plans 1.6 Articles and promotional material
2. Collection techniques or methods	2.1 Collection techniques may include: 2.1.1 Research 2.1.2 Surveys 2.1.3 Literature search 2.1.4 Interviews 2.1.5 Data bases 2.1.6 Observation 2.2 Collection methods may include: 2.2.1 Indexing 2.2.2 linking 2.2.3 Sorting 2.2.4 Comparing 2.2.5 Categorizing 2.2.6 Integrating
3. Analysis	May include: 3.1. application of statistical methods 3.2. mathematical calculations 3.3. critical analysis 3.4. problem solving
4. Management information systems	May include: 4.1. Computers 4.2. Communication channels 4.3. Records management 4.4. Procedures 4.5. Manuals 4.6. Protocol 4.7. Legislation 4.8. Guidelines and awards 4.9. Organizational 4.10. Legal and policy materials

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 Identified information needs and sources 1.2 Collected and analyzed information 1.3 Determined the correct / preventive action 1.4 Used management information systems 1.5 Record and support information <p>These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walkthrough forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>2 Resource Implications</p>	<p>Specific resources for assessment</p> <ul style="list-style-type: none"> 2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
<p>3 Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Interview <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>4 Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : **LEAD IN IMPROVEMENT OF OCCUPATIONAL SAFETY AND HEALTH (OSH) PROGRAMS, POLICIES AND PROCEDURES**

UNIT CODE : **500311407**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to assess Occupational Safety and Health (OSH) practices and programs, recommend OSH program improvement initiatives, and implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess Occupational Safety and Health (OSH) practices and programs	1.1 <i>OSH practices and programs</i> are reviewed based on workplace policies and procedures 1.2 Appropriate personnel or <i>OSH reference guides</i> are consulted for proper guidance based on workplace policies and procedures 1.3 Current practices and programs are evaluated based on acceptable level of OSH work standards	1.1. OSH practices and programs workplace policies and procedures 1.2. OSH reference guides 1.3. OSH work standards	1.1. Critical thinking skills 1.2. Evaluating skills
2. Recommend OSH program improvement initiatives	2.1 OSH work improvement initiatives are identified that are relevant with the workplace scenario 2.2 OSH program improvement plans are organized based on workplace policies and procedures 2.3 OSH program improvement plans are presented based on workplace policies and procedures	2.1. OSH Programs 2.2. OSH work improvement initiatives	2.1. Presentation Skills 2.2. Communication skills 2.3. Collaborating skills 2.4. Critical thinking skills 2.5. Observation skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	<p>3.1 Approved improvements on OSH work improvement initiatives are communicated based on workplace policies and procedures</p> <p>3.2 Concern personnel are guided in accordance with workplace policies and procedures</p> <p>3.3 Implementation of the approved OSH initiatives are monitored in accordance with workplace policies and procedures</p> <p>3.4 Implementation of approved OSH initiatives are evaluated based on workplace policies and procedures</p>	<p>3.1. Coaching Concepts</p> <p>3.2. OSH work improvement initiatives</p> <p>3.3. Supervisory Concepts</p>	<p>3.1. Monitoring Skills</p> <p>3.2. Evaluation Skills</p> <p>3.3. Auditing Skills</p> <p>3.4. Coaching Skills</p> <p>3.5. Supervisory Skills</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Practices and Programs	May include but not limited to: 1.1 Planning, implementation and maintenance of manufacturing plants 1.2 Work-physiological, psychological, ergonomic and hygienic practices and programs 1.3 First aid within the workplace 1.4 Safety inspection practices
2. OSH Reference Guides	May include but not limited to: 2.1 Occupational Safety and Health Standards Book 2.2 OSHA Safety Bulletins and Magazines 2.3 Equipment Safety Operating Instructions 2.4 Established National Safety Management Books 2.5 Credible OSH Web-sites 2.6 Safety Solution Guide Books and Handbooks
3. OSH Work Improvement Initiatives	May include but not limited to: 3.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine) 3.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) 3.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) 3.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)

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. Consult appropriate personnel or OSH reference guides for proper guidance based on workplace policies and procedures 1.2. Evaluate current practices and programs based on acceptable level of OSH work standards 1.3. Identify OSH work improvement initiatives that are relevant with the workplace scenario 1.4. Present OSH program improvement plans based on workplace policies and procedures 1.5. Communicate approved improvements on OSH work program initiatives based on workplace policies and procedures 1.6. Monitor implementation of the approved OSH initiatives in accordance with workplace policies and procedures 1.7. Evaluate implementation of approved OSH initiatives based on workplace policies and procedures
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 PPE 2.4 Health records
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation 3.4 Observation/Demonstration and oral questioning
<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 : **LEAD TOWARDS IMPROVEMENT OF ENVIRONMENTAL WORK PROGRAMS, POLICIES AND PROCEDURES**

UNIT CODE : **500311408**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in assessing environmental work practices and standards, recommending environmental work improvement initiatives and implementing recommended environmental improvements

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess environmental work practices and programs	1.1. <i>Environmental practices and programs</i> are reviewed based on workplace policies 1.2 Appropriate personnel or <i>environmental reference guides</i> are consulted for proper guidance based on workplace policies* 1.3 Current practices and programs are evaluated based on acceptable level of environmental work standards*	1.1 Environmental Practices 1.2 Environmental Reference Guides 1.3 Corrective Action and Follow-up 1.4 Relevant environmental experts 1.5 Re-Training Needs 1.6 Energy and Healthy Habits	1.1 Critical thinking 1.2 Problem solving 1.3 Observation Skills 1.4 Training Delivery Skills
2. Recommend environmental program improvements initiatives	2.1 Environment practices opportunities are Identified that are relevant with the workplace scenario 2.2 Environmental program improvement plans are organized based on workplace policies and procedures* Environmental program improvement plans are presented based on workplace policies and procedures*	2.1 Environmental Practices and Standards 2.2 2.2. Mitigation Requirements	2.1. Presentation Skills 2.2 Critical thinking 2.3. Problem Solving 2.4 Observation Skills 2.5 Training Delivery Skills 2.6 Cost-Benefit Analysis
3. Implement recommended improvements on environmental programs, policies and procedures	3.1. Approved improvements on <i>environmental work program initiatives</i> are promoted based on workplace policies and procedures	3.1. Environmental Work Initiatives 3.2. Communication Strategies 3.3. Environmental inspection and Monitoring Techniques	3.1. Inspection Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.2 Implementation of the approved environmental initiatives are monitored in accordance with workplace policies and procedures</p> <p>2.3 3.3. Implementation of approved environmental initiatives are evaluated based on workplace policies and procedures</p>	3.4. Notification Requirements	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Practices and Programs	May include: 3.1 Utilization of Energy, Water, Fuel 3.2 Segregation Practices 3.3 Waste Disposal and Reuse 3.4 Saving Resources 3.5 Waste Collection 3.6 Usage of Hazardous Materials 3.7 Chemical Application 3.8 Equipment Operation 3.9 Dewatering and Discharging 3.10 Surface Disturbance 3.11 Periodic Inspection 3.12 Resource Storage and Handling
2. Environmental Reference Guides	May include: 2.1 Air Emission and Ambient Air Quality Guidelines 2.2 Energy Conservation Guidelines 2.3 Wastewater and Ambient Water Quality Guidelines 2.4 Water Conservation Guidelines 2.5 Hazardous Materials Management 2.6 Waste Management 2.7 Noise 2.8 Contaminated Land 2.9 Cultural Conservation Guides
3. Environmental Work Program Initiatives	May include: 3.1 Low Energy Lighting 3.2 Water Reduction initiatives 3.3 Holding Employee Awareness event 3.4 Recycling Waste Materials 3.5 Unplugging power converters overnight 3.6 Tree-Planting 3.7 Wild-life conservation

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. Consulted appropriate personnel or environmental reference guides for proper guidance based on workplace policies* 1.2. Evaluated current practices and standards based acceptable level of environmental work standards 1.3. Organized environmental standard improvement plans based on workplace policies and procedures 1.4. Presented environmental standard improvement plans based on workplace policies and procedures* 1.5. Promoted approved environmental work initiatives based on workplace policies and procedures 1.6. Evaluated the implementation of approved environmental improvements based on workplace policies and procedures
<p>2. Resource Implications</p>	<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
<p>3. Methods of Assessment</p>	<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
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA center.</p>

UNIT OF COMPETENCY : SUSTAIN ENTREPRENEURIAL SKILLS

UNIT CODE : 500311409

UNIT DESCRIPTOR : This unit covers the outcomes required to update and continue one’s professional development along entrepreneurship, including applying such growth in skills toward expanding the enterprise and developing its work force.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Enhance one’s business skills	1.1 Entrepreneurial skills development needs are identified and responded to promptly. 1.2 Market trends are monitored, anticipated and taken advantage of where feasible. 1.3 New technologies, products and processes are included/utilized where advantageous to the enterprise. 1.4 Constant dialog/linkages with other entrepreneurs/peers and stakeholders are maintained 1.5 Circulation and participation in business fora, meetings, conventions and exhibits are maintained.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business internal controls 1.4 Market Trends 1.5 Relevant national and local legislation and regulations 1.6 Basic quality control and assurance concepts	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 1.5 Networking and Linkaging skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2 Manage entrepreneurial practices	2.1 Ideas and comments for improvements are sought from workers and clients. 2.2 Staff/workers are encouraged and supported in their skills development and enhancement. 2.3 A culture of continuous improvement is fostered within the enterprise. 2.4 Innovations on the existing lines of products and services are encouraged	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.)
3 Expand markets and clientele	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured through appropriate internal controls . 3.3 Unnecessary or lower-priority expenses and purchases are avoided. 3.4 New markets and clients are identified based on current market trends	3.1 Basic cost-benefit analysis 3.2 Basic financial management 3.3 Basic financial accounting 3.4 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. Entrepreneurial skills	May include: <ul style="list-style-type: none"> 1.1 Financial management skills 1.2 People management skills 1.3 Operations management skills 1.4 Business acumen
2. Business operations	May include: <ul style="list-style-type: none"> 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: <ul style="list-style-type: none"> 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management 3.4 Managing property, plant and equipment
4. Continuous improvement	May include: <ul style="list-style-type: none"> 4.1 Quality management systems (PDCA, ISO 9001, TQM, Six-Sigma, etc.) 4.2 Client feedback systems 4.3 Quality assurance/Quality control systems

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated enhancement of one’s entrepreneurial skills through performance of business, supervisor evaluation, worker and client testimony</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Interview guide for entrepreneurs, enterprise workers and third parties</p> <p>2.2 Materials and location relevant to the proposed activity and tasks</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through :</p> <p>4.1 Written report</p> <p>4.2 Written examination</p> <p>4.3 Demonstration/observation with oral questioning</p> <p>4.4 Portfolio assessment with interview</p> <p>4.5 Third-party report</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 TITLE : **PERFORM COMPUTER OPERATIONS**

UNIT CODE : **ELC311203**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, (and) attitudes and values needed to perform computer operations which include inputting, accessing, producing and transferring data using the appropriate hardware and software

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan and prepare for task to be undertaken	1.1. Requirements of task are determined according to job specifications 1.2. Appropriate hardware and software are selected according to task assigned and required outcome 1.3. Task is planned to ensure OH&S guidelines and procedures are followed 1.4. Client -specific guidelines and procedures are followed. 1.5. Required data security guidelines are applied in accordance with existing procedures.	1.1. Main types of computers and basic features of different operating systems 1.2. Main parts of a computer 1.3. Information on hardware and software 1.4. Data security guidelines	1.1. Reading and comprehension skills required to interpret work instruction and to interpret basic user manuals. 1.2. Communication skills to identify lines of communication, request advice, follow instructions and receive feedback. 1.3. Interpreting user manuals and security guidelines
2. Input data into computer	2.1. Data are entered into the computer using appropriate program/application in accordance with company procedures 2.2. Accuracy of information is checked and information is saved in accordance with standard operating procedures 2.3. Inputted data are stored in storage media according to requirements 2.4. Work is performed within ergonomic guidelines	2.1. Basic ergonomics of keyboard and computer user 2.2. Storage devices and basic categories of memory 2.3. Relevant types of software	2.1. Technology skills to use equipment safely including keyboard skills. 2.2. Entering data

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Access information using computer	3.1. Correct program/application is selected based on job requirements 3.2. Program/application containing the information required is accessed according to company procedures 3.3. Desktop icons are correctly selected, opened and closed for navigation purposes 3.4. Keyboard techniques are carried out in line with OH&S requirements for safe use of keyboards	3.1. General security, privacy legislation and copyright 3.2. Productivity Application 3.3. Business Application	3.1. Accessing information 3.2. Searching and browsing files and data
4. Produce/output data using computer system	4.1. Entered data are processed using appropriate software commands 4.2. Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures 4.3. Files, data are transferred between compatible systems using computer software, hardware/peripheral devices in accordance with standard operating procedures	4.1 Computer application in printing, scanning and sending facsimile 4.2 Types and function of computer peripheral devices	4.1 Computer data processing 4.2 Printing of data 4.3 Transferring files and data
5. Maintain computer equipment and systems	5.1. Systems for cleaning, minor maintenance and replacement of consumables are implemented 5.2. Procedures for ensuring security of data, including regular back-ups and virus checks are implemented in accordance with standard operating procedures 5.3. Basic file maintenance procedures are implemented in line with the standard operating procedures	5.1 Computer Equipment/ System basic maintenance procedures 5.2 Viruses 5.3 OH&S principles and responsibilities 5.4 Calculating computer capacity 5.5 System Software 5.6 Basic file 5.7 maintenance procedures	5.1 Removing computer viruses from infected machines 5.2 Making backup files

RANGE OF VARIABLES

VARIABLE	RANGE
1. Hardware and Peripheral Devices	1.1. Personal computers Networked 1.2. systems Communication equipment 1.3. Printers 1.4. Scanners 1.5. Keyboard Mouse
2. Software	May include: 2.1. Word processing packages 2.2. Data base packages 2.3. Internet 2.4. Spreadsheets
3. OSH Guidelines	3.1. OHS guidelines Enterprise 3.2. procedures
4. Storage Media	May include: 4.1. diskettes 4.2. CD and DVDs 4.3. zip disks 4.4. hard disk drives, local and remote
5. Ergonomic Guidelines	5.1. Types of equipment used 5.2. Appropriate furniture Seating posture 5.3. Lifting posture 5.4. Visual display unit screen brightness 5.5.
6. Desktop Icons	Icons may include the following: 6.1. directories/folders 6.2. files 6.3. network devices 6.4. recycle bin
7. Maintenance	7.1. Creating more space in the hard disk 7.2. Reviewing programs 7.3. Deleting unwanted files 7.4. Backing up files 7.5. Checking hard drive for errors 7.6. Using up to date anti-virus programs 7.7. Cleaning dust from internal and external surfaces

EVIDENCE GUIDE

<p>1. Critical Aspect of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1. Selected and used hardware components correctly and according to the task requirement 1.2. Identified and explain the functions of both hardware and software used, their general features and capabilities 1.3. Produced accurate and complete data in accordance with the requirements 1.4. Used appropriate devices and procedures to transfer files/data accurately 1.5. Maintained computer system
<p>2. Method of Assessment</p>	<p>2.1. The assessor may select two of the following assessment methods to objectively assess the candidate:</p> <ol style="list-style-type: none"> 2.1.1. Observation 2.1.2. Questioning 2.1.3. Practical demonstration
<p>3. Resource Implication</p>	<ol style="list-style-type: none"> 3.1. Computer hardware with peripherals 3.2. Appropriate software
<p>4. Context of Assessment</p>	<p>4.1. Assessment may be conducted in the workplace or in a simulated work environment</p>

UNIT OF COMPETENCY : MAINTAIN AN EFFECTIVE RELATIONSHIP WITH CLIENTS/CUSTOMERS

UNIT CODE : SOC323201

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in building and maintaining effective relationship with clients.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Maintain a professional image	1.1 Uniform and personal grooming maintained 1.2 Personal presence maintained according to employer standards 1.3 Visible work area kept tidy and uncluttered 1.4 Equipment stored according to assignment requirements	1.1 <i>Different modes of communication</i> 1.2 Organizational policies 1.3 Communication procedures and systems 1.4 Code of Ethics 1.5 Legal requirements to practice and operate 1.6 Uniform and personal grooming requirements of the employer 1.7 Occupational health and safety 1.8 Technology relevant to the enterprise and the individual's work responsibilities	1.1 Interpersonal communication skills required in client contact assignments 1.2 Customer service skills required to meet client/customer needs 1.3 Deliver correct information to the client/patient in a professional manner 1.4 Treat patients/clients with respect
2. Meet client requirements	2.1 Client requirements identified and understood by referral to the assignment instructions 2.2 Client requirements met according to the assignment instructions 2.3 Changes to client's needs and requirements monitored and appropriate action taken 2.4 All communication with the client or customer is clear and complies with assignment requirements	2.1 Different modes of communication 2.2 Organizational policies 2.3 Communication procedures and systems 2.4 Customer service 2.5 Telephone conversation techniques 2.6 Problem solving and negotiation 2.7 Code of Ethics	2.1 Attention to detail when completing client/employer documentation 2.2 Interpersonal communication skills required in client contact assignments 2.3 Client/Customer service skills required to meet client/customer needs 2.4 Maintain records

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Build credibility with clients	3.1 Client expectations for reliability, punctuality and appearance adhered to 3.2 Possible causes of client dissatisfaction identified, dealt with and recorded according to employer policy 3.3 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures	3.1 Different modes of communication 3.2 Organizational policies 3.3 Communication procedures and systems 3.4 Customer service principles 3.5 Code of Ethics	3.1 Demonstrate genuine concern for the welfare of the clients/customers 3.2 Interpersonal communication skills required in client/ patient contact assignments 3.3 Client/Customer service skills required to meet client/ customer needs
4. Establish professional relationship with the client	4.1 Establish relationship within appropriate professional boundaries 4.2 Build trust and respect through use of effective communication techniques 4.3 Identify and respond to client special needs 4.4 Communicate in ways that take account of cultural considerations 4.5 Exercise discretion and confidentiality	4.1 Types of client relationship management 4.2 Main components of client relationship 4.3 Relative intelligence 4.4 Effect on customer satisfaction 4.5 Benefits of customer relationship management 4.6 Improving client relationship management 4.7 Occupational health and safety	6.11 Establishing professional relationship with client/customer 6.12 Demonstrate genuine concern for the welfare of the clients/customers 6.13 Interpersonal communication skills required in client/ patient contact assignments 6.14 Client/Customer service skills required to meet client/ customer needs
5. Manage client interactions	5.1 Use a collaborative and person-centered approach when working with clients 5.2 Use motivational interviewing as a basis for client interactions 5.3 Seek client information respectfully and sensitively, using purposeful, systematic and diplomatic questions	5.1 Types of client relationship management 5.2 Main components of client relationship 5.3 Relative intelligence 5.4 Effect on customer satisfaction 5.5 Benefits of customer relationship management 5.6 Improving client relationship management	5.1 Managing client interactions 5.2 Establishing professional relationship with client/customer 5.3 Demonstrate genuine concern for the welfare of the clients/customers

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	5.4 Support the client to identify and articulate key information that supports the provision of service 5.5 Encourage clients to voice queries or concerns and address these appropriately 5.6 Respond to difficult or challenging behavior using established techniques 5.7 Maintain professional integrity and boundaries at all times 5.8 Work within scope of role and identify and respond to situations where interactions suggest the need for client referral	5.7 Managing client interactions 5.8 Motivational Interviewing 5.9 Occupational health and safety	5.4 Interpersonal communication skills required in client/ patient contact assignments 5.5 Client/Customer service skills required to meet client/ customer needs
6. Provide effective responses to client enquiries	6.1 Select the most appropriate mode of communication for the information being provided 6.2 Use language and terminology that the client will understand 6.3 Present information clearly and with sufficient detail to meet client needs 6.4 Confirm with client that the information has been understood and address any unresolved issues	6.1 Modes of communication 6.2 Client language and terminology 6.3 Types of client relationship management 6.4 Main components of client relationship 6.5 Relative intelligence 6.6 Effect on customer satisfaction 6.7 Benefits of customer relationship management 6.8 Improving client relationship management 6.9 Managing client interactions 6.10 Motivational Interviewing 6.11 Occupational health and safety	6.1 Providing effective responses to client enquiries 6.2 Managing client interactions 6.3 Establishing professional relationship with client/customer 6.4 Demonstrate genuine concern for the welfare of the clients/customers 6.5 Interpersonal communication skills required in client/ patient contact assignments 6.6 Client/Customer service skills required to meet client/ customer needs

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Presence	May include: 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanor 1.5 Grooming
2. Employer Standards	May include: 2.1 Standing Orders 2.2 Efficiency 2.3 Client turn-around time
3. Client Requirements	May include: 3.1 Assignment instructions (e.g. right products) 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May include: 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client's Needs and Requirements	May include: 5.1 Review of the client brief and/or assignment instructions Discussion with the client/customer
6. Appropriate Action	May include: 6.1 Implementing required changes 6.2 Referral to appropriate employer personnel Clarification of client needs and instructions
7. Clients	May include: All members of the public

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 Maintained a professional image. 1.2 Interpreted client requirements from information contained in the client brief and/or assignment instructions. 1.3 Dealt successfully with a variety of client interactions. 1.4 Monitored and acted on varying client or customer needs. 1.5 Met client requirements. 1.6 Built credibility with customers/clients.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Assessment centers/venues 2.2 Accredited assessors 2.3 Evaluation reports 2.4 Access to a relevant venue, equipment and materials 2.5 Assignment instructions 2.6 Logbooks 2.7 Operational manuals and makers'/customers' instructions (if relevant) 2.8 Assessment Instruments, including personal planner and assessment record book
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test/Examination 3.2 Demonstration with questioning 3.3 Observation
<p>4. Context of Assessment</p>	<p>Competency may be assessed in the actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : **MANAGE OWN PERFORMANCE**

UNIT CODE : **SOC323202**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in effectively managing own workload and quality of work.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan for completion of own workload	1.1 Tasks accurately identified. 1.2 Priority allocated to each task. 1.3 Time lines allocated to each task or series of tasks. 1.4 Tasks deadlines known and complied with whenever possible. 1.5 Work schedules are known and completed with agreed time frames. 1.6 Work plans developed according to assignment requirements and employer policy. 1.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons.	1.1 Site and assignment requirements 1.2 Employer policy on performance management 1.3 Indicators of appropriate performance for each area of responsibility 1.4 Steps for improving or maintaining performance 1.5 Work schedules 1.6 Work plans	1.1 Capacity to plan and prioritize workloads and requirements 1.2 Time and task management 1.3 Self-evaluation and monitoring skills
2. Maintain quality of performance	2.1 Personal performance continually monitored against agreed performance standards. 2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards. 2.3 Guidance from management applied to achieve or maintain agreed standards. 2.4 Standard of work clarified and agreed according to employer policy and procedures.	2.1 Site and assignment requirements 2.2 Employer policy on performance management 2.3 Indicators of appropriate performance for each area of responsibility 2.4 Steps for improving or maintaining performance 2.5 Work schedules 2.6 Work plans 2.7 Performance standards	2.1 Capacity to plan and prioritize workloads and requirements 2.2 Time and task management 2.3 Self-evaluation and monitoring skills
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance adhered to.	3.1 Site and assignment requirements 3.2 Employer policy on performance management	3.1 Capacity to plan and prioritize workloads and requirements 3.2 Time and task management

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.2 Possible causes of client/customer dissatisfaction identified, dealt with recorded according to employer policy. 3.3 Client fully informed of all relevant security matters in a timely manner.	3.3 Indicators of appropriate performance for each area of responsibility 3.4 Steps for improving or maintaining performance 3.5 Work schedules 3.6 Work plans 3.7 Performance standards	3.3 Self-evaluation and monitoring skills

RANGE OF VARIABLES

VARIABLES	RANGE
1. Tasks	1.1 May be identified through: 1.1.1 Assignment Instructions 1.1.2 Verbal Instructions by Senior Staff/household members 1.1.3 Policy Documents 1.1.4 Duty Statements 1.1.5 Self-Assessment 1.2 May be: 1.2.1 Daily tasks 1.2.2 Weekly tasks 1.2.3 Regularly or irregularly occurring tasks
2. Performance Standards	May include: 2.1 Assignment Instructions 2.2 Procedures established in policy documents

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 Planned for completion of own workload 1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements 1.3 Demonstrated capacity to complete task within specified time frame 1.4 Maintained quality of own performance
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Assessment Centers/Venues 2.2 Accredited Assessors 2.3 Modes of Assessment 2.4 Evaluation Reports 2.5 Access to relevant venue, equipment and materials 2.6 Assignment Instructions 2.7 Logbooks 2.8 Operational manuals and makers'/customers' instructions <p>Assessment Instruments, including personal planner and assessment record book</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 Written Test 3.2 Demonstration 3.3 Observation <p>Questioning</p>
<p>4. Context of Assessment</p>	<p>Competency may be assessed in the workplace or in a simulated work setting.</p>

UNIT OF COMPETENCY : APPLY QUALITY STANDARDS

UNIT CODE : SOC323203

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes needed to apply quality standards in the workplace. The unit also includes the application of relevant safety procedures and regulations, organizational procedures and other client requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized Bold</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess clients service needs	1.1. Work instruction is obtained and work is carried out in accordance with standard operating procedures. 1.2. Clients needs are checked against workplace standards and specifications. 1.3. Faults on clients and any identified causes are recorded and/or reported to the supervisor concerned in accordance with workplace procedures. 1.4 Clients profile and service extended to them are documented in accordance with workplace procedures.	1.1 Relevant production processes, materials and products 1.2 Characteristics of materials, software and hardware used in production processes 1.3 Quality checking procedures 1.4 Client relations 1.5 Work place procedures 1.6 Safety and environmental aspects of service processes 1.7 Error identification and reporting 1.8 Quality improvement processes	1.1 Reading skills required to interpret work instructions, product manufacturer's requirements 1.2 Communication skills needed to interpret and apply defined work procedures 1.3 Carry out work in accordance with OHS policies and procedures 1.4 Critical thinking 1.5 Solution providing and decision making 1.6 Interpersonal skills or dealing with varied type of clients
2. Assess own work	2.1 Documentation relative to quality within the company is identified and used 2.2 Completed work is checked against workplace standards relevant to the task undertaken 2.3 Information on the quality and other indicators of production performance is recorded in accordance with workplace procedures	2.1 Safety and environmental aspects of production processes 2.2 Fault identification and reporting 2.3 Workplace procedure in documenting completed work 2.4 Workplace Quality Indicators	2.1 Carry out work in accordance with OHS policies and procedures

ELEMENT	PERFORMANCE CRITERIA <i>Italicized Bold</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Deviations from specified quality standards , causes are documented and reported in accordance with the workplace standards operating procedures		
3. Engage in quality improvement	3.1 Process improvement procedures are participated in relation to workplace assignment 3.2 Work is carried out in accordance with process improvement procedures 3.3 Performance of operation or service to ensure customer satisfaction is monitored	3.1 Quality improvement processes 3.2 Company customers defined	3.1 Solution providing and decision-making 3.2 Practice company process improvement procedure

RANGE OF VARIABLES

VARIABLE	RANGE
1. Documentation	May include 1.1. Organization work procedures 1.2. Manufacturer's instruction manual 1.3. Customer requirements 1.4. Forms
2. Quality Standards	May include: 2.1. Quality standards may relate but not limited to the following: 2.1.1. Materials 2.1.2. Component parts 2.1.3. Final product 2.1.4. Timely Delivery
3. Customer	May include: 3.1. Co-worker 3.2. Suppliers 3.3. Client

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. Carried out work in accordance with the company's standard operating procedures 1.2. Performed task according to specifications 1.3. Reported defects detected in accordance with standard operating procedures 1.4. Carried out work in accordance with the process improvement procedures
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Materials and component parts and equipment to be used in a real or simulated electronic production situation
<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. Questioning 3.3. Practical demonstration
<p>4. Context of Assessment</p>	<p>Assessment may be conducted in the workplace or in a simulated work environment.</p>

CORE COMPETENCIES

UNIT OF COMPETENCY : **ESTABLISH AND STRENGTHEN LINKAGES WITH OTHER ORGANIZATIONS**

UNIT CODE : **SOC341301**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to review updated stakeholders' profiles, conduct meeting, and forge partnership agreement with stakeholders.

ELEMENT	PERFORMANCE CRITERIA <i>Bold & Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Set Stakeholders Consultation	<p>1.1 Staff meeting is conducted for the delegation of tasks in accordance with defined duties and responsibilities.</p> <p>1.2 Assigned tasks are monitored in accordance with the established monitoring procedures.</p> <p>1.3 The tasks delegated to staff are ensured and executed in accordance with defined duties and responsibilities.</p> <p>1.4 Stakeholders profiling are overseen in accordance with the prescribed forms.</p> <p>1.5 Stakeholder's consultation is conducted in accordance with existing program mandates and policies.</p>	<p>1.1 Planning</p> <p>1.2 Monitoring</p> <p>1.3 Delegation</p> <p>1.4 Evaluation</p> <p>1.5 Prescribed forms</p> <p>1.6 Data verification and validation</p> <p>1.7 Computer literacy</p> <p>1.8 Management Strategy</p>	<p>1.1 Communication skills</p> <p>1.2 Coordination skills</p> <p>1.3 Networking skills</p> <p>1.4 Collaborative influence</p>
2. Identify possible interventions to respective stakeholders	<p>2.1 PESO programs are introduced to stakeholders based on mandates.</p> <p>2.2 Stakeholders' profiles are reviewed in accordance with the program mandates.</p> <p>2.3 Classification of stakeholders are supervised according to sectors and industries.</p> <p>2.4 PESO programs are identified specific for stakeholders' needs.</p>	<p>2.1 PESO Employment Facilitation Programs</p> <p>2.2 Industry Classifications</p> <p>2.3 Oral and written Communication</p> <p>2.4 Data gathering and analysis</p> <p>2.5 Computer literacy</p>	<p>2.1 Communication skills</p> <p>2.2 Computer skills</p> <p>2.3 Organizational Skills</p> <p>2.4 Planning Skills</p> <p>2.5 Networking Skills</p>
3. Supervise partnership agreements	<p>3.1 Documents needed are validated in accordance with LGU's requirement.</p> <p>3.2 Partnership details are ensured and covered based on signed agreements.</p> <p>3.3 Schedule of agreement signing is monitored in accordance with agreed schedule.</p> <p>3.4 Signing of agreements is ensured and facilitated in</p>	<p>3.1 Partnership agreement details</p> <p>3.2 LGU Requirements</p> <p>3.3 Documents</p> <p>3.4 Monitoring and Documentation</p> <p>3.5 Planning</p>	<p>3.1 Planning & development</p> <p>3.2 Coordination skills</p> <p>3.3 Building partnerships</p> <p>3.4 Strategic management</p>

	<p>accordance with agreed schedule.</p> <p>3.5 Outcomes of the activity are monitored in accordance with agreed targets.</p>		
4. Strengthen linkages with partners	<p>4.1 Attendance to meetings with partners is ensured in accordance with agreed schedules.</p> <p>4.2 Constant communication is established with partners using different modes of communication.</p> <p>4.3 Updates on programs are discussed and monitored in accordance with signed agreements.</p> <p>4.4 Commitment of both parties is ensured in accordance with the signed agreements.</p>	<p>4.1 Updates on programs</p> <p>4.2 Monitoring and Documentation</p> <p>4.3 Planning</p> <p>4.4 Partnership agreement details</p>	<p>4.1 Planning & development</p> <p>4.2 Coordination skills</p> <p>4.3 Building partnerships</p> <p>4.4 Communication skills</p> <p>4.5 Strategic management</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	<p>May include:</p> <p>1.1 Prepare invitation letters</p> <p>1.2 Distribute invitation letters</p> <p>1.3 Confirm participants</p> <p>1.4 Prepare logistics</p>
2. Stakeholders	<p>May include:</p> <p>2.1 Employers Group</p> <p>2.2 Industry Group</p> <p>2.3 Government agencies</p> <p>2.4 Civil Society Organizations</p> <p>2.5 People's organizations</p> <p>2.6 Academe</p>
3. Prescribed Forms	<p>May include:</p> <p>3.1 Registration forms</p> <p>3.2 Documentary requirements</p> <p>3.3 Related legal documents</p> <p>3.4 Job vacancy advertisement</p> <p>3.5 Employment related forms</p>
4. PESO Programs	<p>May include:</p> <p>4.1 Referral & Placements of Jobseekers</p> <p>4.2 Provision of Labor Market Information</p> <p>4.3 Special Program for the Employment of Students</p> <p>4.4 Government Internship Program</p> <p>4.5 DOLE Integrated Livelihood & Emergency Employment Program</p> <p>4.6 Job Fairs</p> <p>4.7 Special/Local Recruitment Activity</p> <p>4.8 Career Guidance and Employment Coaching</p>

5. Documents Needed	May include: 5.1 Memorandum of Understanding 5.2 Memorandum of Agreement 5.3 Non-Disclosure Agreement
6. Partnership Details	May include: 6.1 Duration 6.2 Title of program 6.3 Budget 6.4 Terms
7. LGU's Requirement	May include: 7.1 Business Permits 7.2 SEC Registration 7.3 Letter of Intent 7.4 Board Resolution to enter into agreement

EVIDENCE GUIDE

1. Critical Aspects of competency	Assessment requires evidence that the candidate: 1.1 Conducted stakeholder's consultation in accordance with existing program mandates and policies. 1.2 Ensured and facilitated the signing of agreements with partner institutions
2 Resource Implications	The following resources must be provided: 2.1 Workplace 2.2 Supplies, materials relevant to the proposed activity or task to be performed 2.3 Equipment and office fixture
3 Methods of Assessment	Competency must be assessed through: 3.1 Demonstration with oral questioning 3.2 Written examination
4 Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY : SUPERVISE PESO PLANNING ACTIVITIES

UNIT CODE : SOC341302

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitude required to supervise stakeholders' registries and conduct of stakeholders' consultation needed in the development of the employment plan.

ELEMENT	PERFORMANCE CRITERIA <i>Bold & Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Supervise registries of local stakeholders	1.1 Performance and status of compliance of potential stakeholders are reviewed in accordance with applicable program policies and guidelines 1.2 Registries of existing and additional stakeholders are reviewed in accordance with applicable program policies and guidelines 1.3 Registries of stakeholders are ensured that are updated and finalized in accordance with applicable program policies and guidelines.	1.1 Applicable program policies and guidelines 1.2 Labor market information 1.3 Written and verbal communication 1.4 Data gathering 1.5 Data analysis 1.6 Stakeholders	1.1 Communication skills 1.2 Interpersonal skills 1.3 Supervisory skills 1.4 Decision making skills 1.5 Assessment and evaluation skills
2. Supervise stakeholders' planning consultation	2.1 Planning consultation on PESO programs are conducted in accordance with the mandated guidelines. 2.2 Effective relationship with stakeholders is sustained in accordance with mandated guidelines	2.1 Customer service 2.2 Written and verbal communication 2.3 PESO programs 2.4 Consultation 2.5 Mandated guidelines 2.6 Stakeholders management	2.1 Leadership and management skills 2.2 Conflict management skills 2.3 Supervisory skills 2.4 Communication skills 2.5 Interpersonal skills 2.6 Networking skills 2.7 Negotiation skills

ELEMENT	PERFORMANCE CRITERIA <i>Bold & Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.3 Documentation and maintenance of consultations with stakeholders are ensured in accordance with the mandated guidelines		
3. Formulate local employment development plan	<p>3.1 PESO programs' timelines are identified in accordance with <i>local employment development plan.</i></p> <p>3.2 Budget is determined in accordance with identified activities.</p> <p>3.3 Personnel are assigned according to tasks and responsibilities.</p> <p>3.4 Local employment development plans are formulated and submitted the same for approval in accordance with policies and guidelines</p> <p>3.5 Effective communication with local executives/officials is maintained to appraise and provide recommendations for policy directions in accordance with approved guidelines.</p>	<p>3.1 Project management</p> <p>3.2 Employment plan</p> <p>3.3 Action plan making</p> <p>3.4 Proposal making</p> <p>3.5 Data gathering</p> <p>3.6 Data analysis</p> <p>3.7 Monitoring and evaluation</p> <p>3.8 Applicable program policies and guidelines</p>	<p>3.1 Planning skills</p> <p>3.2 Communication skills</p> <p>3.3 Writing skills</p> <p>3.4 Data gathering skills</p> <p>3.5 Leadership and management</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Registries	May include: 1.1 PESO Employment Information System 1.2 Philjobnet 1.3 List of registered businesses 1.4 Employers directory
2. Stakeholders	May include: 2.1 Employer groups 2.2 Industry groups 2.3 Government agencies 2.4 Civil Society Organizations 2.5 People's organizations 2.6 Academe
3. PESO Programs	May include: 3.1 Referral and placement of jobseekers 3.2 Provision of Labor Market Information 3.3 Special Program for the Employment of Students 3.4 Government Internship Program 3.5 DOLE Integrated Livelihood and Emergency Employment Program 3.6 Job Fairs 3.7 Special/Local Recruitment Activity 3.8 Career Guidance and Employment Coaching
4. Local Employment Development Plan	May include: 4.1 Employment Development Plan 4.2 Labor Market Information 4.3 Programs, Activities and Projects

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ol style="list-style-type: none"> 1.1 Reviewed performance and status of compliance of potential stakeholders in accordance with applicable program policies and guidelines 1.2 Conducted planning consultation on PESO programs in accordance with the mandated guidelines. 1.3 Formulated and submitted local employment development plans for approval in accordance with policies and guidelines
2. Resource Implications	The following resources should be provided: <ol style="list-style-type: none"> 2.1 Workplace 2.2 Supplies and materials relevant the task to be performed
3. Methods of Assessment	Competency on this unit must be assessed through: <ol style="list-style-type: none"> 3.1 Demonstration with oral questioning 3.2 Written examination
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY : **SUPERVISE PESO PROGRAMS, ACTIVITIES, AND PROJECTS**

UNIT CODE : **SOC341303**

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills, and attitudes to supervise PESO programs, activities, and projects that include human and financial resources with timeliness, efficiency, and effectivity through program monitoring and evaluation.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Supervise the development and approval of work and financial plan	1.1. Conduct of sessions is supervised in accordance with existing procedures. 1.2. Detailed work and financial plans are reviewed in accordance with applicable policies and guidelines 1.3. Work and financial plan is presented and discussed to authorized personnel for approval	1.1 Work and financial plans 1.2 Planning 1.3 Budgeting 1.4 Program management 1.5 Applicable policies and guidelines	1.1 Attention to details 1.2 Presentation skills 1.3 Leadership and management 1.4 Team management 1.5 Active listening skills 1.6 Coordination skills 1.7 Decision making skills 1.8 Analytical skills
2. Assign program focal persons with designated roles and responsibilities	2.1 Program focal persons are designated to programs,-activities and projects 2.2 Designated focal persons are oriented on their roles and responsibilities in accordance with the approved work and financial plans 2.3 Individual targets and commitments of program focal persons are set in accordance with the approved work and financial plans	2.1 Organizing 2.2 Staffing 2.3 Target and commitment setting 2.4 PESO Programs 2.5 Resource management	2.1 Leadership and management 2.2 Team management 2.3 Active listening skills 2.4 Decision making skills 2.5 Negotiation Skills 2.6 Conflict management skills
3. Supervise the implementation of programs, activities and projects	3.1 Program implementation updates are reviewed in accordance with targets and timelines 3.2 Implementation of programs, activities and projects is ensured in accordance with targets set and timelines	3.1 Program policies and guidelines 3.2 Resource management 3.3 Program management 3.4 Information, education, and communication	3.1 Leadership and management 3.2 Team management 3.3 Networking skills 3.4 Decision making skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.3 <i>Resources</i> are supervised in accordance with targets set and timelines		3.5 Reporting and dissemination skills 3.6 Communication skills 3.7 Negotiation Skills
4. Oversee the monitoring and evaluation of programs, activities and projects	4.1 Accomplishments are assessed and evaluated in accordance with targets set and timelines 4.2 Issues and concerns are addressed and resolved in accordance with program guidelines 4.3 Improvement on work process are formulated and implemented in accordance with program guidelines	4.1 Applicable policies and guidelines 4.2 Monitoring and evaluation 4.3 Program management 4.4 Resource management	4.1 Leadership and management 4.2 Team management 4.3 Decision making skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Work and Financial Plans	May include: 1.1 Employment Development Plan 1.2 Programs, activities and projects (PAPs) profile 1.3 Annual Investment Plan (AIP) 1.4 Project Procurement Management Plan (PPMP)
2. Timelines	May include: 2.1 Daily 2.2 Weekly 2.3 Monthly 2.4 Quarterly 2.5 Semestral 2.6 Annually
3. Programs, Activities and Projects	May include: 3.1 Labor market information 3.2 Job and livelihood fairs 3.3 Referral and placement 3.4 Career guidance and advocacy 3.5 Youth employment programs

4. Resources	<p>May include:</p> <ul style="list-style-type: none"> 4.1 Budget 4.2 Logistics 4.3 Supplies and materials 4.4 Equipment 4.5 Procedural manuals 4.6 Manpower 4.7 Capital outlay
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EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Reviewed detailed work and financial plans in accordance with applicable policies and guidelines 1.2 Ensured implementation of programs, activities and projects in accordance with targets set and timelines 1.3 Assessed and evaluated accomplishments in accordance with targets set and timelines
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace 2.2 Office Supplies and Materials 2.3 Office Equipment and Fixture 2.4 Internet Connectivity
3. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Examination 3.2 Demonstration with oral questioning
4. Context of Assessment	<ul style="list-style-type: none"> 4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.

UNIT OF COMPETENCY : **PROVIDE CONTINUOUS IMPROVEMENT ON OPERATIONS AND SOLUTIONS TO PESO CONCERNS**

UNIT CODE : **SOC341304**

UNIT DESCRIPTOR : This unit of competency deals with the knowledge, skills, and attitudes in order to provide continuous improvement on operations and solutions to PESO concerns.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Supervise organizational development initiatives	1.1. Needs of staff are assessed in accordance with Human Resource Development plan. 1.2. Meetings with staff are conducted in accordance with timelines . 1.3. Inputs to strategic decisions are provided in accordance with program policies and objectives. 1.4. Processes for continuing improvements are reviewed and implemented in accordance with Employment Development Plan. 1.5. PESO programs are implemented in compliance with existing policies and guidelines. 1.6. Collaborative network with stakeholders is established in compliance with policies and objectives.	1.1 Human Resource Development plan 1.2 Program policies and objectives 1.3 Employment Development Plan 1.4 Annual Investment Plan 1.5 Organizational development 1.6 Target and commitment setting 1.7 Networking with stakeholder 1.8 Relationship management	1.1 Leadership and management 1.2 Planning skills 1.3 Coordination skills 1.4 Team management 1.5 Sound judgment 1.6 Active listening skills 1.7 Decision making skills 1.8 Negotiation skills
2. Supervise frontline services	2.1 Inter and intra relations are enhanced in compliance with citizen's charter. 2.2 Effective communication and feedback mechanisms including handling of complaints are established in	2.1 Feedback mechanisms 2.2 Effective frontline services 2.3 Occupational 2.4 Safety and Health policies and guidelines	2.1 Leadership and management 2.2 Team management 2.3 Decision making skills 2.4 Negotiation skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>accordance with policies and guidelines</p> <p>2.3 Conflicts are resolved collaboratively in accordance with existing rules</p> <p>2.4 Work-related risks and dangers are mitigated/eliminated in accordance with policies and guidelines.</p>	<p>2.5 Program policies and guidelines</p> <p>2.6 Resource management</p> <p>2.7 Program management</p> <p>2.8 Grievance handling/ Conflict management</p> <p>2.9 Public relations</p>	<p>2.5 Reporting and dissemination skills</p> <p>2.6 Training and facilitation skills</p> <p>2.7 Investigative skills</p>
3. Supervise and evaluate office performances	<p>3.1 Office performances are reviewed in accordance to set targets</p> <p>3.2 Strategic Performance Management System is implemented in accordance with existing rules and regulations.</p> <p>3.3 Opportunities for improvement are deliberated and adopted in accordance with human resource development plan</p> <p>3.4 Continuous coaching and mentoring for staff development are practiced in accordance with human resource development plan</p> <p>3.5 Productivity-based incentives schemes are evaluated in accordance with human resource development plan.</p>	<p>3.1 Strategic Performance Management System</p> <p>3.2 Human Resource Development Plan</p> <p>3.3 Organizational agility</p> <p>3.4 Performance management</p> <p>3.5 Coaching and mentoring principles</p> <p>3.6 Program management</p> <p>3.7 Terms of Engagement</p> <p>3.8 Performance management strategies</p> <p>3.9 Leadership communication</p> <p>3.10 Grievance machinery</p> <p>3.11 Productivity Based Incentives Scheme</p> <p>3.12 Program on Awards and Incentives for Service Excellence (PRAISE)</p>	<p>3.1 Leadership skills</p> <p>3.2 Analytical skills</p> <p>3.3 Reporting and dissemination skills</p> <p>3.4 Coaching and mentoring</p> <p>3.5 Interpersonal skills</p> <p>3.6 Planning and assessment skills</p> <p>3.7 Evaluation Skills</p> <p>3.8 Assessment Skills</p> <p>3.9 Coaching and Mentoring Skills</p> <p>3.10 Delegation Skills</p> <p>3.11 Organization Skills</p> <p>3.12 Communication Skills</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Timelines	May include: 1.1 Monthly 1.2 Quarterly 1.3 Semestral 1.4 Annual
2. Feedback Mechanisms	May include: 2.1 Client survey 2.2 Feedback forms 2.3 Evaluation forms 2.4 Verbal feedback 2.5 Electronic feedback (e.g SMS, social media)
3. Complaints	May include: 3.1 Labor standards 3.2 Labor relations 3.3 Human relations 3.4 Safety and health
4. Performances	May include: 4.1 Monthly 4.2 Quarterly 4.3 Mid-year 4.4 Year-end
5. Productivity-based incentives schemes	May include: 5.1 Training 5.2 Benchmarking 5.3 Commendation 5.4 Promotion 5.5 Monetary

EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Provided inputs to strategic decisions in accordance with program policies and objectives.</p> <p>1.2 Established effective communication and feedback-mechanisms in accordance with policies and guidelines</p> <p>1.3 Reviewed office performances in accordance to set targets</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Workplace</p> <p>2.2 Office supplies and materials</p> <p>2.3 Office equipment and fixture</p> <p>2.4 Internet connectivity</p>
3. Methods of Assessment	<p>Competency in this unit must be assessed through:</p> <p>3.1 Written examination</p> <p>3.2 Demonstration with oral questioning</p>
4. Context of Assessment	<p>4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>

UNIT OF COMPETENCY : SUPERVISE PES OFFICE

UNIT CODE : SOC341306

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitude, required to supervise PES office, and defines the standard required to supervise office resources and personnel.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Sustain effective office administration	1.1. Annual budget is evaluated in accordance with budget preparation guidelines. 1.2. Annual Procurement Plan is evaluated in accordance with existing guidelines . 1.3. Procurement, Utilization, and Inventory are supervised in accordance with existing guidelines. 1.4. Effective and efficient management/utilization of resources is maximized in accordance with existing guidelines.	1.1 Annual Procurement Plan 1.2 Procurement Law 1.3 Budget Preparation Guidelines 1.4 Inventory Procedures 1.5 Austerity Measures 1.6 Sort, Systematize, Sweep, Standardize, Safety, Self Discipline, and Sustain (7s)	1.1 Analytical skills 1.2 Planning skills 1.3 Delegation skills 1.4 Organizing skills 1.5 Bookkeeping skills 1.6 Management skills
2. Review task descriptions and personnel qualifications	2.1 Tasks are validated along with the range of conditions under which performance may need to occur. 2.2 Most appropriate employment arrangements are determined based on employer and employee needs, and responsibilities and rights. 2.3 Person qualifications are determined with due regard to legislation, codes and national standards.	2.1 PESO Programs and services 2.2 Human Resource Management 2.3 Task Specific Description 2.4 Workforce Qualification 2.5 Citizen's Charter 2.6 Civil Service's Rules and Regulations 2.7 Strategic Performance Management System (SPMS) 2.8 OSH Legislation 2.9 Qualification Standards	2.1 Assessment skills 2.2 Decision making skills 2.3 Delegation skills 2.4 Organization skills 2.5 Oral and Written skills 2.6 Benchmarking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Support workforce training programs	3.1 Strategies to identify skill and knowledge gaps are designed and implemented with workers, and strategies to address these gaps are implemented in accordance with program mandates. 3.2 Workforce Development Plan is implemented in accordance with existing policies and guidelines 3.3 Feedbacking and action plans are implemented in accordance with existing policies and guidelines.	3.1 Strategies to identify skill and knowledge gaps 3.2 Available and appropriate training program 3.3 Workforce Development Plan	3.1 Evaluation and Assessment Skills 3.2 Mentoring and Coaching 3.3 Feedbacking Skills
4. Implement OSH priorities and procedures	4.1. <i>Safety and health policies</i> are enforced within the Office. 4.2. <i>Safe work practices</i> are identified for all aspects of the operation of the Office 4.3. Risks and hazards are identified and assessed for OSH. 4.4. New staff are oriented into the workplace OSH system.	4.1 Safety and Health Policies 4.2 Safe work practices 4.3 Workplace OSH System 4.4 First Aid 4.5 Property Labeled Properties 4.6 Fire Drill 4.7 Earthquake Drill 4.8 Disaster Preparedness 4.9 OSH Practices, including hazard identification and control measures	4.1 Coordination Skills 4.2 Communication Skills 4.3 Supervisory skills 4.4 Feedbacking skills 4.5 Monitoring skills 4.6 Training and facilitation skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Existing Guidelines	May include: 1.1 PESO Manual of Operations 1.2 Annual Procurement Plan 1.3 Commission on Audit 1.4 Program, Activities and Projects
2. Tasks	May include: 2.1 Manual and mental activities 2.2 Task and element durations 2.3 Task frequency 2.4 Task allocation 2.5 Task complexity 2.6 Environmental conditions 2.7 Necessary clothing and equipment
5. Strategies for Communicating	May include: 4.1 First Impressions 4.2 Non-Verbal Communication 4.3 Show Respect 4.4 Listening Skills 4.5 Active listening 4.6 Stay focused when you listen 4.7 Other Languages and Cultures 4.8 Communicating in a Noisy Environment 4.9 Making Oral Reports 4.10 Using the Telephone 4.11 Giving Directions and Feedback
6. Strategic Performance Management System	May include: 6.1 Define and communicate goals and objectives 6.2 Utilize performance management system 6.3 Offer frequent performance feedback 6.4 Use peer reviews 6.5 Coaching and Mentoring 6.6 Preemptive management and recognition 6.7 Set regular meetings to discuss outcomes and results
7. Processes and procedures for the administration of staff	May include: 7.1 Financial Planning 7.2 Record Keeping 7.3 Billing 7.4 Personnel Management 7.5 Physical Distribution 7.6 Logistics
8. Administrative Process and Procedures	May include: 8.1 Planning 8.2 Organization 8.3 Execution 8.4 Control 8.5 Correspondence
9. Safety and Health Policies	May include: 9.1 OSH policies and guidelines 9.2 Senior management's commitment to the establishment of a healthy and safe workplace and to the integration of health and safety into all workplace activities.

VARIABLE	RANGE
	<p>9.3 The commitment to comply with applicable OSH legal requirements and other requirements – or better, the intention to treat applicable health and safety legislation as a minimum standard rather than maximum.</p> <p>9.4 Responsibility of appropriate personnel in maintaining a healthy and safe workplace and to protect the well-being of all persons in the workplace.</p> <p>9.5 Accountability of all levels of management for carrying out health and safety responsibilities.</p> <p>9.6 Importance of consultation and co-operation between management and employees for effective implementation of policy and any related programs.</p> <p>9.7 Commitment to continual improvement by conducting regular reviews of the policy,</p> <p>9.8 Commitment to monitor the policy’s effectiveness by having a method for setting and reviewing OSH objectives and targets.</p> <p>9.9 That the policy will be documented, posted, and communicated internally as well as externally, as appropriate, and</p> <p>9.10 Commitment to provide adequate funds and details of how money will be available.</p>
10. Safe Work Practices	<p>May include:</p> <p>10.1 Name or description of the work task</p> <p>10.2 Date the SWP was created and date it was last reviewed or revised</p> <p>10.3 Hazards that may cause harm to a worker</p> <p>10.4 Common signs and symptoms of a musculoskeletal injury if the Hazards of the job task could lead to this type of injury</p> <p>10.5 Equipment / devices, personal protective equipment (PPE), or other safety considerations necessary to perform the task safely</p> <p>10.6 Required training and / or relevant documentation needed to perform the task safely</p> <p>10.7 Steps to perform the task safely including safe body positions and / or movements as appropriate</p> <p>10.8 Indication that workers are to be trained on the SWP and employers must ensure that workers follow them</p>

EVIDENCE GUIDE

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Maximized effective and efficient management/utilization of resources is maximized in accordance with existing guidelines.</p> <p>1.2 Designed and implemented strategies to identify skill and knowledge gaps with workers, and strategies to address these gaps in accordance with program mandates</p> <p>1.3 Oriented new staff into the workplace OSH system</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Workplace appropriate for the unit of competency</p> <p>2.2 Office supplies and materials appropriate for the unit of competency</p> <p>2.3 Office equipment and fixture appropriate for the unit of competency</p> <p>2.4 Internet connectivity</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit must be assessed through:</p> <p>3.1 Written examination</p> <p>3.2 Demonstration with oral questioning</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency maybe assessed in actual workplace or at the designated TESDA accredited Assessment Center.</p>

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 **PUBLIC EMPLOYMENT SERVICES NC IV**.

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 include MLC- 2006, green technology, issues on health and drugs and cater person with disabilities (PWD's).

Course Title: **PUBLIC EMPLOYMENT SERVICES**
NC Level: **NC IV**

Nominal Training Duration:	47 Hours	Basic Competencies
	37 Hours	Common Competencies
	785 Hours	Core Competencies
	224 Hours	SIL
Total:	<u>1093</u> Hours	

Course Description:

This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in establishing and strengthening linkages with other organizations, supervising PESO planning activities, supervising PESO programs, activities and projects, providing continuous improvement on operations and solutions to PESO concerns, and supervising PES office. This include classroom learning activities and practical work in actual work site or simulation area.

Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieve.

BASIC COMPETENCIES

(47 Hours)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
1. Utilize specialized communication skills	1.1 Meet common and specific communication needs of clients and colleagues	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ➤ Communication process ➤ Dynamics of groups and different styles of group leadership • Identify different approaches to meet the needs of clients and colleagues 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	1 hour
	1.2. Contribute to the development of communication strategies	<ul style="list-style-type: none"> • Apply communication skills to fulfill job roles as specified by the organization • Apply communication techniques in communicating with clients and colleagues <ul style="list-style-type: none"> ➤ Active listening ➤ Feedback ➤ Interpretation ➤ Role boundaries setting ➤ Negotiation ➤ Establishing empathy • Describe strategies for internal and external dissemination of information 	<ul style="list-style-type: none"> • Demonstration • Group discussion 	<ul style="list-style-type: none"> • Observation • Oral evaluation 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	1.3. Deliver a technical presentation	<ul style="list-style-type: none"> • Enhance the presentation using appropriate media • Deliver a clear and sequential presentation within given time 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	1 hour
	1.4 Represent the organization	<ul style="list-style-type: none"> • Describe criteria for a good presentation • Prepare presentation material for internal or external forums to promote the organization 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	1 hour
	1.5 Facilitate group discussion	<ul style="list-style-type: none"> • Gather relevant information • Apply values in facilitating differences in views 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	1 hour
	1.6 Conduct interview	<ul style="list-style-type: none"> • Describe communication strategies employed in interview situations • Conduct interview • Apply organizations procedure in maintaining records of interviews • Use questioning, listening and nonverbal communication techniques to client groups 	<ul style="list-style-type: none"> • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Observation 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
2. Develop and lead teams	2.1 Foster individual growth	<ul style="list-style-type: none"> • Discussion on Team Leadership and expectation from team leaders • Case study on learning and development needs of team members • Discussion on organizational requirements from team members • Role play on coaching and mentoring • Discussion on preparation of team members development plan • Role Play on providing feedback on performance 	<ul style="list-style-type: none"> • Observation • Lecture/ Discussion • Case Study • Role Play • Role Play • Case Study • Written Test 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study ▪ Written Test 	2 hours
	2.2 Foster individual and team growth	<ul style="list-style-type: none"> • Discussion on learning and development program goal setting • Preparation of learning and development program goals • Discussion on learning delivery methods • Role play on the different learning delivery methods • Discussion on workplace learning opportunities • Role play on coaching and mentoring 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Role Play 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.3 Monitor and evaluate workplace learning	<ul style="list-style-type: none"> • Discussion on the different levels of learning evaluation • Discussion on the different methods used to evaluate learning • Develop reporting system for monitoring of performance attributed to learning programs • Gathering of information to evaluate individual performance attributed to learning programs • Case study on modification of learning plan based on performance 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Role Play 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	2 hours
	2.4 Develop team commitment and cooperation	<ul style="list-style-type: none"> • Discussion on team commitment and cooperation and its impact to attainment of goals • Play games on team commitment and cooperation • Discussion on team dynamics and its relation to team performance • Play games on team dynamics and performance • Development of career plans 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Role Play 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.5 Facilitate accomplishment of team goals	<ul style="list-style-type: none"> • Perform team building activities towards improving communication among team members, goal setting and improving performance • Case studies involving collaborative activities to improve attainment of group goals 	<ul style="list-style-type: none"> • Group Activity • Case Study 	<ul style="list-style-type: none"> • Role Play • Case Study • Observation 	1 hour
3. Perform higher-order thinking processes and apply techniques in the workplace	3.1 Evaluate effectiveness and efficiency of the workplace systems, processes and procedures	<ul style="list-style-type: none"> • Examine current systems, standards, procedures and protocols in the workplace • Discuss different methods of critical and appreciative inquiry and their relevance to different situations • Form habit of asking questions and taking responsibility for answers • Appreciate importance of why questions for individuals, businesses and communities • Use range of analytical techniques • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures 	<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 Method	Nominal Duration
	3.2 Foster the habit of critical inquiry and curiosity in the workplace	<ul style="list-style-type: none"> • Discuss different methods of critical and appreciative inquiry and their relevance to different situations • Form habit of asking questions and taking responsibility for answers • Appreciate importance of why questions for individuals, businesses and communities • Use range of analytical techniques, growth mindset and positive communication strategies • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures • Discuss insights on workplace effectiveness and efficiency 	<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 Method	Nominal Duration
	3.3 Develop practical action plans for improving workplace conditions	<ul style="list-style-type: none"> • Use range of analytical techniques, growth mindset and positive communication strategies in developing action plans for efficiency and effectiveness • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures • Discuss concepts creative negotiation skills, change management and improvement strategies 	<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 • Project-based learning 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
4. Contribute to the practice of social justice in the workplace	4.1 Update self on local, national and global trends/ issues in the workplace	<ul style="list-style-type: none"> • Explain the local, national and global systems and structures • Discuss issues affecting interaction and connectedness of communities at local, national and global levels • Explain underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right) • Monitor trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms • Analyze trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity • Engage in discourse about the local, national and global issues 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion • Brainstorming • 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 (Essay) • Role Playing 	1 hour
	4.2 Relate local and global trends to workplace context	<ul style="list-style-type: none"> • Discuss the different levels of human identity according to Amber Mayer (2015) • Explain different communities people belong 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion • Brainstorming • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<p>to and how these are connected</p> <ul style="list-style-type: none"> • Recognize cultural differences and respect for cultural diversity • Recognize differences and commonalities among people • Demonstrate attitudes of empathy, solidarity and respect for diversity • Connect local issues to global trends, and vice versa. 		<p>interactive activities</p> <ul style="list-style-type: none"> • Case studies/problems involving workplace diversity issues • Written examination (Essay) 	
	<p>4.3 Engage and take actions on workplace issues and concerns</p>	<ul style="list-style-type: none"> • Identify the actions that can be taken individually and collectively • Describe ethically responsible behaviour • Explain the importance and benefits of civic engagement • Employ appropriate actions to address workplace issues involving national and global trends • Show concern and willingness to take part in the development efforts to discuss workplace issues and concerns • Apply the attitude of “thinking globally and acting locally” in the workplace 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion • Brainstorming • 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 (Essay) • Role Playing 	<p>1 hour</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
5. Manage innovative work instructions	5.1 Review and analyze existing workplace practices	<ul style="list-style-type: none"> • Show mastery of basic management concepts according to Gallup, nine dimensions of innovative practices and climate; and different types of innovation • Contextualize innovation to different variables in the organization • Review current organizational practices where innovation is contextualized 	<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 Examine opportunities for continuous improvement and innovation of practices in the workplace	<ul style="list-style-type: none"> • Show mastery of the determinants of innovative behaviors and principles of innovation • Review current organizational practices where innovation is contextualized • Evaluate innovative practices in the organization • Assess innovative behaviors for promoting innovation and learning in the workplace 	<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. 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
				<ul style="list-style-type: none"> • Standardized assessment of character strengths and virtues applied 	
	5.3 Implement innovative ways in the conduct of usual workplace practices	<ul style="list-style-type: none"> • Show mastery of the determinants of innovative behaviors, principles of innovation; and dimensions of innovation climate and strategies and techniques for implementing innovation in the workplace • Evaluate impact of innovative practices in the organization • Demonstrate skills in managing changes in the workplace 	<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. Manage and evaluate usage of information	6.1 Review information needs and sources	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Kinds of information ○ Information evaluation issues ○ Information storage requirements and methods • Analysing record information • Identification of information sources 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Hands on • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	6.2 Collect and analyze information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Information collection and collation ○ Relevant trends and developments • Collection of information • Analyzation of information 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Hands on • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours
	6.3 Use management information systems	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Management information systems ○ Available technology in information management ○ Advance strategies for customer service excellence • Use of available technology in information management 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Hands on • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours
	6.4 Report and disseminate analyzed information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Reporting procedures of the organisation ○ Analysis and display techniques • Using management information systems to store and retrieve data 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Hands on • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours
7. Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures	7.1 Assess Occupational Safety and Health (OSH) practices and programs	<ul style="list-style-type: none"> • Case Study in evaluating current OSH programs effectiveness • Practice auditing the workplace 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning Portfolio 	2 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	7.2 Recommend OSH program improvement initiatives	<ul style="list-style-type: none"> • Writing and Presenting Action Plans to improve OSH compliance in the workplace and/or increase effectiveness of OSH Programs 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Portfolio 	3 hours
	7.3 Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	<ul style="list-style-type: none"> • Role play in increasing the OSH awareness • Measuring the impact of the new OHS program or initiative 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Portfolio 	2 hours
8. Lead towards improvement of environmental work programs, policies and procedures	8.1 Assess environmental work practices and programs	<ul style="list-style-type: none"> • Discussion of Green structural change and retraining needs <ul style="list-style-type: none"> - What is green structural change and where is it happening - Workforce restructuring and adjustment - Employment effects of Environment - Sectors most affected by green restructuring - Retraining and skills upgrading - Effective and equitable restructuring: Good practices and programs by public and private sector actors 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study • Reporting 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> • Perform Impact Assessment • Discussions of Gender Implications 			
	8.2 Recommend environmental program improvement initiatives	<ul style="list-style-type: none"> • Practicing Leadership skills: The biggest challenge in transition to a low-carbon economy or environment friendly activities • Practicing Basic Business planning • Opportunities Management - Identification of low-carbon and Resource scarcity risks • Perform Cost–benefit Analysis 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study • Reporting 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 hour
	8.3 Implement recommended improvements on environmental programs, policies and procedures	<ul style="list-style-type: none"> • Practicing Environmental Awareness Raising (Communication/ Implementation campaigns) • Teaching and training personnel - necessary skills and methods to impart environmental knowledge, to create awareness and to react flexibly to ever-changing labor market needs. 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study • Reporting 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
9. Sustain entrepreneurial skills	9.1 Enhance one's business skills	<ul style="list-style-type: none"> • Discussion on entrepreneurial skills • Identifying market trends • Case studies on new technologies, products and processes • Practice gathering information on new trends 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case study • Group work 	<ul style="list-style-type: none"> • Written Report • Case problem 	2 hours
	9.2 Manage entrepreneurial practices	<ul style="list-style-type: none"> • Discussion on continuous improvement • Presentation of plans for continuous improvement • Evaluation of new products and services 	<ul style="list-style-type: none"> • Lecture discussion • Group work 	<ul style="list-style-type: none"> • Written Report • Case problem 	1 hour
	9.3 Expand markets and clientele	<ul style="list-style-type: none"> • Prepare business plan and proposal 	<ul style="list-style-type: none"> • Lecture discussion • Group work 	<ul style="list-style-type: none"> • Portfolio 	1 hour

COMMON COMPETENCIES

(37 Hours)

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
1. Perform computer operations	2.1 Plan and prepare task to be undertaken	<ul style="list-style-type: none"> • Plan and prepare computer operation activity • Determine task requirements based on required output • Determine appropriate hardware and software • Identify/Select types of computers and basic features of different operating systems • Interpret and follow client-specific guidelines & procedures • Plan task as per data security guidelines 	<ul style="list-style-type: none"> • Lecture • Demonstration • Role-play • Simulation 	<ul style="list-style-type: none"> • Written/Oral examination • Practical demonstration 	4 hours
	1.2. Input data into computer	<ul style="list-style-type: none"> • Apply basic ergonomics of keyboard and computer user • Enter/Encode data using appropriate computer programs/applications • Check accuracy of encoded data/information per SOP • Save and store inputted data in storage media • Discuss storage devices and basic categories of memory • Identify and define relevant types of software 	<ul style="list-style-type: none"> • Lecture • Modular • Group discussion • Project method • On the job training 	<ul style="list-style-type: none"> • Written/Oral examination • Practical demonstration 	4 hours
	1.3. Access information using computer	<ul style="list-style-type: none"> • Select correct program/ application based on job requirements • Access computer data/files • Interpret general security, privacy legislation & copyright 	<ul style="list-style-type: none"> • Lecture • Computer based training (e-learning) 	<ul style="list-style-type: none"> • Written/Oral examination • Practical demonstration 	5 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Use Productivity Application <ul style="list-style-type: none"> ○ Microsoft office applications • Learn Business Application <ul style="list-style-type: none"> ○ Introduction to Basic Programming software • Apply basic ergonomics of keyboard and computer user 	<ul style="list-style-type: none"> • On the job training 		
	1.4. Produce/output data using computer system	<ul style="list-style-type: none"> • Identify types and function of computer peripheral devices • Print and scan office documents and materials • Send office/ business documents through facsimile • Transfer files or data between compatible systems using computer software, hardware/ peripheral devices • Save documents in storage devices <ul style="list-style-type: none"> ○ CD/DVD ○ USB drives • Hard disk drives 	<ul style="list-style-type: none"> • Lecture • Group discussion • Modular • On the job training 	<ul style="list-style-type: none"> • Written/Oral examination • Practical demonstration 	5 hours
	1.5. Maintain computer equipment and systems	<ul style="list-style-type: none"> • Perform computer equipment/ system basic maintenance procedures <ul style="list-style-type: none"> ○ Perform basic file maintenance procedures ○ Perform cleaning of PC parts/ hardware components ○ Scan/Debug computer software and applications ○ Perform cleaning and defragmentation of computer files ○ Perform backup of computer files 	<ul style="list-style-type: none"> • Demonstration • Simulation • Modular • Video clips • Computer based training (e-learning) 	<ul style="list-style-type: none"> • Written/Oral examination • Practical demonstration 	2 hours

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Enumerate and define different types of computer viruses 			
2. Maintain an effective relationship with clients/ customers	2.1 Maintain a professional image	<ul style="list-style-type: none"> • Read and understand the following topic: <ul style="list-style-type: none"> ○ Uniform and personal grooming requirements of the employer and the client ○ Occupational Health and safety requirement for the assignment ○ Assignment Instructions • Perform the following skills: <ul style="list-style-type: none"> ○ Attention to detail when completing client/employer documentation ○ Interpersonal and communication skills required in client contact assignments ○ Customer service skills required to meet client/customer needs 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning 	4 hrs.
	2.2 Meet client/ customer requirements	<ul style="list-style-type: none"> • Read and understand the following topic: <ul style="list-style-type: none"> ○ Client needs and requirements ○ Assignment Instructions • Perform the following skills: <ul style="list-style-type: none"> ○ Attention to detail when completing client/employer documentation ○ Interpersonal and communication skills required in client contact assignments ○ 2.2.3Customer service skills required to meet client/customer needs 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
	2.3 Build credibility with customers/ clients	<ul style="list-style-type: none"> • Read and understand the following topic: <ul style="list-style-type: none"> ○ Causes of client/customer dissatisfaction ○ Assignment Instructions ○ Reporting procedures • Perform the following skills: <ul style="list-style-type: none"> ○ Attention to detail when completing client/employer documentation ○ Interpersonal and communication skills required in client contact assignments ○ Customer service skills required to meet client/customer needs 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning 	
	2.4 Meet client/customer requirements	<ul style="list-style-type: none"> • Read and understand the following topic: <ul style="list-style-type: none"> ○ Client needs and requirements ○ Assignment Instructions • Perform the following skills: <ul style="list-style-type: none"> ○ Attention to detail when completing client/employer documentation ○ Interpersonal and communication skills required in client contact assignments ○ Customer service skills required to meet client/customer needs 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning 	
	2.5 Build credibility with customers/ clients	<ul style="list-style-type: none"> • Read and understand the following topic: <ul style="list-style-type: none"> ○ Causes of client/customer dissatisfaction ○ Assignment Instructions ○ Reporting procedures • Perform the following skills: 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Attention to detail when completing client/employer documentation ○ Interpersonal and communication skills required in client contact assignments ○ Customer service skills required to meet client/customer needs 			
3. Manage own performance	3.1 Plan for completion of own workload	<ul style="list-style-type: none"> ● Read and understand the following topic: <ul style="list-style-type: none"> ○ Site and assignment requirements ○ Employer policy on performance management ○ Indicators of appropriate performance for each area of responsibility ○ Steps for improving or maintaining performance ● Perform the following skills: <ul style="list-style-type: none"> ○ Capacity to plan and prioritize security workloads and requirements ○ Time and task management 	<ul style="list-style-type: none"> ● Interaction ● Group Discussion 	<ul style="list-style-type: none"> ● Demonstration ● Observation ● Interviews/Questioning 	4 hrs.
	3.2 Maintain quality of own performance	<ul style="list-style-type: none"> ● Read and understand the following topic: <ul style="list-style-type: none"> ○ Site and assignment requirements ○ Employer policy on performance management ○ Indicators of appropriate performance for each area of responsibility ○ Steps for improving or maintaining Performance 	<ul style="list-style-type: none"> ● Interaction ● Group Discussion 	<ul style="list-style-type: none"> ● Demonstration ● Observation ● Interviews/Questioning 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Perform the following skills: <ul style="list-style-type: none"> ○ Capacity to plan and prioritize security workloads and requirements ○ Time and task management 			
	3.3 Build credibility with customers/clients	<ul style="list-style-type: none"> • Read and understand the following topic: <ul style="list-style-type: none"> ○ Causes of client/customer dissatisfaction ○ Assignment Instructions ○ Reporting procedures • Perform the following skills: <ul style="list-style-type: none"> ○ Attention to detail when completing client/employer documentation ○ Interpersonal and communication skills required in client contact assignments ○ Customer service skills required to meet client/customer needs 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/Questioning 	4 hrs.
4. Apply quality standards	4.1 Assess clients service needs	<ul style="list-style-type: none"> • Read and understand the following topic: <ul style="list-style-type: none"> ○ Relevant production processes, materials and products ○ Characteristics of materials, software and hardware used in production processes ○ Quality checking procedures 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/Questioning 	5 hrs.

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Client relations ○ Work place procedures ○ Safety and environmental aspects of service processes ○ Error identification and reporting ○ Quality improvement processes ● Perform the following skills: Reading skills required to interpret work instructions, product manufacturer's requirements ○ Communication skills needed to interpret and apply defined work procedures ○ Carry out work in accordance with OHS policies and procedures ○ Critical thinking ○ Solution providing and decision making ○ Interpersonal skills or dealing with varied type of clients 	<ul style="list-style-type: none"> ● Interaction ● Group Discussion 	<ul style="list-style-type: none"> ● Demonstration ● Observation ● Interviews/ Questioning 	
	4.2 Assess own work	<p>Read and understand the following topic:</p> <ul style="list-style-type: none"> ○ Relevant production processes, materials and products ○ Characteristics of materials, software and hardware used in production processes ○ Quality checking procedures ○ Client relations ○ Work place procedures ○ Safety and environmental aspects of service processes ○ Error identification and reporting ○ Quality improvement process ● Perform the following skills: 	<ul style="list-style-type: none"> ● Interaction ● Group Discussion 	<ul style="list-style-type: none"> ● Demonstration ● Observation ● Interviews/ Questioning 	

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> ○ Reading skills required to interpret work instructions, product manufacturer's requirements ○ Communication skills needed to interpret and apply defined work procedures ○ Carry out work in accordance with OHS policies and procedures ○ Critical thinking ○ Solution providing and decision making ○ Interpersonal skills or dealing with varied type of clients 			

Unit of Competency	Learning Outcome	Learning Activity	Methodology	Assessment Approach	Nominal Duration
	4.3 Engage in quality improvement	<ul style="list-style-type: none"> • Read and understand the following topic: <ul style="list-style-type: none"> ○ Relevant production processes, materials and products ○ Characteristics of materials, software and hardware used in production processes ○ Quality checking procedures ○ Client relations ○ Work place procedures ○ Safety and environmental aspects of service processes ○ Error identification and reporting ○ Quality improvement process • Perform the following skills: <ul style="list-style-type: none"> ○ Reading skills required to interpret work instructions, product manufacturer's requirements ○ Communication skills needed to interpret and apply defined work procedures ○ Carry out work in accordance with OHS policies and procedures ○ Critical thinking ○ Solution providing and decision making ○ Interpersonal skills or dealing with varied type of clients 	<ul style="list-style-type: none"> • Interaction • Group Discussion 	<ul style="list-style-type: none"> • Demonstration • Observation • Interviews/ Questioning 	

**CORE COMPETENCIES
(785 HOURS)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Establish and Strengthen Linkages with Other Organizations	1.1 Set Stakeholders Consultation	<p>Read and understand the following topics: (Knowledge)</p> <ul style="list-style-type: none"> • Planning • Monitoring • Delegation • Evaluation • Prescribed forms • Data verification and validation • Computer literacy • Management strategy <p>(Skills)</p> <ul style="list-style-type: none"> • Conduct staff meeting for the delegation of tasks in accordance with defined duties and responsibilities. • Monitor assigned tasks in accordance with the established monitoring procedures • Oversee stakeholders profiling in accordance with the prescribed forms. 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Self-Learning Exercises 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Communication skills • Coordination skills • Networking skills • Collaborative influence 			
	1.2 Identify possible interventions to respective stakeholders	<p>Read and understand the following topics:</p> <p>(Knowledge)</p> <ul style="list-style-type: none"> • PESO Employment Facilitation Programs • Industry Classifications • Oral and written Communication • Data analysis • Computer literacy <p>(Skills)</p> <ul style="list-style-type: none"> • Introduce PESO employment facilitation programs to stakeholders • Manage classification of stakeholders according to sectors and industries • Identify PESO programs for stakeholders' needs • Communication skills • Computer skills • Organizational skills • Planning skills • Networking skills 	<ul style="list-style-type: none"> • Lecture • Discussion • Focus Group Discussion 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	32 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.3 Supervise partnership agreements	<ul style="list-style-type: none"> • Read and understand the following topics: • (Knowledge) • Partnership agreement details • LGU Requirements • Documents • Monitoring and Documentation • Planning <p>(Skills)</p> <ul style="list-style-type: none"> • Planning & development • Coordination skills • Building partnerships • Strategic management 	<ul style="list-style-type: none"> • Lecture • Demonstration • Role Play 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	32 hours
	1.4 Strengthen linkages with partners	<p>Read and understand the following topics:</p> <p>(Knowledge)</p> <ul style="list-style-type: none"> • Updates on programs • Monitoring and Documentation • Planning • Partnership agreement details <p>(Skills)</p> <ul style="list-style-type: none"> • Planning & development 	<ul style="list-style-type: none"> • Lecture • Discussion • Case Studies • Focus group discussion 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Coordination skills • Building partnerships • Communication skills • Strategic management 			
2. Supervise PESO Planning Activities	2.1 Supervise registries of local stakeholders	<p>Read and understand the following topics: (Knowledge)</p> <ul style="list-style-type: none"> • Applicable program policies and guidelines • Labor market information • Written and verbal communication • Data gathering • Data analysis • Stakeholders (Skills) • Communication skills • Interpersonal skills • Supervisory skills • Decision making skills • Assessment and evaluation skills 	<ul style="list-style-type: none"> • Lecture • Group discussion • Writeshop • Sharing of experience 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Supervise stakeholders' planning consultation	Read and understand the following topics: (Knowledge) <ul style="list-style-type: none"> • Customer service • Written and verbal communication • PESO programs • Consultation • Mandated guidelines • Stakeholders management (Skills) <ul style="list-style-type: none"> • Leadership and management skills • Conflict management skills • Supervisory skills • Communication skills • Interpersonal skills • Networking skills • Negotiation skills 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Video Viewing • Writeshop • Sharing of experience 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	40 hours
	2.3 Formulate local employment development plan	Read and understand the following topics: (Knowledge)	<ul style="list-style-type: none"> • Lecture • Group discussion • Writeshop 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	80 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Project management • Employment plan • Action plan making • Proposal making • Data gathering • Data analysis • Monitoring and evaluation • Applicable program policies and guidelines <p>(Skills)</p> <ul style="list-style-type: none"> • Planning skills • Communication skills • Writing skills • Data gathering skills • Leadership and management 	<ul style="list-style-type: none"> • Sharing of experience 		
3. Supervise PESO Programs, Activities and Programs	3.1 Supervise the development and approval of work and financial plan	Read and understand the following topics: (Knowledge) <ul style="list-style-type: none"> • Work and financial plans • Planning • Budgeting • Program management 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Self-Learning • Brainstorming • Video Viewing 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	80 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Applicable policies and guidelines (Skills) <ul style="list-style-type: none"> • Attention to details • Presentation skills • Leadership and management • Team management • Active listening skills • Coordination skills • Decision making skills • Analytical skills 			
	3.2 Assign program focal persons with designated roles and responsibilities	Read and understand the following topics: (Knowledge) <ul style="list-style-type: none"> • Organizing • Staffing Target and commitment setting <ul style="list-style-type: none"> • PESO Programs • Resource management (Skills) <ul style="list-style-type: none"> • Leadership and management • Team management • Active listening skills 	<ul style="list-style-type: none"> • Group Discussion • Brainstorming • Demonstration 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	40 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Decision making skills • Negotiation skills • Conflict management skills 			
	3.3 Supervise the implementation of programs, activities and projects	<p>Read and understand the following topics: (Knowledge)</p> <ul style="list-style-type: none"> • Program policies and guidelines • Resource management • Program management • Information, education and communication <p>(Skills)</p> <ul style="list-style-type: none"> • Leadership and management • Team management • Networking skills • Decision making skills • Reporting and dissemination skills • Communication skills 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Self-Learning • Brainstorming • Video Viewing 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	80 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Negotiation Skills 			
	3.4 Oversee the monitoring and evaluation of programs, activities and projects	Read and understand the following topics: (Knowledge) <ul style="list-style-type: none"> • Applicable policies and guidelines • Monitoring and evaluation • Program management • Resource management (Skills) <ul style="list-style-type: none"> • Leadership and management • Team management • Decision making skills 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Self-Learning • Brainstorming 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	40 hours
4. Provide Continuous Improvement on Operations and Solutions to PESO Concerns	4.1 Supervise organizational development initiatives	Read and understand the following topics: (Knowledge) <ul style="list-style-type: none"> • Human Resource Development plan • Program policies and objectives • Employment Development Plan 	<ul style="list-style-type: none"> • Leadership • Group Discussion • Focused Group Discussion • Video Viewing • Demonstration • Role Play Reading • Group • Structured Learning Exercise • Brainstorming 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	80 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Annual Investment Plan • Organizational development • Target and commitment setting • Networking with stakeholder • Relationship management (Skills) <ul style="list-style-type: none"> • Leadership and management • Planning skills • Coordination skills • Team management • Sound judgment • Active listening skills • Decision making skills • Negotiation skills 			
	4.2 Supervise frontline services	Read and understand the following topics: (Knowledge) <ul style="list-style-type: none"> • Feedback mechanisms • Effective frontline services • Occupational 	<ul style="list-style-type: none"> • Leadership • Group Discussion • Video Viewing • Demonstration • Role Playing Reading Group • Self-Learning • Brainstorming 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	80 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Safety and Health policies and guidelines • Program policies and guidelines • Resource management • Program management • Grievance handling/ Conflict management • Public relations (Skills) <ul style="list-style-type: none"> • Leadership and management • Team management • Decision making skills • Negotiation skills • Reporting and dissemination skills • Training and facilitation skills • Investigative skills 			
	4.3 Supervise and evaluate office performances	Read and understand the following topics: (Knowledge) <ul style="list-style-type: none"> • Strategic Performance 	<ul style="list-style-type: none"> • Leadership • Group Discussion • Focused Group Discussion • Video Viewing 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	80 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Management System <ul style="list-style-type: none"> • Human Resource Development Plan • Organizational agility • Performance management • Coaching and mentoring principles • Program management • Terms of Engagement • Performance management strategies • Leadership communication • Grievance machinery • Productivity Based Incentives Scheme • Program on Awards and Incentives for Service Excellence (PRAISE) 	<ul style="list-style-type: none"> • Demonstration • Role Playing Reading Group • Structured Learning Exercise • Brainstorming 		

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		(Skills) <ul style="list-style-type: none"> • Leadership skills • Analytical skills • Reporting and dissemination skills • Coaching and mentoring • Interpersonal skills • Planning and assessment skills • Evaluation Skills • Assessment Skills • Coaching and Mentoring Skills • Delegation Skills • Organization Skills • Communication Skills 			
5. Supervise PES Office	5.1 Sustain effective office administration	(Knowledge) <ul style="list-style-type: none"> • Procurement Law • Budget Preparation Guidelines • Inventory Procedures • Austerity Measures • Sort, Systematize, Sweep, Standardize, Safety, 	<ul style="list-style-type: none"> • Writeshop • Orientation • Lecture 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	16 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Self Discipline, and Sustain (7s) (Skills) <ul style="list-style-type: none"> • Planning • Delegation • Organizing • Bookkeeping • Management 			
	5.2 Review task descriptions and personnel qualifications	(Knowledge) <ul style="list-style-type: none"> • PESO Programs and services • Task Specific Description • Workforce Qualification • Citizen's Charter • Civil Service's Rules and Regulations • Strategic Performance Management System (SPMS) • OSH Legislation • Qualification Standards (Skills) <ul style="list-style-type: none"> • Delegation Skills • Organization Skills • Oral and Written Skills • Benchmarking Skills 	<ul style="list-style-type: none"> • Lecture • Video Viewing • Group Discussion • Case Study 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	24 hours
	5.3 Support workforce training programs	(Knowledge) <ul style="list-style-type: none"> • Strategies to identify skill and knowledge gaps 	<ul style="list-style-type: none"> • Lecture • Video Viewing • Group Discussion • Case Study 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	24 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> • Available and appropriate training program • Workforce Development Plan (Skills) <ul style="list-style-type: none"> • Evaluation and Assessment Skills • Mentoring and Coaching • Feedbacking Skills 			
	5.4 Implement OSH priorities and procedures	(Knowledge) <ul style="list-style-type: none"> • Safety and Health Policies • Safe work practices • Workplace OSH System • First Aid • Property Labeled Properties • Fire Drill • Earthquake Drill • Disaster Preparedness • OSH Practices, including hazard identification and control measures 	<ul style="list-style-type: none"> • Video Presentation • Role Play • Lecture • Brainstorming • Group Sharing • Discussion • Story Telling 	<ul style="list-style-type: none"> • Demonstration with oral questioning • Written examination 	8 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		(Skills) <ul style="list-style-type: none"> • Coordination Skills • Communication Skills • Supervisory skills • Feedbacking skills • Monitoring skills • Training and facilitation skills 			

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 School/Institution-Based

- Dual Training System (DTS) / Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components.
- Supervised Industry Training (SIT) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs and agreed by the institution and enterprise and status and progress of

trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.

- Project-based instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.

2.2 Enterprised-Based:

Enterprised-based training may also be taken to mean a school or training center with one or more partner enterprise or an enterprise or group of enterprises setting up a common training facility or partnering with a school or training center.

- **Enterprised-based training** – where training is implemented within the company in accordance with the requirements of the specific company.
- **Formal Apprenticeship** – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.
- **Informal Apprenticeship** – is based on training (and working) agreement between an apprentice and an experienced PESO Manager wherein the agreement may be written or oral. The experienced PESO Manager 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 PESO Manager.

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 who wants to enroll in this course should possess the following requirements:

- Must have completed at least 2 years of college education and/or with 2 years of work-related experience
- Must possess good communication skills

**3.4 TOOLS, MATERIALS AND EQUIPMENT:
PUBLIC EMPLOYMENT SERVICES NC IV**

Recommended list of instruments, equipment and materials for the training of 25 trainees for **PUBLIC EMPLOYMENT SERVICES NC IV** are as follows:

Tools

QTY.	UNIT	SPECIFICATION/DESCRIPTION
25	sets	Implementing Rules and Regulations (RA 10691)
6	sets	PESO Manual
6	sets	Annual Labor and Employment Plan
2	sets	Microsoft Office
6	sets	Human Resource Development Plan
6	sets	Project Procurement and Management Plan (PPMP)
6	sets	LGU Requirements
6	sets	Registration forms
6	sets	Documentary requirements
6	sets	Related legal documents
6	sets	Job vacancy advertisement
6	sets	Employment related forms
25	sets	Implementing Rules and Regulations (RA 10691)
5	pcs.	Scissors
5	pcs.	Stapler
5	pcs.	Stopwatch
5	pcs.	Clipboard
5	pcs.	Calculator

Materials

QTY.	UNIT	SPECIFICATION/DESCRIPTION
1	set	Telephone Directory
3	reams	Bond Paper
3	boxes	Paper clips
2	boxes	Staple wires
1	ream	NSRP Forms
25	pcs	Cartolina
3	pcs	Permanent Marker
3	pcs	Whiteboard Marker
25	pcs	Ballpens
25	pcs	Manila Paper
1	pack	Metacards
25	pcs.	Folder
25	pcs.	Envelopes
1	pc.	Calendar

Equipment

QTY.	UNIT	SPECIFICATION/DESCRIPTION
1	unit	Conference Table
10	units	Office Chair
3	units	Executive Chair
3	units	Manager's Desk
3	units	Office Table
5	units	Computer with internet connection
1	unit	Filing Cabinet
1	unit	Airconditioner
1	unit	LCD projector with widescreen
1	unit	Printer with scanner
1	unit	Photocopying machine
2	units	Mobile phone
1	unit	Telephone
1	unit	Fax machine
1	unit	Digital camera
1	unit	Video camera
1	unit	Microphone
1	unit	Sound system
1	unit	Megaphone
5	sets	First aid kit
2	units	Heavy duty Stapler
1	unit	3 x 6 whiteboard
1	unit	42 inches Smart Television

3.5 TRAINING FACILITIES

Public Employment Services NC IV

The **Public Employment Services** Learning Facility must be of concrete structure. Based on class size of **25** students / trainees the space requirements for the teaching / learning and curriculum areas are as follows.

TEACHING / LEARNING AREAS	SIZE IN METERS	AREA IN S. METERS	TOTAL AREA IN SQ. METERS
Student/Trainee Performance Space (S/TPS)	6X 6	36	36
Learning Resource Center (LRC)	3 X 5	15	15
Circulation Area		21	21
Separate Restrooms for Male and Female Trainees/Students	2 X 5	10	10
Total Workshop Area			82 sq. m.

3.5 TRAINER'S QUALIFICATION

- Must be a holder of National TVET Trainer Certificate Level I (NTTC Level I) in Public Employment Services NC IV
- Must be a college graduate of any course

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 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

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 following are qualified to apply for assessment and certification:
 - 4.1.4.1 Graduates of formal, non-formal and informal institutions on PES related training program
 - 4.1.4.2 Industry workers (employed, self-employed or owners/proprietors)
Government workers engaged in training and employment facilitation
- 4.1.5 Conduct of assessment and issuance of certificates shall follow the procedures manual and implementing guidelines developed for the purpose

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.

For Trainer-Assessor

- Holder of National TVET Trainer Certificate Level I (NTTC) in Public Employment Services NC IV
- Must have at least 3 years supervisory level work experience in the Public Employment Services
- With teaching/training experience in delivering educational and training programs related to Public Employment Services for at least 2 years
- Have assisted in the actual conduct of assessment to at least two (2) candidates.

For Industry Assessor

- Holder of National Certificate in Public Employment Services
- Holder of Certificate of Competency (COC) in Conduct Competency Assessment under the Trainers Methodology Level I (TM I)
- Must have at least 3 years supervisory level work experience in the Public Employment Services
- Have assisted in the actual conduct of assessment to at least two (2) candidates.

**COMPETENCY MAP – SOCIAL AND OTHER COMMUNITY DEVELOPMENT SERVICES
SECTOR
PUBLIC EMPLOYMENT SERVICES NC IV**

BASIC COMPETENCIES

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
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)

COMMON COMPETENCIES

Perform computer operations	Maintain an effective relationship with clients/customers	Manage own performance	Apply quality standards	
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CORE COMPETENCIES

Establish and strengthen linkage with other organizations	Supervise PESO planning activities	Supervise PESO programs, activities and projects	Provide continuous improvement on operations and solutions to PESO concerns	Supervise PES office
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Glossary of Terms

Action Plan	A document that lists what steps must be taken in order to achieve a specific goal. The purpose of an action plan is to clarify what resources are required to reach the goal, formulate a timeline for when specific tasks need to be completed and determine what resources are required.
Annual Investment Program (AIP)	The annual slice of the Local Development Investment Program (LDIP) which constitute the total resource requirements for all PPAs.
Annual Labor and Employment Plan	The LGUs' annual key employment planning tool which outlines the intended outcomes and the strategic management of programs/ services to collectively achieve the end-goals of PESOs.
Citizen's Charter	Government agencies' respective service standards that detail the following pursuant to Republic Act No. 9485:(a) the procedure to obtain a particular service; (b) The person/s responsible for each step; (c) The maximum time to conclude the process; (d) The document/s to be presented by the customer, if necessary; (e) The amount of fees, if necessary; and (f) The procedure for filing complaints.
Client	Jobseekers, employers, investors, schools, students, returning OFWs, researchers, planners, policy makers. marginalized groups of workers who seek the services of PESO and other persons or organizations engaged in Employment Promotion Program.
Coaching and Mentoring	This refers to the provision of instruction, direction, or prompt to improve work performance.
Commitment	The state or quality of being dedicated to a cause, activity, etc.
Communications	The process of sending and receiving messages through verbal or nonverbal means, including speech, or oral communication; writing and graphical representations (such as infographics, maps, and charts); and signs, signals, and behavior.
Coordination	The act of arranging, putting things in order, or making things run smoothly together.
Data validation	A process that ensures the delivery of clean and clear data to the programs, applications and services using it.
Data verification	A process in which different types of data are checked for accuracy and inconsistencies after data migration is done.

Delegation	The assignment of any responsibility or authority to another person (normally from a manager to a subordinate) to carry out specific activities.
Employment	The series of activities intended to prepare job-Facilitation seekers for productive employment which includes but not limited to enhanced career assessment and guidance, life skills training, technical skills training, job matching and internship.
Evaluation	A totally systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards.
Human Resource Development (HRD) Plan	The documentation of an organization's intended learning and development interventions that will build the capabilities and competencies toward enhancing individual and organizational performance.
Labor Market Information (LMI)	Any information concerning the size, composition, functions, problems or opportunities of the labor market or any part thereof, including but not limited to employment-related intentions or aspirations of labor market clients.
Leadership and Management	Leadership is a quality of influencing people, so that the objectives are attained willingly and enthusiastically while Management is a discipline of managing things in the best possible manner. It is the art or skill of getting the work done through and with others.
Linkages	Relationships and interactions between tasks, functions, departments, and organizations, that promote flow of information, ideas, and integration in achievement of shared objectives.
Local Executives	The elected officers of the local government units (LGUs) as provided for under Book III of Republic Act No. 7160 also known as the Local Government Code of 1991 in which has direct supervision over the PESO.
Monitoring	Regular observation and recording of activities taking place in a project or programme. It is a process of routinely gathering information on all aspects of the project.
Networking with Stakeholders	Networking with stakeholders is a process that fosters the exchange of information and ideas among partners or groups that share or agreed with a common interest. It may be for social or business purposes.
Office Management	The technique of planning, organizing, coordinating and controlling office activities with a view to achieve business objectives and is concerned with efficient and effective performance of the office work.

Organizational Development	Organization development is the study of successful organizational change and performance. OD emerged from human relations studies in the 1930s, during which psychologists realized that organizational structures and processes influence worker behavior and motivation.
Office / Individual Performance Commitment and Review (OPCR / IPCR)	This refers to the set of targets and performance indicators to which an office or an employee is assessed and evaluated
Partnership Agreement	A contract between the PESO and its stakeholders (e.g. employers, schools/institutions, etc.) which sets out the terms and conditions of the partnership, including the duties and responsibilities of each partner.
Person Specification	A description of the qualifications, skills, experience, knowledge and other attributes (selection criteria) which a candidate must possess to perform the job duties.
Planning	Process of thinking about the activities required to achieve a desired goal.
Policies and Guidelines	Set of principles, rules, and guidelines formulated or adopted by an organization to reach its long-term goals and typically published in a booklet or other form that is widely accessible.
Policy Directory	The collection of an employment related course or principle of action adopted or proposed by a government, party, business, or individual.
Process Cycle Time (PCT)	This refers to the corresponding amount of time a given transaction is consumed.
Project Development	The process and the facility of employment-related planning, organizing coordinating, and controlling the resources to accomplish specific goals
Proposal (Project Proposal)	A document that provides all the information required for project stakeholders to decide to initiate a project
Public Employment Service Office or PESO	A non-fee charging multi-employment service facilitate or entity established, recognized or accredited pursuant to these Republic Act No. 8759 s. 2000 or the Public Employment Service Office Act of 1999, its amendatory act, Republic Act No. 10691 s. 2015, and their implementing rules and regulations (IRRs).

Quality Standards (QS)	This refers to a detail of requirements, specifications, guidelines, and characteristics to be able to meet the quality of a product, service, or process according to its purpose
Relationship Management	Supervision and maintenance of relationships between a company and its external partners, especially its clients.
Resource	A stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively.
Staffing	The continuous process of finding, selecting evaluating and developing a working relationship with current or future employees.
Stakeholders	A person, group or organization that has interest or concern in an organization.
Strategic Performance and Management System (SPMS)	This refers to the mechanism that links employee performance with organizational performance to enhance the performance orientation of the compensation system
Target setting	The process of identifying something that you want to accomplish and establishing measurable goals and timeframes.
Timeline	The Date or period when the sequence or stages of PESO activities and events are completed (e.g. monthly, quarterly, annually).
Work process	Consists in a collection of interrelated (in time and/or space) activities, performed by a number of actors to accomplish a particular goal.



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