



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

# COMPETENCY STANDARDS



## Basic Competencies (integrated with 21st Century Skills)

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## I. DEFINITION

The **BASIC COMPETENCIES** refer to non-technical skills (knowledge, skills and attitudes) that everybody will need in order to perform satisfactorily at work and in society and are considered portable and transferable irrespective of jobs and industrial settings. These competencies are integrated with **21<sup>ST</sup> CENTURY SKILLS**, referring to a broad set of knowledge, skills, work habits, and character traits believed to be critically important to success in today's world, particularly in contemporary careers and workplaces.

### 1. COMMUNICATION

Competency that covers workplace communication particularly providing, receiving, responding to communication needs with co-workers (peers, superiors, subordinates), clients, partners and the general public. For the higher qualification levels, these include specialized communication skills and leading, managing and sustaining effective communication.

### 2. COLLABORATION AND TEAMWORK

Competency that covers knowledge, skills and attitudes required when working with others and teams, including leading, developing and managing teams.

### 3. CRITICAL THINKING AND PROBLEM SOLVING

Competency that covers knowledge, skills and attitudes required when solving issues and concerns in the workplace. It entails successful usage and implementation of higher-order thinking skills in the workplace and in real life. The higher-order thinking skills include analytical intelligence, creative intelligence and practical intelligence (Sternberg, 1985; 1997)<sup>1</sup>. It is comprised of the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts (Sternberg, 1985; National Inst. of Education, 2018).<sup>2</sup>

In addition, this competency involves information-processing model that focuses on the mechanisms by which information is processed – how information is processed, rather than what is processed (Angus, 1985<sup>3</sup>;

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<sup>1</sup> Sternberg, R. J. (1985). *Beyond IQ: A Triarchic Theory of Intelligence*. Cambridge: Cambridge University Press.

<sup>2</sup> Sternberg, R. J. (1997). *A Triarchic View of Giftedness: Theory and Practice*. In N. Coleangelo & G. A. Davis (Eds.)

<sup>3</sup> Angus, J. (1985). The Luria model of information processing. *Australasian Journal of Educational Technology*, 1(1), 59-67. Australasian Society for Computers in Learning in Tertiary Education. Retrieved August 7, 2018 from <https://www.learntechlib.org/p/44062/>.

Zaytseva, Yuliya, CK Chan, Raymond, Pöppel, Ernst and Heinz, Andreas, 2015<sup>4</sup>). It integrates simultaneous processing and successive (sequential) processing in the performance of critical thinking. The former means that information is integrated and synthesized at once, while the latter implies that each bit of information is individually processed in sequence.

Through this model, planning, attention, simultaneous and successive processing of information are applied. Planning refers to strategy development for problem solving; attention refers to receptivity to information; and simultaneous and successive refer to the type of information processing employed (J.P Das, Jack Naglieri, and Kirby, 1994; 2004; 2005).<sup>5</sup>

#### 4. LIFE-LONG LEARNING AND CAREER SKILLS

Competency that covers knowledge, skills and attitudes required when demonstrating self-management, working in diverse environment; developing, shaping and sustaining strategic thinking and attitudes toward lifelong learning and career development.

#### 5. LEARNING AND INNOVATION

Competency which covers knowledge, skills and attitudes required when managing workplace learning & innovation. Learning and innovation is defined as the ability of the person to use strategies and techniques in facilitating the adoption, modification and implementation of ideas in a practical way. The individual is seen to have the ability to adapt to new situations with such ease through the **disciplinary mind, synthesizing mind, creating mind, respectful mind, and ethical mind** (Organization for Economic Co-operation and Development, 2014; Hughes, D. J.; Lee, A.; Tian, A. W.; Newman, A.; Legood, A., 2018; Gardner, 2007).<sup>6</sup>

It involves the applied implementation of an invention (e.g., improving processes and systems to suit needs) to make a meaningful impact in the organization. Innovation includes a combination of problem/opportunity identification, the introduction, adoption or modification of new ideas germane to organizational needs, the promotion of these ideas, and the practical implementation of these ideas. Learning and innovation is the production or adoption, assimilation, and exploitation of a value-added novelty in economic

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<sup>4</sup> Zaytseva, Yuliya, CK Chan, Raymond, Pöppel, Ernst and Heinz, Andreas. (2015). Luria revisited: cognitive research in schizophrenia, past implications and future challenges. *Philosophy, Ethics, and Humanities in Medicine* 201510:4.

<sup>5</sup> *Handbook of Gifted Education* (pp. 43–53). Boston, MA: Allyn and Bacon.

<sup>6</sup> Gardner, Howard. (2007). *Five minds for the future*.  
Hughes, D. J.; Lee, A.; Tian, A. W.; Newman, A.; Legood, A., (2018). "Leadership, creativity, and innovation: A critical review and practical recommendations". *The Leadership Quarterly*. 29. doi:10.1016/j.leaqua.2018.03.001

and social spheres; renewal and enlargement of products, services, and markets; development of new methods of production; and establishment of new management systems. It is both a process and an outcome that caters the ability of the individual to change, remodel and reorganize cognitive processes to better adapt to new situation (Organization for Economic Co-operation and Development, 2014; Demarin, Morovic and Bene, 2014).<sup>7</sup>

## **6. INFORMATION MANAGEMENT**

Competency that covers knowledge, skills and attitudes required when accessing, maintaining, presenting, using, managing/evaluating and developing information systems and processes.

## **7. OCCUPATIONAL SAFETY AND HEALTH**

Competencies that cover knowledge, skills and attitudes required in follow occupational safety and health policies and procedures, practice occupational safety and health policies and procedures, evaluate occupational safety and health work practices, lead in improvement of occupational safety and health (OSH) programs, policies and procedures, supervise implementation of OSH programs in the workplace.

## **8. ENVIRONMENTAL LITERACY**

Competencies that cover the knowledge, skills and attitudes, required in applying environmental work standards, exercising efficient and effective sustainable practices in the workplace, evaluating environmental work practices, leading towards improvement of environmental programs and supervise implementation of environmental programs in the workplace.

## **9. ENTREPRENEURSHIP**

Competency which covers knowledge, skills and attitudes required when designing, launching and running a new business; employing and sustaining innovation, risk taking, resource planning and managing skills in the workplace.

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<sup>7</sup> Merzenich, Michael. (2013). *Soft-Wired: How the New Science of Brain Plasticity Can Change Your Life* (2nd Edition). *Parnasus Publishing, LLC*: San Francisco, USA.

OECD. (2005). *The Measurement of Scientific and Technological Activities: Guidelines for Collecting and Interpreting Innovation Data: Oslo Manual, Third Edition*” prepared by the Working Party of National Experts on Scientific and Technology Indicators, OECD, Paris, para. 146.

Peterson, C., and Seligman, M. (2004). Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification..* New York: Oxford University Press and Washington, DC: American Psychological Association. pp. 452 - 453

## II. COMPETENCY STANDARDS

The **Basic Competencies** consist of **Forty-five (45) Units of Competencies** as enumerated below. Details of each unit of competency are in the succeeding pages.

UNIT CODE	Units of Competency (NC I Level)
400311101	Receive and respond to workplace communication
400311102	Work with others
400311103	Solve/address routine problems
400311104	Enhance self-management skills
400311105	Support innovation
400311106	Access and maintain information
400311107	Follow occupational safety and health policies and procedures
400311108	Apply environmental work standards
400311109	Adopt entrepreneurial mindset in the workplace

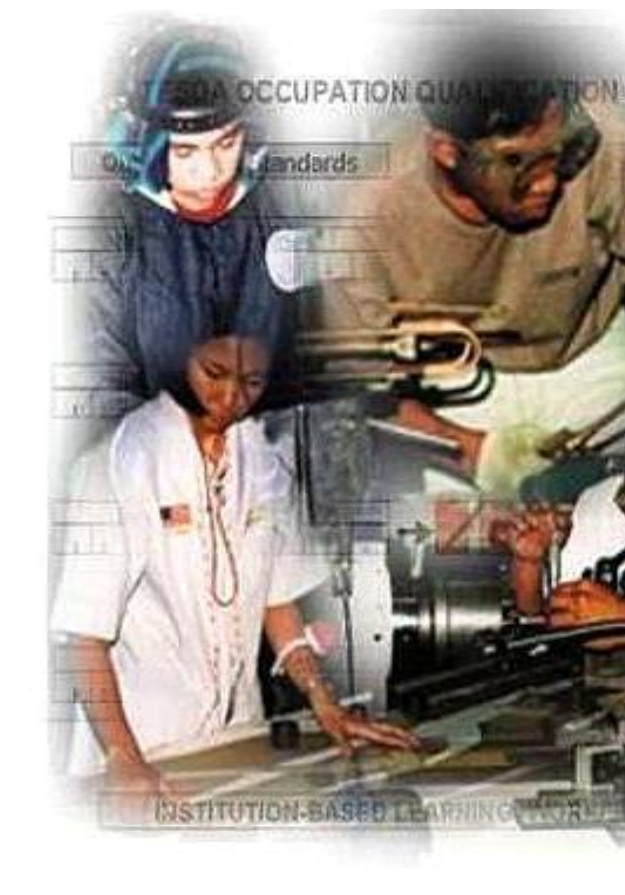
UNIT CODE	Units of Competency (NC II Level)
400311210	Participate in workplace communication
400311211	Work in team environment
400311212	Solve/address general workplace problems
400311213	Develop career and life decisions
400311214	Contribute to workplace innovation
400311215	Present relevant information
400311216	Practice occupational safety and health policies and procedures
400311217	Exercise efficient and effective sustainable practices in the workplace
400311218	Practice entrepreneurial skills in the workplace

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



<b>UNIT CODE</b>	<b>Units of Competencies (NC IV Level)</b>
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

<b>UNIT CODE</b>	<b>Units of Competencies (NC V Level)</b>
500311510	Manage and sustain effective communication strategies
500311511	Manage and sustain high performing teams
500311512	Evaluate higher order thinking skills and adjust problem solving techniques
500311513	Advocate strategic thinking for global citizenship
500311514	Incorporate innovation into work procedures
500311515	Develop systems in managing and maintaining information
500311516	Manage implementation of occupational safety and health (OSH) programs in the workplace
500311517	Manage implementation of environmental programs in the workplace
500311518	Develop and sustain a high-performing enterprise



# National Certificate I

**UNIT OF COMPETENCY : RECEIVE AND RESPOND TO WORKPLACE COMMUNICATION**

**UNIT CODE : 400311101**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to receive, respond and act on verbal and written communication.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Follow routine spoken messages	1.1 Required information is gathered by listening attentively and correctly interpreting or understanding information/ instructions 1.2 Instructions/ information are recorded in accordance with workplace requirements 1.3 Instructions are acted upon immediately in accordance with information received 1.4 Clarification is sought from workplace supervisor on all occasions when any instruction/ information is not clear	1.1 Organizational policies/ guidelines in regard to processing internal/external information 1.2 Ethical work practices in handling communications 1.3 Overview of the Communication process 1.4 Effective note-taking and questioning techniques	1.1 Conciseness in receiving and clarifying messages/ information/ communication 1.2 Accuracy in recording messages/ information 1.3 Basic <i>communication skills</i> 1.4 Active-listening Skills 1.5 Note-taking skills 1.6 Clarifying and probing questions (questioning skills)
2. Perform workplace duties following written notices	2.1 <b><i>Written notices and instructions</i></b> are read and interpreted correctly in accordance with <b>organizational guidelines</b> 2.2 Routine written	2.1 Organizational guidelines in regard to processing internal/ external information 2.2 Ethical work practices in handling	2.1 Conciseness in receiving and clarifying messages/ information/ communication 2.2 Accuracy in recording messages/

	<p>instructions are followed in sequence</p> <p>2.3 Feedback is given to workplace supervisor based on the instructions/information received</p>	<p>communications</p> <p>2.3 Overview of the Communication process</p> <p>2.4 Effective questioning techniques (clarifying and probing)</p>	<p>information</p> <p>2.3 Clarifying and probing questions (Questioning Skills)</p> <p>2.4 Skills in reading and recording and labeling data</p> <p>2.5 Skills in locating information</p>
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Written notices and instructions	<p>May include:</p> <p>1.1. Written work instructions</p> <p>1.2. Internal memos/memorandum</p> <p>1.3. Business letters</p> <p>1.4. External communications</p> <p>1.5. Electronic mail</p> <p>1.6. Briefing notes</p> <p>1.7. General correspondence</p> <p>1.8. Marketing materials</p> <p>1.9. Guidelines/Circulars</p>
2. Organizational guidelines	<p>May include:</p> <p>2.1. Information documentation procedures</p> <p>2.2. Company guidelines and procedures</p> <p>2.3. Standard Operating Procedure (SOPs)</p> <p>2.4. Organization manuals</p> <p>2.5. Departmental Policies and Procedures Manual</p> <p>2.6. Service manual</p>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated knowledge and understanding of organizational procedures in handling verbal and written communications</li> <li>1.2 Received and acted on verbal messages and instructions correctly and efficiently</li> <li>1.3 Demonstrated ability in recording instructions/information</li> <li>1.4 Utilized effective clarifying and probing techniques where necessary</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Pens</li> <li>2.2 Note pads</li> <li>2.3 Computer (if applicable)</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration on communication skills (e. g., role-playing)</li> <li>3.3 Oral questioning/Interview</li> <li>3.3 Written Test</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed individually in the actual workplace or in a simulated environment in TESDA-accredited institutions</li> </ul>

**UNIT OF COMPETENCY : WORK WITH OTHERS**

**UNIT CODE : 400311102**

**UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes required in working as member of a team, interacting with co-members and performing one's role in the team.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop effective workplace relationships	1.1 <b><i>Duties and responsibilities</i></b> are done in a positive manner to promote cooperation and good relationship 1.2 Assistance is sought from <b><i>workgroup</i></b> when difficulties arise and addressed through discussions 1.3 <b><i>Feedback</i></b> provided by others in the team is encouraged, acknowledged and acted upon 1.4 Differences in personal values and beliefs are respected and acknowledged during interaction	1.1 One's role, duties and responsibilities in the workplace 1.2 Acknowledging/ receiving and giving feedback 1.3 Valuing respect and empathy in the workplace 1.4 Workplace communication protocols 1.5 Teamwork 1.6 Collaboration and teambuilding within the enterprise	1.1 Communication skills – oral and written (e. g., requesting advice, receiving feedback) 1.2 Ability to relate to/interact with people from a range of social and cultural backgrounds

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Contribute to work group activities	2.1 <b><i>Support is provided to team members</i></b> to ensure workgroup goals are met 2.2 Constructive contributions to workgroup goals and tasks are made according to <b><i>organizational requirements</i></b> 2.3 Information relevant to work is shared with team members to ensure designated goals are met	2.1 Importance of creative collaboration, social perceptiveness and problem sensitivity in the workplace 2.2 Organizational Requirements 2.3 importance of initiative and dedication in group process 2.4 Office and workplace technologies and automation (hardware, software systems)	2.1 Communication skills – oral and written (e. g., requesting advice, receiving feedback) 2.2 Organizing work priorities and arrangements 2.3 Team player skills 2.4 Technology skills including the ability to select and use technology appropriate to a task

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Duties and responsibilities	May include: 1.1 Job description and employment arrangements 1.2 Organization's policy relevant to work role 1.3 Organizational structures 1.4 Supervision and accountability requirements including OHS 1.5 Enterprise code of conduct
2. Work group	May include: 2.1 Supervisor or manager 2.2 Peers/work colleagues and clients 2.3 Other members of the organization
3. Feedback	May include: 3.1 Formal/Informal performance appraisal 3.2 Obtaining feedback from supervisors and colleagues and clients 3.3 Personal, reflective behavior strategies 3.4 Routine organizational methods for monitoring service delivery
4. Providing support to team members	May include: 4.1 Explaining/clarifying 4.2 Helping colleagues 4.3 Providing encouragement 4.4 Providing feedback to another team member 4.5 Undertaking extra tasks if necessary
5. Organizational requirements	May include: 5.1 Goals, objectives, plans, system and processes 5.2 Legal and organization policy/guidelines 5.3 OHS policies, procedures and programs 5.4 Ethical standards 5.5 Defined resources parameters 5.6 Quality and continuous improvement processes and standards



## EVIDENCE GUIDE

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1. Provided support to team members to ensure goals are met</p> <p>1.2. Acted on feedback from clients and colleagues</p> <p>1.3. Demonstrated quality/active participation in team meetings and activities</p>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <p>2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</p> <p>2.2. Materials relevant to the proposed activity or task</p>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Written Test</p> <p>3.2 Role play</p> <p>3.3 Interview/Oral questioning</p> <p>3.4 Structured and unstructured activity</p>
4. Context for Assessment	<p>4.1. Competency assessment may occur in workplace or any appropriately simulated environment</p> <p>4.2. Assessment shall be observed while task are being undertaken whether individually or in group</p>

**UNIT OF COMPETENCY : SOLVE/ADDRESS ROUTINE PROBLEMS**

**UNIT CODE : 400311103**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify the problem	1.1 Desired operating/output parameters and expected quality of products/services are identified. 1.2 The nature of the problem by observation on routines are defined. 1.3 <b>Problems</b> are stated and specified clearly.	1.1 Competence includes mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 1.2 Competence to include the ability to apply and explain fundamental causes of problems routine problems and to determine the corrective actions. 1.3 Relevant equipment and operational processes 1.4 Enterprise goals, targets and measures 1.5 Enterprise quality OHS and	1.1 Using range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information). 1.2 Identifying and clarifying the nature of the problem.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		environmental requirement 1.6 Enterprise information systems and data collation 1.7 Industry codes and standards	
2. Assess fundamental causes of the problem	2.1 Problem-solving tool appropriate to the problem and the context is selected 2.2 Possible causes based on experience and the use of problem-solving tools/ <i>basic analytical techniques</i> are identified 2.3 Possible fundamental causes of problems are specified.	2.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 2.2 Competence to include the ability to apply and explain fundamental causes of problems routine problems and to determine the corrective actions. 2.3 Relevant equipment and operational processes 2.4 Enterprise goals, targets and measures 2.5 Enterprise quality OHS and environmental requirement	2.1 Using range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information). 2.2 Identifying extent and causes of procedural problems.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		2.6 Enterprise information systems and data collation 2.7 Industry codes and standards	
3. Determine corrective action	3.1 All possible options are considered for resolution of the routine problem. 3.2 Corrective actions are determined to resolve the problem and possible future causes 3.3 <b>Action plans</b> are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	3.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 3.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 3.3 Relevant equipment and operational processes 3.4 Enterprise goals, targets and measures 3.5 Enterprise quality OHS and environmental requirement 3.6 Principles of	3.1 Using range of formal problem-solving techniques. 3.2 Identifying and clarifying the nature of the problem. 3.3 Devising and applying the best possible solution to a problem. 3.4 Evaluating the solution

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		decision making strategies and techniques 3.7 Enterprise information systems and data collation 3.8 Industry codes and standards	
4. Communicate action plans and recommendations to routine problems	4.1 Report on recommendations are prepared 4.2 Recommendations are presented to <b>appropriate person</b> . 4.3 Recommendations are followed-up, if required	4.1 Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations 4.2 Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations 4.3 Relevant equipment and operational processes 4.4 Enterprise goals, targets and measures	4.1 Using range of formal problem solving techniques 4.2 Identifying and clarifying the nature of the problem 4.3 Devising the best possible solution to a routine problem 4.4 Evaluating the solution 4.5 Developing action plans to resolving and managing routine problems.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		4.5 Enterprise quality, OHS and environmental requirement 4.6 Principles of decision making strategies and techniques 4.7 Enterprise information systems and data collation 4.8 Industry codes and standards	

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Problem	May include: 1.1. Routine/non – routine processes and quality problems 1.2. Equipment selection, availability and failure 1.3. Teamwork and work allocation problem 1.4. Safety and emergency situations and incidents
2. Basic analytical techniques	May include: 2.1. Brainstorming 2.2. Case Analysis 2.3. Cause and effect diagrams 2.4. Pareto analysis 2.5. SWOT analysis 2.6. Gant chart, Pert CPM and graphs 2.7. Scattergrams
3. Action plans	May include: 3.1. Priority requirements 3.2. Measurable objectives 3.3. Resource requirements 3.4. Timelines 3.5. Co-ordination and feedback requirements 3.6. Safety requirements 3.7. Risk assessment 3.8. Environmental requirements
4. Appropriate person	May include: 4.1 Supervisor or manager 4.2 Peers/work colleagues 4.3 Other members of the organization

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Identified the problem.</li> <li>1.2. Determined the fundamental causes of the problem.</li> <li>1.3. Determined the correct / preventive action.</li> <li>1.4. Developed action plans in managing routine problems.</li> </ol> <p>These aspects may be best assessed using project-based learning mode of assessment and case formulation.</p>
<p>2. Resource Implications</p>	<p>Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1. Case Formulation</li> <li>3.2. Life Narrative Inquiry (Interview)</li> <li>3.3. Standardized test</li> </ol> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p> <p>These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions</p>



**UNIT OF COMPETENCY : ENHANCE SELF-MANAGEMENT SKILLS**

**UNIT CODE : 400311104**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, and attitudes in applying the ability to regulate actions, make good decisions, and show appropriate behavior based on self-awareness.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Set personal and career goals	1.1 The difference between <b>personal</b> and <b>career goals</b> are described 1.2 Clear and concise personal and career goals are developed 1.3 Characteristics of motivational goals according to Locke & Latham are identified	1.1 Definition of personal goals and career goals 1.2 SMART Model for goal setting 1.3 Five principle of goal setting according to Locke & Latham (Clarity, Challenge, Commitment, Feedback, and Task complexity)	1.1 Setting of personal and career goals 1.2. Defining, creating, and mapping personal and career goals using SMART Model for goal setting 1.3 Applying goal setting principles to personal and career goals
2. Recognize emotions	2.1 Influence that people, situations and events have on <b>emotions</b> are described 2.2 Importance of responding with appropriate emotions are explained 2.3 Influences on and consequences of emotional responses in a <b>social and work-related contexts</b> are examined	2.1 Common positive and negative emotions manifested in the workplace 2.2 Professional and non-professional behaviors in the workplace 2.3 Triggers and implications of positive and negative emotions in the workplace	2.1 Identifying sensitively the positive and negative emotions in the workplace 2.2. Responding with appropriate emotions in the workplace 2.3 Identifying possible consequences of inappropriate emotional responses in a social and work-related context

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Describe oneself as a learner	3.1 Factors and strategies that assist learning are identified and described 3.2 Preferred <b>learning styles</b> according to VAK Learning Style Model and Kolb's Theory of Learning Styles are identified 3.3 Range of <b>learning strategies</b> appropriate to specific tasks and describe work practices that assist their learning are identified and chosen	3.1 Kolb's Theory of Learning Styles (Converger, Diverger, Assimilator, Accommodator) 3.2 VAK Learning Style Model (Visual, Auditory, Kinesthetic) 3.3 Range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	3.1 Identifying factors and strategies that assist learning 3.2 Applying learning styles to positively influence school/work performance 3.3 Using appropriate learning strategies to improve study habits and learning

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal goals	May include: 1.1 Graduate from Tech-Voc training 1.2 Buy a car 1.3 Travel around the world
2. Career goals	May include but not limited to: 2.1 Graduate from Tech-Voc training 2.2 Graduate from college 2.3 Buy a car 2.4 Retire at 50 years old
3. Emotions	Positive emotions may include: 3.1 Joy 3.2 Gratitude 3.3 Hope 3.4 Serenity  Negative emotions may include: 3.5 Anger 3.6 Fear 3.7 Disgust 3.8 Sadness
4. Social and work-related contexts	May include professional behavior such as: 4.1 Committed to developing and improving their skills 4.2 Professionals get the job done 4.3 They keep their word and deliver what they promise.  May include non-professional behavior such as— 4.4 They engage in office politics 4.5 Bluffing and misrepresenting their skills 4.6 Blaming a colleague
5. Learning styles	May include: 5.1 Visual 5.2 Auditory 5.3 Kinesthetic 5.4 Converger 5.5 Diverger 5.6 Assimilator 5.7 Accommodator
6. Learning strategies	May include: 6.1 Explain and describe ideas with many details 6.2 Switch between ideas while studying 6.3 Use specific examples to understand abstract ideas

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Developed SMART personal and career goals</li> <li>1.2 Applied goal setting principles</li> <li>1.3 Identified sensitively the positive and negative emotions in the workplace</li> <li>1.4 Responded with appropriate emotions in the workplace</li> <li>1.5 Identified possible consequences of inappropriate emotional responses in a social and work-related context</li> <li>1.6 Applied learning styles to positively influence school/work performance</li> <li>1.7 Developed reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources for should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to workplace and resources</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration or simulation with oral questioning (ex. how to recognize emotions)</li> <li>3.2 Case problems involving workplace diversity issues</li> <li>3.3 Third-party report</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>3.1 Competency assessment may occur in workplace or any appropriately simulated environment</li> </ul>

**UNIT OF COMPETENCY : SUPPORT INNOVATION**

**UNIT CODE : 400311105**

**UNIT DESCRIPTOR :** This unit of covers the knowledge, skills and attitudes required to identify, recognize and support innovation.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify the need for innovation in one's area of work	1.1 The value of <b>innovative practices</b> in the workplace is recognized 1.2 Creativity in <b>innovation</b> in one's scope of work is applied 1.3 The need for innovation in own scope of work is recognized	1.1 Clear-cut definition of innovation 1.2 Current practice in own scope of work 1.3 Workplace procedures	1.1 Contributing in brainstorming session 1.2 Examining current practice in one's scope of work 1.3 Identifying issues and concerns of one's scope of work
2. Recognize innovative and creative ideas	2.1 Opportunities within the team are identified to develop innovation 2.2 Creative ideas of coworkers pertaining to work practices are analyzed 2.3 Environment conducive for learning and innovating is maintained	2.1 Support required to generate creative ideas 2.2 Difference between innovation and creativity 2.3 Innovative climate in one's scope of work	2.1 Identifying resources required for creativity and innovation 2.2 Examining potential obstacles to and opportunities for creativity and innovation 2.3 Communicating creative ideas of co-workers
3. Support individuals' access to flexible and innovative ways of working	3.1 Individuals and key people are reinforced to identify innovative ideas to achieve outcomes 3.2 Sharing of best practices using flexible and innovative ways of working is accomplished 3.3 Obstacles to progress in	3.1 The role of employees/workers in the improvement of practices in the organization 3.2 Best practices using flexible and innovative ways of working 3.3 Obstacles in implementing innovation in	3.1 Encouraging co-workers to generate and develop ideas 3.2 Evaluating potential obstacles to and opportunities for creativity and innovation 3.3 Sharing of best practices related to innovation and

	implementing flexible and innovative ways of working are recognized	one's scope of work	creativity
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**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Innovative practices	May include: 1.1 Self-directed support 1.2 Community based services 1.3 Working within a collaborative arrangement 1.4 Making scope of work more efficient
2. Innovation	May include: 2.1 New ideas 2.2 Original ideas 2.3 Different ideas 2.4 Methods or tools

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified need for innovation in the area of work</li> <li>1.2 Recognized innovative and creative ideas</li> <li>1.3 Pursued agreement for flexible and innovative ways of working</li> <li>1.4 Supported individuals and people to access flexible and innovative ways of working</li> </ul>
<p>2. Resource Implications</p>	<p>Specific resources for assessment</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Written Test</li> <li>3.2. Interview</li> </ul> <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"> <li>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions</li> </ul>

**UNIT OF COMPETENCY : ACCESS AND MAINTAIN INFORMATION**

**UNIT CODE : 400311106**

**UNIT DESCRIPTOR :** This unit of covers the knowledge, skills and attitudes required to identify, gather, interpret and maintain information.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify and gather needed information	1.1. Required <b>information</b> is identified based on requirements. 1.2. Sources to produce required information are identified and accessed 1.3. Report information is collected, organized and recorded 1.4. Organize information is collected in a way that enables easy access and retrieval by other staff	1.1. Policies, procedures and guidelines relating to information handling in the public and private sector, including confidentiality, privacy, security, freedom of information 1.2. Data collection and management procedures 1.3. Cultural aspects of information and meaning 1.4. Sources of public sector work-related information 1.5. Public/private sector standards	1.1. Handling policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information 1.2. Collecting data and managing procedures 1.3. Practicing cultural aspects of information and meaning 1.4. Using public/private sector standards
2. Search for information on the internet or an intranet	2.1. Engine is search to find and select appropriate information 2.2. Suitable techniques is use to make it easier to find useful information and to pass it on to others 2.3. Records are use where useful information came from 2.4. Results are used for searches of useful	2.1. Find and select appropriate information 2.2. Techniques in finding useful information Records are use where useful information came from 2.3. Search engines for information	2.1. Finding and selecting search engine to find and select appropriate information 2.2. Using suitable techniques to find useful information easier 2.3. Using records 2.4. Carrying out Searches



ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>information</p> <p>2.5. <b>Search engine</b> is chosen appropriate for the information that is needed</p> <p>2.6. Searches are carry out as per requirements</p>		
3. Examine information	<p>3.1. Information and its <b>sources</b> are evaluated for relevance and validity to business and/or client requirements.</p> <p>3.2. Information is examined as required to identify key issues.</p> <p>3.3. Detailed evaluation of information is carried out as required using relevant techniques including mathematical calculations.</p>	<p>3.1. Data evaluation procedures</p> <p>3.2. Cultural aspects of information and meaning</p> <p>3.3. Sources of public sector work-related information</p> <p>3.4. Public sector standards</p>	<p>3.1. Evaluating data</p> <p>3.2. Practicing cultural aspects of information and meaning</p> <p>3.3. Using public sector standards</p>
4. Secure information	<p>4.1. Basic file-handling techniques are used for the software</p> <p>4.2. Techniques is used to handle, organize and secure information</p>	<p>4.1. Policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information</p> <p>4.2. Basic file-handling techniques</p> <p>4.3. Techniques in handling, organizing and saving files</p> <p>4.4. Electronic and manual filing systems</p>	<p>4.1. Handling policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information</p> <p>4.2. Using basic file-handling techniques is used for the software</p> <p>4.3. Using different techniques in handling,</p>

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
			organizing and saving files 4.4. Using electronic and manual filing systems
5. Manage information	<p>5.1. Information and records are maintained to ensure data and system integrity using a range of standard and complex information systems and operations.</p> <p>5.2. Routine data and records are reconciled as required.</p> <p>5.3. Inadequacies in system/s relating to information retrieval are identified and corrected or reported to relevant staff as required.</p>	<p>5.1. Policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information</p> <p>5.2. Data collection and management procedures</p> <p>5.3. Organizational information handling and storage procedures</p> <p>5.4. Cultural aspects of information and meaning</p> <p>5.5. Sources of public sector work-related information</p> <p>5.6. Public sector standards</p> <p>5.7. Databases and data storage systems</p>	<p>5.1. Handling policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information</p> <p>5.2. Collecting data and managing procedures</p> <p>5.3. Handling organizational information and storage procedures</p> <p>5.4. Practicing cultural aspects of information and meaning</p> <p>5.5. Using public sector standards</p> <p>5.6. Managing databases and data storage systems</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1. Property 1.2. Organizational 1.3. Technical reference
2. Search engine	May include: 2.1. Crawler-based search engine 2.1.1. Google 2.1.2. AlltheWeb 2.1.3. AltaVista 2.2. Human-powered directories 2.2.1. Yahoo directory 2.2.2. Open directory 2.2.3. Looksmart
3. Sources	May include: 3.1. Other IT systems 3.2. Manually created 3.3. Within own organization 3.4. Outside own organization 3.5. Geographically remote

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.5 Identified and gathered needed information</li> <li>1.6 Searched for information on the internet or an intranet</li> <li>1.7 Studied and interpreted information</li> <li>1.8 Handled files</li> <li>1.9 Maintained information</li> </ul>
<p>2. Resource Implications</p>	<p><b>Specific resources for assessment</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1. Written Test</li> <li>3.2. Interview</li> <li>3.3. Portfolio</li> </ul> <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"> <li>4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</li> </ul>

**UNIT OF COMPETENCY : FOLLOW OCCUPATIONAL SAFETY AND HEALTH POLICIES AND PROCEDURES**

**UNIT CODE : 400311107**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes to identify relevant occupational safety and health policies and procedures, perform relevant occupational safety and health procedures, and comply with relevant occupational safety and health policies and standards

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify relevant occupational safety and health policies and procedures	1.1 Related <b><i>occupational safety and health risks and hazards</i></b> are recognized based on <b><i>OSH work standards</i></b> 1.2 <b><i>OSH requirements/regulations</i></b> towards work are determined in accordance to workplace policies and procedures 1.3 <b><i>Incident/Emergency procedures</i></b> relevant to workplace are identified based on relevant OSH work standards	1.1. Occupational safety and health risks and hazards 1.2. OSH work standards 1.3. Government approved Occupational Safety and Health Policies and regulations 1.4. Terms related to occupational safety and health 1.5. Workplace process and procedures 1.6. Standard emergency plan and procedures	1.1 Observation skills 1.2 Critical thinking skills 1.3 Communication skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Perform relevant occupational safety and health procedures	2.1 Safety devices are checked in accordance with workplace OSH work standards 2.2 <b><i>OSH Work instructions</i></b> are followed in accordance with workplace policies and procedures* 2.3 <b><i>Personal protective equipment</i></b> , materials, tools, machinery, and equipment are utilized according to OSH work standards	2.1 OSH Work instructions Personal protective equipment 2.2 Safe handling procedures of tools, equipment and materials 2.3 Standard emergency plan and procedures 2.4 Different OSH control measures 2.5 Standard accident and illness reporting procedures	2.1 Communication skills 2.2 Knowledge management 2.3 Organizing skills 2.4 Observation skills
3. Comply with relevant occupational safety and health policies and standards	3.1 <b><i>Preventive Control Measures</i></b> are identified in accordance with OSH work standards 3.2 OSH requirements are obeyed in accordance with workplace policies and procedures 3.3 Incident/ Emergency procedures are executed based on OSH Procedures	3.1 OSH Preventive Control Measures 3.2 Principles of 5S 3.3 Environmental requirements relative to industrial wastes disposal 3.4 OSH requirements relative to safe handling and disposal of materials 3.5 Personal hygiene practices	3.1 Communication skills 3.2 Knowledge management 3.3 Organizing skills 3.4 Critical thinking skills 3.5 Observation skills

## RANGE OF VARIABLES

VARIABLE	RANGE
<p>1. Occupational Safety and Health Risks and Hazards</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>1.1 Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation</li> <li>1.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects</li> <li>1.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors</li> <li>1.4 Ergonomics</li> <li>1.5 Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles</li> <li>1.6 Physiological factors – monotony, personal relationship, work out cycle</li> <li>1.7 Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris</li> <li>1.8 Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)</li> </ul>
<p>2. OSH Work Standards</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>2.1 OSHS Rule 1090 Hazardous Materials</li> <li>2.2 OSHS Rule Gas &amp; Electric Welding and Cutting Operations</li> <li>2.3 OSHS Rule 1120 Hazardous Work Processes</li> <li>2.4 OSHS Rule 1150 Materials Handling &amp; Storage</li> <li>2.5 OSHS Rule 1180 Internal Combustion Engine</li> <li>2.6 OSHS Rule 1210 Electrical Safety</li> <li>2.7 OSHS Rule 1420 Logging</li> <li>2.8 OSHS Rule 1410 Construction Safety</li> <li>2.9 OSHS Rule 1950 Pesticides &amp; Fertilizers</li> </ul>
<p>3. OSH Requirements/ Regulations</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>3.1 Clean Air Act</li> <li>3.2 Building code</li> <li>3.3 National Electrical and Fire Safety Codes</li> <li>3.4 Waste management statutes and rules</li> <li>3.5 Permit to Operate</li> <li>3.6 Philippine Occupational Safety and Health Standards</li> <li>3.7 Department Order No. 13 (Construction Safety and Health)</li> <li>3.8 ECC regulations</li> <li>3.9 Republic Act No. 11058 – An Strengthening Compliance with Occupational Safety and Health</li> </ul>
<p>4. Incident and Emergency Procedures</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>4.1 Chemical spills</li> <li>4.2 Equipment/vehicle accidents</li> <li>4.3 Explosion</li> </ul>

	<ul style="list-style-type: none"> <li>4.4 Fire Drill</li> <li>4.5 Gas leak</li> <li>4.6 Injury to personnel</li> <li>4.7 Structural collapse</li> <li>4.8 Earthquake drill</li> <li>4.9 Toxic and/or flammable vapors emission</li> <li>4.10 Evacuation</li> <li>4.11 Isolation</li> <li>4.12 Basic life support/CPR</li> <li>4.13 Decontamination</li> <li>4.14 Calling designed emergency personnel</li> </ul>
5. OSH Work Instructions	<p>May include:</p> <ul style="list-style-type: none"> <li>5.1 Worker's Participation Policies</li> <li>5.2 Company Environment Safety and Health Policies</li> <li>5.3 Continual OSH Improvement Instructions</li> <li>5.4 Education and Training</li> <li>5.5 Safety and Health Policy Statements</li> <li>5.6 Mission and Vision Statements</li> <li>5.7 Operating Instructions and Policies</li> </ul>
6. Personal Protective Equipment	<p>May include:</p> <ul style="list-style-type: none"> <li>6.1 Arm/Hand guard, gloves</li> <li>6.2 Eye protection (goggles, shield)</li> <li>6.3 Hearing protection (ear muffs, ear plugs)</li> <li>6.4 Hair Net/cap/bonnet</li> <li>6.5 Hard hat</li> <li>6.6 Face protection (mask, shield)</li> <li>6.7 Apron/Gown/coverall/jump suit</li> <li>6.8 Anti-static suits</li> <li>6.9 High-visibility reflective vest</li> </ul>
7. Preventive Control Measures	<p>May include:</p> <ul style="list-style-type: none"> <li>7.1 Eliminate the hazard (i.e., get rid of the dangerous machine)</li> <li>7.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</li> <li>7.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</li> <li>7.4 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule)</li> <li>7.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine)</li> <li>7.6 Use personal protective equipment</li> <li>7.7 Safety, Health and Work Environment Evaluation</li> <li>7.8 Periodic and/or special medical examinations of workers</li> </ul>



## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Recognize related occupational safety and health risks and hazards based on OSH work standards</li> <li>1.2. Identify incident/emergency procedures relevant to workplace based on relevant OSH work standards</li> <li>1.3. Follow the OSH work instructions in accordance with workplace policies and procedures</li> <li>1.4. Utilize personal protective equipment, materials, tools, machinery, and equipment according to OSH work standards</li> <li>1.5. Obey OSH requirements in accordance with workplace policies and procedures</li> <li>1.6. Executed incident/ emergency procedures based on OSH Procedures</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Facilities, materials tools and equipment necessary for the activity</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Observation/Demonstration with oral questioning</li> <li>3.2 Third party report</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ul>

**UNIT OF COMPETENCY : APPLY ENVIRONMENTAL WORK STANDARDS**

**UNIT CODE : 400311108**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude to identify environmental work hazards, follow environment work procedures and comply with environmental requirements

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify environmental work hazards	1.2 Related <b>environmental hazards</b> are recognized based on <b>environmental work standards</b> 1.3 Environmental work standards are interpreted in accordance to relevant policies 1.4 <b>Required resources</b> to minimize effect of environmental hazards are prepared based on relevant environmental work standards	1.1 Environmental Hazards 1.2 Environmental Work Standards 1.3 Required Resources 1.4 OSH Standards 1.5 Fight against poverty rights 1.6 Environmental Protection 1.7 Respect of Human Rights	1.1. Critical thinking 1.2. Problem solving 1.3. Observation Skills
2. Follow environmental work procedures	2.1 <b>Environmental protection</b> precautionary activities are practiced based on environmental work procedures 2.2 Work activities are executed in accordance with <b>Environmental work Procedures</b> 2.3 Environmental Protection Post-Activities are accomplished based on environmental work procedures*	2.1 Environmental Protection 2.2 Environmental Work Procedures 2.3 Renewable Energies	2.1 Critical thinking 2.2 Problem solving 2.3 Observation Skills

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Comply with environmental work requirements	3.1. Required resources are utilized in accordance with workplace environmental policies <b>3.2. <i>Environmental hazardous and non-hazardous materials</i></b> are stored in accordance with <b><i>environmental regulations</i></b> 3.3. Hazardous and Non-hazardous Wastes disposed according to environmental regulations	3.1 Environmental Work Procedures 3.2 Environmental Laws 3.2 Environmental Hazardous and Non-Hazardous Materials	3.1 Critical thinking 3.2 Problem solving 3.3 Observation Skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Hazards	May include: 1.1 Tobacco Smoke 1.2 Asbestos 1.3 Lead 1.4 Combustion Gases 1.5 Chemicals 1.6 Pesticides 1.7 Pollutants 1.8 Contaminated Drinking Water 1.9 Noise 1.10 Dust
2. Environmental Work Standards	May include: 2.1 Air Quality Standards 2.2 Emission Standards 2.3 ISO 14001: Environmental Management System 2.4 Environmental Statements 2.5 Environmental Quality Standards 2.6 Work Environment Measurement Standard
3. Required Resources	May include: 3.1 Electric 3.2 Water 3.3 Fuel 3.4 Telecommunications 3.5 Supplies and Materials 3.6 Trash Cans 3.7 Relevant Data Sheets 3.8 Barriers or Barricades
4. Environmental Protection	May include protection against 4.1 Overconsumption of Resources 4.2 Destruction of Ecosystems 4.3 Habitat Destructions 4.4 Extinction of Wildlife 4.5 Pollutions 4.6 Water Degradation
5. Environmental Work Procedures	May include: 5.1 Environmental pollution control measures 5.2 Oil and Fuel use 5.3 Disposal and Reuse 5.4 Herbicide applications 5.5 Breed Bird Mitigation 5.6 Tree Removal Works 5.7 Erosion Protection 5.8 Scrub Clearance 5.9 Bankside sediment clearance

<p>6. Environmental Hazardous and Non-Hazardous Materials</p>	<p>May include but not limited:</p> <ul style="list-style-type: none"> <li>6.1 Acids</li> <li>6.2 Adhesives</li> <li>6.3 Aerosols</li> <li>6.4 Asbestos</li> <li>6.5 Batteries</li> <li>6.6 Chemicals</li> <li>6.7 Compact fluorescent lamps</li> <li>6.8 Drugs</li> <li>6.9 Dyes</li> <li>6.10 E-Waste</li> <li>6.11 Gasoline</li> <li>6.12 Grease</li> <li>6.13 Lead</li> <li>6.14 Motor Oil</li> <li>6.15 Solvents</li> <li>6.16 Weed Killers</li> </ul>
<p>7. Environmental Regulations</p>	<p>May include:</p> <ul style="list-style-type: none"> <li>7.1 Clean Air Act</li> <li>7.2 Clean Water Act</li> <li>7.3 Endangered Species Act</li> <li>7.4 Resource Conservation and Recovery Act</li> <li>7.5 Cave Resources and Management Act</li> <li>7.6 Fisheries Code</li> <li>7.7 Forestry Code</li> <li>7.8 Mining Act</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Interpreted the Environmental Work Standards in accordance to relevant policies</li> <li>1.2. Prepared required resources to minimize effects of environmental hazards based on relevant environmental work standards</li> <li>1.3. Practiced environmental protection pre-cautionary activities based on environmental work procedures</li> <li>1.4. Executed work activities in accordance with environmental work procedures</li> <li>1.5. Accomplished environmental protection post-activities based on environmental work procedures</li> <li>1.6. Stored environmental hazardous and non-hazardous materials in accordance with environmental regulations</li> <li>1.7. Disposed hazardous and non-hazardous wastes according to environmental regulations</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1. Workplace with storage facilities</li> <li>2.2. Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.)</li> <li>2.3. PPE</li> <li>2.4. Manuals and references</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1. Demonstration</li> <li>3.2. Oral questioning</li> <li>3.3. Written examination</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1. Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>4.2. Assessment shall be observed while task are being undertaken whether individually or in-group</li> </ul>

**UNIT OF COMPETENCY** : **ADOPT ENTREPRENEURIAL MINDSET IN THE WORKPLACE**

**UNIT CODE** : **400311109**

**UNIT DESCRIPTOR** : This unit covers the outcomes required to support and internalize an entrepreneurial mindset and observe basic entrepreneurial practices in the workplace.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Determine entrepreneurial mindset	<p><b>1.1 Entrepreneurial mindset</b> in the workplace is determined from enterprise practices and policies.</p> <p><b>1.2 Entrepreneurial mindset</b> in the workplace is studied and affirmed based on current enterprise practices</p> <p>1.3 Clarification from reliable <b>sources</b> is sought regarding entrepreneurial mindset and corporate culture.</p>	<p>1.1 Workplace policies and practices relating to entrepreneurship</p> <p>1.2 Elements of corporate culture</p> <p>1.3 Entrepreneurial mindset</p> <p>1.4 Entrepreneurial practices in the workplace</p> <p>1.5 Desirable attitudes:</p> <ul style="list-style-type: none"> <li>• Patience</li> <li>• Willingness to learn</li> <li>• Attention to details</li> </ul>	<p>1.1 Identifying entrepreneurial mindset</p> <p>1.2 Studying and affirming entrepreneurial mindset</p> <p>1.3 Selecting and emulating desirable entrepreneurial practices</p> <p>1.4 Communication skills</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Identify entrepreneurial practices	2.1 Entrepreneurial practices are determined based on enterprise requirements 2.2 Entrepreneurial practices is performed following workplace and client requirements. 2.3 Cost-effective measures are complied with reference to workplace best practices	2.1 Quality assurance practices 2.2 Workplace and client requirements 2.3 Types of cost-effective measures 2.4 Workplace quality policy 2.5 Attitude: <ul style="list-style-type: none"> <li>• Patience</li> <li>• Attention to details</li> </ul>	2.1 Performing quality assurance practices 2.2 Complying quality assurance requirements 2.3 Complying to cost-effective measures 2.4 Communication skills

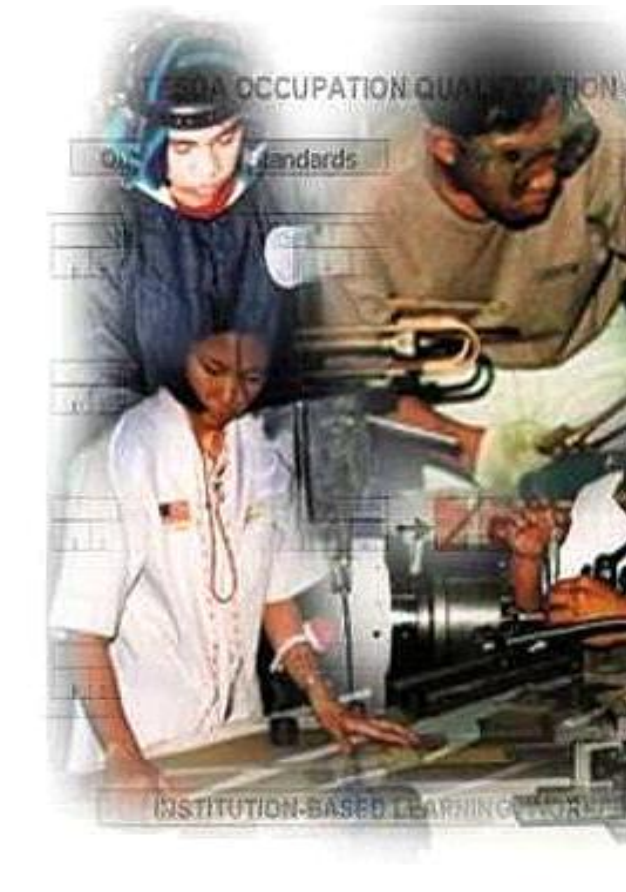


## RANGE OF VARIABLES

VARIABLE	RANGE
1. Entrepreneurial mindset	May include workplace thinking relating to: 1.1 Economy in the use of resources 1.2 Waste management 1.3 Quality-consciousness 1.4 Cost-consciousness 1.5 Safety- and health- consciousness
2. Quality assurance practices	May include: 2.1 Use of quality procedures manual 2.2 Quality policy 2.3 Best/Good practices 2.4 Continuous improvement program
3. Reliable sources	May include: 3.1 Supervisors 3.2 Colleagues 3.3 Clients/Partners

## EVIDENCE GUIDE

1. Critical aspects of competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Demonstrated affirmation of entrepreneurial mindset 1.2 Observed entrepreneurial practices 1.3 Complied with cost effective measures
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals
3. Methods of Assessment	<b>Competency in this unit may be assessed through :</b> 3.1 Written examination 3.2 Demonstration/observation with oral questioning 3.3 Third-party report
4. Context of Assessment	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



# National Certificate II

**UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION**

**UNIT CODE : 400311210**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from <b>appropriate sources</b> 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate <b>medium</b> is used to transfer information and ideas 1.4 Appropriate non-verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and <b>storage</b> of information are used	1.1 Effective verbal and nonverbal communication 1.2 Different modes of communication 1.3 Medium of communication in the workplace 1.4 Organizational policies 1.5 Communication procedures and systems 1.6 Lines of Communication 1.7 Technology relevant to the enterprise and the individual's work responsibilities 1.8 Workplace etiquette	1.1 Following simple spoken language 1.2 Performing routine workplace duties following simple written notices 1.3 Participating in workplace meetings and discussions 1.4 Preparing work-related documents 1.5 Estimating, calculating and recording routine workplace measures 1.6 Relating/ Interacting with people of various levels in the workplace 1.7 Gathering and providing basic information in response to workplace requirements 1.8 Basic business writing skills 19 Interpersonal skills in the workplace 2.0 Active-listening skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.7 Personal interaction is carried out clearly and concisely		
2. Perform duties following workplace instructions	2.1 Written notices and instructions are read and interpreted in accordance with organizational guidelines 2.2 Routine written instruction are followed based on established procedures 2.3 Feedback is given to workplace supervisor based instructions/ information received 2.4 <b>Workplace interactions</b> are conducted in a courteous manner 2.5 Where necessary, clarifications about routine workplace procedures and matters concerning conditions of employment are sought and asked from <b>appropriate sources</b> 2.6 Meetings outcomes are interpreted and implemented	2.1 Effective verbal and non-verbal communication 2.2 Different modes of communication 2.3 Medium of communication in the workplace 2.4 Organizational/ Workplace policies 2.5 Communication procedures and systems 2.6 Lines of communication 2.7 Technology relevant to the enterprise and the individual's work responsibilities 2.8 Effective questioning techniques (clarifying and probing) 2.9 Workplace etiquette	2.1 Following simple spoken instructions 2.2 Performing routine workplace duties following simple written notices 2.3 Participating in workplace meetings and discussions 2.4 Completing work-related documents 2.5 Estimating, calculating and recording routine workplace measures 2.6 Relating/ Responding to people of various levels in the workplace 2.7 Gathering and providing information in response to workplace requirements 2.8 Basic questioning/querying 2.9 Skills in reading for information 2.10 Skills in locating

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Complete relevant work-related documents	3.1 Range of <b>forms</b> relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Errors in recording information on forms/ documents are identified and acted upon 3.4 Reporting requirements to supervisor are completed according to organizational guidelines	3.1 Effective verbal and non-verbal communication 3.2 Different modes of communication 3.3 Workplace forms and documents 3.4 Organizational/ Workplace policies 3.5 Communication procedures and systems 3.6 Technology relevant to the enterprise and the individual's work responsibilities	3.1 Completing work-related documents 3.2 Applying operations of addition, subtraction, division and multiplication 3.3 Gathering and providing information in response to workplace requirements 3.4 Effective record keeping skills

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Appropriate sources	May include: 1.1. Team members 1.2. Supervisor/Department Head 1.3. Suppliers 1.4. Trade personnel 1.5. Local government 1.6. Industry bodies
2. Medium	May include: 2.1. Memorandum 2.2. Circular 2.3. Notice 2.4. Information dissemination 2.5. Follow-up or verbal instructions 2.6. Face-to-face communication 2.7. Electronic media (disk files, cyberspace)
3. Storage	May include: 3.1. Manual filing system 3.2. Computer-based filing system
4. Workplace interactions	May include: 4.1. Face-to-face 4.2. Telephone 4.3. Electronic and two-way radio 4.4. Written including electronic means, memos, instruction and forms 4.5. Non-verbal including gestures, signals, signs and diagrams
5. Forms	May include: 5.1. HR/Personnel forms, telephone message forms, safety reports

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Prepared written communication following standard format of the organization</li> <li>1.2. Accessed information using workplace communication equipment/systems</li> <li>1.3. Made use of relevant terms as an aid to transfer information effectively</li> <li>1.4. Conveyed information effectively adopting formal or informal communication</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1. Fax machine</li> <li>2.2. Telephone</li> <li>2.3. Notebook</li> <li>2.4. Writing materials</li> <li>2.5. Computer with Internet connection</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1. Demonstration with oral questioning</li> <li>3.2. Interview</li> <li>3.3. Written test</li> <li>3.4. Third-party report</li> </ul>
<p>4. Context for Assessment</p>	<p>4.1. Competency may be assessed individually in the actual workplace or through an accredited institution</p>

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

**UNIT CODE : 400311211**

**UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes to identify one's roles and responsibilities as a member of a team.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Describe team role and scope	1.1 The <b>role and objective of the team</b> is identified from available <b>sources of information</b> 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	1.1 Group structure 1.2 Group development 1.3 Sources of information	1.1 Communicating with others, appropriately consistent with the culture of the workplace 1.2 Developing ways in improving work structure and performing respective roles in the group or organization
2. Identify one's role and responsibility within a team	2.1 Individual roles and responsibilities within the team environment are identified 2.2 Roles and objectives of the team is identified from available <b>sources of information</b> 2.3 Team parameters, reporting relationships and responsibilities are identified based on team discussions and appropriate external sources	2.1 Team roles and objectives 2.2 Team structure and parameters 2.3 Team development 2.4 Sources of information	2.1 Communicating with others, appropriately consistent with the culture of the workplace 2.2 Developing ways in improving work structure and performing respective roles in the group or organization



<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members based on company practices. 3.2 Effective and appropriate contributions made to complement team activities and objectives, based on <b>workplace context</b> 3.3 Protocols in reporting are observed based on standard company practices. 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives	3.1 Communication Process 3.2 Workplace communication protocol 3.3 Team planning and decision making 3.4 Team thinking 3.5 Team roles 3.6 Process of team development 3.7 Workplace context	3.1 Communicating appropriately, consistent with the culture of the workplace 3.2 Interacting effectively with others 3.3 Deciding as an individual and as a group using group think strategies and techniques 3.4 Contributing to Resolution of issues and concerns

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	May include: <ol style="list-style-type: none"> <li>1.1. Work activities in a team environment with enterprise or specific sector</li> <li>1.2. Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment</li> </ol>
2. Sources of information	May include: <ol style="list-style-type: none"> <li>2.1. Standard operating and/or other workplace procedures</li> <li>2.2. Job procedures</li> <li>2.3. Machine/equipment manufacturer's specifications and instructions</li> <li>2.4. Organizational or external personnel</li> <li>2.5. Client/supplier instructions</li> <li>2.6. Quality standards</li> <li>2.7. OHS and environmental standards</li> </ol>
3. Workplace context	May include: <ol style="list-style-type: none"> <li>3.1. Work procedures and practices</li> <li>3.2. Conditions of work environments</li> <li>3.3. Legislation and industrial agreements</li> <li>3.4. Standard work practice including the storage, safe handling and disposal of chemicals</li> <li>3.5. Safety, environmental, housekeeping and quality guidelines</li> </ol>

## EVIDENCE GUIDE

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Worked in a team to complete workplace activity</li> <li>1.2. Worked effectively with others</li> <li>1.3. Conveyed information in written or oral form</li> <li>1.4. Selected and used appropriate workplace language</li> <li>1.5. Followed designated work plan for the job</li> </ul>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2. Materials relevant to the proposed activity or tasks</li> </ul>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1. Role play involving the participation of individual member to the attainment of organizational goal</li> <li>3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> <li>3.4. Socio-drama and socio-metric methods</li> <li>3.5. Sensitivity techniques</li> <li>3.6. Written Test</li> </ul>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1. Competency may be assessed in workplace or in a simulated workplace setting</li> <li>4.2. Assessment shall be observed while task are being undertaken whether individually or in group</li> </ul>

**UNIT OF COMPETENCY : SOLVE/ADDRESS GENERAL WORKPLACE PROBLEMS**

**UNIT CODE : 400311212**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to apply problem-solving techniques to determine the origin of problems and plan for their resolution. It also includes addressing procedural problems through documentation, and referral.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify routine problems	1.1 Routine <b>problems or procedural problem</b> areas are identified 1.2 Problems to be investigated are defined and determined 1.3 Current conditions of the problem are identified and documented	1.1 Current industry hardware and software products and services 1.2 Industry maintenance, service and helpdesk practices, processes and procedures 1.3 Industry standard diagnostic tools 1.4 Malfunctions and resolutions	1.1 Identifying current industry hardware and software products and services 1.2 Identifying current industry maintenance, services and helpdesk practices, processes and procedures. 1.3 Identifying current industry standard diagnostic tools 1.4 Describing common malfunctions and resolutions. 1.5 Determining the root cause of a routine malfunction

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Look for solutions to routine problems	2.1 Potential solutions to problem are identified 2.2 Recommendations about possible solutions are developed, <b>documented</b> , ranked and presented to <b>appropriate person</b> for decision	2.1 Current industry hardware and software products and services 2.2 Industry service and helpdesk practices, processes and procedures 2.3 Operating systems 2.4 Industry standard diagnostic tools 2.5 Malfunctions and resolutions. 2.6 Root cause analysis	2.1 Identifying current industry hardware and software products and services 2.2 Identifying services and helpdesk practices, processes and procedures. 2.3 Identifying operating system 2.4 Identifying current industry standard diagnostic tools 2.5 Describing common malfunctions and resolutions. 2.6 Determining the root cause of a routine malfunction
3. Recommend solutions to problems	3.1 Implementation of solutions are <b>planned</b> 3.2 Evaluation of implemented solutions are planned 3.3 Recommended solutions are documented and submit to appropriate person for confirmation	3.1 Standard procedures 3.2 Documentation produce	3.1 Producing documentation that recommends solutions to problems 3.2 Following established procedures

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Problems/Procedural Problem	May include: 1.1 Routine/non – routine processes and quality problems 1.2 Equipment selection, availability and failure 1.3 Teamwork and work allocation problem 1.4 Safety and emergency situations and incidents 1.5 Work-related problems outside of own work area
2. Appropriate person	May include: 2.1 Supervisor or manager 2.2 Peers/work colleagues 2.3 Other members of the organization
3. Document	May include: 3.1 Electronic mail 3.2 Briefing notes 3.3 Written report 3.4 Evaluation report
4. Plan	May include: 4.1 Priority requirements 4.2 Co-ordination and feedback requirements 4.3 Safety requirements 4.4 Risk assessment 4.5 Environmental requirements

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Determined the root cause of a routine problem</li> <li>1.2 Identified solutions to procedural problems.</li> <li>1.3 Produced documentation that recommends solutions to problems.</li> <li>1.4 Followed established procedures.</li> <li>1.5 Referred unresolved problems to support persons.</li> </ul>
<p>2. Resource Implications</p>	<p>2.1. Assessment will require access to a workplace over an extended period, or a suitable method of gathering evidence of operating ability over a range of situations.</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Case Formulation</li> <li>3.2 Life Narrative Inquiry</li> <li>3.3 Standardized test</li> </ul> <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>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</p>

**UNIT OF COMPETENCY : DEVELOP CAREER AND LIFE DECISIONS**

**UNIT CODE : 400311213**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, and attitudes in managing one's emotions, developing reflective practice, and boosting self-confidence and developing self-regulation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Manage one's emotion	1.1 <b>Self-management strategies</b> are identified 1.2 Skills to work independently and to show initiative, to be conscientious, and persevering in the face of setbacks and frustrations are developed 1.3 Techniques for effectively handling negative emotions and <b>unpleasant situation</b> in the workplace are examined	1.1 Self-management strategies that assist in regulating behavior and achieving personal and learning goals (e.g. Nine self-management strategies according to Robert Kelley) 1.2 Enablers and barriers in achieving personal and career goals 1.3 Techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.	1.1 Managing properly one's emotions and recognizing situations that cannot be changed and accept them and remain professional 1.2 Developing self-discipline, working independently and showing initiative to achieve personal and career goals 1.3 Showing confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Develop reflective practice	2.1 Personal strengths and achievements, based on self-assessment strategies and teacher feedback are contemplated 2.2 Progress when seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential are monitored 2.3 Outcomes of personal and academic challenges by reflecting on previous problem solving and decision making strategies and feedback from peers and teachers are predicted	2.1 Basic SWOT analysis 2.2 Strategies to improve one's attitude in the workplace 2.3 Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)	2.1 Using the basic SWOT analysis as self-assessment strategy 2.2 Developing reflective practice through realization of limitations, likes/dislikes; through showing of self-confidence 2.3 Demonstrating self-acceptance and being able to accept challenges
3. Boost self-confidence and develop self-regulation	3.1 Efforts for continuous self-improvement are demonstrated 3.2 Counter-productive tendencies at work are eliminated 3.3 Positive outlook in life are maintained.	3.1 Four components of self-regulation based on Self-Regulation Theory (SRT) 3.2 Personality development concepts 3.3 Self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)	3.1 Performing effective communication skills – reading, writing, conversing skills 3.2 Showing affective skills – flexibility, adaptability, etc. 3.3 Self-assessment for determining one's strengths and weaknesses

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Self-management strategies	May include: 1.1 Seeking assistance in the form of job coaching or mentoring 1.2 Continuing dialogue to tackle workplace grievances 1.3 Collective negotiation/bargaining for better working conditions 1.4 Share your goals to improve with a trusted co-worker or supervisor 1.5 Make a negativity log of every instance when you catch yourself complaining to others 1.6 Make lists and schedules for necessary activities
2. Unpleasant situation	May include: 2.1 Job burn-out 2.2 Drug dependence 2.3 Sulking

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Express emotions appropriately 1.2 Work independently and show initiative 1.3 Consistently demonstrate self-confidence and self-discipline
2. Resource Implications	<b>The following resources should be provided:</b> 2.1. Access to workplace and resource s 2.2. Case studies
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1. Demonstration or simulation with oral questioning 3.2. Case problems involving work improvement and sustainability issues 3.3. Third-party report
4. Context for Assessment	4.1. Competency assessment may occur in workplace or any appropriately simulated environment

**UNIT OF COMPETENCY : CONTRIBUTE TO WORKPLACE INNOVATION**

**UNIT CODE : 400311214**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to make a pro-active and positive contribution to workplace innovation.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify opportunities to do things better	1.1 <b>Opportunities for improvement</b> are identified proactively in own area of work. 1.2 <b>Information</b> are gathered and reviewed which may be relevant to ideas and which might assist in gaining support for idea.	1.1 Roles of individuals in suggesting and making improvements. 1.2 Positive impacts and challenges in innovation. 1.3 Types of changes and responsibility. 1.4 Seven habits of highly effective people.	1.1 Identifying opportunities to improve and to do things better. Involvement. 1.2 Identifying the positive impacts and the challenges of change and innovation. 1.3 Identifying examples of the types of changes that are within and outside own scope of responsibility
2. Discuss and develop ideas with others	2.1 <b>People who could provide input</b> to ideas for improvements are identified. 2.2 Ways of approaching people to begin sharing ideas are selected. 2.3 Meeting is set with relevant people. 2.4 Ideas for follow up are review and selected based on feedback. 2.5 <b>Critical inquiry method</b> is used to discuss and develop ideas with others.	2.1 Roles of individuals in suggesting and making improvements. 2.2 Positive impacts and challenges in innovation. 2.3 Types of changes and responsibility. 2.4 Seven habits of highly effective people.	2.1 Identifying opportunities to improve and to do things better. Involvement. 2.2 Identifying the positive impacts and the challenges of change and innovation. 2.3 Providing examples of the types of changes that are within and outside own scope of responsibility 2.4 Communicating ideas for change through small group discussions and meetings.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Integrate ideas for change in the workplace.	3.1 Critical inquiry method is used to integrate different ideas for change of key people. 3.2 Summarizing, analyzing and generalizing skills are used to extract salient points in the pool of ideas. 3.3 <b>Reporting skills</b> are likewise used to communicate results. 3.4 <b>Current Issues and concerns</b> on the systems, processes and procedures, as well as the need for simple innovative practices are identified.	3.1 Roles of individuals in suggesting and making improvements. 3.2 Positive impacts and challenges in innovation. 3.3 Types of changes and responsibility. 3.4 Seven habits of highly effective people. 3.5 Basic research skills.	3.1 Identifying opportunities to improve and to do things better. Involvement. 3.2 Identifying the positive impacts and the challenges of change and innovation. 3.3 Providing examples of the types of changes that are within and outside own scope of responsibility. 3.4 Communicating ideas for change through small group discussions and meetings. 3.5 Demonstrating skills in analysis and interpretation of data.

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Opportunities for improvement	May include: 1.1 Systems. 1.2 Processes. 1.3 Procedures. 1.4 Protocols. 1.5 Codes. 1.6 Practices.
2. Information	May include: 2.1 Workplace communication problems. 2.2 Performance evaluation results. 2.3 Team dynamics issues and concerns. 2.4 Challenges on return of investment 2.5 New tools, processes and procedures. 2.6 New people in the organization.
3. People who could provide input	May include: 3.1 Leaders. 3.2 Managers. 3.3 Specialists. 3.4 Associates. 3.5 Researchers. 3.6 Supervisors. 3.7 Staff. 3.8 Consultants (external) 3.9 People outside the organization in the same field or similar expertise/industry. 3.10 Clients
4. Critical inquiry method	May include: 4.1 Preparation. 4.2 Discussion. 4.3 Clarification of goals. 4.4 Negotiate towards a Win-Win outcome. 4.5 Agreement. 4.6 Implementation of a course of action. 4.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking. 4.8 Listening. 4.9 Reducing misunderstandings is a key part of effective negotiation. 4.10 Rapport Building. 4.11 Problem Solving. 4.12 Decision Making. 4.13 Assertiveness. 4.14 Dealing with Difficult Situations.

5. Reporting skills	May include: 5.1 Data management. 5.2 Coding. 5.3 Data analysis and interpretation. 5.4 Coherent writing. 5.5 Speaking.
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## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Identified opportunities to do things better. 1.2 Discussed and developed ideas with others on how to contribute to workplace innovation. 1.3 Integrated ideas for change in the workplace. 1.4 Analyzed and reported rooms for innovation and learning in the workplace.
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Pens, papers and writing implements. 2.2 Cartolina. 2.3 Manila papers.
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Psychological and behavioral Interviews. 3.2 Performance Evaluation. 3.3 Life Narrative Inquiry. 3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance. 3.5 Sensitivity analysis. 3.6 Organizational analysis. 3.7 Standardized assessment of character strengths and virtues applied.
4. Context for Assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

**UNIT OF COMPETENCY : PRESENT RELEVANT INFORMATION**

**UNIT CODE : 400311215**

**UNIT DESCRIPTOR :** This unit of covers the knowledge, skills and attitudes required to present data/information appropriately.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Gather data/information	1.1 Evidence, facts and information are collected 1.2 Evaluation, terms of reference and conditions are reviewed to determine whether data/information falls within project scope	1.1 Organisational protocols 1.2 Confidentiality 1.3 Accuracy 1.4 Business mathematics and statistics 1.5 Data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Legislation, policy and procedures relating to the conduct of evaluations 1.8 Organisational values, ethics and codes of conduct	1.1 Describing organisational protocols relating to client liaison 1.2 Protecting confidentiality 1.3 Describing accuracy 1.4 Computing business mathematics and statistics 1.5 Describing data analysis techniques/procedures 1.6 Reporting requirements to a range of audiences 1.7 Stating legislation, policy and procedures relating to the conduct of evaluations 1.8 Stating organisational values, ethics and codes of conduct
2. Assess gathered data/information	2.1 Validity of data/information is assessed 2.2 Analysis techniques are applied to assess data/information. 2.3 Trends and anomalies are identified 2.4 <b>Data analysis</b>	2.1 Business mathematics and statistics 2.2 Data analysis techniques/procedures 2.3 Reporting requirements to a range of audiences 2.4 Legislation, policy and procedures	2.1 Computing business mathematics and statistics 2.2 Describing data analysis techniques/procedures 2.3 Reporting requirements to a range of

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p><b>techniques</b> and procedures are documented</p> <p>2.5 Recommendation s are made on areas of possible improvement.</p>	<p>relating to the conduct of evaluations</p> <p>2.5 Organisational values, ethics and codes of conduct</p>	<p>audiences</p> <p>2.4 Stating legislation, policy and procedures relating to the conduct of evaluations</p> <p>2.5 Stating organisational values, ethics and codes of conduct</p>
<p>3. Record and present information</p>	<p>3.1 Studied data/information are recorded.</p> <p>3.2 Recommendation s are analysed for action to ensure they are compatible with the project’s scope and terms of reference.</p> <p>3.3 Interim and final reports are analysed and outcomes are compared to the criteria established at the outset.</p> <p>3.4 Findings are presented to stakeholders.</p>	<p>3.1 Data analysis techniques/ procedures</p> <p>3.2 Reporting requirements to a range of audiences</p> <p>3.3 Legislation, policy and procedures relating to the conduct of evaluations</p> <p>3.4 Organisational values, ethics and codes of conduct</p>	<p>3.1 Describing data analysis techniques/ procedures</p> <p>3.2 Reporting requirements to a range of audiences</p> <p>3.3 Stating legislation, policy and procedures relating to the conduct of evaluations</p> <p>3.4 Stating organisational values, ethics and codes of conduct practices</p>



## RANGE OF VARIABLES

VARIABLES	RANGE
1. Data analysis techniques	May include: 1.1. Domain analysis 1.2. Content analysis 1.3. Comparison technique

## EVIDENCE GUIDE

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Determine data / information 1.2 Studied and applied gathered data/information 1.3 Recorded and studied studied data/information</p> <p>These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through 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>
2. Resource Implications	<p><b>Specific resources for assessment</b></p> <p>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><b>Competency in this unit may be assessed through:</b></p> <p>3.1. Written Test 3.2. Interview 3.3. Portfolio</p> <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>
4. Context for Assessment	<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 : PRACTICE OCCUPATIONAL SAFETY AND HEALTH POLICIES AND PROCEDURES**

**UNIT CODE : 400311216**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to identify OSH compliance requirements, prepare OSH requirements for compliance, perform tasks in accordance with relevant OSH policies and procedures

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify OSH compliance requirements	1.1 Relevant <b>OSH requirements, regulations, policies and procedures</b> are identified in accordance with workplace policies and procedures 1.2 OSH activity non-conformities are conveyed to <b>appropriate personnel</b> 1.3 <b>OSH preventive and control requirements</b> are identified in accordance with OSH work policies and procedures	1.1. OSH preventive and control requirements 1.2. Hierarchy of Controls 1.3. Hazard Prevention and Control 1.4. General OSH principles 1.5. Work standards and procedures 1.6. Safe handling procedures of tools, equipment and materials 1.7. Standard emergency plan and procedures in the workplace	1.1. Communication skills 1.2. Interpersonal skills 1.3. Critical thinking skills 1.4. Observation skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Prepare OSH requirements for compliance	2.1 OSH work activity material, tools and equipment requirements are identified in accordance with workplace policies and procedures 2.2. Required OSH materials, tools and equipment are acquired in accordance with workplace policies and procedures 2.3. Required OSH materials, tools and equipment are arranged/ placed in accordance with OSH work standards	2.1. Resources necessary to execute hierarchy of controls 2.2. General OSH principles 2.3. Work standards and procedures 2.4. Safe handling procedures of tools, equipment and materials 2.5. Different OSH control measures	2.1. Communication skills 2.2. Estimation skills 2.3. Interpersonal skills 2.4. Critical thinking skills 2.5. Observation skills 2.6. Material, tool and equipment identification skills
3. Perform tasks in accordance with relevant OSH policies and procedures	3.1 Relevant OSH work procedures are identified in accordance with workplace policies and procedures 3.2 Work Activities are executed in accordance with OSH work standards 3.3 <b>Non-compliance work activities</b> are reported to <i>appropriate personnel</i>	3.1. OSH work standards 3.2. Industry related work activities 3.3. General OSH principles 3.4. OSH Violations Non-compliance work activities	3.1 Communication skills 3.3 Interpersonal skills 3.4 Troubleshooting skills 3.5 Critical thinking skills 3.6 Observation skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Requirements, Regulations, Policies and Procedures	May include: <ul style="list-style-type: none"> <li>1.1 Clean Air Act</li> <li>1.2 Building code</li> <li>1.3 National Electrical and Fire Safety Codes</li> <li>1.4 Waste management statutes and rules</li> <li>1.5 Permit to Operate</li> <li>1.6 Philippine Occupational Safety and Health Standards</li> <li>1.7 Department Order No. 13 (Construction Safety and Health)</li> <li>1.8 ECC regulations</li> </ul>
2. Appropriate Personnel	May include: <ul style="list-style-type: none"> <li>2.1 Manager</li> <li>2.2 Safety Officer</li> <li>2.3 EHS Offices</li> <li>2.4 Supervisors</li> <li>2.5 Team Leaders</li> <li>2.6 Administrators</li> <li>2.7 Stakeholders</li> <li>2.8 Government Official</li> <li>2.9 Key Personnel</li> <li>2.10 Specialists</li> <li>2.11 Himself</li> </ul>
3. OSH Preventive and Control Requirements	May include: <ul style="list-style-type: none"> <li>3.1 Resources needed for removing hazard effectively</li> <li>3.2 Resources needed for substitution or replacement</li> <li>3.3 Resources needed to establishing engineering controls</li> <li>3.4 Resources needed for enforcing administrative controls</li> <li>3.5 Personal Protective equipment</li> </ul>
4. Non OSH-Compliance Work Activities	May include non-compliance or observance of the following safety measures: <ul style="list-style-type: none"> <li>4.1 Violations that may lead to serious physical harm or death</li> <li>4.2 Fall Protection</li> <li>4.3 Hazard Communication</li> <li>4.4 Respiratory Protection</li> <li>4.5 Power Industrial Trucks</li> <li>4.6 Lockout/Tag-out</li> <li>4.7 Working at heights (use of ladder, scaffolding)</li> <li>4.8 Electrical Wiring Methods</li> <li>4.9 Machine Guarding</li> </ul>

	4.10 Electrical General Requirements 4.11 Asbestos work requirements 4.12 Excavations work requirements
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## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1. Convey OSH work non-conformities to appropriate personnel 1.2. Identify OSH preventive and control requirements in accordance with OSH work policies and procedures 1.3. Identify OSH work activity material, tools and equipment requirements in accordance with workplace policies and procedures 1.4. Arrange/Place required OSH materials, tools and equipment in accordance with OSH work standards 1.5. Execute work activities in accordance with OSH work standards 1.6. Report OSH activity non-compliance work activities to appropriate personnel
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Facilities, materials tools and equipment necessary for the activity
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Observation/Demonstration with oral questioning 3.2 Third party report
4. Context for Assessment	4.1 Competency may be assessed in the work place or in a simulated work place setting

**UNIT OF COMPETENCY** : **EXERCISE EFFICIENT AND EFFECTIVE SUSTAINABLE PRACTICES IN THE WORKPLACE**

**UNIT CODE** : **400311217**

**UNIT DESCRIPTOR** : This unit covers knowledge, skills and attitude to identify the efficiency and effectiveness of resource utilization, determine causes of inefficiency and/or ineffectiveness of resource utilization and Convey inefficient and ineffective environmental practices

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify the efficiency and effectiveness of resource utilization	1.1 Required resource utilization in the workplace is measured using appropriate techniques 1.2 Data are recorded in accordance with workplace protocol 1.3 Recorded data are compared to determine the efficiency and effectiveness of resource utilization according to established <b><i>environmental work procedures</i></b>	1.1. Importance of Environmental Literacy 1.2. Environmental Work Procedures 1.3. Waste Minimization 1.4. Efficient Energy Consumptions	1.1 Recording Skills 1.2 Writing Skills 1.3 Innovation Skills

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Determine causes of inefficiency and/or ineffectiveness of resource utilization	2.1 Potential causes of inefficiency and/or ineffectiveness are listed 2.2 Causes of inefficiency and/or ineffectiveness are identified through deductive reasoning 2.3 Identified causes of inefficiency and/or ineffectiveness are validated thru established environmental procedures	2.1 Causes of environmental inefficiencies and ineffectiveness	2.1 Deductive Reasoning Skills 2.2 Critical thinking 2.3 Problem Solving 2.4 Observation Skills
3. Convey inefficient and ineffective environmental practices	3.1 Efficiency and effectiveness of resource utilization are reported to <i>appropriate personnel</i> 3.2 Concerns related resource utilization are discussed with appropriate personnel 3.3 Feedback on information/ concerns raised are clarified with appropriate personnel	3.1 Appropriate Personnel to address the environmental hazards 3.2 Environmental corrective actions	3.1 Written and Oral Communication Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills 3.5 Practice Environmental Awareness

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Work Procedures	May include: 1.1 Utilization of Energy, Water, Fuel Procedures 1.2 Waster Segregation Procedures 1.3 Waste Disposal and Reuse Procedures 1.4 Waste Collection Procedures 1.5 Usage of Hazardous Materials Procedures 1.6 Chemical Application Procedures 1.7 Labeling Procedures
2. Appropriate Personnel	May include: 2.1 Manager 2.2 Safety Officer 2.3 EHS Offices 2.4 Supervisors 2.5 Team Leaders 2.6 Administrators 2.7 Stakeholders 2.8 Government Official 2.9 Key Personnel 2.10 Specialists 2.11 Himself



## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Measured required resource utilization in the workplace using appropriate techniques</li> <li>1.2. Recorded data in accordance with workplace protocol</li> <li>1.3. Identified causes of inefficiency and/or ineffectiveness through deductive reasoning</li> <li>1.4. Validate the identified causes of inefficiency and/or ineffectiveness thru established environmental procedures</li> <li>1.5. Report efficiency and effectiveness of resource utilization to appropriate personnel</li> <li>1.6. Clarify feedback on information/concerns raised with appropriate personnel</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Workplace</li> <li>2.2 Tools, materials and equipment relevant to the tasks</li> <li>2.3 PPE</li> <li>2.4 Manuals and references</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Demonstration</li> <li>3.2 Oral questioning</li> <li>3.3 Written examination</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>4.2 Assessment shall be observed while task are being undertaken whether individually or in-group</li> </ul>

**UNIT OF COMPETENCY** : **PRACTICE ENTREPRENEURIAL SKILLS IN THE WORKPLACE**

**UNIT CODE** : **400311218**

**UNIT DESCRIPTOR** : This unit covers the outcomes required to apply entrepreneurial workplace best practices and implement cost-effective operations

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Apply entrepreneurial workplace best practices	1.1 <b>Good practices</b> relating to workplace operations are observed and selected following workplace policy. 1.2 Quality procedures and practices are complied with according to workplace requirements. 1.3 Cost-conscious habits in <b>resource utilization</b> are applied based on industry standards.	1.1 Workplace best practices, policies and criteria 1.2 Resource utilization 1.3 Ways in fostering entrepreneurial attitudes: <ul style="list-style-type: none"> <li>• Patience</li> <li>• Honesty</li> <li>• Quality-consciousness</li> <li>• Safety-consciousness</li> <li>• Resourcefulness</li> </ul>	1.1 Communication skills 1.2 Complying with quality procedures

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Communicate entrepreneurial workplace best practices	2.1 Observed good practices relating to workplace operations are communicated to <b>appropriate person</b> . 2.2 Observed quality procedures and practices are communicated to appropriate person 2.3 Cost-conscious habits in resource utilization are communicated based on industry standards.	2.1 Workplace best practices, policies and criteria 2.2 Resource utilization 2.3 Ways in fostering entrepreneurial attitudes: <ul style="list-style-type: none"> <li>• Patience</li> <li>• Honesty</li> <li>• Quality-consciousness</li> <li>• Safety-consciousness</li> <li>• Resourcefulness</li> </ul>	2.1 Communication skills 2.2 Complying with quality procedures 2.3 Following workplace communication protocol
3. Implement cost-effective operations	3.1 Preservation and optimization of workplace resources is implemented in accordance with enterprise policy 3.2 Judicious use of workplace tools, equipment and materials are observed according to manual and work requirements. 3.3 Constructive contributions to office operations are made according to enterprise requirements. 3.4 Ability to work	3.1 Optimization of workplace resources 3.2 5S procedures and concepts 3.3 Criteria for cost-effectiveness 3.4 Workplace productivity 3.5 Impact of entrepreneurial mindset to workplace productivity 3.6 Ways in fostering entrepreneurial attitudes: <ul style="list-style-type: none"> <li>• Quality-consciousness</li> <li>• Safety-consciousness</li> </ul>	3.1 Implementing preservation and optimizing workplace resources 3.2 Observing judicious use of workplace tools, equipment and materials 3.3 Making constructive contributions to office operations 3.4 Sustaining ability to work within allotted time and finances

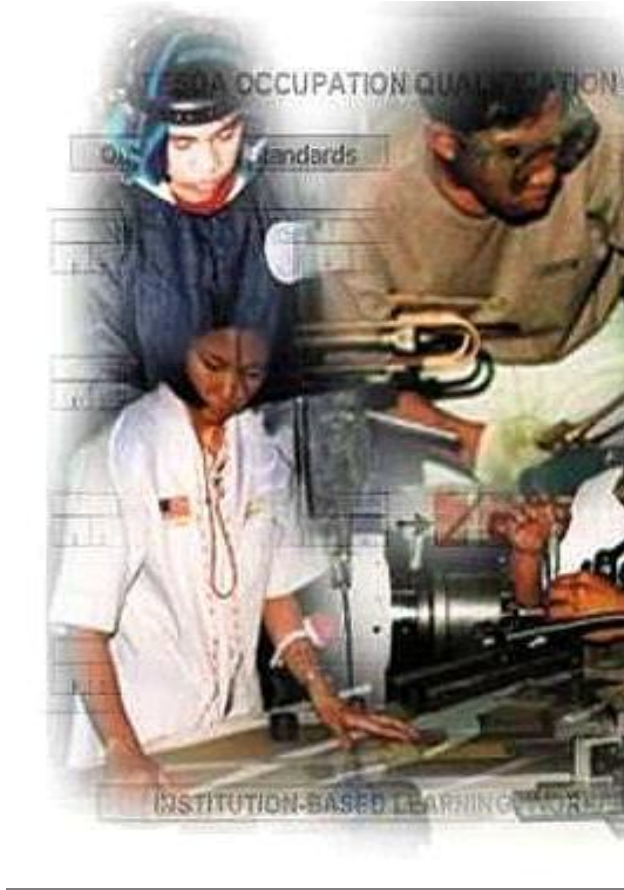
	within one's allotted time and finances is sustained.		
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## RANGE OF VARIABLES

VARIABLE	RANGE
1. Good practices	May include: 1.1 Economy in use of resources 1.2 Documentation of quality practices
2. Resources utilization	May include: 2.1 Consumption/ use of consumables 2.2 Use/Maintenance of assigned equipment and furniture 2.3 Optimum use of allotted /available time

## EVIDENCE GUIDE

1. Critical aspects of competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Demonstrated ability to identify and sustain cost-effective activities in the workplace 1.2 Demonstrated ability to practice entrepreneurial knowledge, skills and attitudes in the workplace.
2. Resource Implications	<b>The following resources should be provided:</b> 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks 2.3 References and manuals 2.3.1 Enterprise procedures manuals 2.3.2 Company quality policy
3. Methods of Assessment	<b>Competency in this unit should be assessed through:</b> 3.1 Interview 3.2 Third-party report
4. Context of Assessment	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



# National Certificate III

**UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION**

**UNIT CODE : 400311319**

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

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

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

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include: 1.1. Non-verbal gestures 1.2. Verbal 1.3. Face-to-face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet
2. Workplace discussions	May include: 2.1. Coordination meetings 2.2. Toolbox discussion 2.3. Peer-to-peer discussion

## EVIDENCE GUIDE

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



**UNIT OF COMPETENCY :** LEAD SMALL TEAMS

**UNIT CODE :** 400311320

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Provide team leadership	1.1 <b>Work requirements</b> are identified and presented to team members based on company policies and procedures 1.2 Reasons for instructions and requirements are communicated to team members based on company policies and procedures 1.3 <b>Team members' and leaders' concerns</b> are recognized, discussed and dealt with based on company practices	1.1 Facilitation of Team work 1.2 Company policies and procedures relating to work performance 1.3 Performance standards and expectations 1.4 Monitoring individual's and team's performance vis a vis client's and group's expectations	1.1 Communication skills required for leading teams 1.2 Group facilitation skills 1.3 Negotiating skills 1.4 Setting performance expectation
2. Assign responsibilities	2.1. Responsibilities are allocated having regard to the skills,	2.1 Work plan and procedures 2.2 Work requirements	2.1 Communication skills 2.2 Management skills

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>knowledge and aptitude required to undertake the assigned task based on company policies.</p> <p>2.2. Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible</p>	<p>and targets</p> <p>2.2 Individual and group expectations and assignments</p> <p>2.3 Ways to improve group leadership and membership</p>	<p>2.3 Negotiating skills</p> <p>2.4 Evaluation skills</p> <p>2.5 Identifying team member's strengths and rooms for improvement</p>
3. Set performance expectations for team members	<p>3.1 Performance expectations are established based on client needs</p> <p>3.2 Performance expectations are based on individual team members knowledge, skills and aptitude</p> <p>3.3 Performance expectations are discussed and disseminated to individual team members</p>	<p>3.1 One's roles and responsibilities in the team</p> <p>3.2 Feedback giving and receiving</p> <p>3.3 Performance expectation</p>	<p>3.1 Communication skills</p> <p>3.2 Accurate empathy</p> <p>3.3 Congruence</p> <p>3.4 Unconditional positive regard</p> <p>3.5 Handling of Feedback</p>
4. Supervise team performance	<p>4.1 <b>Performance is monitored</b> based on defined performance criteria and/or assignment instruction</p> <p>4.2 Team members</p>	<p>4.1 Performance Coaching</p> <p>4.2 Performance management</p> <p>4.3 Performance Issues</p>	<p>4.1 Communication skills required for leading teams</p> <p>4.2 Coaching skill</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>are provided with <b>feedback</b>, positive support and advice on strategies to overcome any deficiencies based on company practices</p> <p>4.3 <b>Performance issues</b> which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy</p> <p>4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5 Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6 Follow-up communication is provided on all issues affecting the</p>		

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	team 4.7 All relevant documentation is completed in accordance with company procedures		

### **RANGE OF VARIABLES**

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 400311321**

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

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

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

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



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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE :** 400311322

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop an individual's cultural awareness and sensitivity	1.1 Individual differences with clients, customers and fellow workers are recognized and respected in accordance with enterprise policies and core values. 1.2 Differences are responded to in a sensitive and considerate manner 1.3 <b>Diversity</b> is accommodated using appropriate verbal and non-verbal communication.	1.1 Understanding cultural diversity in the workplace 1.2 Norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners) 1.3 Different methods of verbal and non-verbal communication in a multicultural setting	1.1 Applying cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies) 1.2 Showing affective skills – establishing rapport and empathy, understanding, etc. 1.3 Demonstrating openness and flexibility in communication 1.4 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives. 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes. 2.3 Relations with customers and clients are maintained to show that diversity is valued by the business.	2.1 Value of diversity in the economy and society in terms of Workforce development 2.2 Importance of inclusiveness in a diverse environment 2.3 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives 2.4 Strategies for customer service excellence	2.1 Demonstrating cross-cultural communication skills and active listening 2.2 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 2.3 Demonstrating collaboration skills 2.4 Exhibiting customer service excellence

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE : 400311323**

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

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



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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

**UNIT OF COMPETENCY : USE INFORMATION SYSTEMATICALLY**

**UNIT CODE : 400311324**

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

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Apply information technology (IT)	2.1. <b>Technical information</b> system is operated using agreed procedures 2.2. Appropriate and valid procedures are operated for inputting, maintaining and archiving information 2.3. <b>Software</b> required are utilized to execute the project activities	2.1. Attributes and limitations of available software tools 2.2. Procedures and work instructions for the use of IT 2.3. Operational requirements for IT systems 2.4. Sources and flow paths of data 2.5. Security systems and measures that can be used 2.6. Extract data and format reports	2.1. Identifying attributes and limitations of available software tools 2.2. Using procedures and work instructions for the use of IT 2.3. Describing operational requirements for IT systems 2.4. Identifying sources and flow paths of data 2.5. Determining security systems and measures that can be used 2.6. Extracting data and format reports

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.4. Information and data obtained are handled, edited, formatted and checked from a range of internal and external <b>sources</b></p> <p>2.5. Information are extracted, entered, and processed to produce the outputs required by <b>customers</b></p> <p>2.6. Own skills and understanding are shared to help others</p> <p>2.7. Specified <b>security measures</b> are implemented to protect the confidentiality and integrity of project data held in IT systems</p>	<p>2.7. Methods of entering and processing information</p> <p>2.8. WWW enabled applications</p>	<p>2.7. Describing methods of entering and processing information</p> <p>2.8. Using WWW applications</p>

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



## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

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

**UNIT CODE** : **400311325**

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

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

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

## RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Work Practices Issues	May include: <ul style="list-style-type: none"> <li>1.1 Workers' experience/observance on presence of work hazards</li> <li>1.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break-time, constant overtime, scheduling of tasks)</li> <li>1.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/ guidelines</li> </ul>
2. OSH Indicators	May include: <ul style="list-style-type: none"> <li>2.1 Increased of incidents of accidents, injuries</li> <li>2.2 Increased occurrence of sickness or health complaints/symptoms</li> <li>2.3 Common complaints of workers' related to OSH</li> <li>2.4 High absenteeism for work-related reasons</li> </ul>
3. OSH Work Instructions	May include: <ul style="list-style-type: none"> <li>3.1 Preventive and control measures, and targets</li> <li>3.2 Eliminate the hazard (i.e., get rid of the dangerous machine)</li> <li>3.3 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</li> <li>3.4 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</li> <li>3.5 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule)</li> <li>3.6 Use engineering controls to reduce the risk (i.e. use safety guards to machine)</li> <li>3.7 Use personal protective equipment</li> <li>3.8 Safety, Health and Work Environment Evaluation</li> <li>3.9 Periodic and/or special medical examinations of workers</li> </ul>
4. OSH metrics	May include: <ul style="list-style-type: none"> <li>4.1 Statistics on incidence of accident and injuries</li> <li>4.2 Morbidity (Type and Number of Sickness)</li> <li>4.3 Mortality (Cause and Number of Deaths)</li> <li>4.4 Accident Rate</li> </ul>

## EVIDENCE GUIDE

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

**UNIT OF COMPETENCY : EVALUATE ENVIRONMENTAL WORK PRACTICES**

**UNIT CODE : 400311326**

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

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

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



## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

**UNIT CODE :** 400311327

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	1.1 Appropriate <b>business strategies</b> are determined and set for the enterprise based on current and emerging business environment. 1.2 <b>Business operations</b> are monitored and controlled following established procedures. 1.3 Quality assurance measures are implemented consistently. 1.4 Good relations are maintained with staff/workers. 1.5 Policies and procedures on occupational safety and health and environmental concerns are constantly observed.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business operation 1.4 Basic Bookkeeping 1.5 Business internal controls 1.6 Basic quality control and assurance concepts 1.7 Government and regulatory processes	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Establish and maintain client-base/ market	2.1 Good customer relations are maintained 2.2 New customers and markets are identified, explored and reached out to. 2.3 Promotions/Incentives are offered to loyal customers 2.4 Additional products and services are evaluated and tried where feasible. 2.5 <b>Promotional/advertising initiatives</b> are carried out where necessary and feasible.	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/ tarpaulins, flyers, social media, etc.)

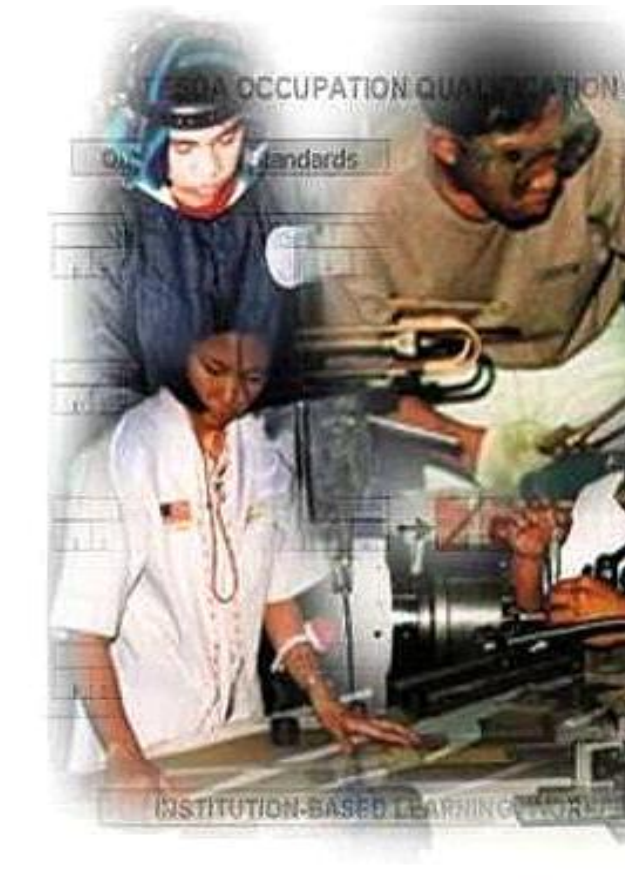
<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Apply budgeting and financial management skills	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability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

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Business strategies	May include: 1.1. Developing/Maintaining niche market 1.2. Use of organic/healthy ingredients 1.3. Environment-friendly and sustainable practices 1.4. Offering both affordable and high-quality products and services 1.5. Promotion and marketing strategies (e. g., on-line marketing)
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management
4. Promotional/ Advertising initiatives	May include: 4.1 Use of tarpaulins, brochures, and/or flyers 4.2 Sales, discounts and easy payment terms 4.3 Use of social media/Internet 4.4 “Service with a smile” 4.5 Extra attention to regular customers

## EVIDENCE GUIDE

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate :</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrated basic entrepreneurial skills</li> <li>1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise</li> <li>1.3 Demonstrated ability to manage/operate a micro/small-scale business</li> </ul>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Simulated or actual workplace</li> <li>2.2 Tools, materials and supplies needed to demonstrate the required tasks</li> <li>2.3 References and manuals</li> </ul>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through :</b></p> <ul style="list-style-type: none"> <li>3.1 Written examination</li> <li>3.2 Demonstration/observation with oral questioning</li> <li>3.3 Portfolio assessment with interview</li> <li>3.4 Case problems</li> </ul>
4. Context of Assessment	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in workplace or in a simulated workplace setting</li> <li>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</li> </ul>



# National Certificate IV



**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 internal clients, conduct interviews, facilitate discussion with groups, and contribute to the development of communication strategies.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Contribute to the development of communication strategies	2.1 <b>Strategies</b> 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 3.1.9 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>4.1 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>4.1 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>

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	4.3 Utilize appropriate media to enhance presentation 4.4 Differences in views are respected 4.5 Written communication is consistent with organizational standards 4.6 Inquiries are responded in a manner consistent with organizational standard 4.7 Consolidate ideas and suggestions 4.8 Generalize and summarize all ideas and suggestions	4.4 Communication skills relevant to client groups	4.1.4 Interpretation of information 4.1.5 Role boundaries setting 4.1.6 Negotiation 4.1.7 Establishing empathy 4.1.8 Openness and flexibility in communication 4.2 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
5. Facilitate group discussion	5.1 Mechanisms which enhance <b>effective group interaction</b> 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 5.6 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 <b>interview situations</b> 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
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## 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

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

**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.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Foster individual growth	1.1 <b>Learning and development needs</b> of team members are systematically identified in line with <b>organizational requirements</b> 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 <b>Feedback on performance</b> 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"> <li>• Types of Decisions Teams Make</li> <li>• Team Responsibilities</li> <li>• Problems That Affect Teams</li> <li>• Building Strong Team Communication</li> <li>• Expressing Yourself on a Team</li> </ul>	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 effectively 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



		<ul style="list-style-type: none"> <li>• Team Problem Solving</li> </ul>	<p>learning needs</p> <p>1.6 Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes</p> <p>1.7 Facilitation skills to conduct small group training sessions</p>
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<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Foster individual and team growth	<p>2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards</p> <p>2.2. <b><i>Learning delivery methods</i></b> are appropriate to the learning goals, the learning style of participants and availability of equipment and resources</p> <p>2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies</p> <p>2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements</p>	<p>2.1 Advanced coaching and mentoring techniques</p> <p>2.2 Performance evaluation concepts</p> <p>2.3 Training and development techniques</p>	<p>2.1 Instructional planning and delivery skills</p> <p>2.2 Monitoring and evaluation skills</p> <p>2.3 Mentoring and coaching skills</p>

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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 3.4 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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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
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 5.4 Organizational leadership

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning and development needs	May include: <ul style="list-style-type: none"> <li>1.1 Coaching, mentoring and/or supervision</li> <li>1.2 Formal/informal learning program</li> <li>1.3 Internal/external training provision</li> <li>1.4 Work experience/exchange/opportunities</li> <li>1.5 Personal study</li> <li>1.6 Career planning/development</li> <li>1.7 Performance appraisals</li> <li>1.8 Workplace skills assessment</li> <li>1.9 Recognition of prior learning</li> <li>1.10 Job design and enrichment</li> </ul>
2. Organizational requirements	May include: <ul style="list-style-type: none"> <li>2.1 Quality assurance and/or procedures manuals</li> <li>2.2 Goals, objectives, plans, systems and processes</li> <li>2.3 Legal and organizational policy/guidelines and requirements</li> <li>2.4 Safety policies, procedures and programs</li> <li>2.5 Confidentiality and security requirements</li> <li>2.6 Business and performance plans</li> <li>2.7 Ethical standards</li> <li>2.8 Quality and continuous improvement processes and standards</li> </ul>
3. Feedback on performance	May include: <ul style="list-style-type: none"> <li>3.1 Formal/informal performance appraisals</li> <li>3.2 Obtaining feedback from supervisors and Colleagues</li> <li>3.3 Obtaining feedback from clients</li> <li>3.4 Personal and reflective behavior strategies</li> <li>3.5 Routine and organizational methods for monitoring service delivery</li> </ul>
4. Learning delivery methods	May include: <ul style="list-style-type: none"> <li>4.1 On the job coaching or mentoring</li> <li>4.2 Problem solving</li> <li>4.3 Presentation/demonstration</li> <li>4.4 Formal course participation</li> <li>4.5 Work experience</li> <li>4.6 Involvement in professional networks</li> <li>4.7 Conference and seminar attendance</li> <li>4.8 Induction</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Identified and implemented learning opportunities for others</li> <li>1.2. Gave and received feedback constructively</li> <li>1.3. Facilitated participation of individuals in the work of the team</li> <li>1.4. Negotiated learning plans to improve the effectiveness of learning</li> <li>1.5. Prepared learning plans to match skill needs</li> <li>1.6. Accessed and designated learning opportunities</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2. Materials relevant to the proposed activity or tasks</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1. Observation of work activities of the individual member in relation to the work activities of the group</li> <li>3.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal</li> <li>3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1. Competency may be assessed in workplace or in a simulated workplace setting</li> <li>4.2. Assessment shall be observed while tasks are being undertaken whether individually or in-group</li> </ul>

**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.**

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Evaluate effectiveness and efficiency of the workplace systems, processes and procedures.	1.1 <b>Effectiveness and efficiency</b> 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 <b>curiosity and critical inquiry</b> 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.	<p>3.1 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated to stakeholders.</p> <p>3.2 <b>Practical action plans</b> in improving workplace conditions are formulated, presented and negotiated with stakeholders.</p> <p>3.3 Proposed changes and directions are inquired, processed and negotiated between and among teams, and stakeholders as well of the organization.</p> <p>3.4 Commitment to continuous improvement and change is highlighted.</p> <p>3.5 Passion and dedication for changing and adapting to the demands of the 21<sup>st</sup> century workplace are considered.</p>	<p>3.1 Different methods of critical and appreciative inquiry and their relevance to different situations.</p> <p>3.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>3.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).</p> <p>3.4 Growth mindset and positive communication and relationship strategies and techniques.</p> <p>3.5 Creative negotiation skills.</p> <p>3.6 Change management and continuous improvement concepts.</p>	<p>3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>3.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>3.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>3.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>3.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p> <p>3.6 Communicating practical insights on improving workplace conditions.</p>

## RANGE OF VARIABLES

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

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

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></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><b>Competency in this unit may be assessed through:</b></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.

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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	<b>Assessment requires evidence that the candidate:</b> 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	<b>The following resources should be provided:</b> 2.1 Access to workplace and resources 2.2 Case studies
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 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.**

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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 <b>innovation</b> 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



<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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. <b>Innovative behaviors</b> 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
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><b>Assessment requires evidence that the candidate:</b></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><b>The following resources should be provided:</b></p> <p>2.1 Impact evaluation materials (guide and form)</p>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></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**

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Review information needs and sources	1.1. The <b>information</b> 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. <b>Collection</b> 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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Use management information systems	3.1. <b>Management information systems</b> 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
4. Report and disseminate analyzed information	4.1. The results of information gathering, <b>analysis</b> and synthesis are reported within specified time frames and to the standard defined by the organisation. 4.2. The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making. 4.3. Information which is gathered is disseminated to appropriate personnel within the specified timeframe	4.1. Analysis and display techniques 4.2. Information collection, collation 4.3. Information evaluation issues 4.4. Information storage requirements and methods 4.5. Reporting procedures of the organisation	4.1. Analysing record information 4.2. Collecting and collating information 4.3. Communicating effectively 4.4. Disseminating information 4.5. Presenting information 4.6. Using management information systems to store and retrieve data

## 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><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Identified information needs and sources</li> <li>1.2 Collected and analyzed information</li> <li>1.3 Determined the correct / preventive action</li> <li>1.4 Used management information systems</li> <li>1.5 Record and support information</li> </ul> <p>These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through 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><b>Specific resources for assessment</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p>3 Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Written Test</li> <li>3.2 Interview</li> </ul> <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"> <li>4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</li> </ul>

**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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Assess Occupational Safety and Health (OSH) practices and programs	1.1 <b><i>OSH practices and programs</i></b> are reviewed based on workplace policies and procedures 1.2 Appropriate personnel or <b><i>OSH reference guides</i></b> 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	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



	procedures 2.3 OSH program improvement plans are presented based on workplace policies and procedures		
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<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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: <ul style="list-style-type: none"> <li>1.1 Planning, implementation and maintenance of manufacturing plants</li> <li>1.2 Work-physiological, psychological, ergonomic and hygienic practices and programs</li> <li>1.3 First aid within the workplace</li> <li>1.4 Safety inspection practices</li> </ul>
2. OSH Reference Guides	May include but not limited to: <ul style="list-style-type: none"> <li>2.1 Occupational Safety and Health Standards Book</li> <li>2.2 OSHA Safety Bulletins and Magazines</li> <li>2.3 Equipment Safety Operating Instructions</li> <li>2.4 Established National Safety Management Books</li> <li>2.5 Credible OSH Web-sites</li> <li>2.6 Safety Solution Guide Books and Handbooks</li> </ul>
3. OSH Work Improvement Initiatives	May include but not limited to: <ul style="list-style-type: none"> <li>3.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine)</li> <li>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)</li> <li>3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</li> <li>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)</li> <li>3.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users)</li> <li>3.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Consult appropriate personnel or OSH reference guides for proper guidance based on workplace policies and procedures</li> <li>1.2. Evaluate current practices and programs based on acceptable level of OSH work standards</li> <li>1.3. Identify OSH work improvement initiatives that are relevant with the workplace scenario</li> <li>1.4. Present OSH program improvement plans based on workplace policies and procedures</li> <li>1.5. Communicate approved improvements on OSH work program initiatives based on workplace policies and procedures</li> <li>1.6. Monitor implementation of the approved OSH initiatives in accordance with workplace policies and procedures</li> <li>1.7. Evaluate implementation of approved OSH initiatives based on workplace policies and procedures</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Workplace or assessment location</li> <li>2.2 OSH personal records</li> <li>2.3 PPE</li> <li>2.4 Health records</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Portfolio Assessment</li> <li>3.2 Interview</li> <li>3.3 Case Study/Situation</li> <li>3.4 Observation/Demonstration and oral questioning</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in the work place or in a simulated work place setting</li> </ul>

**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 attitude required in assessing environmental work practices and standards, recommending environmental work improvement initiatives and implementing recommended environmental improvements**

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Assess environmental work practices and programs	1.1. <b><i>Environmental practices and programs</i></b> are reviewed based on workplace policies 1.2 Appropriate personnel or <b><i>environmental reference guides</i></b> 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

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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* 2.3 Environmental program improvement plans are presented based on workplace policies and procedures*	2.1 Environmental Practices and Standards 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 <b>environmental work program initiatives</b> are promoted based on workplace policies and procedures 3.2 Implementation of the approved environmental initiatives are monitored in accordance with workplace policies and procedures 3.3. Implementation of approved environmental initiatives are evaluated based on workplace policies and procedures	3.1. Environmental Work Initiatives 3.2. Communication Strategies 3.3. Environmental inspection and Monitoring Techniques 3.4. Notification Requirements	3.1. Inspection Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Practices and Programs	May include: <ul style="list-style-type: none"> <li>3.1 Utilization of Energy, Water, Fuel</li> <li>3.2 Segregation Practices</li> <li>3.3 Waste Disposal and Reuse</li> <li>3.4 Saving Resources</li> <li>3.5 Waste Collection</li> <li>3.6 Usage of Hazardous Materials</li> <li>3.7 Chemical Application</li> <li>3.8 Equipment Operation</li> <li>3.9 Dewatering and Discharging</li> <li>3.10 Surface Disturbance</li> <li>3.11 Periodic Inspection</li> <li>3.12 Resource Storage and Handling</li> </ul>
2. Environmental Reference Guides	May include: <ul style="list-style-type: none"> <li>2.1 Air Emission and Ambient Air Quality Guidelines</li> <li>2.2 Energy Conservation Guidelines</li> <li>2.3 Wastewater and Ambient Water Quality Guidelines</li> <li>2.4 Water Conservation Guidelines</li> <li>2.5 Hazardous Materials Management</li> <li>2.6 Waste Management</li> <li>2.7 Noise</li> <li>2.8 Contaminated Land</li> <li>2.9 Cultural Conservation Guides</li> </ul>
3. Environmental Work Program Initiatives	May include: <ul style="list-style-type: none"> <li>3.1 Low Energy Lighting</li> <li>3.2 Water Reduction initiatives</li> <li>3.3 Holding Employee Awareness event</li> <li>3.4 Recycling Waste Materials</li> <li>3.5 Unplugging power converters overnight</li> <li>3.6 Tree-Planting</li> <li>3.7 Wild-life conservation</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Consulted appropriate personnel or environmental reference guides for proper guidance based on workplace policies*</li> <li>1.2. Evaluated current practices and standards based acceptable level of environmental work standards</li> <li>1.3. Organized environmental standard improvement plans based on workplace policies and procedures</li> <li>1.4. Presented environmental standard improvement plans based on workplace policies and procedures*</li> <li>1.5. Promoted approved environmental work initiatives based on workplace policies and procedures</li> <li>1.6. Evaluated the implementation of approved environmental improvements based on workplace policies and procedures</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Workplace/Assessment location</li> <li>2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</li> <li>2.3 Case studies/scenarios relating to environmental protection</li> </ul>
<p>3. Methods of Assessment</p>	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Written/ Oral Examination</li> <li>3.2 Interview/Third Party Reports</li> <li>3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</li> <li>3.4 Simulations and role-plays</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA center.</li> </ul>



**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.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Enhance one’s business skills	1.1 <b>Entrepreneurial skills</b> 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

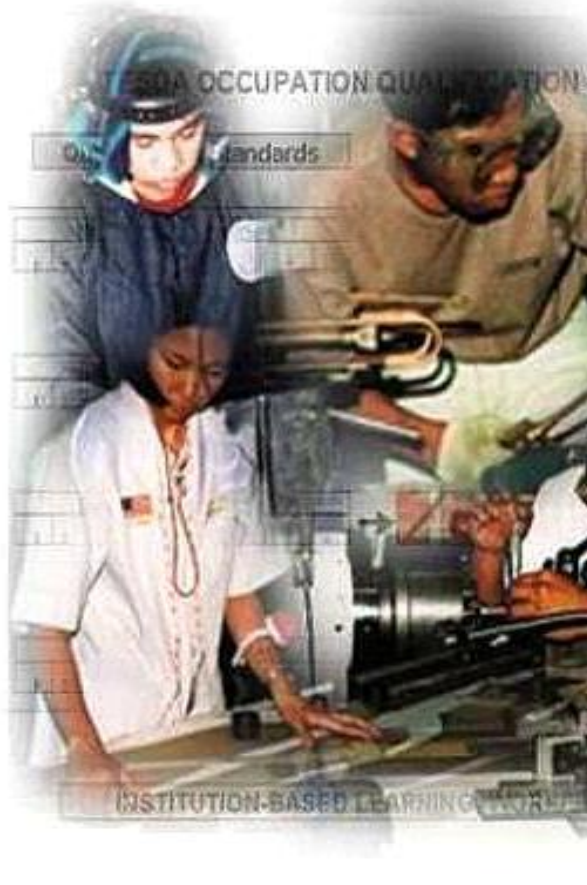
ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2 Manage entrepreneurial practices	2.1 Ideas and comments for improvements are sought from workers and clients. 2.2 Staff/workers are encouraged and supported in their skills development and enhancement. 2.3 A culture of <b>continuous improvement</b> 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 <b>internal controls</b> . 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

<b>VARIABLE</b>	<b>RANGE</b>
1. Entrepreneurial skills	May include: 1.1 Financial management skills 1.2 People management skills 1.3 Operations management skills 1.4 Business acumen
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 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: 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><b>Assessment requires evidence that the candidate:</b></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><b>Competency in this unit may be assessed through :</b></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>



# National Certificate V

**UNIT OF COMPETENCY :**        **MANAGE AND SUSTAIN EFFECTIVE COMMUNICATION STRATEGIES**

**UNIT CODE :**                    **500311510**

**UNIT DESCRIPTOR :**        This unit covers the outcomes required to develop, introduce and promote/implement optimal communications methods and technologies suited to the needs of the workplace, including both internal and external clients/ publics.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop/ implement communication strategies	1.1 Strategies for effective internal and external dissemination of information are developed/adapted/ customized to meet organization's requirements 1.2 Special communication needs are considered in developing/ adapting strategies to avoid discrimination in the workplace 1.3 <b>Communication strategies</b> are analyzed, evaluated and revised where necessary to make sure they are effective	1.1 Key elements of communications strategy 1.1.1 Statement of purpose 1.1.2 Current situation 1.1.3 Organizational and communications objectives 1.1.4 Stakeholders 1.1.5 Messages 1.1.6 Communications method 1.1.7 Work Plan	1.1 Writing communications strategy 1.2 Applying key elements of communications strategy

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Promote the use of communication strategies	2.1 Information is provided to all areas of the organization to facilitate implementation of the strategy 2.2 Effective communication techniques are articulated and modelled to the workforce 2.3 Personnel are given guidance about adapting communication strategies to suit a range of contexts	2.1 Effective communication techniques 2.2 Different communication strategies	2.1 Writing communications strategy 2.2 Applying key elements of communications strategy 2.3 Using communication strategies
3. Evaluate the effectiveness of communication strategies	3.1 Communication techniques/ strategies are practiced by the workforce 3.2 Communication techniques/ strategies are evaluated using the <b><i>criteria for effective communication</i></b>	3.1 Effective communication techniques 3.2 Different communication strategies 3.3 Criteria for effective communication	3.1 Writing communications strategy 3.2 Applying key elements of communications strategy 3.3 Using communication strategies

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Communication strategies	May include: <ul style="list-style-type: none"> <li>1.1 Face-to-face communication</li> <li>1.2 Online/written/SMS communication</li> <li>1.3 Communication using push/ social technologies/ social media</li> <li>1.4 Comprehension check</li> <li>1.5 Repetition</li> <li>1.6 Asking confirmation</li> <li>1.7 Paraphrase</li> <li>1.8 Clarification request</li> <li>1.9 Translation</li> <li>1.10 Restructuring</li> <li>1.11 Approximation</li> <li>1.12 Generalization</li> </ul>
2. Criteria on effective communication	May include: <ul style="list-style-type: none"> <li>2.1 Clarity of purpose</li> <li>2.2 Completeness</li> <li>2.3 Conciseness</li> <li>2.4 Continuity</li> <li>2.5 Correctness</li> <li>2.6 Commonness</li> <li>2.7 Credibility</li> </ul>



## EVIDENCE GUIDE

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Developed/Adapted/Adopted communication strategies tailored to the organization's requirements and applicable in the workplace</li> <li>1.2 Established and maintained communication pathways for effective communication in the workplace</li> <li>1.3 Used communication strategies involving exchanges of complex oral information</li> </ul>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2 Materials relevant to the proposed activity or tasks</li> </ul>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Direct Observation/Demonstration with Oral Questioning</li> <li>3.2 Written Examination</li> </ul>
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

**UNIT OF COMPETENCY : MANAGE AND SUSTAIN HIGH PERFORMING TEAMS**

**UNIT CODE : 500311511**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to delegate responsibility and authority to others, negotiate targets for delegated work and provide advice and support.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Delegate responsibility and authority to others	1.1 Delegate authority and responsibilities to people able to deliver the required outcomes 1.2 Ensure <b>information and instruction</b> about the work delegated is clear, explicit and allows sufficient time for the work to be carried out 1.3 Ensure that delegations take account of the developmental needs of the people involved and give equal opportunities to develop skills and experience 1.4 Provide sufficient resources to ensure that the delegated work can be completed in the time required and the quality specified 1.5 Review delegations at suitable intervals and revise arrangements where necessary	1.1 Review of organization's policies and procedures relating to delegation 1.2 Delegation procedures and principles 1.3 Organization structure and levels of authority (overview) 1.4 Cultural awareness related to promoting cultural diversity in the workplace 1.5 Familiarization with common organizational protocols	1.1 Writing and oral communication skills 1.2 Applying legislative, regulatory and policy 1.3 Applying organizational policies and procedures 1.4 Planning and organizing skill 1.5 Management skill

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Set targets for delegated work	2.1 Ensure targets are realistic and achievable within organizational resources and conditions and are consistent with the organization's objectives and priorities 2.2 Ensure targets take into account the competencies and experience of the individuals and teams involved 2.3 Negotiate targets using methods that promote commitment, enthusiasm and creative approaches from the people involved 2.4 Identify measures to be used to determine progress and the times at which the targets and progress will be reviewed 2.5 Inform all relevant parts of the organization about delegated work, targets and the review of targets	2.1 Negotiation strategies and techniques in developing work targets 2.2 Strategies on promoting commitment and dedication among team members	2.1 Writing and oral communication skills 2.2 Applying legislative, regulatory and policy 2.3 Applying organizational policies and procedures 2.4 Interviewing, counseling, negotiation and mediation skills 2.5 Prioritizing strategies and techniques 2.6 Communicating performance standards to group members 2.7 Creative Problem Solving and Critical Thinking

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Mentor and coach teams	<p>3.1 Provide advice and support to individuals and teams working under delegation to ensure understanding, cooperation, commitment and quality of performance</p> <p>3.2 Provide advice and support based on accurate analysis of the issues, obstacles and problems and their possible solutions</p> <p>3.3 Ensure advice and support give encouragement and positive direction to people involved in the delegated work</p> <p>3.4 Ensure that the nature and timing of advice takes account of the need for people to work autonomously and control their own work responsibilities</p> <p>3.5 Foster and promote the interests of delegated individuals and work teams in the organization</p>	<p>3.1 Motivational Principles</p> <p>3.2 Group facilitation principles and processes</p> <p>3.3 Cultural awareness related to promoting cultural diversity in the workplace</p> <p>3.4 Equal employment opportunities, equity and diversity principles</p> <p>3.5 Conflict resolution strategies techniques</p>	<p>3.1 Motivating group members for high performance goals</p> <p>3.2 Coaching and mentoring skills</p> <p>3.3 Writing and oral communication skills</p> <p>3.4 Managing workplace diversity</p> <p>3.5 Managing workplace conflicts</p> <p>3.6 Applying legislative and regulatory policies</p> <p>3.7 Interviewing, counseling, negotiation and mediation skill</p> <p>3.8 Applying organizational policies and procedures</p> <p>3.9 Planning and organizing</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information and instruction	May include: <b>Information</b> 1.1 System 1.2 Technology 1.3 Theory  <b>Instruction</b> 1.4 Act of instructing 1.5 Teaching 1.6 Finishing

## EVIDENCE GUIDE

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Accessed and use legislation and guidelines related to delegations 1.2 Interpreted and explained organizational policies and procedures relating to delegations and applied in the workplace 1.3 Planned and developed work unit targets and effective measures 1.4 Used team-building strategies 1.5 Responded to diversity in the workplace 1.6 Used communication strategies involving exchanges of complex oral information 1.7 Undertaken grievance counseling and resolved conflict in work teams 1.8 Undertaken effective liaison, negotiation and consultation
2. Resource Implications	<b>The following resources should be provided:</b> 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	Competency in this unit may be assessed through: 3.1 Direct Observation/Demonstration with oral questioning 3.2 Written Examination (situational) 3.3 Role Playing and Socio-drama methods
4. Context of Assessment	4.1 Competency maybe assessed in actual workplace or at the designated TESDA Accredited Assessment Center

**UNIT OF COMPETENCY : EVALUATE HIGHER ORDER THINKING SKILLS AND ADJUST PROBLEM SOLVING TECHNIQUES**

**UNIT CODE : 500311512**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to develop problem solving skills of individuals and organization as a whole.**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop framework for continuous improvement	1.1 Available problem are evaluated in order to find opportunities for continuous improvement 1.2 Preferred problem-solving strategies for the organization are determined. 1.3 Desired outcomes from use of selected problem-solving strategies are determined or reviewed. 1.4 <b>Organizational structure</b> is evaluated. 1.5 Policies and procedures for continuous improvement are developed based on workplace requirements 1.6 Corrective action identification and tracking systems are developed. 1.7 Support from relevant process/system owners for proposed	1.1 Competitive systems and practices principles. 1.2 Competitive systems and practices at both a strategic and tools level. 1.3 Identification and elimination of waste (muda). 1.4 Six sigma and lean six sigma. 1.5 Cross-functional problem-solving. 1.6 Cross-functional nominal group (virtual team), 1.7 Consulting and or brainstorming with members from outside the organization on some basis, input from other members of the value stream 1.8 The use of known/proprietary problem-solving approaches or some synthesis of methods 1.9 Conduct of research and development	1.1 Applying organizational system concepts, theories and practices. 1.2 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace. 1.3 Communicating practical insights on improving organizations. 1.4 Performing analytical skills in research and development; and evaluation.

	changes are obtained.	methods for creating knowledge. 1.10 Organization strategy and vision, value stream and value as defined by the organization's customers	
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ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Apply developed framework for continuous improvement	<p>2.1 <b>Strategies and techniques</b> in implementing organizational framework for continuous improvement are ensured.</p> <p>2.2 Resources are provided to ensure problem solving and critical thinking are applied.</p> <p>2.3 Monitor problem solving to determine if improvement in developing problem-solving solutions is achieved.</p> <p>2.4 Provide resources to ensure solutions are implemented.</p> <p>2.5 Reporting and corrective action tracking is ensured.</p> <p>2.6 Leading the negotiation and implementation of the new method.</p>	<p>2.1 Competitive systems and practices principles.</p> <p>2.2 Competitive systems and practices at both a strategic and tools level, including:</p> <ul style="list-style-type: none"> <li>○ value stream mapping</li> <li>○ 5S</li> <li>○ Just in Time (JIT)</li> <li>○ mistake proofing</li> <li>○ process mapping</li> <li>○ establishing customer pull</li> <li>○ breakthrough improvement and continuous improvement (kaizen and kaizen blitz)</li> <li>○ setting of key performance indicators (KPIs)/metrics</li> <li>○ identification and elimination of waste (muda)</li> <li>○ six sigma and lean six sigma</li> </ul> <p>2.3 A range of problem solving methodologies, including:</p> <ul style="list-style-type: none"> <li>○ cross-functional problem solving team</li> </ul>	<p>2.1 Applying organizational system and change management concepts, theories and practices.</p> <p>2.2 Assessing and measuring the extent of effectiveness and efficiency of the method/framework being implemented in the workplace.</p> <p>2.3 Communicating practical insights on improving organizations.</p> <p>2.4 Applying analytical skills in research and development; and evaluation.</p>



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		<ul style="list-style-type: none"> <li>○ cross-functional nominal group (virtual team)</li> <li>○ consulting and or brainstorming with members from outside the organization on some basis</li> <li>○ input from other members of the value stream</li> <li>○ the use of known/proprietary problem solving approaches or some synthesis of methods</li> <li>○ own or commissioned research either in whole or in part</li> </ul> <p>2.4 Organization strategy and vision, value stream and value as defined by the organization's customers</p> <p>2.5 Corrective action tracking methods</p>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate the effectiveness and efficiency of continuous improvement framework	<p>3.1 Corrective action tracking is reviewed.</p> <p>3.2 Benefit/cost from solutions are determined</p> <p>3.3 Interactions of <b>complex/ multiple problems</b> with each other and the organization are analyzed.</p> <p>3.1 Problem solving strategy is reviewed.</p> <p>3.2 Improvements to problem solving strategy and approach are made.</p> <p>3.3 Plans for continuous improvement across organization are specified, discussed, communicated and applied.</p>	<p>3.1. Competitive systems and practices principles</p> <p>3.2. Competitive systems and practices at both a strategic and tools level, including:</p> <ul style="list-style-type: none"> <li>➤ Value stream mapping</li> <li>➤ 5S</li> <li>➤ Just in Time (JIT)</li> <li>➤ Mistake proofing</li> <li>➤ Process mapping</li> <li>➤ Establishing customer pull</li> <li>➤ Breakthrough improvement and continuous improvement (kaizen and kaizen blitz)</li> <li>➤ Setting of key performance indicators (kpis)/metrics</li> <li>➤ Identification and elimination of waste (muda)</li> <li>➤ Six sigma and lean six sigma</li> </ul>	<p>3.1 Applying organizational system and change management concepts, theories and practices.</p> <p>3.2 Assessing and measuring the extent of effectiveness and efficiency of the method/framework being implemented in the workplace.</p> <p>3.3 Communicating practical insights on improving organizations. Performing analytical skills in research and development; and evaluation.</p> <p>3.4 Applying skills in agile thinking, sense making and proactive thinking.</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		<p>3.3 A range of problem solving methodologies, including:</p> <ul style="list-style-type: none"> <li>➤ Cross-functional problem solving team</li> <li>➤ Cross-functional nominal group (virtual team)</li> <li>➤ Consulting and or brainstorming with members from outside the organization on some basis</li> <li>➤ Input from other members of the value stream</li> <li>➤ The use of known/proprietary problem solving approaches or some synthesis of methods</li> </ul> <p>3.4 Own or commissioned research either in whole or in part</p> <p>3.5 Organization strategy and vision, value stream and value as defined by the organization's customer</p> <p>3.6 Corrective action tracking methods</p>	

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Organizational structure	<p>May include</p> <ul style="list-style-type: none"> <li>1.1 Operational and support functions and departments</li> <li>1.2 Links with value stream members</li> <li>1.3 Super-users and facilitators</li> <li>1.4 Roles and responsibilities about problem solving</li> <li>1.5 Plans to broaden the users of problem solving approach</li> <li>1.6 Plans to improve the problem-solving performance of personnel</li> </ul>
2. Strategies and techniques	<p>May include</p> <ul style="list-style-type: none"> <li>2.1 Problems before they become obvious or cause significant non-conformance or risk</li> <li>2.2 Situations not initially considered a problem, but which may be hindering greater performance</li> <li>2.3 Strategies for finding opportunities for improvement</li> </ul>
3. Complex/multiple problem	<p>A complex/multiple problem may be described as one which has several of the following characteristics:</p> <ul style="list-style-type: none"> <li>3.1 Requires going into the extended value stream for data/information</li> <li>3.2 Is wider than just applying to a single job</li> <li>3.3 Applies to less common solutions or problems</li> <li>3.4 Requires a higher level of knowledge and skill (which may or may not be possessed directly by the person solving the problem), such as: <ul style="list-style-type: none"> <li>3.5 Significant specialist knowledge</li> <li>3.6 Significant specialist skill</li> <li>3.7 More theory/understanding of technology or process</li> </ul> </li> <li>3.8 Data is not easily available and may need particular strategies to obtain, such as:</li> <li>3.9 Overcoming resistance from people, including employees, customers or suppliers</li> <li>3.10 The problem and/or proposed solutions require reporting or authorizations from a Board or external authorities, such as licensing or regulatory bodies</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ol style="list-style-type: none"> <li>1.1 Analyzed and improved problem finding capabilities of the organization.</li> <li>1.2 Set KPIs (key performance indicators) for organizational problem solving for continuous improvement.</li> <li>1.3 Facilitated the ongoing review of systems and processes relevant to problem solving</li> <li>1.4 Created own organizational framework for continuous improvement where critical thinking and problem solving is highly evident.</li> <li>1.5 Evaluated the efficacy of proposed organizational framework in ensuring continuous improvement and organizational effectiveness and efficiency at all levels.</li> <li>1.6 Written a research report on the proposed organizational framework and its efficacy.</li> <li>1.7 Increased problem-solving capability through identification of appropriate strategies, including where required, identifying:             <ul style="list-style-type: none"> <li>○ Training needs in problem finding and solving</li> <li>○ Changes in organizational structure, decision making and processes</li> <li>○ Appropriate metrics</li> <li>○ Need for outside assistance</li> </ul> </li> </ol>
<p>2. Resource Implications</p>	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices. Access may be required to:</p> <ol style="list-style-type: none"> <li>2.1 Workplace procedures and plans relevant to work area.</li> <li>2.2 Specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the person being assessed.</li> <li>2.3 Documentation and information in relation to production, waste, overheads and hazard control/management.</li> <li>2.4 Reports from supervisors/managers</li> <li>2.5 Case studies and scenarios to assess responses to contingencies.</li> </ol>

<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Demonstration in the workplace</li> <li>3.2 Workplace projects</li> <li>3.3 Suitable simulation</li> <li>3.4 Case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on)</li> <li>3.5 Targeted questioning</li> <li>3.6 Reports from supervisors, peers and colleagues (third-party reports)</li> <li>3.7 Portfolio of evidence.</li> <li>3.8 Life Narrative Inquiry</li> </ul> <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p>
<p>4. Context for Assessment</p>	<p>In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

**UNIT OF COMPETENCY : ADVOCATE STRATEGIC THINKING FOR GLOBAL CITIZENSHIP**

**UNIT CODE : 500311513**

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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Establish and refine goals and directions for industry	1.1 Patterns of thinking are reviewed when considering <b>strategic issues</b> and canvassing realistic alternative outlooks. 1.2 Ownership of industry goals and directions is built by seeking a shared vision and communicating it clearly to <b>stakeholders</b> and the community. 1.3 Changing circumstances and the need to challenge current industry positions are identified	1.1 Methods of verbal and non-verbal communication 1.2 Government processes (executive, legislative, judicial) 1.3 Relevant developments in other industries	1.1 Assessing a range of alternatives rather than choosing the easiest option 1.2 Achieving credibility for the vision and ownership 1.3 Critically analyzing information, summarizing and making sense of key issues.
2. Develop practical strategies to achieve goals	2.1 Alternative strategies for reaching goals are canvassed with all stakeholders. 2.2 Decisions about strategies are made ( <b>basis for decision making</b> ) after careful consideration of all relevant information. 2.3 An <b>action plan</b> is developed that sets out the tactics, resource implications,	2.1 Government processes (executive, legislative, judicial) 2.2 Political context, including parties, platforms and processes 2.3 Policy development and budget processes at	2.1 Assessing a range of alternatives rather than choosing the easiest option 2.2 Critically analyzing information, summarizing and making sense of key issues 2.3 Developing solutions and practical strategies which are 'outside

	timeframes, responsibilities of those involved and review points.	national and local government level	the box'
3. Influence stakeholders to improve strategies in achieving goals	<p>3.1 Support for strategies is developed by follow-up, lobbying, explaining plans to stakeholders and through seeking shared decision making</p> <p>3.2 Opinions of leaders, decision makers and action takers are identified and their potential inputs assessed.</p> <p>3.3 The merits of each strategy are assessed in anticipation of likely obstacles, potential winners and losers, constraints and overall industry benefits.</p>	<p>3.1 Relevant international treaties and agreements, legislation and regulations</p> <p>3.2 Impact of change on individuals, groups, organizations and industry</p> <p>3.3 Strategies for consulting and gaining support for industry positions.</p>	<p>3.1 Explaining complex ideas to a range of audiences</p> <p>3.2 Negotiating for consensus or compromise.</p> <p>3.3 Communicating industry visions and directions to stakeholders</p>



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategic issues	May include: <ul style="list-style-type: none"> <li>1.1 Business continuity and succession</li> <li>1.2 Community perceptions of industry</li> <li>1.3 New government thrusts and policies</li> <li>1.4 Environmental protection and environmental management</li> <li>1.5 Industry and ecosystem co-management and self-management approaches</li> <li>1.6 New developments, including technological change, new products and processes, legislative and management changes, debate of proposed policies and other political issues, and issues of research findings</li> <li>1.7 marketing, including value adding and World Trade Organization issues</li> <li>1.8 recreational and commercial balance</li> <li>1.9 resource access security</li> <li>1.10 resource sustainability</li> <li>1.11 skills development, including competency standards, training and assessment</li> <li>1.12 stakeholder perceptions of industry</li> </ul>
2. Stakeholders	May include: <ul style="list-style-type: none"> <li>2.1 certification or accreditation bodies and third-party auditors</li> <li>2.2 community representatives, local land holders and residents</li> <li>2.3 conservation and environmental organizations</li> <li>2.4 current and potential customers, clients and suppliers</li> <li>2.5 cooperatives, marketing bodies and associations</li> <li>2.6 employer, company directors and other professional associations</li> <li>2.7 government funding providers</li> <li>2.8 media</li> <li>2.9 political organizations and politicians</li> <li>2.10 professional, industry and government representative bodies</li> <li>2.11 relevant government departments (national and local) and other regulation authorities</li> <li>2.12 schools, training centers, colleges and universities</li> <li>2.13 employer organizations</li> <li>2.14 labor unions</li> </ul>
3. Basis for decision making	May include: <ul style="list-style-type: none"> <li>3.1 business case, including cost-benefit, profitability and customer satisfaction</li> <li>3.2 current assets and additional capital required</li> <li>3.3 ecological and economic sustainability of resources</li> </ul>

	<ul style="list-style-type: none"> <li>3.4 ecosystem management approach</li> <li>3.5 funding availability</li> <li>3.6 industry ownership, sponsorship and cooperation</li> <li>3.7 legality, compliance and probity</li> <li>3.8 links with government policies, industry and organizational goals</li> <li>3.9 market capability, maturity, strength and opportunity</li> <li>3.10 political impact and stakeholder support</li> <li>3.11 public interest</li> <li>3.12 risk management</li> </ul>
4. Action plan	<p>May include:</p> <ul style="list-style-type: none"> <li>4.1 action steps and responsibilities of individuals</li> <li>4.2 objectives and outcomes</li> <li>4.3 resource requirements and budget</li> <li>4.4 review points</li> <li>4.5 tactics and strategies to achieve objectives</li> <li>4.6 timetable for activities</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 analyzed long-term trends to identify the need to change current industry policy procedures</li> <li>1.2 assessed the implications of a particular course of action on other stakeholders and interests</li> <li>1.3 challenged traditional thinking and solutions and sought proactive approaches</li> <li>1.4 developed and promoted practical action plans and strategies to achieve the industry's vision and goals</li> <li>1.5 evaluated potential outcomes of strategies for achieving industry goals</li> <li>1.6 identified best practice in other industries and organizations both within PHL and overseas</li> <li>1.7 identified opportunities for beneficial change</li> <li>1.8 took a broad industry view that goes beyond sectors, organizations and individuals</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Access to workplace and resources</li> <li>2.2 Interview guide</li> <li>2.3 Case problems</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Interview or written exam</li> <li>3.2 Case problems involving strategic management issues</li> <li>3.3 Third-party report or feedback from stakeholders about candidate's contributions to strategic dialog and action</li> </ul>
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency assessment may occur in workplace or any appropriately simulated environment</li> </ul>

**UNIT OF COMPETENCY : INCORPORATE INNOVATION INTO WORK PROCEDURES**

**UNIT CODE : 500311514**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to lead a teams and organizations towards innovative work practices.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Lead teams to foster innovative practices	1.1 Performance is analyzed based on the performance requirements of the <b>team</b> . 1.2 <b>Information</b> is gathered about <b>team members</b> . 1.3 Strengths and weaknesses are acknowledged of individual team members. 1.4 Team roles are assigned to ensure a match between work requirements and individual team members' capacities. 1.5 Team members are selected to foster integration of ideas. 1.6 Adaptation and cognitive flexibility are evident among individuals in facilitating innovative practices.	1.1 Roles of individuals in suggesting and making improvements. 1.2 Positive impacts and challenges in innovation. 1.3 Team development and management 1.4 Strategies and techniques in fostering innovative practices. 1.5 Seven habits of highly effective people. 1.6 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004) 1.7 Five minds of the future concepts (Gardner, 2007). 1.8 Adaptation concepts in	1.1 Identifying roles of individuals in suggesting and making improvements and the importance of pro-active involvement. 1.2 Examining the positive impacts and the challenges of change and innovation. 1.3 Identifying examples of the types of changes that are within and outside own scope of responsibility 1.4 Demonstrate skills in team dynamics and group development. 1.5 Use the concept of neuroplasticity and five minds of the future in leading and in facilitating innovation in teams.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		neuroscience (Merzenich, 2013). 1.9 Transtheoretical model of behavior change (Prochaska, DiClemente, & Norcross, 1992)	
2. Modify existing standards, procedures and processes in the workplace to foster learning and innovation	<p>2.1 Evaluate the existing standards, procedures and processes for its potential in assimilating and accommodating learning and innovation practices.</p> <p>2.2 Work standards, procedures and processes are structured, and organized to enable innovation based on the needs of the people and the organization.</p> <p><b>2.3</b> Work assignments are <b>communicated</b> to the organization in ways that <b>encourage and reinforce team based innovation</b></p> <p>2.4 Tasks and activities are allocated to ensure innovative practices among teams.</p> <p>2.5 Work assignments are ensured to include timelines that allow for innovation.</p> <p>2.6 <b>Change management and</b></p>	<p>2.1 Concepts on assessing and evaluating learning and innovation practices in the workplace.</p> <p>2.2 Improvements or innovations in the implementation</p> <p>2.3 Strategies and techniques in facilitating effective and efficient learning and innovation in the workplace.</p> <p>2.4 Change management and organizational concepts (overview).</p> <p>2.5 Strategies and techniques in communicating/negotiating innovative practices and promoting/selling new ideas in the organization.</p> <p>2.6 Innovative strategies and techniques for</p>	<p>2.1 Examining the standards, procedures and practices that either encourage or discourage learning and innovation in the organization.</p> <p>2.2 Identifying opportunities and strengths of the organization in assimilating and accommodating learning and innovation practices.</p> <p>2.3 Convincing stakeholders for support on the new practices in fostering learning and innovation.</p> <p>2.4 Implementing changes in the organization's standards, procedures and processes in adopting strategies and techniques of learning and innovation in the</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><b>organizational concepts</b> are practiced in the modification of the existing systems, processes and procedures in the organization.</p> <p>2.7 <b>Negotiation skills</b> are likewise evident to ensure that the ideas for adopting change and to adapting to change are facilitated.</p>	winning teams	workplace. 2.5 Facilitating change management and organizational development procedures to better prepare teams for the assimilation and accommodation of learning and innovation practices.
3. Establish a coaching culture for learning and innovative practices in the organization	<p>3.1 Teams are encouraged to work interdependently.</p> <p>3.2 Teams are encouraged to share their best practices through coaching regarding their means and ways of fostering effective and efficient learning and innovating skills in the workplace and real-life.</p> <p>3.3 Team members are encouraged to network, connect, and maintain professional networks.</p> <p>3.4 <b>Guidance</b> is provided to teams on the use of learning and innovation in the workplace.</p> <p>3.5 Teams are coached to ensure they have the <b>character strengths and values</b> to implement innovation in the</p>	<p>3.1 Coaching principles, strategies and techniques using the AV Model (Bench, 2008).</p> <p>3.2 Group process concepts.</p> <p>3.3 Techniques of evaluating efficacy of coaching culture</p> <p>3.4 Human development program integration concepts.</p> <p>3.5 Five minds of the future concepts (Gardner, 2007).</p> <p>3.6 Adaptation concepts in neuroscience (Merzenich, 2013).</p> <p>3.7 Character strengths that foster</p>	<p>3.1 Facilitating a learning/coaching sessions to colleagues and subordinates that focus on improving workplace learning and innovation.</p> <p>3.2 Demonstrate skill in conducting and managing coaching interviews for feedback giving, receiving toward performance improvement.</p> <p>3.3 Modelling necessary character strengths on fostering learning and innovation in the organization.</p> <p>3.4 Developing action plans on</p>

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>workplace.</p> <p>3.6 Effectiveness of the coaching culture is evaluated in terms of organizational development.</p>	<p>innovation and learning (Christopher Peterson and Martin Seligman, 2004)</p>	<p>securing relevant, and reliable pool of professional networks who can help in maintaining and reinforcing the coaching culture for learning and innovation in the organization.</p> <p>3.5 Evaluating and linking coaching and to performance.</p>
<p>4. Set direction to maintain the culture of learning and innovation practices in the organization</p>	<p>4.1 Case studies and examples are shared of the use and benefits of innovative work practices within teams with team members.</p> <p>4.2 Examples are ensured of the way innovative skills can be applied in the workplace are provided by the team leader.</p> <p>4.3 Character strengths and values on innovation are promoted and reinforced.</p> <p>4.4 Behavior change concepts are used as a guide to evaluate the directions of improvement on learning and innovation skills.</p> <p>4.5 <b>Research and</b></p>	<p>4.1 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004)</p> <p>4.2 Managing and maintaining innovative mindset in the workplace</p> <p>4.3 Research and evaluation concepts.</p> <p>4.4 Transtheoretical model of behavior change (Prochaska, DiClemente, &amp; Norcross, 1992)</p>	<p>4.1. Developing paradigms for innovative practices in the organization.</p> <p>4.2. Modelling necessary character strengths on fostering learning and innovation in the organization.</p> <p>4.3. Demonstrating skills in managing and maintaining innovative practices in the workplaces.</p> <p>4.4. Developing corrective actions and plans for continuous improvement in terms of learning and</p>

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<b>evaluation skills</b> are used to determine gaps in the practice and to foster continuous improvement in the innovation and learning practices of the organization.		innovation in the organization



ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Evaluate the overall effectiveness and efficiency of the innovative practices implemented	<p>5.1 Teams are actively encouraged to reflect on team activities and opportunities for improvement and innovation.</p> <p>5.2 Organizational activities are evaluated based on <b>feedback</b> from team members, management, <b>clients</b> and other interested people.</p> <p>5.3 <b>Suggestions for work improvements</b> are received in a positive manner, and act on them where appropriate.</p> <p>5.4 <b>Evidence</b> are reviewed and recorded of the application of innovative work skills, and present findings.</p> <p>5.5 Innovation practices are reviewed and discussed and analyzed both in positive and negative outcomes.</p>	<p>5.1 Character strengths that foster innovation and learning (Christopher Peterson and Martin Seligman, 2004)</p> <p>5.2 Managing the process of check-and-balance in the organization.</p> <p>5.3 Research and evaluation concepts.</p> <p>5.4 Transtheoretical model of behavior change (Prochaska, DiClemente, &amp; Norcross, 1992)</p> <p>5.5 Managing feedbacks and performance success and pitfalls.</p> <p>5.6 Responding to feedbacks and accepting criticisms.</p> <p>5.7 Developing action plans for innovative performance.</p>	<p>5.1 Demonstrating skills in evaluating one's performance and relating it to organizational performance when it comes to innovation.</p> <p>5.2 Managing feedbacks for performance improvement.</p> <p>5.3 Implementing corrective actions and plans for continuous improvement in terms of learning and innovation in the organization.</p>

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Team	May include: 1.1 Small work team. 1.2 Store team. 1.3 Corporate team.
2. Information	May include but not limited to: 2.1 Work preferences. 2.2 Personality type and temperament. 2.3 Past jobs. 2.4 Interests. 2.5 Working styles. 2.6 Competencies 2.7 Specializations.
3. Team members	May include: 3.1 Come from a variety of social, cultural or ethnic backgrounds. 3.2 Variation in literacy and numeracy skills. 3.3 Variation in competencies and specializations.
4. Methods used to communicate	May include: 4.1 Writing a proposal. 4.2 Building a model. 4.3 Showing a film. 4.4 Presenting a talk. 4.5 Preparing a report. 4.6 Drawing a diagram.
5. Encourage and reinforce team-based innovation	May include: 5.1 Allowing follow-through with ideas 5.2 Providing enough but not too much guidance and structure 5.3 Providing training and learning opportunities. 5.4 Strategies and techniques in communicating/negotiating innovative practices and promoting/selling new ideas in the organization.
6. Change management and organizational concepts	May include: 6.1 Stages of change according to Transtheoretical Model of Behavior Change (e.g., pre-contemplation, contemplation, preparation, action, maintenance, and termination. 6.2 Change management strategies namely, preparing for change, managing change, and reinforcing change).
7. Negotiation skills	May include: 7.1 Preparation. 7.2 Discussion. 7.3 Clarification of goals. 7.4 Negotiate towards a Win-Win outcome. 7.5 Agreement.

	<p>7.6 Implementation of a course of action.</p> <p>7.7 Effective verbal communication. See our pages: Verbal Communication and Effective Speaking.</p> <p>7.8 Listening.</p> <p>7.9 Reducing misunderstandings is a key part of effective negotiation.</p> <p>7.10 Rapport Building.</p> <p>7.11 Problem Solving.</p> <p>7.12 Decision Making.</p> <p>7.13 Assertiveness.</p> <p>7.14 Dealing with Difficult Situations.</p>
8. Guidance	<p>May include:</p> <p>8.1 Coaching.</p> <p>8.2 Skills training.</p> <p>8.3 Modelling.</p>
9. Character strengths and values	<p>May include:</p> <p>9.1 Wisdom and Knowledge.</p> <p>9.2 Courage.</p> <p>9.3 Humanity.</p> <p>9.4 Justice.</p> <p>9.5 Temperance.</p> <p>9.6 Transcendence.</p>
10. Research and evaluation skills	<p>May include:</p> <p>10.1 Quantitative analysis.</p> <p>10.2 Qualitative analysis.</p> <p>10.3 Assessment.</p> <p>10.4 Data analysis.</p> <p>10.5 Data management.</p> <p>10.6 Data collection.</p> <p>10.7 Sustainability and scalability.</p>
11. Feedback	<p>May include:</p> <p>11.1 Verbally.</p> <p>11.2 In writing.</p> <p>11.3 Through presentations.</p> <p>11.4 At informal and formal meetings.</p>
12. Clients	<p>May include:</p> <p>12.1 New and existing clients</p> <p>12.2 Internal or external clients</p> <p>12.3 Customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities</p> <p>12.4 Customers with routine or special needs.</p>
13. Suggestions for work improvements	<p>May include:</p> <p>13.1 Supervisors</p> <p>13.2 Team members</p> <p>13.3 Peers</p> <p>13.4 Clients</p> <p>13.5 The learners</p> <p>13.6 Subject experts</p>

14. Evidence	<p>May include:</p> <ul style="list-style-type: none"> <li>14.1 Feedback from team members or other staff</li> <li>14.2 Feedback from clients or work-based managers</li> <li>14.3 Work-related statistics and reports.</li> </ul>
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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"> <li>1.1 Led teams to foster innovative practices.</li> <li>1.2 Modified existing standards, procedures and processes in the workplace to foster learning and innovation.</li> <li>1.3 Established a coaching culture for learning and innovative practices in the organization.</li> <li>1.4 Set direction to maintain the culture of learning and innovation practices in the organization.</li> <li>1.5 Evaluated the overall effectiveness and efficiency of the innovative practices implemented.</li> </ul>
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Pens, papers and writing implements</li> <li>2.2 Cartolina</li> <li>2.3 Manila papers</li> </ul>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Psychological and behavioral Interviews</li> <li>3.2 Performance Evaluation</li> <li>3.3 Life Narrative Inquiry</li> <li>3.4 Review of portfolios of evidence and third-party workplace reports of on-the-job performance</li> <li>3.5 Sensitivity analysis</li> <li>3.6 Organizational analysis</li> <li>3.7 Standardized assessment of character strengths and virtues applied</li> </ul>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</li> </ul>

**UNIT OF COMPETENCY : DEVELOP SYSTEMS IN MANAGING AND MAINTAINING INFORMATION**

**UNIT CODE : 500311515**

**UNIT DESCRIPTOR :** This unit of covers the knowledge, skills and attitudes required to develop systems in quality management and maintenance of information.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Develop and manage quality assurance system	1.1. Information <b>quality assurance</b> policy is established, documented and communicated to all levels of the workplace. 1.2. Sampling techniques that reflect needs of workplace and product are developed based on <b>workplace procedures</b> . 1.3. Quality circles and other relevant aspects of quality assurance systems are established or maintained. 1.4. Facilitation for monitoring of work teams is organised to ensure compliance with standards. 1.5. Quality assurance system is developed and maintained. 1.6. Information <b>quality standards</b> and regulations are identified and relevance to specific products is determined.	1.1 Principles of quality management and their application 1.2 Delegation of responsibilities within quality systems 1.3 Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes 1.4 Sampling techniques 1.5 Quality standards and practices 1.6 OHS practices, including hazard identification and control measures 1.7 Workplace practices 1.8 Relevant quality standards, policies and procedures	1.1. Establishing and managing a quality system and procedures 1.2. Investigating and applying methods to eliminate causes of unsatisfactory performance 1.3. Communicating effectively within the workplace, including liaising with other departments 1.4. Establishing or interpreting procedures, where required 1.5. Determining report requirements and present information in appropriate formats 1.6. Using analytical tools, instructions and plans 1.7. Reading, interpreting and following information on work specifications,

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
			standard operating procedures and work instructions, and other reference material 1.8. Communicating within the workplace 1.9. Sequencing operations 1.10. Meeting specifications 1.11. Carrying out work according to OHS practices

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Determine resource requirements	2.1. Strategic planning is assessed to facilitate achievement of quality policy. 2.2. Resources are determined and allocated to meet requirements. 2.3. Appropriate sources for resources required are selected. 2.4. External quality assessment requirements are determined.	2.1. Principles of quality management and their application 2.2. Delegation of responsibilities within quality systems 2.3. Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes 2.4. Sampling techniques 2.5. Quality standards and practices 2.6. OHS practices, including hazard identification and control measures 2.7. Workplace practices	2.1 Establishing and managing a quality system and procedures 2.2 Determining implementation requirements and prepare implementation plan 2.3 Investigating and applying methods to eliminate causes of unsatisfactory performance 2.4 Communicating effectively within the workplace, including liaising with other departments 2.5 Establishing or interpreting procedures, where required 2.6 Reading, interpreting and following information on work specifications, standard operating procedures and work instructions, and other reference material 2.7 communicating within the workplace 2.8 sequencing operations 2.9 clarifying and checking task-related information 2.10 Carrying out work according to OHS practices

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Plan development of quality procedures	3.1. Quality procedure requirements are determined through consultation with internal and external groups. 3.2. Product performance requirements are determined through consultation. 3.3. Development of procedures is planned to ensure quality system is maintained. 3.4. <b>OHS practices</b> are accommodated in quality procedures.	3.1. Principles of quality management and their application 3.2. Delegation of responsibilities within quality systems 3.3. Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes 3.4. Sampling techniques 3.5. Quality standards and practices 3.6. OHS practices, including hazard identification and control measures 3.7. Workplace practices 3.8. system quality assurance and improvement principles and procedures	3.1. Establishing and managing a quality system and procedures 3.2. Determining implementation requirements and prepare implementation plan 3.3. Investigating and applying methods to eliminate causes of unsatisfactory performance 3.4. Communicating effectively within the workplace, including liaising with other departments 3.5. Establishing or interpreting procedures, where required 3.6. Reading, interpreting and following information on work specifications, standard operating procedures and work instructions, and other reference material 3.7. communicating within the workplace 3.8. sequencing operations 3.9. clarifying and checking task-related information 3.10. carrying out work according to OHS practices



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
4. Establish implementation and review strategies	<p>4.1. Parameters on quality system and procedures are determined for implementation.</p> <p>4.2. Implementation strategies are established to meet workplace objectives.</p> <p>4.3. Reviews of quality system are undertaken or arranged at appropriate intervals and action to ensure its continuity, suitability and effectiveness as initiated.</p>	<p>4.1. Delegation of responsibilities within quality systems</p> <p>4.2. Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes</p> <p>4.3. Sampling techniques</p> <p>4.4. Quality standards and practices</p> <p>4.5. OHS practices, including hazard identification and control measures</p> <p>4.6. Workplace practices</p>	<p>4.1 Establishing and managing a quality system and procedures</p> <p>4.2 Determining implementation requirements and prepare implementation plan</p> <p>4.3 Investigating and applying methods to eliminate causes of unsatisfactory performance</p> <p>4.4 Communicating effectively within the workplace, including liaising with other departments</p> <p>4.5 Establishing or interpreting procedures, where required</p> <p>4.6 Reading, interpreting and following information on work specifications, standard operating procedures and work instructions, and other reference material</p> <p>4.7 communicating within the workplace</p> <p>4.8 sequencing operations</p> <p>4.9 clarifying and checking task-related information</p> <p>4.10 carrying out work according to OHS practices</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Evaluate system implementation	5.1 Review on effectiveness of system implementation is scheduled and carried out. 5.2 Implementation of system is evaluated based on its effectiveness 5.3 Level of support for internal improvement programs is assessed. 5.4 Results are assessed and changes to system are authorized and applied.	5.1. Delegation of responsibilities within quality systems 5.2. Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes 5.3. Sampling techniques 5.4. Quality standards and practices 5.5. OHS practices, including hazard identification and control measures 5.6. Workplace practices	5.1. Assessing results 5.2. Delegation of responsibilities within quality systems 5.3. Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes 5.4. Sampling techniques 5.5. Quality standards and practices 5.6. OHS practices, including hazard identification and control measures 5.7. Workplace practices
6. Maintain records and update management information systems	6.1. Records are maintained and reports prepared. 6.2. <b>Management information systems</b> are updated for data storage and retrieval. 6.3. Technology available in the work area/ organization is used to manage information. 6.4. Recommendations for improving the information system are submitted to designated persons/ groups.	6.1. Recording and reporting practices 6.2. Information collection, collation 6.3. Information storage requirements and methods 6.4. Reporting procedures of the organisation	6.1. Determining report requirements and present information in appropriate formats 6.2. Preparing reports 6.3. Maintaining accurate records 6.4. Updating and storing information 6.5. Collecting and collating information 6.6. Using management information systems to store and retrieve data

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Quality assurance	May include: 1.1. Developing and managing the system 1.2. Planning procedures development 1.3. Conducting audits and monitoring performance
2. Workplace procedures	May include: 2.1. Quality standards 2.2. Use of tools and equipment 2.3. Work health and safety (WHS) and occupational health and safety (OHS) requirements 2.4. Workplace recording and reporting
3. Quality standards	May include: 3.1. sizing 3.2. labelling
4. OHS practices	May include: 4.1. manual handling techniques 4.2. standard operating procedures 4.3. personal protective equipment 4.4. safe materials handling 4.5. taking of rest breaks 4.6. ergonomic arrangement of workplaces 4.7. following marked walkways 4.8. safe storage of equipment 4.9. housekeeping 4.10. reporting accidents and incidents 4.11. environmental practices
5. Management information systems	May include: 5.1. computers 5.2. communication channels 5.3. records management 5.4. procedures 5.5. manuals 5.6. protocol 5.7. legislation 5.8. guidelines and awards 5.9. organizational 5.10. legal and policy materials 5.11. client information 5.12. market trends 5.13. registries and file records 5.14. library 5.15. financial records 5.16. basic statistical information 5.17. personnel resources

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Developed and managed quality assurance system</li> <li>1.2 Determined resource requirements</li> <li>1.3 Planned development of quality procedures</li> <li>1.4 Established implementation and review strategies</li> <li>1.5 Evaluated system implementation</li> <li>1.6 Maintained records and updated management information systems</li> </ul> <p>These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through 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"> <li>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.</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1. Written Test</li> <li>3.2. Interview</li> <li>3.3. Portfolio</li> </ul> <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"> <li>4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</li> </ul>

**UNIT OF COMPETENCY :**        **MANAGE IMPLEMENTATION OF OSH PROGRAMS IN THE WORKPLACE**

**UNIT CODE :**                    **500311517**

**UNIT DESCRIPTOR :**        This unit covers the knowledge, skills and attitudes required to plan and organize OSH programs, Implement OSH programs, and regulate implementation of OSH program

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Plan and organize OSH programs	1.1 Organizational goals are defined for <b>OSH programs</b> in accordance with workplace policies and procedures 1.2 Management approval is secured in accordance with workplace policies and procedures 1.3 <b>OSH Committee members</b> are organized in accordance with workplace policies and procedures 1.4 Review meetings are scheduled in accordance with workplace policies and procedures	1.1. OSH programs 1.2. OSH Committee members 1.3. Supervisory Concepts 1.4. Leadership Concepts	1.1. Translating organizational goals into operational goals 1.2. Facilitating Meetings 1.3. Supervisory Skills 1.4. Leadership Skills
2. Implement OSH programs	2.1 OSH programs are communicated in accordance with workplace policies and procedures 2.2 Staff/Workers are trained to practice OSH programs in accordance with <b>OSH-related trainings</b> 2.3 OSH program implementation are monitored in accordance with OSH standards	2.1. OSH programs 2.2. OSH-related trainings 2.3. OSH program implementation process 2.4. OSH-related records 2.5. Training Delivery Concepts	2.1. Document Management Skills 2.2. Supervisory Skills 2.3. Leadership Skills 2.4. Training Delivery Skills

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	2.4 <b><i>OSH-related records</i></b> are maintained in accordance with workplace policies and procedures*		
3. Manage implementation of OSH program	3.1 OSH program status are reported in accordance with workplace policies and procedures* 3.2 Regular updates and periodic reviews are conducted in accordance with workplace policies and procedures 3.3 Necessary relevant corrective/ preventive actions are discussed in accordance with workplace policies and procedures* 3.4 Appropriate actions are communicated for approval of appropriate personnel	3.1. OSH program status templates 3.2. OSH corrective/ preventive actions 3.3. Communication Strategies	3.1. Communication Skills 3.2. Supervisory Skills 3.3. Leadership Skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Programs	May include: <ul style="list-style-type: none"> <li>1.1 Forklift Operator Checklist</li> <li>1.2 Ground Ladder Checklist</li> <li>1.3 Qualitative Respirator Fit Test</li> <li>1.4 Emergency Action Plan</li> <li>1.5 Hazard Communication Plan</li> <li>1.6 Lockout Tag-out Form for Equipment</li> <li>1.7 Fire Prevention Plans</li> <li>1.8 Injury Reporting Forms</li> <li>1.9 Excavation Checklist</li> <li>1.10 Hepatitis B Vaccine Declination</li> <li>1.11 Illness Incident Report</li> <li>1.12 Employer's Report of Occupational Injury or Disease</li> <li>1.13 Programs for Strengthening Compliance Act R.A. 11058</li> </ul>
2. OSH Committee Members	May include: <ul style="list-style-type: none"> <li>2.1 Management representative (Manager or official)</li> <li>2.2 HR representative</li> <li>2.3 Workers/Labor Union representative</li> <li>2.4 Health Staff and/or First-aider</li> <li>2.5 Safety Officer</li> <li>2.6 Secretary</li> </ul>
3. OSH-related trainings	May include: <ul style="list-style-type: none"> <li>3.1 Safety Orientations relevant to tasks</li> <li>3.2 Safe and Correct Operation of Tools and Equipment</li> <li>3.3 Health Orientations/trainings (Healthy Lifestyle, Prevention of drug/alcohol dependence, violence in the workplace, work-stress)</li> <li>3.4 Prevention and Control of OSH Hazards in the Workplace</li> <li>3.5 Chemical Handling</li> <li>3.6 Safety Trainings (Fire Safety, Construction Safety, Confined Space)</li> <li>3.7 Prevention and Control of Work-related Injuries and Illness</li> <li>3.8 Basic First-aid Trainings</li> <li>3.9 Emergency Response Trainings</li> <li>3.10 Trainings on use of fire-extinguisher</li> </ul>
4. OSH-related records	May include: <ul style="list-style-type: none"> <li>4.1 Medical/Health records</li> <li>4.2 Incident/accident Reports</li> <li>4.3 Sickness notifications/sick leave application</li> <li>4.4 OSH-related trainings obtained</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Defined organizational goals for OSH programs in accordance with workplace policies and procedures</li> <li>1.2. Organized implementing team of the OSH program in accordance with workplace policies and procedures</li> <li>1.3. Scheduled review meetings in accordance with workplace policies and procedures</li> <li>1.4. Communicated OSH programs in accordance with workplace policies and procedures</li> <li>1.5. Trained Staff/Workers to practice OSH programs in accordance with workplace policies and procedures</li> <li>1.6. Maintained OSH-related in accordance with workplace policies and procedures</li> <li>1.7. Reported OSH program status in accordance with workplace policies and procedures</li> <li>1.8. Discussed necessary relevant corrective/ preventive actions in accordance with workplace policies and procedures</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace or assessment location</li> <li>2.2 OSH personal records</li> <li>2.3 Personal Protective Equipment</li> <li>2.4 Health records</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Portfolio Assessment</li> <li>3.2 Interview</li> <li>3.3 Case Study/Situation</li> <li>3.4 Observation/Demonstration and oral questioning</li> </ul>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in the work place or in a simulated work place setting</p>



**UNIT OF COMPETENCY : MANAGE IMPLEMENTATION OF ENVIRONMENTAL PROGRAMS IN THE WORKPLACE**

**UNIT CODE : 5100311517**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required in planning and organizing environmental programs, implementing environmental programs, and regulating the implementation of environmental programs

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Plan and organize environmental programs	1.1. Organizational goals are defined for <b><i>environmental programs</i></b> in accordance with workplace policies and procedures 1.2. Management approval is secured in accordance with workplace policies and procedures 1.3. Implementing team of the environmental programs are organized in accordance with workplace policies 1.4. Review meetings are scheduled in accordance with workplace policies and procedures	1.1 Relevant Environmental Programs 1.2 Environmental Program Presentations Format 1.3 Environmental Drivers	1.1. Formulating Mission & Vision 1.2. Setting environmental Objective 1.3. Formulating environmental Program 1.4. Planning Skills

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Implement environmental programs	2.1. Environmental programs are promoted in accordance with workplace policies and procedures 2.2. Staff/Workers are trained to practice environmental programs in accordance with workplace policies and procedures 2.3. Environmental programs implementation are monitored in accordance with environmental standards	2.1 Training and Awareness Strategies 2.2 Monitoring Tools and Techniques	2.1 Leadership Skills 2.2 Supervisory Skills 2.3 Scheduling Skills
3. Manage implementation of environmental programs	3.1. Environmental program status are reported in accordance with workplace policies and procedures 3.2. Regular updates and periodic reviews are conducted in accordance with workplace policies and procedures 3.3. Necessary relevant corrective/preventive actions are discussed in accordance with workplace policies and procedures 3.4. Appropriate actions are communicate for approval of appropriate personnel	3.1 Environmental Policies and Procedures 3.2 Relevant Corrective/ Preventive Actions 3.3 Regulatory Report Requirements	3.1 Reporting Skills 3.2 Audit Skills 3.3 Supervisory Skills 3.4 Innovative Skills 3.5 Communication Skills

## RANGE OF VARIABLES

VARIABLES	RANGE
1. Environmental Programs	<p>May include:</p> <ul style="list-style-type: none"> <li>1.1 Manila Bay Coastal Clean Up</li> <li>1.2 Protection and Management of Marine Environment</li> <li>1.3 Development of Prototype Curriculum materials for the integration of environment to tertiary level education</li> <li>1.4 Company Environmental Campaigns</li> <li>1.5 Construction Project Environmental Control Plan</li> <li>1.6 Energy and Water Efficiency Programs</li> <li>1.7 Emission and Waste Management Programs</li> </ul>

## EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Defined organizational goals for <i>environmental programs</i> in accordance with workplace policies</li> <li>1.2. Conducted review meetings in accordance with workplace policies</li> <li>1.3. Promoted environmental programs in accordance with workplace policies and procedures</li> <li>1.4. Trained staff/workers to practice environmental programs in accordance with workplace policies and procedures</li> <li>1.5. Reported environmental programs status in accordance with workplace policies and procedures</li> <li>1.6. Conducted regular updates and periodic reviews in accordance with workplace policies and procedures</li> </ul>
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace/Assessment location</li> <li>2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</li> <li>2.3 Case studies/scenarios relating to environmental protection</li> </ul>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written/ Oral Examination</li> <li>3.2 Interview/Third Party Reports</li> <li>3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</li> <li>3.4 Simulations and role-plays</li> </ul>
4. Context for Assessment	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA center.</li> </ul>

**UNIT OF COMPETENCY : DEVELOP AND SUSTAIN A HIGH-PERFORMING ENTERPRISE**

**UNIT CODE : 500311518**

**UNIT DESCRIPTOR :** This unit covers the outcomes required to build and develop the enterprise to be more competitive within a changing business environment, specifically responding to consumer demands while maintaining product quality and accessibility, building a customer base and employee motivation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range of Variables</i>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Shape enterprise directions	1.1 Track record and normative capability profile of enterprise and similar businesses are reviewed and considered in setting <b>strategic directions</b> . 1.2 Strengths, weaknesses, opportunities and threats are considered when developing new ideas, approaches, goals and directions. 1.3 Decisions about enterprise strategies/directions are made after careful consideration of all relevant information. 1.4 A <b>business/corporate plan</b> is developed that sets out tactics, resource implications, timeframes, production and sales targets and review points.	1.1 Business models and strategies 1.2 Government and regulatory processes 1.3 Local and international business environment 1.4 Concepts of change management 1.5 Relevant developments in other industries	1.1 Assessing range of alternatives rather than choosing the easiest option 1.2 Achieving ownership and credibility for the enterprise vision 1.3 Communication skills 1.4 Critically analyzing information, summarizing and making sense of previous and current market trends 1.5 Developing solutions and practical strategies

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms are elaborated in the Range of Variables</i>	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
2. Determine demands for new products	2.1 Alternative product/service offerings are canvassed and studied for feasibility. 2.2 Potential and new sources/sellers of supplies and raw materials are identified and canvassed. 2.3 Target markets and buyers are identified and surveyed as to their preferences and brand loyalties.	2.1 Government and regulatory processes 2.2 Local and international market trends 2.3 Product promotion strategies 2.4 Market and feasibility studies 2.5 Local and global supply chains	2.1 Assessing a range of alternative products and strategies 2.2 Critically analyzing information, summarizing and making sense of previous and current market trends 2.3 Identifying changing consumer preferences and demographics
3 Expand clientele and product lines	3.1 Enterprise is built up and sustained through responsiveness to market demands and the regulatory environment. 3.2 Competitive advantage of existing products and services is maintained/enhanced through responsive advocacies and strategies. 3.3 Constant listening to stakeholder/client feedback is ensured to maintain loyal client base.	3.1 Public-relations strategies 3.2 Basic cost-benefit analysis 3.3 Basic financial management 3.4 Business strategic planning 3.5 Impact of change on individuals, groups and industries	3.1 Ensuring quality consistency 3.2 Reducing lead time to product/service delivery 3.3 Managing operations/production

4 Establish high performing teams	<p>4.1 Regular dialogue is established and maintained in all levels and relevant sections of the enterprise.</p> <p>4.2 Flow of communications in both directions is encouraged.</p> <p>4.3 <b>Helpful mechanisms</b> and benefits are implemented.</p> <p>4.4 Issues/problems are proactively resolved through win-win solutions wherever practicable.</p>	<p>4.1 Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination, conflict resolution</p> <p>4.2 Health, safety and environment (HSE) principles and requirements</p> <p>4.3 Employee assistance mechanisms in the enterprise</p>	<p>4.1 Using formal problem-solving procedures, e. g., root-cause analysis, six sigma</p> <p>4.2 Communication skills</p> <p>4.3 Applying motivational principles, e. g., positive stroking, behavior modification</p>
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### RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategic directions	<p>May include:</p> <p>1.1. Business continuity and succession</p> <p>1.2. Resource access security</p> <p>1.3. Core competencies development</p> <p>1.4. New developments, including technological change, new products and processes, new policies and regulations</p>
2. Business/Corporate plan	<p>May include:</p> <p>2.1 Action steps and responsibilities of departments and individual workers</p> <p>2.2 Resource requirements and budget</p> <p>2.3 Tactics and strategies to achieve objectives</p>
3. Helpful mechanisms	<p>May include:</p> <p>3.1 Wage and non-wage benefits</p> <p>3.2 Employee awards and recognition systems</p> <p>3.3 Employee rights and welfare policies</p> <p>3.4 Full-disclosure/Transparency policies</p>

## EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate : 1.1 Demonstrated ability to build and maintain a profitable and stable enterprise as shown by stakeholder feedback, employee testimonies and company financial statements
2. Resource Implications	The following resources should be provided: 2.1 Simulated or actual workplace 2.2 Tools, materials and supplies needed to demonstrate the required tasks. 2.3 Interview guide for entrepreneurs, enterprise workers and third parties
3. Methods of Assessment	Competency in this unit may be assessed through : 3.1 Case problems 3.2 Portfolio assessment with interview 3.3 Third-party report
4. Context of Assessment	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

### III. CURRICULUM DESIGN

#### BASIC COMPETENCIES - National Certificate NC I (47 HOURS)

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Receive and respond to workplace communication	1.1 Follow routine spoken messages	<ul style="list-style-type: none"> <li>• Exercise Conciseness in receiving and clarifying messages/ information/ communication</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Interaction</li> <li>• Reportorial</li> <li>• Modular</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews/</li> <li>• Questioning</li> <li>• Practical/</li> <li>• Performance Test</li> <li>• Observation</li> </ul>	4 Hours
	1.2 Perform workplace duties following written notices	<ul style="list-style-type: none"> <li>• <b>Practice Accuracy in following written/ oral instruction/ information</b></li> <li>• Practice written and oral communication skills</li> <li>• Case Study in handling written communication</li> <li>• Practice relaying/ disseminating messages/ information</li> <li>• Analyze different messages</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical</li> <li>• Written</li> <li>• Demonstration</li> </ul>	4 Hours



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
2. Work with others	2.1 Develop effective workplace relationships	<ul style="list-style-type: none"> <li>• Read job description and organizations policies relevant to work role</li> <li>• Read personnel code of conduct and discipline</li> <li>• Role play on cooperation and good relationship</li> <li>• Study table of organization and identify team members</li> <li>• Role play on team work.</li> <li>• Role play on receiving feedback from supervisor</li> <li>• Role play on providing feedback.</li> <li>• Listen to lecture on Valuing and exemplifying respect and empathy in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Work</li> <li>• Discussion</li> <li>• Role Play</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Structured activity</li> <li>• Written Test</li> </ul>	2 Hours

	<p>2.2 Contribute to work group activities</p>	<ul style="list-style-type: none"> <li>• Discussion on creative collaboration, social perceptiveness and problem sensitivity</li> <li>• Role play on creative collaboration, social perceptiveness and problem sensitivity.</li> <li>• Participate in a goal setting activity</li> <li>• Participate in planning and implementation of a group activity.</li> <li>• Participate in evaluation of the group activity</li> </ul>	<ul style="list-style-type: none"> <li>•Lecture/ Discussion</li> <li>•Role Play</li> <li>•Group Work</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Structured activity</li> <li>• Written Test</li> </ul>	<p>1 Hour</p>
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Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Solve/ address routine problems	3.1 Identify the problem	<ul style="list-style-type: none"> <li>• Show mastery of the current industry hardware and software products and services               <ul style="list-style-type: none"> <li>- Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>- Relevant equipment and operational processes</li> <li>- Enterprise goals, targets and measures</li> <li>- Enterprise quality OHS and environmental requirement</li> <li>- Enterprise information systems and data collation</li> <li>- Industry codes and standards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Use range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information)</li> <li>• Identify and clarify the nature of the problem</li> </ul>			

	<p>3.2 Assess fundamental causes of problem</p>	<ul style="list-style-type: none"> <li>• Show mastery of the current industry hardware and software products and services <ul style="list-style-type: none"> <li>- Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>- Relevant equipment and operational processes</li> <li>- Enterprise goals, targets and measures</li> <li>- Enterprise quality OHS and environmental requirement</li> <li>- Enterprise information systems and data collation</li> <li>- Industry codes and standards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	<p>1 Hour</p>
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Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Use range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information)</li> <li>• Identify and clarify the nature of the problem</li> </ul>			
	3.3 Determine corrective action	<ul style="list-style-type: none"> <li>• Show mastery of the current industry hardware and software products and services               <ul style="list-style-type: none"> <li>- Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>- Relevant equipment and operational processes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour

		<ul style="list-style-type: none"> <li>- Enterprise goals, targets and measures</li> <li>- Enterprise quality OHS and environmental requirement</li> <li>- Enterprise information systems and data collation</li> <li>- Industry codes and standards</li> <li>• Use range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information)</li> <li>• Identify and clarify the nature of the problem</li> </ul>			
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Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.4 Communicate action plans and recommendations to routine problems	<ul style="list-style-type: none"> <li>• Show mastery of the current industry hardware and software products and services               <ul style="list-style-type: none"> <li>- Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour



		<ul style="list-style-type: none"> <li>- Relevant equipment and operational processes</li> <li>- Enterprise goals, targets and measures</li> <li>- Enterprise quality OHS and environmental requirement</li> <li>- Enterprise information systems and data collation</li> <li>- Industry codes and standards</li> <li>• Use range of formal problem-solving techniques (e.g., planning, attention, simultaneous and successive processing of information)</li> <li>• Identify and clarify the nature of the problem</li> </ul>			
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<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
4. Enhance Self-Management Skills	4.1 Set personal and career goals	<ul style="list-style-type: none"> <li>Define and set personal goals and career goals</li> <li>Describe the SMART Model for goal setting</li> <li>Create personal and career goals using SMART Model for goal setting</li> <li>Explain and apply the principles of goal setting according to Locke &amp; Latham</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Making of personal and career goals by students</li> <li>Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration or simulation with oral questioning</li> <li>Case problems involving workplace diversity issues</li> </ul>	1 Hour

	4.2 Recognize emotions	<ul style="list-style-type: none"> <li>• Identify common positive and negative emotions manifested in the workplace</li> <li>• Distinguish professional and non-professional behaviors in the workplace</li> <li>• Recognize triggers and implications of positive and negative emotions in the workplace</li> <li>• Respond with appropriate emotions and identify possible consequences of inappropriate emotional responses in a social and work-related context</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Case problems involving workplace diversity issues</li> </ul>	1 Hour
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Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.3 Describe oneself as a learner	3.1.1 Review Kolb's Theory of Learning Styles 3.1.2 Describe VAK Learning Style Model (Visual, Auditory, Kinesthetic) 3.1.3 Cite learning strategies appropriate to specific tasks and describe work practices that assist learning 3.1.4 Identify factors and strategies that assist learning 3.1.5 Apply learning styles to positively influence school/work performance 3.1.6 Use appropriate learning strategies to improve study habits and learning	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Case problems involving workplace diversity issues</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
5. Support Innovation	5.1 Identify the need for innovation in one's area of work	<ul style="list-style-type: none"> <li>• Show mastery of the clear-cut definition of innovation and its characteristics</li> <li>• Identify the need for innovation in one's work area</li> <li>• Identify work procedures needing change</li> <li>• Contribute to brainstorming sessions with co-workers on identifying tasks needing change</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.2 Recognize innovative and creative ideas	<ul style="list-style-type: none"> <li>• Identify resources needed for change and potential obstacles as well</li> <li>• Show positive attitudes and behaviors in accepting and in needing change in one's work area</li> <li>• Delineate differences between creativity and innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.3 Support individuals' access to flexible and innovative ways of working	<ul style="list-style-type: none"> <li>• Identify different roles of employees/workers in the improvement of practices in the organization</li> <li>• Identify practices for flexible and innovative ways of working</li> <li>• Share information with co-workers</li> <li>• Detect potential problems in implementing flexible ways of working</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				<ul style="list-style-type: none"> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
6. Access and maintain information	6.1 Identify and gather needed information	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Policies, procedures and guidelines relating to information handling in the public and private sector, including confidentiality, privacy, security, freedom of information</li> <li>- Data collection and management procedures</li> <li>- Public/private sector standards</li> </ul> </li> <li>• Identify sources to produce required information</li> <li>• Perform exercises on information gathering</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> </ul>	3 Hours

	6.2 Search for information on the internet or an intranet	<ul style="list-style-type: none"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>- Techniques in finding useful information</li> <li>- Search engines for information</li> </ul> </li> <li>• Find and select appropriate information</li> <li>• Perform information searching on the internet using different search engines</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	2 Hours
	6.3 Examine information	<ul style="list-style-type: none"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>- Data evaluation procedures</li> <li>- Cultural aspects of information and meaning</li> <li>- Sources of public sector work-related information</li> </ul> </li> <li>• Evaluation of searched information</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	2 Hours

	6.4 Secure information	<ul style="list-style-type: none"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>- Basic file-handling techniques</li> <li>- Techniques in handling, organizing and saving files</li> <li>- Electronic and manual filing systems</li> </ul> </li> <li>• Performance of basic file-handling techniques</li> <li>• Application of electronic and manual filing systems</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role Play</li> <li>• Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	3 Hours
	6.5 Manage information	<ul style="list-style-type: none"> <li>• Lecture and discussion on: <ul style="list-style-type: none"> <li>- Organizational information handling and storage procedures</li> <li>- Databases and data storage systems</li> </ul> </li> <li>• Managing databases and data storage systems</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	2 Hours
7. Follow Occupational Safety And Health Policies And Procedures	7.1 Identify relevant occupational safety and health policies and procedures	<ul style="list-style-type: none"> <li>• Discussion of Risks and Hazards</li> <li>• Risk and Hazard Identification</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	2 Hours

	7.2 Perform relevant occupational safety and health procedures	<ul style="list-style-type: none"> <li>• Demonstration of proper use of Personal Protective Equipment and Materials Handling</li> <li>• Practice Emergency Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	2 Hours
	7.3 Comply with relevant occupational safety and health policies and standards	<ul style="list-style-type: none"> <li>• Discussion on Personal Hygiene and Preventive Control Measures</li> <li>• Practice 5S and waste segregation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	4 Hours

8. Apply Environmental Work Standards	8.1 Identify environmental work hazards	<ul style="list-style-type: none"> <li>• Discussions in <ul style="list-style-type: none"> <li>- Reduction in greenhouse gas emissions,</li> <li>- Increase the share of renewables of gross final energy consumption,</li> <li>- Long-term reduction of energy consumption</li> </ul> </li> <li>- Release of materials into the environment should, in the long run, not exceed the adaptability of the eco-system,</li> <li>- Dangers and unjustifiable risks to human health</li> <li>- Energy and natural resource consumption and the provision of transport services</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews /</li> <li>• Questioning</li> </ul>	1 Hour
	8.2 Follow environmental work procedures	<ul style="list-style-type: none"> <li>• Discussions Protection against <ul style="list-style-type: none"> <li>- Human Dangers</li> <li>- Overconsumption of Resources</li> <li>- Destruction of Ecosystems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews /</li> <li>• Questioning</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>- Habitat Destructions</li> <li>- Extinction of Wildlife</li> <li>- Pollutions</li> <li>- Water Degradation</li> </ul>			
	8.3 Comply with environmental work requirements	<ul style="list-style-type: none"> <li>• Discussions Environmental Regulations and its requirements relevant to the industry and work activities</li> <li>• Demonstration and Practice Environmental Compliance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour
9 Adopt Entrepreneurial Mindset in the Workplace	9.3 Determine entrepreneurial mindset	<ul style="list-style-type: none"> <li>• Discussion on Entrepreneurial Mindset</li> <li>• Games to develop entrepreneurial mind set</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Games</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Role play</li> </ul>	2 Hours
	9.4 Identify entrepreneurial practices	<ul style="list-style-type: none"> <li>• Case study- quality assurance practices</li> <li>• Discussion on cost effective measures</li> <li>• Discussion on Workplace quality Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Case Study</li> </ul>	1 Hour

**BASIC COMPETENCIES – NATIONAL CERTIFICATE NC II  
(37 HOURS)**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
1. Participate in workplace communication	1.1. Obtain and convey workplace information	<ul style="list-style-type: none"> <li>• Describe Organizational policies</li> <li>• Read:               <ul style="list-style-type: none"> <li>○ Effective communication</li> <li>○ Written communication</li> <li>○ Communication procedures and systems</li> </ul> </li> <li>• Identify:               <ul style="list-style-type: none"> <li>○ Different modes of communication</li> <li>○ Medium of communication</li> <li>○ Flow of communication</li> <li>○ Available technology relevant to the enterprise and the individual's work responsibilities</li> </ul> </li> <li>• Prepare different Types of question</li> <li>• Gather different sources of information</li> <li>• Apply storage system in establishing workplace information</li> <li>• Demonstrate Telephone courtesy</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written examination</li> <li>• Observation</li> </ul>	2 Hours
	1.2. Perform duties following workplace instructions	<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ Written notices and instructions</li> <li>○ Workplace interactions and procedures</li> </ul> </li> <li>• Read instructions on work related forms/documents</li> <li>• Perform workplace duties scenario following workplace instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written examination</li> <li>• Observation</li> </ul>	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.3. Complete relevant work related documents	<ul style="list-style-type: none"> <li>• Describe Communication procedures and systems</li> <li>• Read: <ul style="list-style-type: none"> <li>○ Meeting protocols</li> <li>○ Nature of workplace meetings</li> <li>○ Workplace interactions</li> <li>○ Barriers of communication</li> </ul> </li> <li>• Read instructions on work related forms/documents</li> <li>• Practice: <ul style="list-style-type: none"> <li>○ Estimate, calculate and record routine workplace measures</li> <li>○ Basic mathematical processes of addition, subtraction, division and multiplication</li> </ul> </li> <li>• Demonstrate office activities in: <ul style="list-style-type: none"> <li>○ workplace meetings and discussions scenario</li> </ul> </li> <li>• Perform workplace duties scenario following simple written notices</li> <li>• Follow simple spoken language</li> <li>• Identify the different Non-verbal communication</li> <li>• Demonstrate ability to relate to people of social range in the workplace</li> <li>• Gather and provide information in response to workplace requirements</li> <li>• Complete work related documents</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written examination</li> <li>• Observation</li> </ul>	2 Hours



<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
2. Work in a team environment	2.1 Describe team role and scope	<ul style="list-style-type: none"> <li>• Discussion on team roles and scope</li> <li>• Participate in the discussion: <ul style="list-style-type: none"> <li>○ Definition of Team</li> <li>○ Difference between team and group</li> <li>○ Objectives and goals of team</li> </ul> </li> <li>• Locate needed information from the different sources of information</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Group Work</li> <li>• Individual Work</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Case Study</li> <li>• Written Test</li> </ul>	1 Hour
	2.2 Identify one's role and responsibility within team	<ul style="list-style-type: none"> <li>• Role play : <ul style="list-style-type: none"> <li>○ individual role and responsibility</li> </ul> </li> <li>• Role Play <ul style="list-style-type: none"> <li>○ Understanding Individual differences</li> </ul> </li> <li>• Discussion on gender sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Lecture/ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	1 Hour
	2.3 Work as a team member	<ul style="list-style-type: none"> <li>• Participate in group planning activities</li> <li>• Role play : Communication protocols</li> <li>• Participate in the discussion of standard work procedures and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Role Play</li> <li>• Lecture/ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	1 Hour
3. Solve/address routine problems	3.1 Identify routine problems	<ul style="list-style-type: none"> <li>• Review of the current industry hardware and software products and services</li> <li>• Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures</li> <li>• Make use of the industry standard diagnostic tools</li> <li>• Share best practices in determining basic malfunctions and resolutions to</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		general problems in the workplace <ul style="list-style-type: none"> <li>• Analyze routine/procedural problems</li> </ul>			
	3.2 Look for solutions to routine problems	<ul style="list-style-type: none"> <li>• Review of the current industry hardware and software products and services</li> <li>• Identify correctly the industry maintenance, service and helpdesk practices, processes and procedures</li> <li>• Make use of the industry standard diagnostic tools</li> <li>• Share best practices in determining basic malfunctions and resolutions to general problems in the workplace</li> <li>• Formulate possible solutions to problems and document procedures for reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour
	3.3 Recommend solutions to problems	<ul style="list-style-type: none"> <li>• Discuss standard operating procedures and documentation processes</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
4. Develop Career and Life Decisions	4.1 Manage one's emotion	<ul style="list-style-type: none"> <li>• Demonstrate self-management strategies that assist in regulating behavior and achieving personal and learning goals</li> <li>• Explain enablers and barriers in achieving personal and career goals</li> <li>• Identify techniques in handling negative emotions and unpleasant situation in the workplace such as frustration, anger, worry, anxiety, etc.</li> <li>• Manage properly one's emotions and recognize situations that cannot be changed and accept them and remain professional</li> <li>• Recall instances that demonstrate self-discipline, working independently and showing initiative to achieve personal and career goals</li> <li>• Share experiences that show confidence, and resilience in the face of setbacks and frustrations and other negative emotions and unpleasant situations in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> <li>• Demonstration</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Case problems involving workplace diversity issues</li> </ul>	1 Hour
	4.2 Develop reflective practice	<ul style="list-style-type: none"> <li>• Enumerate strategies to improve one's attitude in the workplace</li> <li>• Explain Gibbs' Reflective Cycle/Model (Description, Feelings, Evaluation, Analysis, Conclusion, and Action plan)</li> <li>• Use basic SWOT analysis as self-</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Case problems involving</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		assessment strategy <ul style="list-style-type: none"> <li>• Develop reflective practice through realization of limitations, likes/ dislikes; through showing of self-confidence</li> <li>• Demonstrate self-acceptance and being able to accept challenges</li> </ul>	<ul style="list-style-type: none"> <li>• 5 Role-playing</li> </ul>	workplace diversity issues	
	4.3 Boost self-confidence and develop self-regulation	<ul style="list-style-type: none"> <li>• Describe the components of self-regulation based on Self-Regulation Theory (SRT)</li> <li>• Explain personality development concepts</li> <li>• Cite self-help concepts (e. g., 7 Habits by Stephen Covey, transactional analysis, psycho-spiritual concepts)</li> <li>• Perform effective communication skills – reading, writing, conversing skills</li> <li>• Show affective skills – flexibility, adaptability, etc.</li> <li>• Determine strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> <li>• Demonstration</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Case problems involving workplace diversity issues</li> </ul>	1 Hour
5. Contribute to workplace innovation	5.1 Identify opportunities to do things better	<ul style="list-style-type: none"> <li>• Identify different roles of individuals in contributing to doing things better in the workplace</li> <li>• Appreciate positive impacts and challenges in innovation</li> <li>• Show mastery of the different types of changes and levels of participation in the workplace</li> <li>• Discuss 7 habits of highly effective</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		people		evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied	
	5.2 Discuss and develop ideas with others	<ul style="list-style-type: none"> <li>• Identify different roles of individuals in contributing to doing things better in the workplace</li> <li>• Appreciate positive impacts and challenges in innovation</li> <li>• Show mastery of the different types of changes and levels of participation in the workplace</li> <li>• Discuss 7 habits of highly effective people</li> <li>• Communicate ideas through small group discussions and meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				strengths and virtues applied	
	5.3 Integrate ideas for change in the workplace	<ul style="list-style-type: none"> <li>Identify different roles of individuals in contributing to doing things better in the workplace</li> <li>Appreciate positive impacts and challenges in innovation</li> <li>Show mastery of the different types of changes and levels of participation in the workplace</li> <li>Discuss 7 habits of highly effective people</li> <li>Communicate ideas through small group discussions and meetings</li> <li>Demonstrate basic skills in data analysis</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Lecture</li> <li>Appreciative Inquiry</li> <li>Demonstration</li> <li>Group work</li> </ul>	<ul style="list-style-type: none"> <li>Psychological and behavioral Interviews</li> <li>Performance Evaluation</li> <li>Life Narrative Inquiry</li> <li>Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>Standardized assessment of character strengths and virtues applied</li> </ul>	1 Hour
6. Present relevant information	6.1 Gather data/information	<ul style="list-style-type: none"> <li>Lecture and discussion on: <ul style="list-style-type: none"> <li>- Organisational protocols</li> <li>- Confidentiality and accuracy</li> <li>- Business mathematics and statistics</li> <li>- Legislation, policy and procedures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Lecture</li> <li>Demonstration</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>relating to the conduct of evaluations</li> <li>Reviewing data/ information</li> </ul>			
	6.2 Assess gathered data/ information	<ul style="list-style-type: none"> <li>Lecture and discussion on: <ul style="list-style-type: none"> <li>-Data analysis techniques/ procedures</li> <li>-Organisational values, ethics and codes of conduct</li> <li>-Trends and anomalies</li> </ul> </li> <li>Computing business mathematics and statistics</li> <li>Application of data analysis techniques</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Lecture</li> <li>Demonstration</li> <li>Role Play</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	3 Hours
	6.3 Record and present information	<ul style="list-style-type: none"> <li>Lecture and discussion on: <ul style="list-style-type: none"> <li>-Reporting requirements to a range of audiences</li> <li>-Recommendations for possible improvements</li> </ul> </li> <li>Analysis and comparison of interim and final reports' outcomes</li> <li>Reporting of data findings</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Lecture</li> <li>Demonstration</li> <li>Role Play</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	3 Hours
7. Practice Occupational Safety and Health Policies And Procedures	7.1 Identify OSH compliance requirements	<ul style="list-style-type: none"> <li>Discussion regarding: <ul style="list-style-type: none"> <li>- Hierarchy of Controls</li> <li>- Hazard Prevention and Controls</li> <li>- Work Standards and Procedures</li> <li>- Personal Protective Equipment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Written Exam</li> <li>Demonstration</li> <li>Observation</li> <li>Interviews / Questioning</li> </ul>	1 Hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	7.2 Prepare OSH requirements for compliance	<ul style="list-style-type: none"> <li>• Identification of required safety materials, tools and equipment</li> <li>• Handling of safety control resources</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews /</li> <li>• Questioning</li> </ul>	1 Hour
	7.3 Perform tasks in accordance with relevant OSH policies and procedures	<ul style="list-style-type: none"> <li>• Discussion of General OSH Standards and Principles</li> <li>• Performing industry related work activities in accordance with OSH Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews /</li> <li>• Questioning</li> </ul>	2 Hours
8. Exercise Efficient and Effective Sustainable Practices in the Workplace	8.1 Identify the efficiency and effectiveness of resource utilization	<ul style="list-style-type: none"> <li>- Discussion on the process how Environmental Policies coherence is achieved</li> <li>• Discussion on Necessary Skills in response to changing environmental policies needs <ul style="list-style-type: none"> <li>- Waste Skills</li> <li>- Energy Skills</li> <li>- Water Skills</li> <li>- Building Skills</li> <li>- Transport Skills</li> <li>- Material Skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Simulation</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews /</li> <li>• Questioning</li> </ul>	1 Hour



<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	8.2 Determine causes of inefficiency and/or ineffectiveness of resource utilization	<ul style="list-style-type: none"> <li>• Discussion of Environmental Protection and Resource Efficiency Targets</li> <li>• Analysis on the Relevant Work Procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews /</li> <li>• Questioning</li> </ul>	1 Hour
	8.3 Convey inefficient and ineffective environmental practices	<ul style="list-style-type: none"> <li>• Identification of (re)training needs and usage of environment friendly methods and technologies</li> <li>• Identification of environmental corrective actions</li> <li>• Practicing Environment Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Role Play</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews /</li> <li>• Questioning</li> </ul>	1 Hour
9. Practice Entrepreneurial Skills in the Workplace	9.1 Apply entrepreneurial workplace best practices	<ul style="list-style-type: none"> <li>• Case studies on Best entrepreneurial practices</li> <li>• Discussion on Quality procedures and practices</li> <li>• Case studies on Cost consciousness in resource utilization</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Lecture/ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Written Test</li> <li>• Interview</li> </ul>	1 Hour
	9.2 Communicate entrepreneurial workplace best practices	<ul style="list-style-type: none"> <li>• Discussion on communicating entrepreneurial workplace best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Interview</li> </ul>	1 Hour
	9.3 Implement cost-effective operations	<ul style="list-style-type: none"> <li>• Case studies on Preservation, optimization and judicious use of workplace resources</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Lecture/ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Written Test</li> <li>• Interview</li> </ul>	2 Hours

**BASIC COMPETENCIES – NATIONAL CERTIFICATE NC III  
(40 HOURS)**

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

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
	in the workplace	<ul style="list-style-type: none"> <li>• Read</li> <li>• Effective verbal communication methods</li> </ul>			
2. Lead small teams	2.1 Provide team leadership	<ul style="list-style-type: none"> <li>• Discussion of Company policies and procedures</li> <li>• Read web pages on situational leadership</li> <li>• Role play on situational leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Role Play</li> <li>• Lecture/ Discussion</li> <li>• Individual Work</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	1 Hour
	2.2 Assign responsibilities	<ul style="list-style-type: none"> <li>• Read web pages on performance management</li> <li>• Case study on allocating roles and responsibilities based on competencies of current staff</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Work</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	1 Hour
	2.3 Set performance expectations for team members	<ul style="list-style-type: none"> <li>• Role play to communicate performance expectations with staff</li> <li>• Discussion on performance issues</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	1 Hour

	2.4 Supervise team performance	<ul style="list-style-type: none"> <li>• Discussion on performance monitoring</li> <li>• Role play on providing feedback on performance</li> <li>• Role play on performance coaching</li> <li>• Discussion on keeping the team informed of team performance</li> <li>• Case study on Team performance monitoring and feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Role Play</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Written Test</li> </ul>	1 Hour
3. Apply critical thinking and problem-solving techniques in the workplace	3.1 Examine specific workplace strategies	<ul style="list-style-type: none"> <li>• Show thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>• Show mastery of the current industry hardware and software products and services</li> <li>• Discuss process of identification of fundamental causes of specific workplace challenges</li> <li>• Show mastery of knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations <ul style="list-style-type: none"> <li>- Relevant equipment and operational processes</li> <li>- Enterprise goals, targets and measures</li> <li>- Enterprise quality OHS and environmental requirement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	1 Hour

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

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>and data collation</p> <ul style="list-style-type: none"> <li>- Industry codes and standards</li> <li>• Identify extent and causes of specific challenges in the workplace</li> <li>• Use of range of analytical problem-solving techniques</li> <li>• Formulate clear-cut findings on the nature of each identified workplace challenges</li> <li>• Discuss strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges</li> </ul>			
	<p>3.4 Implement action plans and communicate results</p>	<ul style="list-style-type: none"> <li>• Identify extent and causes of specific challenges in the workplace</li> <li>• Use of range of analytical problem-solving techniques</li> <li>• Formulate clear-cut findings on the nature of each identified workplace challenges</li> <li>• Discuss strategies on devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	<p>1 Hour</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
4. Work in a diverse environment	4.1 Develop an individual's cultural awareness and sensitivity	<ul style="list-style-type: none"> <li>• Show understanding of cultural diversity in the workplace</li> <li>• Recognize norms of behavior for interacting and dialogue with specific groups (e. g., Muslims and other non-Christians, non-Catholics, tribes/ethnic groups, foreigners)</li> <li>• Demonstrate different methods of verbal and non-verbal communication in a multicultural setting</li> <li>• Apply cross-cultural communication skills (i.e. different business customs, beliefs, communication strategies)</li> <li>• Show affective skills – establishing rapport and empathy, understanding, etc.</li> <li>• Demonstrate openness and flexibility in communication</li> <li>• Recognize diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> <li>• Demonstration</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> <li>• Group discussions and interactive activities</li> <li>• Case studies/problems involving workplace diversity issues</li> <li>• Written examination</li> <li>• Role Playing</li> </ul>	1 Hour



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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Demonstrate advanced strategies for customer service excellence</li> <li>• Address diversity-related conflicts in the workplace</li> <li>• Eliminate discriminatory behavior towards customers and co-workers</li> <li>• Utilize change management policies in the workplace</li> </ul>		<p>problems involving workplace diversity issues</p> <ul style="list-style-type: none"> <li>• Written examination</li> <li>• Role Playing</li> </ul>	
5. Propose methods of applying learning and innovation in the organization	5.1 Assess work procedures, processes and systems in terms of innovative practices	<ul style="list-style-type: none"> <li>• Show mastery of the following practical concepts (e.g., 7 habits of highly effective people, character strengths that foster learning and innovation, five minds of the future, adaptation concepts and transtheoretical model of behavior change)</li> <li>• Demonstrate collaboration and networking skills</li> <li>• Show basic skills in research</li> <li>• Generate practical insights on how to improve organizational procedures, processes and systems</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 Hour

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

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		transtheoretical model of behavior change) <ul style="list-style-type: none"> <li>• Demonstrate collaboration and networking skills</li> <li>• Show basic skills in research</li> <li>• Generate practical insights on continuous improvement</li> </ul>		Inquiry <ul style="list-style-type: none"> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	
6. Use information systematically	6.1 Use technical information	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Application in collating information</li> <li>- Procedures for inputting, maintaining and archiving information</li> <li>- Guidance to people who need to find and use information</li> </ul> </li> <li>• Organizing information into a suitable form for reference and use</li> <li>• Classify stored information for identification and retrieval</li> <li>• Operate the technical information system by using agreed procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Hands on</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	6.2 Apply information technology (IT)	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Attributes and limitations of available software tool</li> <li>- Procedures and work instructions for the use of IT</li> <li>- Operational requirements for IT systems</li> <li>- Sources and flow paths of data</li> <li>- Security systems and measures that can be used</li> <li>- Methods of entering and processing information</li> </ul> </li> <li>• Use procedures and work instructions for the use of IT</li> <li>• Extract data and format reports</li> <li>• Use WWW applications</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Self-paced handout/ module</li> <li>• Hands on</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	2 Hours
	6.3 Edit, format and check information	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Basic file-handling techniques</li> <li>- Techniques in checking documents</li> <li>- Techniques in editing and formatting</li> <li>- Proof reading techniques</li> </ul> </li> <li>• Use different techniques in checking documents</li> <li>• Edit and format information applying different techniques</li> <li>• Proof read information applying different techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Self-paced handout/ module</li> <li>• Hands on</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	2 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
7. Evaluate Occupational Safety And Health Work Practices	7.1 Interpret Occupational Safety and Health practices	<ul style="list-style-type: none"> <li>• Discuss the OSH standards, principles and legislations</li> <li>• Identify OSH work practices issues</li> <li>• Discuss standard safety requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1.5 Hours
	7.2 Set OSH work targets	<ul style="list-style-type: none"> <li>• Discussion in actions plans that are necessary in achieving the OSH target</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour
	7.3 Evaluate effectiveness of Occupational Safety and Health work instructions	<ul style="list-style-type: none"> <li>• Practice evaluating safety data (Historical or Simulated)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1.5 Hours
8. Evaluate Environmental Work Practices	8.1 Interpret environmental practices, policies and procedures	<ul style="list-style-type: none"> <li>• Discussion Environmental Issues regarding <ul style="list-style-type: none"> <li>- Water Quality</li> <li>- National and Local Government Issues</li> <li>- Safety</li> <li>- Endangered Species</li> <li>- Noise</li> <li>- Air Quality</li> <li>- Historic</li> <li>- Waste</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>- Cultural</li> <li>• Updating of existing occupation practices</li> </ul>			
	8.2 Establish targets to evaluate environmental practices	<ul style="list-style-type: none"> <li>• Discussion on               <ul style="list-style-type: none"> <li>- lower production costs and energy consumption</li> <li>- Environmentally Sound Processes</li> <li>- Resource Efficient</li> <li>- Recycling and Waste Management</li> </ul> </li> <li>• Simple case study regarding energy efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	1 Hour
	8.3 Evaluate effectiveness of environmental practices	<ul style="list-style-type: none"> <li>• Identifying effective environmental practices relevant to the industry/occupation               <ul style="list-style-type: none"> <li>- Implementation of energy efficiency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 Hour
9. Facilitate Entrepreneurial Skills For Micro-Small-Medium Enterprises (MSMEs)	9.1 Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization	<ul style="list-style-type: none"> <li>• Discussions on business models and strategies</li> <li>• Discussion on Types and categories of businesses and business internal control</li> <li>• Discussion on Relevant National and local legislations affecting</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case Study</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Portfolio</li> <li>• Work Related Project</li> </ul>	2 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
		businesses <ul style="list-style-type: none"> <li>• Prepare promotional materials</li> <li>• Practice basic bookkeeping</li> </ul>			
	9.2 Establish and maintain client-base/market	<ul style="list-style-type: none"> <li>• Role play on customer and employee relations</li> <li>• Discussion on Basic product promotion strategies</li> <li>• Preparation of Basic Feasibility study</li> <li>• Case studies on Basic Business ethics</li> <li>• Prepare basic advertising materials</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Lecture Discussion</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• Case problem</li> <li>• Written Test</li> </ul>	2 Hours
	9.3 Apply budgeting and financial management skills	<ul style="list-style-type: none"> <li>• Discussion on:               <ul style="list-style-type: none"> <li>- Basic cost-benefit analysis</li> <li>- Basic financial management</li> <li>- Basic financial accounting</li> <li>- Business internal controls</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Lecture Discussion</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Case problem</li> </ul>	1 Hour



**BASIC COMPETENCIES – NATIONAL CERTIFICATE NC IV  
(47 Hours)**

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

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

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

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

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	2.5 Facilitate accomplishment of team goals	<ul style="list-style-type: none"> <li>• Perform team building activities towards improving communication among team members, goal setting and improving performance</li> <li>• Case studies involving collaborative activities to improve attainment of group goals</li> </ul>	<ul style="list-style-type: none"> <li>• Group Activity</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Case Study</li> <li>• Observation</li> </ul>	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"> <li>• Examine current systems, standards, procedures and protocols in the workplace</li> <li>• Discuss different methods of critical and appreciative inquiry and their relevance to different situations</li> <li>• Form habit of asking questions and taking responsibility for answers</li> <li>• Appreciate importance of why questions for individuals, businesses and communities</li> <li>• Use range of analytical techniques</li> <li>• Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	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"> <li>• Discuss different methods of critical and appreciative inquiry and their relevance to different situations</li> <li>• Form habit of asking questions and taking responsibility for answers</li> <li>• Appreciate importance of why questions for individuals, businesses and communities</li> <li>• Use range of analytical techniques, growth mindset and positive communication strategies</li> <li>• Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures</li> <li>• Discuss insights on workplace effectiveness and efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> </ul>	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"> <li>• Use range of analytical techniques, growth mindset and positive communication strategies in developing action plans for efficiency and effectiveness</li> <li>• Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures</li> <li>• Discuss concepts creative negotiation skills, change management and improvement strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> <li>• Project-based learning</li> </ul>	2 hours

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



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>Recognize differences and commonalities among people</li> <li>Demonstrate attitudes of empathy, solidarity and respect for diversity</li> <li>Connect local issues to global trends, and vice versa.</li> </ul>		<ul style="list-style-type: none"> <li>Case studies/problems involving workplace diversity issues</li> <li>Written examination (Essay)</li> </ul>	
	4.3 Engage and take actions on workplace issues and concerns	<ul style="list-style-type: none"> <li>Identify the actions that can be taken individually and collectively</li> <li>Describe ethically responsible behaviour</li> <li>Explain the importance and benefits of civic engagement</li> <li>Employ appropriate actions to address workplace issues involving national and global trends</li> <li>Show concern and willingness to take part in the development efforts to discuss workplace issues and concerns</li> <li>Apply the attitude of “thinking globally and acting locally” in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Lecture</li> <li>Small Group Discussion</li> <li>Brainstorming</li> <li>Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration or simulation with oral questioning</li> <li>Group discussions and interactive activities</li> <li>Case studies/problems involving workplace diversity issues</li> <li>Written examination (Essay)</li> <li>Role Playing</li> </ul>	1 hour
5. Manage innovative work instructions	5.1 Review and analyze existing workplace practices	<ul style="list-style-type: none"> <li>Show mastery of basic management concepts according to Gallup, nine dimensions of innovative practices and climate; and different types of</li> </ul>	<ul style="list-style-type: none"> <li>Interactive Lecture</li> <li>Appreciative Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Psychological and behavioral Interviews</li> <li>Performance</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		innovation <ul style="list-style-type: none"> <li>• Contextualize innovation to different variables in the organization</li> <li>• Review current organizational practices where innovation is contextualized</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Group work</li> </ul>	Evaluation <ul style="list-style-type: none"> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	
	5.2 Examine opportunities for continuous improvement and innovation of practices in the workplace	<ul style="list-style-type: none"> <li>• Show mastery of the determinants of innovative behaviors and principles of innovation</li> <li>• Review current organizational practices where innovation is contextualized</li> <li>• Evaluate innovative practices in the organization</li> <li>• Assess innovative behaviors for promoting innovation and learning in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-</li> </ul>	1 hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
				the-job performance. <ul style="list-style-type: none"> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	
	5.3 Implement innovative ways in the conduct of usual workplace practices	<ul style="list-style-type: none"> <li>• Show mastery of the determinants of innovative behaviors, principles of innovation climate and strategies and techniques for implementing innovation in the workplace</li> <li>• Evaluate impact of innovative practices in the organization</li> <li>• Demonstrate skills in managing changes in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
6. Manage and evaluate usage of information	6.1 Review information needs and sources	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Kinds of information</li> <li>- Information evaluation issues</li> <li>- Information storage requirements and methods</li> </ul> </li> <li>Analyzing record information</li> <li>Identification of information sources</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> <li>Hands on</li> <li>Demonstration</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	2 Hours
	6.2 Collect and analyze information	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Information collection and collation</li> <li>- Relevant trends and developments</li> </ul> </li> <li>Collection of information</li> <li>Analyzation of information</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> <li>Hands on</li> <li>Demonstration</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	2 Hours
	6.3 Use management information systems	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Management information systems</li> <li>- Available technology in information management</li> <li>- Advance strategies for customer service excellence</li> </ul> </li> <li>Use of available technology in information management</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> <li>Hands on</li> <li>Demonstration</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	2 Hours
	6.4 Report and disseminate analyzed information	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Reporting procedures of the organisation</li> <li>- Analysis and display techniques</li> </ul> </li> <li>Using management information systems to store and retrieve data</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> <li>Hands on</li> <li>Demonstration</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	2 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
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"> <li>• Case Study in evaluating current OSH programs effectiveness</li> <li>• Practice auditing the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Case Study</li> <li>• Group Project</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning Portfolio</li> </ul>	2 hours
	7.2 Recommend OSH program improvement initiatives	<ul style="list-style-type: none"> <li>• Writing and Presenting Action Plans to improve OSH compliance in the workplace and/or increase effectiveness of OSH Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Case Study</li> <li>• Group Project</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning Portfolio</li> </ul>	4 hours
	7.3 Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	<ul style="list-style-type: none"> <li>• Role play in increasing the OSH awareness</li> <li>• Measuring the impact of the new OHS program or initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Case Study</li> <li>• Group Project</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning Portfolio</li> </ul>	2 hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
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"> <li>• Discussion of Green structural change and retraining needs <ul style="list-style-type: none"> <li>- What is green structural change and where is it happening</li> <li>- Workforce restructuring and adjustment</li> <li>- Employment effects of Environment</li> <li>- Sectors most affected by green restructuring</li> <li>- Retraining and skills upgrading</li> <li>- Effective and equitable restructuring: Good practices and programs by public and private sector actors</li> </ul> </li> <li>• Perform Impact Assessment</li> <li>• Discussions of Gender Implications</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 hour
	8.2 Recommend environmental program improvement initiatives	<ul style="list-style-type: none"> <li>• Practicing Leadership skills: The biggest challenge in transition to a low-carbon economy or environment friendly activities</li> <li>• Practicing Basic Business planning</li> <li>• Opportunities Management - Identification of low-carbon and Resource scarcity risks</li> <li>• Perform Cost–benefit Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Method</b>	<b>Nominal Duration</b>
	8.3 Implement recommended improvements on environmental programs, policies and procedures	<ul style="list-style-type: none"> <li>• Practicing Environmental Awareness Raising (Communication/ Implementation campaigns)</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 hour
9. Sustain entrepreneurial skills	9.1 Enhance one's business skills	<ul style="list-style-type: none"> <li>• Discussion on entrepreneurial skills</li> <li>• Identifying market trends</li> <li>• Case studies on new technologies, products and processes</li> <li>• Practice gathering information on new trends</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case study</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written Report</li> <li>• Case problem</li> </ul>	2 hours
	9.2 Manage entrepreneurial practices	<ul style="list-style-type: none"> <li>• Discussion on continuous improvement</li> <li>• Presentation of plans for continuous improvement</li> <li>• Evaluation of new products and services</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Written Report</li> <li>• Case problem</li> </ul>	1 hour
	9.3 Expand markets and clientele	<ul style="list-style-type: none"> <li>• Prepare business plan and proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio</li> </ul>	1 hour

**BASIC COMPETENCIES – NATIONAL CERTIFICATE NC V / DIPLOMA  
(65 HOURS)**

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
1. Manage and sustain effective communication strategies	1.1 Develop/ implement communication strategies	<ul style="list-style-type: none"> <li>Lecture and class discussions on cases/ experiences in their own workplaces</li> <li>Class discussions and presentations</li> </ul>	<ul style="list-style-type: none"> <li>Lecturettes</li> <li>Readings and case handouts</li> <li>Case discussions, recommendations and presentations</li> </ul>	<ul style="list-style-type: none"> <li>Oral questioning</li> <li>Written exam</li> <li>Case problems</li> </ul>	2 Hours
	1.2 Promote the use of communication strategies	<ul style="list-style-type: none"> <li>Lecture and class discussions on actual cases of workplace communications strategies</li> </ul>	<ul style="list-style-type: none"> <li>Lecture-discussions</li> <li>Readings/video presentations</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Oral questioning</li> <li>Written exam</li> </ul>	1 Hour
	1.3 Evaluate effectiveness of communication strategies	<ul style="list-style-type: none"> <li>Lecture</li> <li>Case studies and discussions</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Readings and case studies</li> </ul>	<ul style="list-style-type: none"> <li>Oral group presentations</li> <li>Written exam/report</li> </ul>	2 Hours



Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
2. Manage and sustain high performing teams	2.1 Delegate responsibility and authority to others	<ul style="list-style-type: none"> <li>• Discussion on delegation principles and procedure</li> <li>• Discussion on organizational structure and levels of authority</li> <li>• Case studies on delegation taking into consideration organizational levels of authority</li> <li>• Discussion on organizational protocols</li> <li>• Discussion on cultural diversity in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Demonstration</li> <li>• Written Test</li> <li>• Case Study</li> </ul>	2 Hours

	<p>2.2 Set targets for delegated work</p>	<ul style="list-style-type: none"> <li>• Practice in identifying current competencies of team members</li> <li>• Practice in matching tasks that can be delegated to team members based on current competencies</li> <li>• Discussion on setting performance targets for delegated tasks</li> <li>• Discussion on setting performance standards for delegated tasks</li> </ul> <p>Case studies on delegation of tasks and its impact to group performance</p>	<ul style="list-style-type: none"> <li>• Individual Work</li> <li>• Lecture/ Discussion</li> <li>• Case Study</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Demonstration</li> <li>• Written Test</li> <li>• Case Study</li> </ul>	<p>1 Hour</p>
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Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	2.3 Mentor and coach teams	<ul style="list-style-type: none"> <li>• Discussion on systems and procedures to monitor performance for delegated tasks</li> <li>• Role play on coaching and mentoring</li> <li>• Discussion on motivation and its impact to group performance</li> <li>• Case studies on methods to motivate team members.</li> <li>• Discussion on conflict resolution strategies and techniques</li> <li>• Role play on conflict resolution</li> <li>• Discussion on equity and diversity principles</li> <li>• Discussion on role of management to motivate personnel for improvement of group performance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ Discussion</li> <li>• Case Study</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> <li>• Demonstration</li> <li>• Written Test</li> <li>• Case Study</li> </ul>	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
3. Evaluate higher order thinking skills and adjust problem solving techniques	3.1 Develop framework for continuous improvement	<ul style="list-style-type: none"> <li>• Develop mastery of competitive systems, practices and principles; six sigma concepts, cross functional problem solving, research and other problem-solving strategies and techniques</li> <li>• Show competence in applying organizational system concepts, theories and practices</li> <li>• Examine different methods of assessing and measuring effectiveness and efficiency of systems, processes and procedures in the workplace</li> <li>• Analyze different strategies for communicating issues and challenges in the workplace and plans for continuous improvement as well</li> <li>• Conduct skills in research and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> <li>• Project-based learning</li> </ul>	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	3.2 Apply developed framework for continuous improvement	<ul style="list-style-type: none"> <li>• Develop mastery of competitive systems, practices and principles; six sigma concepts, cross functional problem solving, research and other problem-solving strategies and techniques</li> <li>• Show competence in applying organizational system concepts, theories and practices</li> <li>• Examine different methods of assessing and measuring effectiveness and efficiency of systems, processes and procedures in the workplace</li> <li>• Analyze different strategies for communicating issues and challenges in the workplace and plans for continuous improvement as well</li> <li>• Conduct skills in research and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> <li>• Project-based learning</li> </ul>	2 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	3.3 Evaluate the effectiveness and efficiency of continuous improvement framework	<ul style="list-style-type: none"> <li>• Develop mastery of competitive systems, practices and principles; six sigma concepts, cross functional problem solving, research and other problem-solving strategies and techniques</li> <li>• Show competence in applying organizational system concepts, theories and practices</li> <li>• Examine different methods of assessing and measuring effectiveness and efficiency of systems, processes and procedures in the workplace</li> <li>• Analyze different strategies for communicating issues and challenges in the workplace and plans for continuous improvement as well</li> <li>• Conduct skills in research and evaluation</li> <li>• Apply skills in agile thinking, sense making and cognitive flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Lecture</li> <li>• Demonstration</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Case Formulation</li> <li>• Life Narrative Inquiry (Interview)</li> <li>• Standardized test</li> <li>• Project-based learning</li> </ul>	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
4. Advocate strategic thinking for global citizenship	4.1 Establish and refine goals and directions for industry	<ul style="list-style-type: none"> <li>• Explain government processes (executive, legislative, judicial)</li> <li>• Discuss relevant developments in other industries</li> <li>• Assess a range of alternatives rather than choosing the easiest option</li> <li>• Demonstrate achievement of credibility for the vision and ownership</li> <li>• Critically analyze information, summarizing and making sense of key issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Small Group Discussion</li> <li>• Brainstorming</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Interview or written exam</li> <li>• Case problems involving strategic management issues</li> <li>• Third-party report or feedback from stakeholders about candidate's contributions to strategic dialog and action</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	4.2 Develop practical strategies to achieve goals	<ul style="list-style-type: none"> <li>• Explain government processes (executive, legislative, judicial)</li> <li>• Explain political context, including parties, platforms and processes</li> <li>• Discuss policy development and budget processes at national and local government level</li> <li>• Distinguish alternatives rather than choosing the easiest option</li> <li>• Critically analyze information, summarizing and making sense of key issues</li> <li>• Develop solutions and practical strategies which are 'outside the box'</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Small Group Discussion</li> <li>• Brainstorming</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• Interview or written exam</li> <li>• Case problems involving strategic management issues</li> <li>• Third-party report or feedback from stakeholders about candidate's contributions to strategic dialog and action</li> </ul>	1 Hour



Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	4.3 Influence stakeholders to improve strategies in achieving goals	<ul style="list-style-type: none"> <li>• Explain relevant international treaties and agreements, legislation and regulations</li> <li>• Evaluate the impact of change on individuals, groups, organizations and industry</li> <li>• Formulate strategies for consulting and gaining support for industry positions.</li> <li>• Explain complex ideas to a range of audiences</li> <li>• Negotiate for consensus or compromise.</li> <li>• Communicate industry visions and directions to stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Small Group Discussion</li> <li>• Brainstorming</li> <li>• Debates</li> <li>• Forums</li> </ul>	<ul style="list-style-type: none"> <li>• Interview or written exam</li> <li>• Case problems involving strategic management issues</li> <li>• Third-party report or feedback from stakeholders about candidate's contributions to strategic dialog and action</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
5. Incorporate innovation into work procedures	5.1 Lead teams to foster innovative practices	<ul style="list-style-type: none"> <li>• Demonstrate competence in analyzing different roles of individuals in suggesting and making improvements; positive impacts and challenges in innovation; team development, strategies in fostering innovative practices; character strengths; five minds of the future; adaptation concepts and transtheoretical model of behavior change</li> <li>• Demonstrate skills in team dynamics, organizational assessment and innovative practices in the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 Hour

	<p>5.2 Modify existing standards, procedures and processes in the workplace to foster learning and innovation</p>	<ul style="list-style-type: none"> <li>• Show mastery of concepts in assessing learning and evaluation in the workplace; strategies and techniques in implementing innovative practices in the workplace; change management concepts (overview); strategies and techniques in negotiation and winning teams</li> <li>• Examine the standards, procedures and practices that either encourage or discourage learning and innovation in the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Hour</li> </ul>
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Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> <li>• Identify opportunities and strengths of the organization in assimilating and accommodating learning and innovation practices</li> <li>• Convince stakeholders for support on the new practices in fostering learning and innovation</li> <li>• Implement changes in the organization's standards, procedures and processes in adopting strategies and techniques of learning and innovation in the workplace</li> <li>• Facilitate change management and organizational development procedures to better prepare teams for the assimilation and accommodation of learning and innovation practices</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	5.3 Establish a coaching culture for learning and innovative practices in the organization	<ul style="list-style-type: none"> <li>• Show mastery of the coaching principles, strategies and techniques; group process; evaluating coaching culture, human development program integration, five minds of the future, character strengths, and adaptation concepts.</li> <li>• Facilitate a learning/coaching session to colleagues and subordinates that focus on improving workplace learning and innovation</li> <li>• Demonstrate skill in conducting and managing coaching interviews for feedback giving, receiving toward performance improvement</li> <li>• Model necessary character strengths on fostering learning and innovation in the organization.</li> <li>• Develop action plans on securing relevant, and reliable pool of professional networks who can help in maintaining and reinforcing the coaching culture for learning and innovation in the organization.</li> <li>• Evaluate and link coaching and to performance</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	5.4 Set direction to maintain the culture of learning and innovation practices in the organization	<ul style="list-style-type: none"> <li>• Show mastery in character strengths that promote innovation and learning; managing and maintaining innovative mindset in the workplace, research and evaluation concepts and transtheoretical model of behavior change</li> <li>• Develop paradigms for innovative practices in the organization</li> <li>• Model necessary character strengths on fostering learning and innovation in the organization</li> <li>• Demonstrate skills in managing and maintaining innovative practices in the workplaces</li> <li>• Develop corrective actions and plans for continuous improvement in terms of learning and innovation in the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	5.5 Evaluate the overall effectiveness and efficiency of the innovative practices implemented	<ul style="list-style-type: none"> <li>• Demonstrate skills in evaluating one's performance and relating it to organizational performance when it comes to innovation</li> <li>• Manage feedbacks for performance improvement</li> <li>• Implement corrective actions and plans for continuous improvement in terms of learning and innovation in the organization</li> <li>• Develop action plans for innovative performance in the organization</li> <li>• Demonstrate skill in responding to feedbacks and performance success and pitfall</li> <li>• Evaluate effectiveness and efficacy of the innovative programs implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Lecture</li> <li>• Appreciative Inquiry</li> <li>• Demonstration</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological and behavioral Interviews</li> <li>• Performance Evaluation</li> <li>• Life Narrative Inquiry</li> <li>• Review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> <li>• Standardized assessment of character strengths and virtues applied</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
6. Develop systems in managing and maintaining information	6.1 Develop and manage quality assurance system	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Principles of quality management and their application</li> <li>- Quality assurance system</li> <li>- Quality standards and regulations</li> <li>- Relevant quality standards, policies and procedures</li> <li>- Sampling techniques</li> <li>- Workplace procedures and practices</li> </ul> </li> <li>• Investigating and applying methods to eliminate causes of unsatisfactory performance</li> <li>• Using analytical tools, instructions and plans</li> <li>• Sequencing operations</li> <li>• Determining report requirements and present information in appropriate formats</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Self-paced handout/ module</li> <li>• Hands on</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	6 Hours



Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	6.2 Determine resource requirements	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Strategic planning</li> <li>- Quality system requirements</li> </ul> </li> <li>Determination and allocation of resources</li> <li>Determination of external quality requirements</li> <li>Determining implementation requirements and prepare implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> <li>Hands on</li> <li>Demonstration</li> <li>Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	3 Hours
	6.3 Plan development of quality procedures	<ul style="list-style-type: none"> <li>Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Quality procedure requirements</li> <li>- Product performance requirements</li> <li>- Principles of quality management and their application</li> <li>- Appropriate quality methodologies, their capabilities, limitations, applicability and contribution to outcomes</li> <li>- OHS practices</li> </ul> </li> <li>Determination of quality procedure requirements</li> <li>Determination of product performance requirements</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group Discussion</li> <li>Self-paced handout/ module</li> <li>Hands on</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Observation</li> <li>Presentation</li> </ul>	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	6.4 Establish implementation and review strategies	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Parameters on quality system and procedures</li> <li>- Implementation strategies</li> <li>- Review of quality system</li> </ul> </li> <li>• Determination of parameters on quality system and procedures</li> <li>• Determination of implementation strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Self-paced handout/ module</li> <li>• Hands on</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	4 Hours
	6.5 Evaluate system implementation	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Effectiveness of system implementation</li> <li>- Evaluation strategies</li> </ul> </li> <li>• Evaluation on implementation of system</li> <li>• Assessment of results and application of changes</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Self-paced handout/ module</li> <li>• Hands on</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	3 Hours

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	
	6.6 Maintain records and update management information systems	<ul style="list-style-type: none"> <li>• Lecture and discussion on:               <ul style="list-style-type: none"> <li>- Recording and reporting practices</li> <li>- Information storage requirements and methods</li> <li>- Reporting procedures of the organisation</li> <li>- Maintaining accurate records</li> </ul> </li> <li>• Using management information systems to store and retrieve data</li> <li>• Updating and storing information</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Self-paced handout/ module</li> <li>• Hands on</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Observation</li> <li>• Presentation</li> </ul>	4 hours
7. Manage Implementation of OSH programs in the workplace	7.1 Plan and organize OSH programs	<ul style="list-style-type: none"> <li>• Writing OSH Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Case Study</li> <li>• Group Project</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning Portfolio</li> </ul>	4 Hours
	7.2 Implement OSH programs	<ul style="list-style-type: none"> <li>• Presenting OSH Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Case Study</li> <li>• Group Project</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning Portfolio</li> </ul>	2 Hours

	7.3 Manage implementation of OSH program	<ul style="list-style-type: none"> <li>• Writing communication strategies and reporting status of OSH Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Case Study</li> <li>• Group Project</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning Portfolio</li> </ul>	2 Hours
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Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
8. Manage Implementation of Environmental Programs in the Workplace	8.1 Plan and organize environmental programs	<ul style="list-style-type: none"> <li>• Discussion regarding               <ul style="list-style-type: none"> <li>- Physical changes in the environment itself;</li> <li>- Environmental policy and regulation;</li> <li>- Technology and innovation; and changes in prices,</li> <li>- Markets and consumer habits</li> <li>- Climate change and energy</li> <li>- Sustainable transport and mobility</li> <li>- Sustainable consumption and production:</li> <li>- Sustainable management of biodiversity and natural resources,</li> <li>- Public health, and the prevention and management of risks to it</li> <li>- Demography, immigration, poverty and social inclusion</li> <li>- Knowledge society</li> <li>- Governance</li> <li>- Strategy development</li> <li>- principles of low-carbon and</li> <li>- Resource efficiency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	8.2 Implement environmental programs	<ul style="list-style-type: none"> <li>• Perform environmental impact assessment and modelling</li> <li>• Drafting Mobilization Implementation Plan for Environmental Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 Hour
	8.3 Manage implementation of environmental programs	<ul style="list-style-type: none"> <li>• Developing Action Plans <ul style="list-style-type: none"> <li>- Monitoring coherence between skills and environmental policies</li> <li>- Continuous Training/education for sustainability</li> <li>- Enhancing national government coordination of existing education for company sustainability programmes, policies</li> <li>- Applying new and innovative education and training approaches.</li> </ul> </li> <li>• Measuring and classifying green/environmental activities and related skills</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Case Study</li> <li>• Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> <li>• Third Party Reports</li> </ul>	1 Hour

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
9. Develop and sustain a high-performing enterprise	9.1 Shape enterprise directions	<ul style="list-style-type: none"> <li>Assessing range of alternatives rather than choosing the easiest option</li> <li>Perform data analysis as basis for developing solutions and choosing strategies</li> <li>Prepare business plan for expansion</li> </ul>	<ul style="list-style-type: none"> <li>Lecture/discussion</li> <li>Group work</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written Report</li> <li>Portfolio</li> </ul>	2 Hours
	9.2 Determine demands for new products	<ul style="list-style-type: none"> <li>Prepare market feasibility studies</li> </ul>	<ul style="list-style-type: none"> <li>Group work</li> <li>Individual work</li> <li>Lecture/Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio</li> <li>Written Report</li> </ul>	2 Hours
	9.3 Expand clientele and product lines	<ul style="list-style-type: none"> <li>Prepare study on market demand</li> <li>Identify competitive advantage of existing products and services</li> <li>Gathering of feedback from clients</li> </ul>	<ul style="list-style-type: none"> <li>Individual Work</li> <li>Lecture/Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Written Report</li> <li>Portfolio</li> </ul>	2 Hours
	9.4 Establish high performing teams	<ul style="list-style-type: none"> <li>Role play to conduct a dialogue</li> <li>Role paly on conflict resolution</li> <li>Case studies on employee motivation</li> <li>Discussion on problem solving procedures</li> </ul>	<ul style="list-style-type: none"> <li>Role Play</li> <li>Lecture/Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Role play</li> <li>Case problem</li> </ul>	

#### IV. MATRIX OF BASIC COMPETENCIES

LEVEL (PQF)	COMMUNICATION	COLLABORATION AND TEAMWORK	CRITICAL THINKING AND PROBLEM SOLVING	LIFE-LONG LEARNING AND CAREER SKILLS	LEARNING AND INNOVATION
NC I	<p><b>UNIT TITLE:</b> Receive and respond to workplace communication</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Follow routine spoken messages</li> <li>2. Perform workplace duties following written notices</li> </ol>	<p><b>UNIT TITLE:</b> Work with others</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Develop effective workplace relationships</li> <li>2. Contribute to work group activities</li> </ol>	<p><b>UNIT TITLE:</b> Solve/address routine problems</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Identify the problem</li> <li>2. Assess fundamental causes of the problem</li> <li>3. Determine corrective action</li> <li>4. Communicate action plans and recommendations to routine problems.</li> </ol>	<p><b>UNIT TITLE:</b> Enhance self-management skills</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Set personal and career goals</li> <li>2. Recognize emotions</li> <li>3. Describe oneself as a learner</li> </ol>	<p><b>UNIT TITLE:</b> Support innovation</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Identify the need for innovation in one's area of work</li> <li>2. Recognize innovative and creative ideas</li> <li>3. Support individuals' access to flexible and innovative ways of working</li> </ol>
LEVEL (PQF)	INFORMATION MANAGEMENT	OCCUPATIONAL SAFETY AND HEALTH	ENVIRONMENTAL LITERACY	ENTREPRENEURSHIP	
NC I	<p><b>UNIT TITLE:</b> Access and maintain information</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Identify and gather needed information</li> <li>2. Search for information on the internet or an intranet</li> <li>3. Examine information</li> <li>4. Secure information</li> <li>5. Manage information</li> </ol>	<p><b>UNIT TITLE:</b> Follow occupational safety and health policies and procedures</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Identify relevant occupational safety and health policies and procedures</li> <li>2. Perform relevant occupational safety and health procedures</li> <li>3. Comply with relevant occupational safety and health policies and standards</li> </ol>	<p><b>UNIT TITLE:</b> Apply environmental work standards</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Identify environmental work hazards</li> <li>2. Follow environmental work procedures</li> <li>3. Comply with environmental work requirements</li> </ol>	<p><b>UNIT TITLE:</b> Adopt entrepreneurial mindset in the workplace</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Determine entrepreneurial mindset</li> <li>2. Identify entrepreneurial practices</li> </ol>	



<b>LEVEL (PQF)</b>	<b>COMMUNICATION</b>	<b>COLLABORATION AND TEAMWORK</b>	<b>CRITICAL THINKING AND PROBLEM SOLVING</b>	<b>LIFE-LONG LEARNING AND CAREER SKILLS</b>	<b>LEARNING AND INNOVATION</b>
<b>NC II</b>	<p><b>UNIT TITLE:</b> Participate in workplace communication</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Obtain and convey workplace information</li> <li>2. Perform duties following workplace instructions</li> <li>3. Complete relevant work- related documents</li> </ol>	<p><b>UNIT TITLE:</b> Work in a team environment</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Describe team role and scope</li> <li>2. Identify one’s role and responsibility within a team</li> <li>3. Work as a team member</li> </ol>	<p><b>UNIT TITLE:</b> Solve/address general workplace problems</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Identify routine problems</li> <li>2. Look for solutions to routine problems</li> <li>3. Recommend solutions to problems</li> </ol>	<p><b>UNIT TITLE:</b> Develop career and life decisions</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Manage one’s emotion</li> <li>2. Develop reflective practice</li> <li>3. Boost self-confidence and develop self-regulation</li> </ol>	<p><b>UNIT TITLE:</b> Contribute to workplace innovation</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Identify opportunities to do things better</li> <li>2. Discuss and develop ideas with others</li> <li>3. Integrate ideas for change in the workplace</li> </ol>
<b>LEVEL (PQF)</b>	<b>INFORMATION MANAGEMENT</b>	<b>OCCUPATIONAL SAFETY AND HEALTH</b>	<b>ENVIRONMENTAL LITERACY</b>	<b>ENTREPRENEURSHIP</b>	
<b>NC II</b>	<p><b>UNIT TITLE:</b> Present relevant information</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Gather data/ information</li> <li>2. Assess gathered data/ information</li> <li>3. Record and present information</li> </ol>	<p><b>UNIT TITLE:</b> Practice occupational safety and health policies and procedures</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Identify OSH compliance requirements</li> <li>2. Prepare OSH requirements for compliance</li> <li>3. Perform tasks in accordance with relevant OSH policies and procedures</li> </ol>	<p><b>UNIT TITLE:</b> Exercise efficient and effective sustainable practices in the workplace</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Identify the efficiency and effectiveness of resource utilization</li> <li>2. Determine causes of inefficiency and/or ineffectiveness of resource utilization</li> <li>3. Convey inefficient and ineffective environmental practices</li> </ol>	<p><b>UNIT TITLE:</b> Practice entrepreneurial skills in the workplace</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Apply entrepreneurial workplace best practices</li> <li>2. Communicate entrepreneurial workplace best practices</li> <li>3. Implement cost- effective operations</li> </ol>	

<b>LEVEL (PQF)</b>	<b>COMMUNICATION</b>	<b>COLLABORATION AND TEAMWORK</b>	<b>CRITICAL THINKING AND PROBLEM SOLVING</b>	<b>LIFE-LONG LEARNING AND CAREER SKILLS</b>	<b>LEARNING AND INNOVATION</b>
<b>NC III</b>	<p><b>UNIT TITLE:</b> Lead workplace communication</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Communicate information about workplace processes</li> <li>2. Lead workplace discussions</li> <li>3. Identify and communicate issues arising in the workplace</li> </ol>	<p><b>UNIT TITLE:</b> Lead small teams</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Provide team leadership</li> <li>2. Assign responsibilities</li> <li>3. Set performance expectations for team members</li> <li>4. Supervise team performance</li> </ol>	<p><b>UNIT TITLE:</b> Apply critical thinking and problem solving techniques in the workplace</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Examine specific workplace challenges</li> <li>2. Analyze the causes of specific workplace challenges</li> <li>3. Formulate resolutions to specific workplace challenges</li> <li>4. Implement action plans and communicate results</li> </ol>	<p><b>UNIT TITLE:</b> Work in a diverse environment</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Develop an individual's cultural awareness and sensitivity</li> <li>2. Work effectively in an environment that acknowledges and values cultural diversity</li> <li>3. Identify common issues in a multicultural and diverse environment</li> </ol>	<p><b>UNIT TITLE:</b> Propose methods of applying learning and innovation in the organization</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Assess work procedures, processes and systems in terms of innovative practices.</li> <li>2. Generate practical action plans for improving work procedures, processes.</li> <li>3. Evaluate the effectiveness of the proposed action plans.</li> </ol>
<b>LEVEL (PQF)</b>	<b>INFORMATION MANAGEMENT</b>	<b>OCCUPATIONAL SAFETY AND HEALTH</b>	<b>ENVIRONMENTAL LITERACY</b>	<b>ENTREPRENEURSHIP</b>	
<b>NC III</b>	<p><b>UNIT TITLE:</b> Use information systematically</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Use technical information</li> <li>2. Apply information technology (IT)</li> <li>3. Edit, format and check information</li> </ol>	<p><b>UNIT TITLE:</b> Evaluate occupational safety and health work practices</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Interpret-Occupational Safety and Health practices</li> <li>2. Set OSH work targets</li> <li>3. Evaluate effectiveness of Occupational Safety and Health work instructions</li> </ol>	<p><b>UNIT TITLE:</b> Evaluate environmental work practices</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Interpret environmental practices, policies and procedures</li> <li>2. Establish targets to evaluate environmental practices</li> <li>3. Evaluate effectiveness of environmental practices</li> </ol>	<p><b>UNIT TITLE:</b> Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization</li> <li>2. Establish and Maintain client-base/market</li> <li>3. Apply budgeting and financial management skills</li> </ol>	

<b>LEVEL (PQF)</b>	<b>COMMUNICATION</b>	<b>COLLABORATION AND TEAMWORK</b>	<b>CRITICAL THINKING AND PROBLEM SOLVING</b>	<b>LIFE-LONG LEARNING AND CAREER SKILLS</b>	<b>LEARNING AND INNOVATION</b>
<b>NC IV</b>	<p><b>UNIT TITLE:</b> Utilize specialized communication skill</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Meet common and specific communication needs of clients and colleagues</li> <li>2. Contribute to the development of communication strategies</li> <li>3. Deliver a technical presentation</li> <li>4. Represent the organization</li> <li>5. Facilitate group discussion</li> <li>6. Conduct interview</li> </ol>	<p><b>UNIT TITLE:</b> Develop and lead teams</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Foster individual growth</li> <li>2. Foster individual and team growth</li> <li>3. Monitor and evaluate workplace learning</li> <li>4. Develop team commitment and cooperation</li> <li>5. Facilitate accomplishment of team goals</li> </ol>	<p><b>UNIT TITLE:</b> Perform higher-order thinking processes and apply techniques in the workplace</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Evaluate effectiveness and efficiency of the workplace systems, processes and procedures</li> <li>2. Foster the habit of critical inquiry and curiosity in the workplace.</li> <li>3. Develop practical action plans for improving workplace conditions.</li> </ol>	<p><b>UNIT TITLE:</b> Contribute to the practice of social justice in the workplace</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Update self on local, national and global trends/ issues in the workplace</li> <li>2. Relate local and global trends to workplace context</li> <li>3. Engage and take actions on workplace issues and concerns</li> </ol>	<p><b>UNIT TITLE:</b> Manage innovative work instructions</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Review and analyze existing workplace practices</li> <li>2. Examine opportunities for continuous improvement and innovation of practices in the workplace</li> <li>3. Implement innovative ways in the conduct of usual workplace practices</li> </ol>
<b>LEVEL (PQF)</b>	<b>INFORMATION MANAGEMENT</b>	<b>OCCUPATIONAL SAFETY AND HEALTH</b>	<b>ENVIRONMENTAL LITERACY</b>	<b>ENTREPRENEURSHIP</b>	
<b>NC IV</b>	<p><b>UNIT TITLE:</b> Manage and evaluate usage of information</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Review information needs and sources</li> <li>2. Collect and analyze information</li> <li>3. Use management information systems</li> <li>4. Report and disseminate analyzed information</li> </ol>	<p><b>UNIT TITLE:</b> Lead in improvement of occupational safety and health program, policies and procedures</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Assess Occupational Safety and Health (OSH) practices and programs</li> <li>2. Recommend OSH program improvement initiatives</li> <li>3. Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies</li> </ol>	<p><b>UNIT TITLE:</b> Lead towards improvement of environmental work programs, policies and procedures</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Assess environmental work practices and programs</li> <li>2. Recommend environmental program improvements initiatives</li> <li>3. Implement recommended improvements on environmental programs, policies and procedures</li> </ol>	<p><b>UNIT TITLE:</b> Sustain entrepreneurial skills</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Enhance one's business skills</li> <li>2. Manage entrepreneurial practices</li> <li>3. Expand markets and clientele</li> </ol>	

LEVEL (PQF)	COMMUNICATION	COLLABORATION AND TEAMWORK	CRITICAL THINKING AND PROBLEM SOLVING	LIFE-LONG LEARNING AND CAREER SKILLS	LEARNING AND INNOVATION
NC V	<p><b>UNIT TITLE:</b> Manage and sustain effective communication strategies</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Develop/implement communication strategies</li> <li>2. Promote the use of communication strategies</li> <li>3. Evaluate the effectiveness of communication strategies</li> </ol>	<p><b>UNIT TITLE:</b> Manage and sustain high performing teams</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Delegate responsibility and authority to others</li> <li>2. Set targets for delegated work</li> <li>3. Mentor and coach teams</li> </ol>	<p><b>UNIT TITLE:</b> Evaluate higher order thinking skills and adjust problem solving techniques</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Develop framework for continuous improvement</li> <li>2. Apply developed framework for continuous improvement</li> <li>3. Evaluate the effectiveness and efficiency of continuous improvement framework</li> </ol>	<p><b>UNIT TITLE:</b> Advocate strategic thinking for global citizenship</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Establish and refine goals and directions for industry</li> <li>2. Develop practical strategies to achieve goals</li> <li>3. Influence stakeholders to improve strategies in achieving goals</li> </ol>	<p><b>UNIT TITLE:</b> Incorporate innovation into work procedures</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Lead teams to foster innovative practices.</li> <li>2. Modify existing standards, procedures and processes in the workplace to foster learning and innovation.</li> <li>3. Establish a coaching culture for learning and innovative practices in the organization</li> <li>4. Set direction to maintain the culture of learning and innovation practices in the organization</li> <li>5. Evaluate the overall effectiveness and efficiency of the innovative practices implemented</li> </ol>

LEVEL (PQF)	INFORMATION MANAGEMENT	OCCUPATIONAL SAFETY AND HEALTH	ENVIRONMENTAL LITERACY	ENTREPRENEURSHIP	
NC V	<p><b>UNIT TITLE:</b> Develop systems in managing, and maintaining information</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Develop and manage quality assurance system</li> <li>2. Determine resource requirements</li> <li>3. Plan development of quality procedures</li> <li>4. Establish implementation and review strategies</li> <li>5. Evaluate system implementation</li> <li>6. Manage records and update management information systems</li> </ol>	<p><b>UNIT TITLE:</b> Manage implementation of OSH programs in the workplace</p> <p><b>ELEMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Plan and organize OSH programs</li> <li>2. Implement OSH programs</li> <li>3. Manage implementation of OSH program</li> </ol>	<p><b>UNIT TITLE:</b> Manage implementation of environmental programs in the workplace</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Plan and organize environmental programs</li> <li>2. Implement environmental programs</li> <li>3. Manage implementation of environmental programs</li> </ol>	<p><b>UNIT TITLE:</b> Develop and sustain a high-performing enterprise</p> <p><b>ELEMENTS</b></p> <ol style="list-style-type: none"> <li>1. Shape enterprise directions</li> <li>2. Determine demands for new products</li> <li>3. Expand clientele and product lines</li> <li>4. Establish high performing teams</li> </ol>	

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### **INDUSTRY SECTORS**

**AUTOMOTIVE AND LAND TRANSPORT**

**AGRICULTURE-FISHERY**

**CONSTRUCTION**

**ELECTRONICS**

**INFORMATION TECHNOLOGY - BPO**

**DOMESTIC WORK SECTOR**

**TOURISM**

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