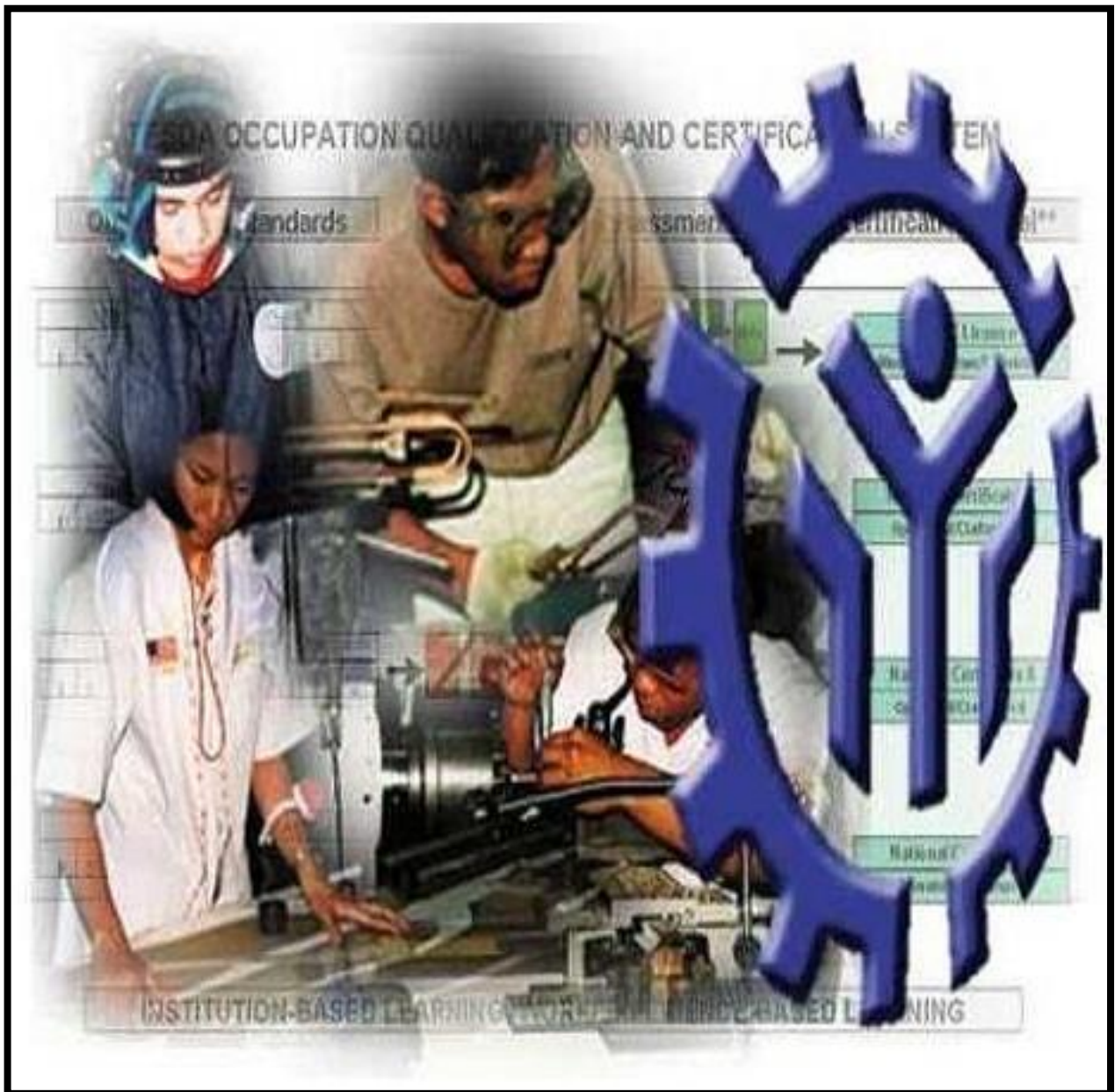


# TRAINING REGULATIONS

## TOUR GUIDING SERVICES III



### TOURISM SECTOR (TRAVEL AND TOUR)

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY  
TESDA Complex East Service Road, South Luzon Expressway (SLEX), Fort Bonifacio, Taguig City

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

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

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The Training Regulations (TR) serves as basis for:

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

Each TR has four sections:

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

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# TRAINING REGULATIONS FOR

## TOUR GUIDING NC III

### SECTION 1 TOUR GUIDING SERVICES NC III QUALIFICATION

The **TOUR GUIDING SERVICES NC III** Qualification consists of competencies that a person must achieve to research information relevant to the destination and tour itinerary, oversee regional tour arrangements, guide and escort clients.

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

The Units of Competency comprising this Qualification include the following:

<b>CODE NO.</b>	<b>BASIC COMPETENCIES</b>
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>CODE NO.</b>	<b>COMMON COMPETENCIES</b>
TRS311201	Develop and update industry knowledge
TRS141201	Receive and resolve customer complaints
TRS141202	Work cooperatively in a general administration environment
TRS141203	Maintain quality customer/guest service
<b>CODE NO.</b>	<b>CORE COMPETENCIES</b>
TRS511307	Research information relevant to the destination and tour itinerary
TRS511308	Oversee regional tour arrangements for clients
TRS511309	Guide and escort clients in accordance with the tour itinerary

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

- Regional Tour Guide



## SECTION 2      COMPETENCY STANDARDS

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

### BASIC COMPETENCIES

**UNIT OF COMPETENCY : LEAD WORKPLACE COMMUNICATION**

**UNIT CODE : 400311319**

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

<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)

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



## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

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

**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, knowledge and aptitude required to undertake the assigned task based on company policies.  2.2. Duties are allocated having regard to individual preference, domestic and	2.1 Work plan and procedures 2.2 Work requirements and targets 2.2 Individual and group expectations and assignments 2.3 Ways to improve group leadership and membership	2.1 Communication skills 2.2 Management skills 2.3 Negotiating skills 2.4 Evaluation skills 2.5 Identifying team member's strengths and rooms for improvement

<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>
	personal considerations, whenever possible		
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude 3.3 Performance expectations are discussed and disseminated to individual team members	3.1 One's roles and responsibilities in the team 3.2 Feedback giving and receiving 3.3 Performance expectation	3.1 Communication skills 3.2 Accurate empathy 3.3 Congruence 3.4 Unconditional positive regard 3.5 Handling of Feedback
4. Supervise team performance	4.1 Performance is monitored based on defined performance criteria and/or assignment instruction 4.2 Team members are provided with <b>feedback</b> , positive support and advice on strategies to overcome any deficiencies based on company practices 4.3 <b>Performance issues</b> which cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the	4.1 Performance Coaching 4.2 Performance management 4.3 Performance Issues	4.1 Communication skills required for leading teams 4.2 Coaching 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>
	<p>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 team</p> <p>4.7 All relevant documentation is completed in accordance with company procedures</p>		

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <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> </ol>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ol 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> </ol>
<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. Written Examination</li> <li>3.2. Oral Questioning</li> <li>3.3. Portfolio</li> </ol>
<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>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Formulate resolutions to specific workplace challenges.	3.1 All possible options are considered for resolution of the problem. 3.2 Strengths and weaknesses of possible options are considered. 3.3 Corrective actions are determined to resolve the problem and possible future causes. 3.4 <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**

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



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

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

## RANGE OF VARIABLES

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

## EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <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 2.4. Information and data obtained are handled, edited, formatted and checked from a range of internal and external <b>sources</b> 2.5. Information are extracted, entered, and processed to produce the outputs required by <b>customers</b> 2.6. Own skills and understanding are shared to help others 2.7. Specified <b>security measures</b> are implemented to protect the confidentiality and integrity of project data held in IT systems	2.1. Attributes and limitations of available software tools 2.2. Procedures and work instructions for the use of IT 2.3. Operational requirements for IT systems 2.4. Sources and flow paths of data 2.5. Security systems and measures that can be used 2.6. Extract data and format reports 2.7. Methods of entering and processing information 2.8. WWW enabled applications	2.1. Identifying attributes and limitations of available software tools 2.2. Using procedures and work instructions for the use of IT 2.3. Describing operational requirements for IT systems 2.4. Identifying sources and flow paths of data 2.5. Determining security systems and measures that can be used 2.6. Extracting data and format reports 2.7. Describing methods of entering and processing information 2.8. Using WWW applications



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

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

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

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

<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 but not limited to: <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 but not limited to: <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 but not limited to: <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 but not limited to: <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	1.1. Environmental Practices 1.2. 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 <b>Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</b></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
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.)
3. Apply budgeting and financial	3.1 Enterprise is built up and sustained through	3.1 Cash flow management	3.1 Setting business priorities and strategies

<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>
management skills	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 Basic financial management 3.2 Basic financial accounting 3.3 Business internal controls	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

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

## COMMON COMPETENCIES

**UNIT OF COMPETENCY : DEVELOP AND UPDATE INDUSTRY KNOWLEDGE**

**UNIT CODE : TRS311201**

**UNIT DESCRIPTOR :** This unit of competency deals with the knowledge, skills required to access, increase and update industry knowledge. It includes seek information on the industry and update industry knowledge.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Seek information on the industry	1.1 <b>Sources of information</b> on the industry are correctly identified and accessed 1.2 <b>Information to assist effective work performance</b> is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities	1.1 Introduction to Tourism industry 1.1.1 Role of government, business and private sector 1.1.2 Civil society and community 1.2 Overview of quality assurance in the industry 1.3 Industry information sources	1.1 Ready skills needed to access industry information 1.2 Basic competency skills needed to access the internet
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry 2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities	2.1 Role of individual staff members 2.2 Industry information sources	2.1 Time management 2.2 Ready skills needed to access industry information



ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Develop and update local knowledge	3.1 Local knowledge is developed to assist queries on local/national tourism industry 3.2 Local knowledge is updated using <b><i>informal and/or formal research</i></b> 3.3 Contact with local communities is maintained	1.1 Role of individual staff members 1.2 Industry information sources	3.1 Time management 3.2 Ready skills needed to access industry information
4. Promote products and services to customer	4.1 <b><i>Promotional initiatives</i></b> are described that maybe used to promote products and services 4.2 Selling skills are applied according to customer needs	4.1 Promotional initiatives	4.1 Applying selling skills

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Information sources	May include : 1.1 Media 1.2 Reference books 1.3 Libraries 1.4 Unions 1.5 Industry associations 1.6 Industry journals 1.7 Internet 1.8 Personal observation and experience
2. Information to assist effective work performance	May include: 2.1 Different sectors of the industry and the services available in each sector 2.2 Relationship between tourism and hospitality 2.3 Relationship between the industry and other industries 2.4 Industry working conditions 2.5 Legislation that affects the industry <ul style="list-style-type: none"> <li>• Liquor</li> <li>• Health and safety</li> <li>• Hygiene</li> <li>• Gaming</li> <li>• Workers compensation</li> <li>• Consumer protection</li> <li>• Duty of care</li> <li>• Building regulations</li> </ul> 2.6 Trade unions 2.7 Environmental issues and requirements 2.8 Industrial relations issues and major organizations 2.9 Career opportunities within the industry 2.10 Work ethic required to work in the industry and industry expectations of staff 2.11 Quality assurance
3. Informal and formal research	May include: 3.1 Discussions with colleagues, management and customers 3.2 Reading internal enterprise material about products and services 3.3 Familiarity with customer comments including complaints

	3.4 Reading and researching product data and information
	3.5 Conducting internal testing to determine quality and differentials 3.6 General media research 3.7 Developing and analyzing responses to questionnaires 3.8 Reading surveys and ratings
4. Promotional initiatives	May include: 4.1 Media campaigns 4.2 Internal promotions, including static displays, demonstrations, tastings, videos, competitions, packages, events

## EVIDENCE GUIDE

1. Critical aspects of competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Knew key sources of information on the industry 1.2 Updated industry knowledge 1.3 Accessed and used industry information 1.4 Developed and updated local knowledge 1.5 Promoted products and services
2. Resource implications	<b>The following resources should be provided:</b> 2.1 Sources of information on the industry 2.2 Industry knowledge
3. Methods of assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Interview/questions 3.2 Practical demonstration 3.3 Portfolio of industry information related to trainee's work
4. Context for assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment. 4.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

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

**UNIT CODE :** TRS141201

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

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

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

## RANGE OF VARIABLES

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

VARIABLE	RANGE
	<p>6.2 Providing documentation and/or evidence that does not support customer complaint.</p> <p>6.3 Information (verbal or written) that directly relates to the complaint being investigated</p> <p>6.4 Information (verbal or written) that is presented in a calm and accurate manner</p>
7. Appropriate person	<p>May include:</p> <p>7.1 Immediate superior within the organisational hierarchy</p> <p>7.2 Specialist customer service staff</p> <p>7.3 External bodies</p>

## 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 Demonstrated ability to apply anger management techniques</li> <li>1.2 Demonstrated ability to apply conflict resolution techniques</li> <li>1.3 Demonstrated ability to use effective communication skills to accurately determine the nature of complaints</li> <li>1.4 Demonstrated ability to obtain written and verbal information relevant to the complaint</li> <li>1.5 Demonstrated ability to working with enterprise policies and procedures to resolve customer complaints</li> <li>1.6 Demonstrated ability to initiate escalation procedures at an appropriate time within the complaint resolution process</li> <li>1.7 Demonstrated ability to maintain effective communication lines with customers, other personnel and management in order to resolve customer complaints quickly</li> <li>1.8 Demonstrated ability to apply knowledge of different cultures and cultural characteristics appropriately in communications with customers and colleagues from diverse backgrounds</li> </ul>
<p>2. Resource Implications</p>	<p><b>The following resources should be provided:</b>            Training and assessment to include access to a real or simulated workplace; and access to workplace customer service standards, procedures, policies, guidelines, tools and equipment and in particular those procedures, policies and guidelines that guide effective complaint resolution.</p>
<p>3. Method of Assessment</p>	<p><b>5 Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Case studies</li> <li>3.2 Observation of practical candidate performance</li> <li>3.3 Oral and written questions</li> <li>3.4 Portfolio evidence</li> <li>3.5 Problem solving</li> <li>3.6 Role plays</li> <li>3.7 Third party reports completed by a supervisor</li> <li>3.8 Project and assignment work.</li> </ul>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>



**UNIT OF COMPETENCY : WORK COOPERATIVELY IN A GENERAL ADMINISTRATION ENVIRONMENT**

**UNIT CODE : TRS141202**

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

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

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>within acceptable time frames are met</p> <p>3.2 Encouragement and support to other team members to identify and organise <b>professional development opportunities</b> are given</p> <p>3.3 <b>Formal feedback</b> and <b>informal feedback</b> on individual and team performance regularly from colleagues and supervisors to identify and implement improvements to products, services, processes or outcomes are sought</p> <p>3.4 Personal work standards in a manner that supports the workgroup and organisational requirements are maintained</p> <p>3.5 Positive contributions to the planning process to improve work practices are made</p> <p>3.6 <b>Non-discriminatory attitudes and language</b> when interacting with customers, staff and management, consistently are used</p>	<p>a designated work group or team</p> <p>3.3 Communicate effectively with a range of people relevant to position and role</p> <p>3.4 Customer relations</p> <p>3.5 Enterprise's policies and procedures in resolving complaints and conflict</p>	<p>3.6 Compilation and classification of information and data</p> <p>3.7 Networking skills</p>

## RANGE OF VARIABLES

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

VARIABLE	RANGE
	6.3 Legislation relevant to the operation, incident and/or response 6.4 Employer and employee rights and responsibilities 6.5 Business and performance plans 6.6 Policies and procedures relating to own role, responsibility and delegation 6.7 Quality and continuous improvement processes and standards 6.8 Client service standards 6.9 Defined resource parameters
7. Language and tone	May Include: 7.1 Using simple, concise language that can be easily understood by the audience 7.2 Using appropriate tone, i.e. not patronizing, not too loud, not too soft, not yelling, not angry
8. Conflict	May Include: 8.1 Group conflict 8.2 Conflict with individuals 8.3 Conflict with co-workers
9. Appropriate persons	May Include: 9.1 Supervisors, managers 9.2 Colleagues 9.3 Human resource personnel 9.4 Members of the public 9.5 Clients
10. Workplace documentation	May Include: 10.1 Letters 10.2 Memos 10.3 Faxes 10.4 Emails 10.5 Invoices and purchase orders 10.6 Policies and procedures
11. Cultural differences	May Include: 11.1 Forms of address 11.2 Levels of formality, or informality 11.3 Non-verbal behavior 11.4 Work ethics 11.5 Personal grooming 11.6 Family obligations 11.7 Recognized holidays 11.8 Special needs 11.9 Preferences for personal interactions
12. Internal customer	May Include: 12.1 Colleagues working in another department 12.2 Team members 12.3 Supervisor or managers

VARIABLE	RANGE
13. External customer	May Include: 13.1 Suppliers 13.2 People who buy the goods and services the enterprise sells
14. Organization standards, policies and procedures	May Include: 14.1 Complaints procedures 14.2 Organizational standard report forms 14.3 Job descriptions 14.4 Code of ethics 14.5 Quality systems, standards and guidelines
15. Professional development opportunities	May Include: 15.1 Coaching, mentoring and/or supervision 15.2 Formal and/or informal learning programs 15.3 Internal and/or external training provision 15.4 Work experience and exchange opportunities 15.5 Personal study 15.6 Career planning and development 15.7 Performance appraisals 15.8 Workplace skills assessment 15.9 Quality assurance assessments and recommendations
16. Formal feedback	May Include: 16.1 360-degree assessment 16.2 Customer satisfaction surveys/forms 16.3 Team evaluations 16.4 Performance reviews/appraisals 16.5 Workplace assessment
17. Informal feedback	May Include: 17.1 Critical incident reviews 17.2 Impromptu questioning of customers to obtain view of products and/or service provided 17.3 Chance discussions with customers 17.4 Coaching and mentoring 17.5 Seeking the opinions of others 17.6 Comments from supervisors, colleagues or clients 17.7 Personal, reflective behavior strategies
18. Non-discriminatory attitudes and language	May Include: 18.1 Language in relation to race and ethnicity 18.2 Not making assumptions about physical or intellectual abilities 18.3 The use of non-discriminatory language in relation to the portrayal of people with disabilities 18.4 Using and gender inclusive language

## EVIDENCE GUIDE

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

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

**UNIT CODE** : **TRS141203**

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

<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. Identify customer/guest requirements	1.1 Options to improve <b>service levels</b> are identified 1.2 Needs of customers and/or guests are researched and assessed 1.3 Deficiencies in service delivery are identified by conducting <i>data analysis</i>	1.1 Principles of effective communication skills 1.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 1.3 Principles of customer service 1.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints 1.5 Product and service standards and best practice models 1.6 Common problems relating to customer service 1.7 Consultation methods, techniques and protocols 1.8 Research and or evidence and	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills



ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		feedback gathering techniques.	
2. Ensure delivery of quality products/ services	2.1 Colleagues to meet and exceed customer service standards by providing <b>appropriate professional development</b> are assisted 2.2 Products/services are ensured to meet customers' needs and reflect enterprise standards 2.3 Consistently ensure products/services meet customer needs and reflect enterprise standards	2.1 Principles of effective communication skills 2.2 Business environment in which the hotel and travel industry operates, including major current customer relations and management issues as appropriate to the industry sector 2.3 Principles of customer service 2.4 Organization's business structure, products and services and organization's policy and procedures for customer service, including handling customer complaints 2.5 Product and service standards and best practice models 2.6 Common problems relating to customer service 2.7 Consultation methods, techniques and protocols 2.8 Research and or evidence and feedback gathering techniques	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Identifying relevant information 2.6 Compilation and classification of information and data 2.7 Networking skills

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

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Service levels	May include: 1.1 Service quality 1.2 Customer satisfaction 1.3 Staff attitude 1.4 Appearance of venue, staff, etc. 1.5 Atmosphere of venue 1.6 Responsiveness of staff to customer requests 1.7 Delivery times 1.8 Prices or costs 1.9 Product or service availability 1.10 Courtesy and politeness
2. Appropriate professional development	May include: 2.1 Mentoring 2.2 Coaching 2.3 Training 2.4 Peer support
3. Evaluate and report on customer service	May include: 4.1 Service quality evaluations 4.2 Customer satisfaction evaluations 4.3 Industry benchmarking
4. Designated groups or individuals	May include: 5.1 Managers 5.2 Supervisors 5.3 Marketing personnel

## 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 Demonstrated ability to identify the needs and priorities of the organization delivering services to customers/guests</li> <li>1.2 Demonstrated ability to distinguish between customer requirements and customer satisfaction</li> <li>1.3 Demonstrated ability to provide constructive advice on customer/guest service practices</li> <li>1.4 Demonstrated ability to respond to and report on customer feedback</li> <li>1.5 Demonstrated ability to design strategies to improve delivery of products and services</li> <li>1.6 Consistency of performance across a range of situations that demonstrates knowledge, understanding and skill in implementing the principles and practices of maintaining quality customer/guest services</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 Training and assessment to include access to a real or simulated workplace and relevant documentation, such as strategic plans, information on the internal and external operating environment and customer satisfaction data; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</li> </ul>
<p>3. Method 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 studies</li> <li>3.2 Observation of practical candidate performance</li> <li>3.3 Oral and written questions</li> <li>3.4 Portfolio evidence</li> <li>3.5 Problem solving</li> <li>3.6 Role plays</li> <li>3.7 Third party reports completed by a supervisor</li> <li>3.8 Project and assignment work</li> </ul>
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</li> </ul>

## CORE COMPETENCIES

**UNIT OF COMPETENCY :** RESEARCH INFORMATION RELEVANT TO THE DESTINATION AND TOUR ITINERARY

**UNIT CODE :** TRS511307

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude required to access and research information about a regional destinations for developing and completing the itinerary of a tour package.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Source information	1.1 Research sources and <b><i>appropriate methodologies</i></b> are selected based on the <b><i>types of information</i></b> sought 1.2 <b><i>Essential information on the regional destinations</i></b> are identified 1.3 <b><i>Sites, sensory experiences, events and features</i></b> of the region are identified in consultation with other tour guides, colleagues and company officials 1.4 <b><i>Sites and sensory experiences are assessed</i></b> for client suitability	1.1 Standard procedure in gathering information about specific sites/attractions/activities/accessibility/accommodation/amenities 1.2 Definition and attributes of a tour guide 1.3 Types of information 1.4 Sourced information for visitors' suitability and interests 1.5 Sensory experiences 1.6 Local regulations and their impact on the tour itinerary 1.7 Industry practices relevant to sites and sights 1.8 Knowledge of the clients' interest in relation to the tour itinerary 1.9 Industry practices in the packaging of tour products as appropriate to different sectors 1.10 Tour spiel formats	1.1 Gathering information 1.2 Assessing the Sources of information 1.3 Assessing information 1.4 Matching sourced information for visitors' suitability and interests 1.5 Use of electronic resources for research 1.6 Communication skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		1.11 Research methodology	
2. Arrange and file information	<p>2.1 Multiple topic components to create maximum value and interest are combined and integrated.</p> <p>2.2 <b>Researched information is classified</b> and filed in a logical and systematic manner.</p> <p>2.3 Company officials are informed of changes in costs of tour components.</p> <p>2.4 Revised cost structures to include full details of all changes, inclusions, exclusions and add-ons are presented to company officials.</p> <p>2.5 Changes in response to feedback from visitors and colleagues are reviewed and adjusted.</p> <p>2.6 Legal requirements are checked and incorporated in the files based on national and local statutes.</p>	<p>2.1 Sourced information responsibly</p> <p>2.2 Tourism support services</p> <p>2.3 Types of filing systems</p> <p>2.4 Change of cost components</p> <p>2.5 Feedback from visitors and colleagues</p> <p>2.6 Legal requirements</p> <p>2.7 Local regulations and their impact on the tour itinerary</p> <p>2.8 Knowledge of the clients' interest in relation to the tour itinerary</p> <p>2.9 Industry practices in the packaging of tour products as appropriate to different sectors</p>	<p>2.1 Classifying sourced information</p> <p>2.2 Preparing feedback report</p> <p>2.3 Use of electronic resources for research</p> <p>2.4 Communication skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Develop tour scripts and commentaries relevant to the tour itinerary and/or the interest of the clients	3.1 Tour spiels are developed in accordance with <b><i>requirements of specific tour itineraries or specific clients</i></b> 3.2 Appropriate commentary and tour spiels are prepared based on the research conducted. 3.3 On a case-to-case basis, tour scripts are tailored-fit to the interest of the clients. 3.4 Commentary and tour scripts are made acceptable to visitor without political or religious attachments are developed. 3.5 Tour script and itineraries are presented to appropriate authorities for approval prior to implementation.	3.1 Role of tour guide 3.2 Develop oral presentation 3.3 Oral presentation delivery 3.4 High sensory experiences 3.5 Tour script preparation 3.6 Local regulations and their impact on the tour itinerary 3.7 Industry practices relevant to sites and sights 3.8 Knowledge of the clients' interest in relation to the tour itinerary 3.9 Industry practices in the packaging of tour products as appropriate to different sectors	3.1 Developing oral presentation 3.2 Selling optional tours script 3.3 Identifying high sensory experiences 3.4 Use of electronic resources for research 3.5 Communication skills 3.6 Spiel constructions sequencing and development skills

## RANGE OF VARIABLES

VARIABLE	Range
1. Appropriate methodologies	May include: 1.1 Desk research 1.2 Personal contact with tourism authorities 1.3 Product suppliers 1.4 Distribution networks 1.5 Ocular inspections and sharing of information with industry colleagues
2. Types of information	May include: 2.1 Basic/essential 2.2 Tourism highlights 2.3 Support services
3. Essential information on the regional destinations	May include: 3.1 Climate and geography – location and major geo-physical features; weather patterns of the locality; extreme weather risk conditions and seasons 3.2 Environment, flora and fauna – an overview of native flora and fauna and their characteristics; major natural attractions and the key features in the locality; the natural environment as a tourism asset: including environmental concerns such as climate change, laws on protection and conservation of the natural environment 3.3 History – overview of Philippine history and the history of the region – main events, dates, characters and structures 3.4 Philippines and regional Indigenous Culture – art, theatre, music and literature – key performer, writers and artists; major works by the Filipinos and major cultural events; including preservation of tangible and intangible cultural heritage of indigenous people 3.5 Architecture – major styles and their proponents; Key cultural structures in the locality. 3.6 Religion and Education – religious make-up Filipino society; religious beliefs, practices and events in the locality; K-12. Filipino as the national language; English as a second language. Local languages 3.7 Government and governance – political units of governance; political parties, major political figures, current political issues, laws and ordinances 3.8 Transportation and other services – mainstream modes of transport in the locality and the Philippines; other support: banking services, communications, health, sanitation 3.9 Economy – key elements: agriculture, trade and industry. Major local and Philippine products; current issues of the economy; science and technology: key inventions or discoveries including sustainable practices



VARIABLE	Range
	3.10 Fruits, food, beverages and crafts. Best known local national dishes and fruits. Native drinks and local handicrafts. 3.11 Social structure, life style and Filipino family and social values. “utang na loob” and “pakikisama”: including social issues such as gender and development, protection of children, and inclusiveness for people with different abilities and the elderly: including laws on the protection of women and children 3.12 Current Events
4. Sensory experiences	May include: 4.1 Sight 4.2 Sound 4.3 Taste 4.4 Smell 4.5 Feel
5. Sites, events and features of the region	May include: 5.1 Man-made attractions and structures 5.2 Natural attractions and locations 5.3 Sites of historical events 5.4 Religious and cultural festivals 5.5 Conference and social events 5.6 Extraordinary natural formations 5.7 Special events or festivities 5.8 Indigenous peoples 5.9 Flora and fauna 5.10 Remote and inaccessible places 5.11 Special interest/activities
6. Assessing information	May include: 6.1 Accessibility 6.2 Features, risks, benefits and significance 6.3 Environmental impact; historical value.
7. Classified researched information	May include: 7.1 Essential information 7.2 Major local natural and man-made sites and sights in the destination and its environs 7.3 Tourism support services
8. Tour spiels	May include: 8.1 General regional destinations spiels 8.2 Tour script for pre-set, fixed itinerary 8.3 Commentaries for ad hoc or tailored-fit to clients’ interest
9. Requirements of specific tour itineraries or specific clients	May include: 9.1 Accommodations, attractions, accessibility, budget, product or service 9.2 Preference, time-constraints, cultural, political and religious issues

VARIABLE	Range
	9.3 Special interest integrated w/in a wider tour program (e.g. Scuba diving, land-based or sea based)

## EVIDENCE GUIDE

1. Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified essential information on the regional destination</li> <li>1.2 Selected research sources and appropriate methodologies based on the types of information sought</li> <li>1.3 Arranged and filed information</li> <li>1.4 Developed tour scripts and commentaries relevant to the tour itinerary and/or the interest of the clients</li> <li>1.5 Followed workplace safety practices and hygienic procedures</li> <li>1.6 Communicated effectively with others to ensure effective work operation</li> <li>1.7 Demonstrated knowledge of the components of the tour or tour itinerary product</li> <li>1.8 Demonstrated working knowledge of the client's profile</li> <li>1.9 Demonstrated awareness of women and child exploitation situations and indicators</li> </ul>
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Research sources</li> <li>2.2 Appropriate research methodologies</li> <li>2.3 Samples essential information of other destinations</li> <li>2.4 Picture-slide of tourist attraction</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 Direct observation with oral questioning</li> <li>3.2 Demonstration on how to plan and conduct a tour visit to a sites and sights in the region</li> <li>3.3 Review of portfolios of evidence</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 accredited assessment center</li> </ul>

**UNIT OF COMPETENCY : OVERSEE REGIONAL TOUR ARRANGEMENTS FOR CLIENTS**

**UNIT CODE : TRS511308**

**UNIT DESCRIPTOR :** This unit describes the performance outcomes, skills and knowledge required to oversee the regional tour arrangements included in the tour itinerary and making provisions for additional changes and revisions as contracted by a tour operator or tour organizer.

<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. Perform pre-arrival checks	1.1 Inclusions of the tour itinerary are determined as to the <b><i>clients requirements</i></b> 1.2 Tours components that are for the visitors' personal account are determined based on company policy 1.3 Reserved tour components are verified and changes affected as necessary 1.4 <b><i>Required tour documents and cash advances</i></b> are collected as necessary.	1.1 Tour components reservation 1.2 Tour vouchers and exchange orders 1.3 Cash advances 1.4 Tour documents 1.5 Check-in and check-out procedures 1.5.1 Transportation company 1.5.2 Lodging establishment 1.5.3 Any other establishment 1.6 Standard Operating Procedures 1.7 Knowledge of room categories, room types and published rates and the schedules of airlines, shipping companies, bus / train companies 1.8 Knowledge of other suppliers' locations, amenities, service, facilities, highlights and rates including local guide services 1.9 Local/municipal travel tour regulation and ordinances 1.10 Cultural sensitivity	1.1 Checking tour components in the itinerary 1.2 Noting and advising changes to the suppliers including local guide services 1.3 Collecting and checking tour vouchers and exchange orders 1.4 Collecting cash advances 1.5 Communication skills 1.6 Decision-making and problem solving skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		awareness and practices 1.11 Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH) 1.12 Awareness of persons with different abilities (BP344 Accessibility Law)	
2. Coordinate regional tour arrangements	2.1 Delivery of tour components are supervised in accordance with tour arrangements 2.2 Delivery compliance by <b>suppliers of reserved tour components</b> are checked 2.3 Monitoring and recording of money paid or account due to and from visitors and/or suppliers are conducted based on enterprise instructions and procedures 2.4 <b>Relevant information</b> on the suppliers' services, amenities and facilities are provided 2.5 Optional visitors' requests from suppliers are facilitated 2.6 Visitors are politely reminded to pay for all <b>expenses which are</b>	2.1 Role of the tour guide 2.2 Delivery of tour components 2.3 Payable to clients or suppliers 2.4 Information on suppliers services, amenities and facilities 2.5 Visitor's request 2.6 Check-in and check-out procedures 2.6.1 Transportation company 2.6.2 Lodging establishment 2.6.3 Any other establishment 2.7 Standard Operating Procedures 2.8 Knowledge of room categories, room types and published rates and the schedules of airlines, shipping companies, bus / train companies 2.9 Knowledge of other suppliers' locations,	2.1 Checking the delivery of tour components 2.2 Determining money due and money payable to clients or suppliers 2.3 Providing information on suppliers services, amenities and facilities 2.4 Facilitating visitor's requests for optional services with the local guide 2.5 Communication skills 2.6 Decision-making and problem solving skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<b><i>not part of the tour package</i></b>	amenities, service, facilities, highlights and rates 2.10 Local/municipal travel tour regulation and ordinances 2.11 Accommodations, restaurants, shopping sites and tourism-related establishments in the locality/destination 2.12 Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH) 2.13 Awareness of persons with different abilities (BP344 Accessibility Law)	
3. Resolve complaints and emergency situations	3.1 Resolution of complaints with suppliers and other concerns are given assistance based on enterprise policy with the local guide. 3.2 <b><i>Emergency situations</i></b> are handled as deemed necessary and appropriate solutions are determined and applied. 3.3 Government authorities concerned are notified about the crisis situation whenever necessary.	3.1 Enterprise Standard Operating Procedures for complaints and emergencies 3.2 Visitor's complaints 3.3 Different solutions in resolving complaints 3.4 Government agencies, required information and documentation needed for emergency situations 3.5 Check-in and check-out procedures 3.5.1 Transportation company	3.1 Evaluating the validity of the visitor's complaint 3.2 Seeking and applying suitable solutions to the situation in cooperation with the local guide 3.3 Informing government authorities as and when necessary 3.4 Documenting and reporting the complaints 3.5 Communication 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>3.4 Tour operator or tour organizer is notified about the emergency situation.</p> <p>3.5 All incidents are documented in the final report.</p>	<p>3.5.2 Lodging establishment</p> <p>3.5.3 Any other establishment</p> <p>3.6 Knowledge of room categories, room types and published rates and the schedules of airlines, shipping companies, bus / train companies</p> <p>3.7 Knowledge of other suppliers' locations, amenities, service, facilities, highlights and rates</p> <p>3.8 Local/municipal travel tour regulation and ordinances</p> <p>3.9 Accommodations, restaurants, shopping sites and tourism-related establishments in the locality/destination</p> <p>3.10 Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH)</p> <p>3.11 Awareness of persons with different abilities (BP344 Accessibility Law)</p>	<p>3.6 Decision-making and problem solving skills</p>
<p>4. Evaluate performance of service provider's staff</p>	<p>4.1 Staff performance assessment is conducted</p> <p>4.2 Staff performance feedback is relayed to individual</p>	<p>4.1 Active listening techniques</p> <p>4.2 Record keeping</p> <p>4.3 Assessment process</p> <p>4.4 Enterprise's policies and procedures</p>	<p>4.1 Questioning and communication skills</p> <p>4.2 Analytical skills</p> <p>4.3 Identifying relevant information</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>
		4.5 Appropriate performance assessment 4.6 Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH) 4.7 Awareness of persons with different abilities (BP344 Accessibility Law)	
5. Performs post-departure activities	5.1 Revision and cancellation of services rendered are reported in accordance with enterprise guidelines and procedures 5.2 Additional revenues or expenses incurred are accounted for 5.3 Complaints and commendations are reported based on enterprise policy 5.4 Financial and administrative reports in connection with tour itinerary are prepared and submitted	5.1 Basic Accounting 5.2 Complaints and emergency situations 5.3 Check-in and check-out procedures 5.3.1 Transportation company 5.3.2 Lodging establishment 5.3.3 Any other establishment 5.4 Standard Operating Procedures 5.5 Knowledge of room categories, room types and published rates and the schedules of airlines, shipping companies, bus / train companies 5.6 Knowledge of other suppliers' locations, amenities, service, facilities, highlights and rates 5.7 Local/municipal travel tour regulation and ordinances	5.1 Reviewing, summarizing and reporting the services rendered 5.2 Accounting and reporting additional revenues and expenses incurred 5.3 Summarizing and reporting complaints and emergency situations 5.4 Reporting and submitting expenses incurred in connection with the tour itinerary 5.5 Communication skills 5.6 Decision-making and problem solving 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>
		5.8 Accommodations, restaurants, shopping sites and tourism-related establishments in the locality/destination 5.9 Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH) 5.10 Awareness of persons with different abilities (BP344 Accessibility Law)	



## RANGE OF VARIABLES

VARIABLE	RANGE
1. Clients' requirements (Needs of the group)	May include: 1.1 Revised hotel accommodations 1.2 Revised food requirements 1.3 Seating arrangements in the tour vehicle 1.4 Any other need arising from the tour itinerary
2. Required tour documents and cash advances	May include: 2.1 Name list and/or rooming list 2.2 Exchange voucher 2.3 Tour or exchange order 2.4 Cash advanced for payment of service 2.5 Cash advanced for contingency/emergency purposes
3. Suppliers of reserved tour components	May include: 3.1 Providers of tour services or components 3.2 Providers of optional or additional services or components 3.3 Providers of local guide services
4. Relevant information	May include: 4.1 Expenses of a personal natures, such as cover charges, minimum charges, optional amenities (TV or refrigerator in room) 4.2 Description of suppliers' location, highlights, facilities, services and rates when applicable
5. Expenses which are not part of the tour package	May include: 5.1 Alcoholic drinks 5.2 Postage and phone calls 5.3 Laundry 5.4 Meals not included in the tour package or tour itinerary
6. Emergency situations	May include: 4.1 Man made 4.1.1 Hostage taking 4.1.2 Fire 4.1.3 Bombing 4.1.4 Petty crimes 4.1.5 Traffic accidents 4.2 Natural 4.2.1 Earthquake 4.2.2 Typhoon 4.2.3 Volcanic eruption 4.2.4 Epidemic 4.2.5 Flooding

## 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 Performed pre-arrival checks</li> <li>1.2 Coordinated regional tour arrangements</li> <li>1.3 Resolved complaints and emergency situations</li> <li>1.4 Performed post – departure activities</li> <li>1.5 Followed workplace safety practices and hygienic procedures</li> <li>1.6 Communicated effectively with others to ensure effective work operation</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 Sample technical itinerary and sample rooming list</li> <li>2.2 Sample tour voucher and exchange order</li> <li>2.3 Sample petty cash voucher</li> <li>2.4 Simulated hotel or restaurant area or any other suppliers’ set-up</li> <li>2.5 Enterprise guidelines and procedures on revisions and cancellations</li> <li>2.6 Enterprise guidelines and procedures on financial transactions</li> <li>2.7 Format for reporting complaints, commendations and emergency situations</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 Project and assignment work</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 accredited assessment center</li> <li>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group</li> </ul>

**UNIT OF COMPETENCY : GUIDE AND ESCORT VISITORS IN ACCORDANCE WITH THE REGIONAL TOUR ITINERARY**

**UNIT CODE : TRS511309**

**UNIT DESCRIPTOR :** This unit deals with the knowledge and skills required for guiding and escorting visitors in a region, performing safety practices, resolving complaints and other emergencies.

<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. Meet and assist visitors upon arrival at the destination	1.1 Determined the <b>role and responsibilities of the tour guide</b> as per company policies and procedures. 1.2 Arrival details are checked. 1.3 Reservations of the itinerary are double-checked with the local guide when applicable. 1.4 Tour itinerary is checked for compliance with the visitors' requirements. 1.5 Meets and greets the visitors at the destination's gateway. 1.6 Visitors are properly positioned to give welcome briefing before boarding (whenever possible). 1.7 Visitors' baggage is checked and ensured baggage is boarded. 1.8 Accompanies visitors to the place of lodging. 1.9 Assistance is provided in the registration formalities at the place of lodging during check-in, when applicable. 1.10 Visitors are reminded of the next activity.	1.1 Role and responsibilities of the tour guide 1.2 Pre-arrival procedures 1.3 Procedures at the gateway 1.4 Baggage handling 1.5 Arrival transfer procedures and commentaries 1.6 Hotel check-in formalities 1.7 Tour guide's code of ethics 1.8 General knowledge of the Philippines and specific knowledge of the region including: <ul style="list-style-type: none"> <li>- Climate</li> <li>- Geography and geology</li> <li>- History</li> <li>- Architecture</li> <li>- Cultural events</li> <li>- Religion</li> <li>- Art, theatre, music and literature</li> <li>- Natural environment and tourism</li> <li>- Flora and fauna</li> <li>- Government and politics</li> <li>- Transport</li> <li>- Agriculture</li> </ul>	1.1 Ability to speak fluently in English and the local dialects 1.2 Ability to tactfully answer and handle sensitive question and situation 1.3 Assisting visitors to place of lodging 1.4 Ability to work with the local guide when applicable

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>- Science and Technology</li> <li>- Sports</li> <li>- Economy</li> <li>- Trade</li> <li>- Food (Local dishes)</li> <li>- Lifestyle</li> <li>- Shopping</li> <li>- Tourism services and facilities</li> </ul> <p>1.9 Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH)</p> <p>1.10 Awareness of persons with different abilities (BP344 Accessibility Law)</p>	
2. Guide and escort visitors while on tour in the region	<p>2.1 Ensure that <b><i>appropriate attire</i></b> are worn for different activities or occasions.</p> <p>2.2 Personal hygiene is observed and practiced per accepted social norms.</p> <p>2.3 Tourist driver and local guide are briefed on the pick-up points, route and stop-over.</p> <p>2.4 Summary of the day's activities are provided to visitors</p> <p>2.5 Assistance to visitors are provided and questions and concerns are addressed</p> <p>2.6 Visitors' movements during stop-over and walkabouts are managed or monitored</p>	<p>2.1 Role of tour guide as a time keeper, shepherd and giver of care</p> <p>2.2 Tour guide's code of ethics</p> <p>2.3 Tour guiding techniques</p> <p>2.4 Optional tours</p> <p>2.5 Safety rules and procedures</p> <p>2.6 Situation awareness</p> <p>2.7 General knowledge of the Philippines and specific knowledge of the region including:</p> <ul style="list-style-type: none"> <li>- Climate</li> <li>- Geography and geology</li> <li>- History</li> <li>- Architecture</li> <li>- Cultural events</li> <li>- Religion</li> </ul>	<p>2.1 Ability to speak fluently In English and the local dialects</p> <p>2.2 Ability to tactfully answer and handle sensitive question and situation</p> <p>2.3 Guiding and escorting visitors on different tour locations</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>with the local guide when applicable</p> <p>2.7 Tour arrangements with suppliers are coordinated</p> <p>2.8 Optional tours are promoted and encouraged for clients to avail</p> <p>2.9 Safety precautions are observed and followed at all times</p> <p>2.10 Vehicles are checked for belonging left behind after every tour</p> <p>2.11 Practices situation awareness at all times to prevent accidents and other unforeseen situations.</p>	<ul style="list-style-type: none"> <li>- Art, theatre, music and literature</li> <li>- Natural environment and tourism</li> <li>- Flora and fauna</li> <li>- Government and politics</li> <li>- Transport</li> <li>- Agriculture</li> <li>- Science and Technology</li> <li>- Sports</li> <li>- Economy</li> <li>- Trade</li> <li>- Food (Local dishes)</li> <li>- Lifestyle</li> <li>- Shopping</li> <li>- Tourism services and facilities</li> </ul> <p>2.8 Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH)</p> <p>2.9 Awareness of persons with different abilities (BP344 Accessibility Law)</p>	
3. Deliver information, tour spiels and commentaries	<p>3.1 Relevant and timely commentaries and instructions are provided</p> <p>3.2 Posture and safe positioning are maintained at all times</p> <p>3.3 Commentaries are delivered with proper</p>	<p>3.1 Role of tour guide as an interpreter and presenter</p> <p>3.2 Tour commentary delivery techniques</p> <p>3.3 Informative commentaries and spiels</p> <p>3.4 Application of positive social skills</p>	<p>3.1 Ability to speak fluently In English and the local dialects</p> <p>3.2 Ability to tactfully answer and handle sensitive question and situation</p> <p>3.3 Delivering information, tour</p>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	voice modulation and pronunciation. 3.4 Appropriate terminologies are used and updated information is provided at all times. 3.5 Positive interaction is developed and rapport is established with visitors.	3.5 Tour guide's code of ethics 3.6 General knowledge of the Philippines and specific knowledge of the region including: <ul style="list-style-type: none"> <li>- Climate</li> <li>- Geography and geology</li> <li>- History</li> <li>- Architecture</li> <li>- Cultural events</li> <li>- Religion</li> <li>- Art, theatre, music and literature</li> <li>- Natural environment and tourism</li> <li>- Flora and fauna</li> <li>- Government and politics</li> <li>- Transport</li> <li>- Agriculture</li> <li>- Science and Technology</li> <li>- Sports</li> <li>- Economy</li> <li>- Trade</li> <li>- Food (Local dishes)</li> <li>- Lifestyle</li> <li>- Shopping</li> <li>- Tourism services and facilities</li> </ul> 3.7 Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH) 3.8 Awareness of persons with different abilities	spiels and commentaries 3.4 Ability to augment the local guide's commentary tactfully

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		(BP344 Accessibility Law)	
4. Resolve complaints and emergency situations	4.1 <b>Complaints</b> are attended to and referred to the persons concerned 4.2 Visitors' safety and comfort are ensured during the entire tour 4.3 Stressful situations are avoided and handled tactfully 4.4 Damage control is adopted in unforeseen situations. 4.5 Best solutions are applied to unforeseen situations with company's approval 4.6 Tour operator is notified on the remedial measures in unforeseen situations. 4.7 <b>Emergency situations</b> are handled.	4.1 Visitor's complaints 4.2 Safety precautions during the entire tour 4.3 Solutions on resolving complaints 4.4 Documentation of complaints 4.5 Tour guide's code of ethics 4.6 Crisis Management Awareness and Preparedness (Man made and otherwise) 4.7 Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH) 4.8 Awareness of persons with different abilities (BP344 Accessibility Law)	4.1 Resolving complaints and other emergencies 4.2 Ability to speak fluently In English and the local dialects 4.3 Ability to tactfully answer and handle sensitive question and situation 4.4 First Aid Techniques 4.5 Ability to work with the local guide to resolve complaints when applicable 4.6
5. Provide send-off assistance and hotel departure formalities	5.1 Assistance with check-out formalities at the place of lodging is provided. 5.2 Collection and boarding of visitors' baggage is supervised. 5.3 Visitors are accompanied to the place of departure 5.4 <b>Relevant information</b> en route to the place of departure is provided. 5.5 Appropriate closing spiel is delivered.	5.1 Departure procedures 5.2 Baggage handling 5.3 Departure transfer procedures and commentaries 5.4 Hotel check-out formalities 5.5 Closing spiel 5.6 Role of tour guide as an interpreter 5.7 Tour guide's code of ethics	5.1 Providing send-off assistance and hotel departure formalities 5.2 Ability to speak fluently In English and the local dialects 5.3 Ability to tactfully answer and handle sensitive question and situation

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
6. Maintain harmonious working relationship with tour driver	6.1 Rapport with the tour driver is established 6.2 Cleanliness of tour vehicles and working order of seats and public address system are checked including first aid kit and fire extinguisher. 6.3 Tour driver is familiarized with the itinerary, route and stop-over. 6.4 Driver's attitude and protocol to passengers are observed and gently corrects these if the driver has an attitude problem. 6.5 Driver's meals and physical condition are checked especially during long trips 6.6 Assistance to the driver is provided whenever possible and recognition is given to the bus driver for a job well done when warranted.	6.1 People skills 6.2 Teamwork 6.3 Vehicles registration 6.4 Protocol to passengers 6.5 Role of tour guide 6.6 Tour guide's code of ethics	6.1 Developing tour guide-tour driver work relationship 6.2 Ability to communicate In English and the local dialects 6.3 Ability to use office equipment 6.4 Ability to tactfully answer and handle sensitive question and situation
7. Establish good working attitude with the local guide	7.1 Coordinate with the <i>local guide</i> for itinerary and inclusions 7.2 Rapport with the <b><i>local guide</i></b> is established 7.3 Provide assistance to the <i>local guide</i> whenever necessary	7.1 People skills 7.2 Teamwork 7.3 Protocol to passengers 7.4 Role of tour guide 7.5 Tour guide's code of ethics 7.6 Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH)	7.1 Ability to develop partnerships with local guide 7.2 Ability to tactfully answer sensitive questions and manage sensitive situation 7.3 Ability to interpret itinerary inclusions clearly



<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>
		7.7 Awareness of persons with different abilities (BP344 Accessibility Law)	

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and responsibilities of the tour guide	May include: 1.1 The use of map, compass, ballpen, pencil, camera, two-way radio, cell phone, whistle, banner, hat, bull horn, sun block, lotion, first aid kit
2. Appropriate attire	May include: 2.1 Authorized tour guide apparel is based on the type of tour and type of visitor to be guided 2.2 Tour guide name plate is desirable
3. Complaints	May include: 3.1 Loss of luggage 3.2 Lost, misplaced or damaged personal belongings and documents 3.3 Pilferage 3.4 Also includes arrangements not in accordance with the reservations or delayed delivery of services
4. Emergency situations	May include: 4.1 Man made 4.1.1 Hostage taking 4.1.2 Fire 4.1.3 Bombing 4.1.4 Petty crimes 4.1.5 Traffic accidents 4.2 Natural 4.2.1 Earthquake 4.2.2 Typhoon 4.2.3 Volcanic eruption 4.2.4 Epidemic 4.2.5 Flooding
5. Relevant information	May include: 4.1 Economy – agriculture, aqua-culture, trade, commerce and industry 4.2 Social Sciences – geography, history, heritage, culture, music, arts, crafts 4.3 Environment – climate, endemic flora. fauna, fruits, environmental protection and conservation 4.4 Religion, Education, Sports and Governance – K-12, political and sports figures 4.5 Support Services – transportation and accessibility, banking and finance, health and sanitation, food and beverage 4.6 Current events and holidays

6. Local guide

May include:

- 5.1 Museum guide
- 5.2 Farm guide
- 5.3 Community guide
- 5.4 Eco guide
- 5.5 Trail guide
- 5.6 Cave guide
- 5.7 Mountain guide
- 5.8 Heritage guide
- 5.9 Indigenous guide

## 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 Met and assisted visitors upon arrival at the destination</li> <li>1.2 Guided and escorted visitors while on tour in the region</li> <li>1.3 Delivered information, tour spiels and commentaries</li> <li>1.4 Resolved complaints and emergency situations</li> <li>1.5 Provided send-off assistance and hotel departure formalities</li> <li>1.6 Maintained harmonious working relationship with tour driver</li> <li>1.7 Established good working attitude with the local guide</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 workplace location</li> <li>2.2 Access to telephone, two-way radio, fax, computer and any relevant equipment for tour guiding</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 Direct observation with oral questioning</li> <li>3.2 Simulated or actual demonstration (mock tour and/or role play)</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 accredited assessment center</li> </ul>

## **SECTION 3 TRAINING ARRANGEMENTS**

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

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

### **3.1 CURRICULUM DESIGN**

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

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

**Course Title: TOUR GUIDING SERVICES**

**NC Level: NC III**

**Nominal Training Duration:**     **40 Hours (Basic)**  
  **45 Hours (Common)**  
  **156 Hours (Core)**  
  **241 Hours**  
  **40 Hours – Supervised Industry Learning (SIL)**

**TOTAL = 281 HOURS**

#### **Course Description:**

This course is designed to provide the learner with knowledge, practical skills and attitude, applicable in performing work activities in researching information relevant to the destination and tour itinerary, oversee regional tour arrangements, guiding and escorting clients. This include classroom learning activities and practical work in actual work site or simulation area.

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

**BASIC COMPETENCIES  
(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>	<b>2 Hours</b>
	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>	<b>2 Hours</b>
	1.3 Identify and communicate issues arising in the workplace	<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> <li>• Read</li> <li>• Effective verbal communication methods</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>	<b>2 Hours</b>

<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. 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>	<b>1 Hour</b>
	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>	<b>1 Hour</b>
	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>	<b>1 Hour</b>
	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>	<b>1 Hour</b>
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> </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>	<b>1 Hour</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <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> </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> </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>	<b>1 Hour</b>



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<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>• 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> </ul>			
	<p>3.3 Formulate resolutions to specific workplace challenges</p>	<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> </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>	<p><b>1 Hour</b></p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>- Enterprise quality OHS and environmental requirement</li> <li>- Enterprise information systems and data collation</li> <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>			
	3.4 Implement action plans and communicate results	<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>	<b>1 Hour</b>
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-</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group Discussion</li> <li>• Interactive Lecture</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration or simulation with oral questioning</li> </ul>	<b>1 Hour</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<p>Christians, non-Catholics, tribes/ethnic groups, foreigners)</p> <ul style="list-style-type: none"> <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>• Demonstration</li> <li>• Role-playing</li> </ul>	<ul style="list-style-type: none"> <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>	
	<p>4.2 Work effectively in an environment that acknowledges and values cultural diversity</p>	<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</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>	<p><b>1 Hour</b></p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		by divergent culture, religion, traditions and practices • Demonstrate collaboration skills			
	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> <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>	<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>	<b>1 Hour</b>
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</li> </ul>	<b>1 Hour</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
				character strengths and virtues applied	
	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>	<b>1 Hour</b>
	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 transtheoretical model of behavior change)</li> <li>• Demonstrate collaboration and networking skills</li> <li>• Show basic skills in research</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-</li> </ul>	<b>1 Hour</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Generate practical insights on continuous improvement</li> </ul>		party workplace reports of on-the-job performance. <ul style="list-style-type: none"> <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>	<b>4 Hours</b>
	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> </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>	<b>2 Hours</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Extract data and format reports</li> <li>• Use WWW applications</li> </ul>			
	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>	<b>2 Hours</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>	<b>1.5 Hours</b>
	7.2 Set OSH work 7.3 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> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Written Exam</li> <li>• Demonstration</li> <li>• Observation</li> <li>• Interviews / Questioning</li> </ul>	<b>1 Hour</b>
	7.4 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>	<b>1.5 Hours</b>
8 Evaluate Environmental Work Practices	8.1 Interpret environmental practices,	<ul style="list-style-type: none"> <li>• Discussion Environmental Issues regarding <ul style="list-style-type: none"> <li>- Water Quality</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> </ul>	<b>1 Hour</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	policies and procedures	<ul style="list-style-type: none"> <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> <li>- Cultural</li> <li>• Updating of existing occupation practices</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews / Questioning</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>	<b>1 Hour</b>
	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> <li>•</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>	<b>1 Hour</b>



<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodology</b>	<b>Assessment Approach</b>	<b>Nominal Duration</b>
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 businesses</li> <li>• Prepare promotional materials</li> <li>• Practice basic bookkeeping</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>	<b>2 Hours</b>
	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>	<b>2 Hours</b>
	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>	<b>1 Hour</b>

**COMMON COMPETENCIES  
(45 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. Develop and update industry knowledge	1.1 Identify and access key sources of information on the industry	<ul style="list-style-type: none"> <li>• Industry information sources               <ul style="list-style-type: none"> <li>- Media</li> <li>- Reference book</li> <li>- Libraries</li> <li>- Union</li> <li>- Industry association</li> <li>- Internet</li> <li>- Personal observation</li> </ul> </li> <li>• Time management</li> <li>• Ready skills needed to access industry information</li> <li>• Basic competency skills needed to access the internet</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group Discussion</li> <li>• Demonstration</li> </ul>	Interview/ Questioning	<b>5 hours</b>
	1.2 Access, apply and share industry information	<ul style="list-style-type: none"> <li>• Overview of quality assurance in the industry</li> <li>• Role of individual staff members</li> <li>• Industry information sources</li> <li>• Time management</li> <li>• Ready skills needed to access industry information</li> <li>• Basic competency skills needed to access the internet</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/ Group Assignment</li> <li>• Demonstration</li> </ul>	Individual/ Group Project or Report	
	1.3 Update continuously relevant industry knowledge	<ul style="list-style-type: none"> <li>• Information sources               <ul style="list-style-type: none"> <li>- Media</li> <li>- Libraries/reference book</li> <li>- Union/industry association</li> <li>- Internet</li> </ul> </li> <li>• Legislation that affects the industry</li> <li>• Time management</li> <li>• Ready skills needed to access industry information</li> <li>• Basic competency skills needed to access the internet</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/ Group Assignment</li> <li>• Demonstration</li> </ul>	Individual/ Group Project or Report	

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
2. Receive and resolve customer complaints	2.1 Identify and analyse the complaint	<ul style="list-style-type: none"> <li>• Explain how to received verbal complaint using active listening and empathy techniques</li> <li>• Identify through appropriate communication techniques the exact nature of the customer complaint</li> <li>• Identify steps in maintain register or complaint file/s in accordance with the requirements of the enterprise information system</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> </ul>	<b>4 Hours</b>
	2.2 Respond to complaints	<ul style="list-style-type: none"> <li>• Explain how to process complaints in accordance with organizational standards, policies and procedures</li> <li>• Explain how to obtain and review documentation in relation to complaints</li> <li>• Identify steps in updating register of complaints/disputes</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> </ul>	<b>4 Hours</b>
	2.3 Determine and agree upon appropriate action to resolve complaint	<ul style="list-style-type: none"> <li>• Identify procedures and guidelines on how to resolve the complaint</li> <li>• Demonstrate a commitment to the customer to resolve the complaint</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> </ul>	<b>4 Hours</b>
	2.4 Refer complaints	<ul style="list-style-type: none"> <li>• Identify complaints that require referral to other personnel or external bodies</li> <li>• Explain how to forward all necessary documentation including investigation reports to appropriate personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Demonstration</li> <li>• Written examination</li> <li>• Interview</li> <li>• Oral Questioning</li> </ul>	<b>4 Hours</b>

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Learning Activities</b>	<b>Methodologies</b>	<b>Assessment Methods</b>	<b>Nominal Duration</b>
3. Work cooperatively In a general administration environment	3.1 Develop effective team relationships	<ul style="list-style-type: none"> <li>Explain how to develop and maintain relationships with team members and promote benefits of cooperative work consistent with organizational goals and objectives</li> <li>Identify communication techniques to relay information in a clear and concise manner</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	<b>4 Hours</b>
	3.2 Participate in team assignments	<ul style="list-style-type: none"> <li>Identify individual responsibilities within the workgroup in accordance with organisational requirements</li> <li>How to recognize and accommodate cultural differences within the team</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	<b>4 Hours</b>
	3.3 Contribute to team development	<ul style="list-style-type: none"> <li>Identify the internal and external customer needs and expectations</li> <li>Explain how to seek formal feedback and informal feedback on individual and team performance regularly from colleagues and supervisors</li> <li>Identify the non-discriminatory attitudes and language when interacting with customers, staff and management</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	<b>4 Hours</b>
4. Maintain quality customer/guest service	4.1 Identify customer/ guest requirements	<ul style="list-style-type: none"> <li>Identify options to improve service</li> <li>Explain how to assess needs of customers/or guests</li> <li>Identify and conduct data analysis on deficiencies in service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Demonstration</li> <li>Lecture</li> <li>Group discussion</li> <li>Simulation</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Demonstration</li> <li>Written examination</li> <li>Interview</li> </ul>	<b>4 Hours</b>

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

**CORE COMPETENCIES  
(156 Hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
1. Research information relevant to the destination and tour itinerary	1.1 Source information	Discuss: <ul style="list-style-type: none"> <li>• Standard procedure in gathering information about specific sites/attractions/activities/accessibility/accommodation amenities</li> <li>• Identification of Research Methods</li> <li>• Definition and attributes of a local tour guide</li> <li>• Assessing the Sources of information</li> <li>• Types of information – basic/essential, tourism highlights, support services</li> <li>• Assessing information – accessibility, uniqueness, features, benefits, significance, environmental impact, among others</li> <li>• Matching sourced information for visitors’ suitability and interests</li> <li>• Sensory experiences – sight, sound, taste, smell, feel</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Practical research applications</li> </ul>	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Oral questioning</li> </ul>	<b>12 Hours</b>
	1.2 Arrange and file information	Discuss: <ul style="list-style-type: none"> <li>• Classifying sourced information</li> <li>• Essential information – climate, geography, history, culture, trade, industry, education, religion, governance, food and local</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Practical filing applications</li> </ul>	<ul style="list-style-type: none"> <li>• Interview and oral questioning</li> <li>• Demonstration of filing systems</li> </ul>	<b>8 Hours</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<p>delicacies and produce and among others</p> <ul style="list-style-type: none"> <li>• Major local natural and man-made sites and sights in the destination and its environs</li> <li>• Tourism support services – transport, lodging, food, shopping</li> <li>• Feedback visitors</li> <li>• Reporting to company officials</li> <li>• -Change of cost components</li> <li>• -Feedback from visitors and colleagues</li> <li>• Legal requirements</li> <li>• Demonstrate:</li> <li>• Appropriate filing methods</li> <li>• Sample filing systems</li> </ul>			
	<p>1.3 Develop tour scripts and commentaries relevant to the tour itinerary and/or the interest of the clients</p>	<p>Discuss and demonstrate:</p> <ul style="list-style-type: none"> <li>• Role of the tour guide as an interpreter and presenter</li> <li>• Developing oral presentation according to specific tour itinerary requirements</li> <li>• General destinations spiels</li> <li>• Tour script for pre-set, fixed itinerary</li> <li>• Commentaries for ad hoc or tailored-fit to clients' interest</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Demonstration with return demo</li> <li>• Visual aids like photo-slide presentation or film showing</li> </ul>	<ul style="list-style-type: none"> <li>• Written itinerary outline with topic titles</li> <li>• Simulated narrative demonstration of itinerary highlights with oral questioning</li> </ul>	<p><b>8 Hours</b></p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Presentation construction and sequencing</li> <li>• Oral presentation delivery</li> <li>• Answering (and asking) questions</li> <li>• Selling optional tours script</li> </ul> Identification of high sensory experiences – sight, sound, taste, smell, feel			
2. Oversee regional tour arrangements for clients	2.1 Perform pre-arrival checks	Discuss: <ul style="list-style-type: none"> <li>• Checking tour components in the itinerary</li> <li>• Noting and advising changes to the suppliers</li> <li>• Collecting and checking tour vouchers and exchange orders</li> <li>• Collecting cash advances</li> </ul> Demonstrate: <ul style="list-style-type: none"> <li>• Checking and re-confirming all applicable inclusions reservations in the itinerary with tour operator / ground handler</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture - discussion</li> <li>• Demonstration on amending reservations</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation</li> <li>• Practical presentation of itinerary with oral questioning on specific requirements</li> <li>• Role play</li> </ul>	<b>10 Hours</b>
	2.2 Coordinate regional tour arrangements	Discuss: <ul style="list-style-type: none"> <li>• Role of the local tour guide as an overseer and coordinator</li> <li>• Supervision and checking the delivery of tour components</li> <li>• Facilitating visitor's requests for optional services from suppliers</li> </ul> Demonstrate:	<ul style="list-style-type: none"> <li>• Lecture - discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Written Test</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation and practical test with oral questioning</li> </ul>	<b>8 Hours</b>



Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Determining money due and money payable to clients or suppliers</li> <li>• Providing information on suppliers services, amenities and facilities</li> </ul>			
	2.3 Resolve complaints and emergency situations	<p>Discuss:</p> <ul style="list-style-type: none"> <li>• Actively listening to the client's complaints, verifying the facts with the supplier concerned and evaluating the validity of the complaint</li> <li>• Seeking and applying suitable solutions to the situation</li> <li>• Informing government authorities as and when necessary</li> <li>• Informing the enterprise of the complaints, the solution and the emergency situation</li> <li>• Documenting and reporting the complaints, the solution and the emergency situation</li> </ul> <p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• How to process complaints and emergency situations, seek suitable solutions and inform all concerned</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture - discussion</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation practical demonstration with oral questioning</li> </ul>	<b>12 Hours</b>
	2.4 Evaluate performance of service provider's staff	<p>Discuss:</p> <ul style="list-style-type: none"> <li>• Staff performance assessment</li> <li>• Staff performance feedback</li> </ul> <p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• Explain how to prepare staff performance assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture - discussion</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation practical demonstration with oral questioning</li> </ul>	<b>4 Hours</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.5 Performs post-departure activities	Discuss: <ul style="list-style-type: none"> <li>• Reviewing, summarizing and reporting the services rendered</li> <li>• Accounting and reporting additional revenues and expenses incurred</li> <li>• Summarizing and reporting complaints and emergency situations</li> <li>• Reporting and submitting expenses incurred in connection with the tour itinerary</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture – discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Interview with oral questioning</li> </ul>	<b>10 Hours</b>
3. Guide and escort visitors in accordance with the regional tour itinerary	3.1 Meet and assist visitors upon arrival at the destination	Discuss and demonstrate: <ul style="list-style-type: none"> <li>• Pre-arrival procedures</li> <li>• Meet and assist procedures at the gateway includes the greeting “Mabuhay” and the Filipino Brand of Service gestures</li> <li>• Baggage handling</li> <li>• Arrival transfer procedures and commentaries</li> <li>• Hotel check-in formalities</li> <li>• Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH)</li> <li>• Awareness of persons with different abilities (BP344 Accessibility Law)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture - discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Teaching tour</li> </ul>	<ul style="list-style-type: none"> <li>• Practical test during mock tour</li> </ul>	<b>12 Hours</b>
	3.2 Guide and escort visitors while on tour in the region	Discuss: <ul style="list-style-type: none"> <li>• Role of the local tour guide as a time keeper, shepherd and giver of care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture-discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Teaching tour</li> </ul>	<ul style="list-style-type: none"> <li>• Practical test during mock tour</li> </ul>	<b>12 Hours</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Role of the local tour guide as a time keeper, shepherd and giver of care</li> <li>• Tour guiding techniques               <ul style="list-style-type: none"> <li>- on-board a vehicle</li> <li>- inside buildings</li> <li>- in open areas</li> </ul> </li> <li>• Promotes and encourage clients to avail of sells optional tours</li> <li>• Situation awareness</li> <li>• Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH)</li> <li>• Awareness of persons with different abilities (BP344 Accessibility Law)</li> </ul> <p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• Tour guiding techniques, promoting and encouraging clients to avail of selling optional tours, and practicing situation awareness at all times.</li> </ul>			
	3.3 Deliver information, tour spiels and commentaries	<p>Discuss</p> <ul style="list-style-type: none"> <li>• Role of the local tour guide as an interpreter and presenter</li> <li>• Appropriate tour commentary delivery techniques</li> <li>• Appropriate selection of tour spiels               <ul style="list-style-type: none"> <li>- required information</li> <li>- informative commentaries and spiels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Teaching tour</li> </ul>	<ul style="list-style-type: none"> <li>• Practical test during mock tour</li> </ul>	<b>12 Hours</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>- answers questions</li> <li>- trivia and optional commentaries</li> <li>• Promoting and encouraging clients to avail of selling optional tours</li> <li>• Application of positive social skills</li> <li>• Demonstrate:</li> <li>• Delivery of tour commentaries techniques, selection of appropriate tour spiel, promoting and encouraging clients to avail of selling optional tours, and practicing positive social skills at all times</li> <li>• Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH)</li> <li>• Awareness of persons with different abilities (BP344 Accessibility Law)</li> </ul>			
	3.4 Resolve complaints and emergency situations	<p>Discuss</p> <ul style="list-style-type: none"> <li>• Actively listening to the client's complaints, verifying the facts with the supplier concerned and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation practical demonstration with oral questioning</li> </ul>	<b>12 Hours</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		evaluating the validity of the complaint <ul style="list-style-type: none"> <li>• Seeking and applying suitable solutions to the situation</li> <li>• Informing government authorities as and when necessary</li> <li>• Informing the enterprise of the complaints, the solution and the emergency situation</li> <li>• Documenting and reporting the complaints, the solution and the emergency situation</li> <li>• Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH)</li> <li>• Awareness of persons with different abilities (BP344 Accessibility Law)</li> </ul> Demonstrate: <ul style="list-style-type: none"> <li>• How to process complaints and emergency situations, seek suitable solutions and inform all concerned</li> </ul>			
	3.5 Provide send-off assistance and hotel departure formalities	Discuss	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Demonstration</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Practical test during mock tour</li> </ul>	<b>12 Hours</b>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> <li>• Departure procedures</li> <li>• Send-off assistance to the gateway</li> <li>• Baggage handling</li> <li>• Departure transfer procedures and commentaries</li> <li>• Hotel check-out formalities</li> <li>• Appropriate closing spiel</li> </ul> Demonstrate: <ul style="list-style-type: none"> <li>• How to process departing visitors and their respective baggage, in transit commentary and provide check-out assistance</li> </ul>			
	3.6 Maintain harmonious working relationship with tour driver	Discuss: <ul style="list-style-type: none"> <li>• How to establish rapport with the driver</li> <li>• People skills</li> <li>• Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<b>12 Hours</b>
	3.7 Establish good working attitude with the local guide	Discuss: <ul style="list-style-type: none"> <li>• How to establish rapport with the local guide</li> <li>• Assistance to be provided to the local guide</li> <li>• Protocol to passengers</li> <li>• Health and Safety Guidelines issued by concerned government agencies, i.e. DOLE, DOH, DOT, DTI (DOLE DO 198s2018 policies on OSH)</li> <li>• Awareness of persons with different abilities (BP344 Accessibility Law)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture/ discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	<b>12 Hours</b>

## 3.2 TRAINING DELIVERY

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

### 2.1 Institution- Based:

- Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

- Supervised Industry Training (SIT) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.
- The classroom-based or in-center instruction uses of learner-centered methods as well as laboratory or field-work components.

## **2.2 Enterprise-Based:**

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

## **2.3 Community-Based**

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



### **3.3 TRAINEE ENTRY REQUIREMENTS**

Trainees or students wishing to enroll in this program must possess the following requirements:

- Must possess good communication skills
- Can perform basic mathematical computation
- Holder of Tour Guiding Services NC II/Local Guiding Services NC II OR Senior High School Level Completer OR an Alternative Learning System (ALS) Certificate of Completion

### 3.4 TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of 25 trainees for **Tour Guiding Services NC III** are as follows:

Up-to-date tools, materials, and equipment of equivalent functions can be used as alternatives. This also applies in consideration of community practices and their availability in the local market.

<b>EQUIPMENT</b>	
<b>QTY</b>	<b>DESCRIPTION</b>
12 units	Computer with Internet access
1 unit	Tourist bus with public address system
2 pcs	Microphone and lapels

<b>MATERIAL</b>	
<b>QTY</b>	<b>DESCRIPTION</b>
1 pc.	Bull-horn
1 pc.	Whistle
1 pc.	Tour flag/tour banner
1 set	White board with white board markers
25	Writing material
25 pcs	General Information Sheets
6 pcs	Destination brochures
6 copies	Actual suppliers' brochures
1 set	Enterprise Policies and Procedures Manual - SOP
3 sets	Sample tour itinerary
25 copies	List of sample tour components
25 copies	Sample accounting documents – petty cash and cash advance voucher
25 copies	Sample tour voucher/exchange order
25 copies	Sample reservation request and confirmation slips

<b>MATERIAL</b>	
<b>QTY</b>	<b>DESCRIPTION</b>
25 copies	List of emergency services with contact details
25 copies	Transportation fares and schedules
25 copies	Sample tour voucher/exchange order
25 copies	Sample reservation request and confirmation slips
25 copies	List of emergency services with contact details
25 copies	Transportation fares and schedules
25 copies	List of significant historical events and figures
25 copies	List of major natural and man-made attractions
25 copies	Relevant data (socio-economic, trade/industry, etc)
25 copies	Glossary of travel and tour terms
3	Man-made indoor tourist attraction or site
3	Natural or man-made outdoor tourist site or attraction
25	Training kits
25 pcs	Maps
1 set	First Aid Kit

NOTE: Access to and use of equipment/facilities can be provided through cooperative arrangements or MOA with other partner/companies.

### 3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

<u>Space Requirement</u>	<u>Size in Meters</u>	<u>Area in Sq. Meters</u>
Contextual Learning Area (Lecture room)	6x4	24
Distance Learning (Laboratory/Workshop/ Activity area)	8X5	40
Storage Area (Tool room & S/M storage area)	2.5x4	10
Learning Resource Area	2.5x4	10
Wash area/ comfort room (Male, Female, PWD)	2.5x4	10
Circulation Area	2.5x4	10
<b><u>TOTAL AREA</u></b>		<b>104 sq. m</b>

NOTE: Access to and use of equipment/facilities can be provided through cooperative arrangements or MOA with other partner/companies.

### 3.6 TRAINER'S QUALIFICATIONS

- Holder of National TVET Trainer Certificate (NTTC) Level I in Tour Guiding Services NC III
- Must be computer-literate
- Must have at least 2 years of continuous job/industry experience as Department of Tourism (DOT) Accredited Regional Tour Guide

### 3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is gathering of evidences to determine the achievements of the requirements of the qualification to enable the trainer make judgement whether the trainee is competent or not competent.

## SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

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

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

### 4.1. NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1 To attain the national qualification of TOUR GUIDING SERVICES NC III, the candidate must demonstrate competence in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.1.2 Assessment shall cover all competencies with basic and common integrated or assessed concurrently with the core units of competency.

4.1.3 Any of the following are qualified to apply for assessment and certification:

4.1.3.1 Graduates of WTR-registered programs, NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to TOUR GUIDING SERVICES NC III; or

4.1.3.2 K-12 graduates of Home Economics Strand with Tour Guiding Services NC II / Local Guiding Services NC II; or

4.1.3.3 Students with at least two (2) years of higher education; or

4.1.3.4 Experienced workers (wage employed or self-employed) who gained competencies in TOUR GUIDING SERVICES for at least two consecutive (2) years within the last five (5) years.

4.1.4 Recognition of Prior Learning (RPL). Candidates who have gained competencies through education, informal training, previous work or life experiences with at least three (3) years of tour guiding services experience within the last five (5) years may apply for recognition in this Qualification through Portfolio Assessment.

Requirements and implementation procedure of Portfolio Assessment must be consistent with TESDA Circular No. 47, series of 2018 on *“Implementing Guidelines on the Implementation of Portfolio Assessment Leading to Recognition of Prior Learning (RPL) within the TESDA Assessment and Certification System”*.

4.1.5 The guidelines on assessment and certification are discussed in detail in the “Procedures Manual on Assessment and Certification” and “Guidelines on the Implementation of the “Philippine TVET Competency Assessment and Certification System (PTCACS)”.

## 4.2 Competency Assessment Requisite

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

This document can:

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

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

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

**COMPETENCY MAP TOURISM SECTOR  
(Travel and Tour)  
TOUR GUIDING SERVICES NC III**

**BASIC  
COMPETENCIES**

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

**COMMON COMPETENCIES**

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



**CORE COMPETENCIES**

Interpret and respond to request for individual/independent tour services	Design and develop a tour package itinerary	Determine tour package cost and selling price	Operate technology-based information system	Provide information and advice on a destination, product or service
Promote tourism products and services	Research information relevant to locality and tour Itinerary	Coordinate tour arrangements for clients	Accompany and guide clients in accordance with the tour itinerary	Accompany and guide clients in accordance with the tour itinerary
Receive and process reservations	Operate computerized reservations system	Provide accommodation reception	Conduct night audit	Provide club reception services
Provide porter services	Plan and develop event proposal and bid	Develop an event concept	Develop event program	Select event venue and site
Develop and update event industry	Provide on-site event management	Manage contractors for indoor events	Develop and update knowledge on	Provide on-site information and assistance
Monitor entry to venue	Provide a site briefing or scripted	Operate a ride location	Load and unload a ride	Maintain safety in water-based rides
Operate a games location	Promote at a games location	Operate animal enclosure exhibit	Provide general animal care	Rescue animals
Research information relevant to the destination and tour itinerary	Oversee regional tour arrangements for clients	Guide and escort clients in accordance with the tour itinerary		

## GLOSSARY OF TERMS

<b>1. COSTING SHEET</b>	an enterprise generated spread sheet that details the per person cost of the components of a tour package and reflect the total cost, mark-up and taxes due
<b>2. DOT</b>	Department of Tourism
<b>3. GATEWAY</b>	entry/exit point of a destination
<b>4. INTERNET</b>	electronic information distribution system
<b>5. ITINERARY</b>	a schedule of products, services and activities arranged in a chronological order
<b>6. ITINERARY – SKELETAL</b>	a general day-to-day schedule of products, services and activities arranged in a chronological order
<b>7. ITINERARY – TECHNICAL</b>	a specific schedule detailing transportation modes, times, location and duration of products, services and activities arranged in a chronological order
<b>8. LGU</b>	Local Government Unit
<b>9. MARK UP</b>	a percentage of tour costs or fixed amount that is added to the tour costs and reflects the profit of the enterprise
<b>10. PRICE</b>	the sum total amount to be collected from the client on a per person basis that comprises the tour cost, mark-up, and government taxes
<b>11. REGULAR PACKAGE</b>	A tour package assembled based on the interests of target market
<b>12. RESERVATION</b>	refers to an advance request for a product or service
<b>13. SUPPLIER</b>	refers to hotels, restaurants, resorts, transportation operators and other entities that supplies and accommodates travelers/tourists
<b>14. TOUR COSTS</b>	the sum total of all cost per person based on tour components included in the tour package; it represents all payments due to suppliers
<b>15. TOUR COORDINATOR</b>	an enterprise employee who assist the tour guide and the travelers on arrival, during and on departure for all scheduled activities in the itinerary

<b>16. TOUR GUIDE</b>	an individual duly trained and licensed by the LGU and accredited by the DOT who guides, escorts, and manages local or foreign travelers to several destination/s, provides information and oversees the delivery of the tour components by the different suppliers
<b>17. TOUR OPERATOR</b>	is an entity that assembles and is responsible for the delivery of the various tour package components for commercial or other purposes.
<b>18. OPTIONAL TOURS</b>	Tour activities that are not included in the basic tour package
<b>19. PRODUCTIVITY</b>	efficient delivery of tour guiding competencies
<b>20. RESEARCH</b>	Gathering data and or updating information that is relevant to the tour itinerary or destination
<b>21. FILIPINO BRAND OF SERVICE</b>	Effective application of Filipino hospitality as expressed on the oral or gestural and spiels
<b>22. VISITOR</b>	A local or foreign traveler taking a trip to a destination/s outside his usual environment for less than year for any reason (business, leisure or any other purpose)
<b>23. TOUR LEADER</b>	A member of the group who manages the tour from the origin point to the destination(s) and back
<b>24. LOCAL GUIDE</b>	an individual duly trained and licensed by the LGU who accompanies and guides local or foreign travelers within a site or destination, provides information and oversees the delivery of tour components

## REFERENCES:

1. Training Regulations for Tour Guiding Services NC II
2. Training Regulations for Local Guiding Services NC II
3. CBC for Local Guiding Services NC II

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