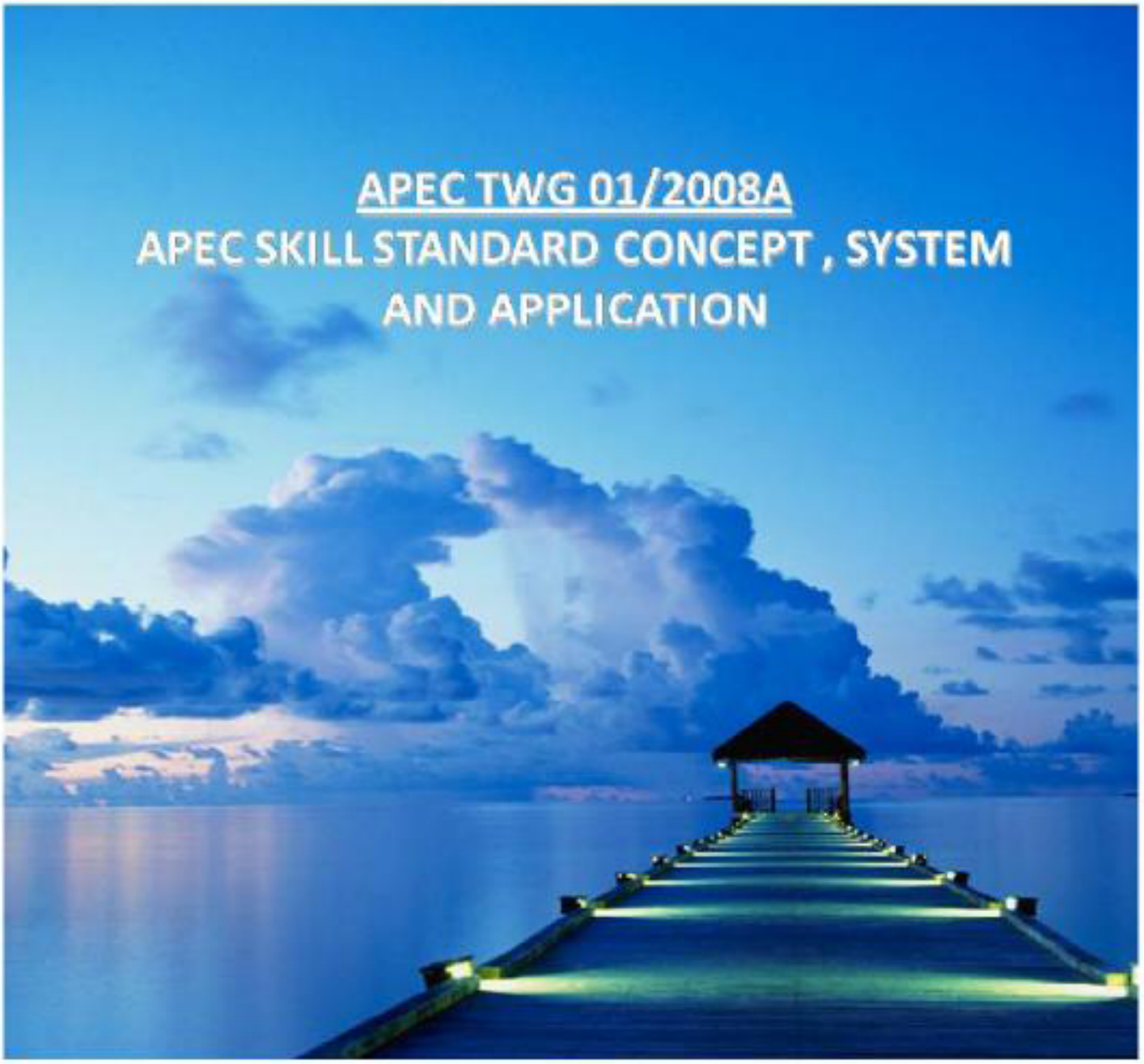
Asia-Pacific
Economic Cooperation



APEC TWG 01/2008A
APEC SKILL STANDARD CONCEPT , SYSTEM AND APPLICATION

APEC Tourism Working Group
December 2008

TWG 01/2008A – **The Training on APEC Skill Standard Concept and System**

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APEC SKILL STANDARD CONCEPT, SYSTEM AND APPLICATION

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FOREWORD

The APEC Skill Standard is dedicated to all individuals and enterprises of APEC member economies. At this stage, the concept and system has been introduced to the public and the private sectors in 11 APEC member economies. Considered useful and challenging, some member economies have decided to integrate the APEC Skill Standard System into their national human resources development system. The simple ways for application are quite appreciated by almost all participants of the APEC Skill Standard workshops in more that 10 member economies.

This book provides complete description of the APEC Skill Sandard and how to apply it for workplace operation. The powerpoint templates are made in such a way for easy and friendly understanding of the system using special animation effects.

Please direct further queries and comments on APEC Skill Standard to APEC Secetariat at: info@apec.org, or yuliaboestami@yahoo.com, or empower_assc@hotmail.com

PART ONE

APEC SKILL STANDARD CONCEPT, SYSTEM AND APPLICATION

1.1. POWERPOINT PRESENTATION

Asia-Pacific Economic Cooperation

APEC TWG 01/2008A

THE TRAINING ON APEC SKILL STANDARD CONCEPT & SYSTEM

Train The Trainer Workshop

Mexico and China, 2008

Written by EMPOWER Associates

Presented by : Stella L. Setyadi & Tetty A. Soemarso

APEC Tourism Working Group
August 2008

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WORKSHOP OUTLINE

- PART 1 : THE OPEN MARKET & THE NEW WORKPLACE
  - The Open Market and The Skill Standard
- PART 2.1 : INTRODUCTION TO APEC SKILL STANDARD CONCEPT
  - Definition, SS Units, Objective, Format & Components, Characteristics, Industry VS Enterprise Standards, SS Multi-dimensional Quality, Comparative Issues
- PART 2.2 : APEC SKILL STANDARD APPLICATION
  - Basic Rule for Application , Unlimited Options, The Job Title, The Standard Operating Procedures, Certification
- PART 3 : TRAIN THE TRAINER SESSION

- QUESTIONS AND ANSWERS
- EXERCISES AND PRACTICES

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Asia-Pacific
Economic Cooperation
TRADE LIBERALIZATION
THE OPEN MARKET
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ASIA PACIFIC ECONOMIC COOPERATION
at the beginning
(http://apec.org)
Established 1989, APEC focused on exchanges of views and project based initiatives.
The concern were simply to advance the process of Asia Pacific Economic Cooperation and to promote a positive conclusion to the Uruguay Round of GATT negotiations
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4

THEN …

- After Uruguay Round → concern to build the Asia Pacific community through achieving economic growth and equitable development through trade and economic cooperation
- 1993 - Blake Island in Seattle: 1st informal meeting envisioned a community of Asia Pacific economies based on the spirit of openness and partnership, of cooperative efforts to solve challenges of the change, of free exchange of goods, services and investment, of broadly based economic growth and higher living and educational standards and of sustainable growth that respects the natural environment
- 1994 – The Bogor Declaration : translated the vision of an open trading system into a very ambitious goal of free and open trade and investment in the Asia Pacific by 2010 for developed member economies and 2020 for developing ones.
- 1995 – The Osaka Action Agenda (OAA) : established the three pillars of APEC activities: trade and investment liberalization; business facilitation and economic and technical cooperation.

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- 1996 – Manila Action Plan for APEC (MAPA) : compiled members' initial individual action plans to achieve the objectives of the Bogor Declaration, emphasizing on 6 areas of economic and technical cooperation:
  - Developing human capital
  - Fostering safe and efficient capital markets
  - Strengthening economic infra structure
  - Harnessing technologies of the future
  - Promoting environmentally sustainable growth
  - Encouraging the growth of small and medium enterprises
- 1997 – Van Couver : efforts to improve commitments in Individual Action Plan and reaffirmed intention for annual update. Endorsed to take action to early voluntary sector liberalization (EVSL) in 15 sectors with 9 to be advanced throughout 1998 and implementation to begin in 1999.
- 1998 – Kuala Lumpur Action Program on Skills Development with the objectives to contribute towards sustainable growth and equitable development while reducing economic disparities and improving the social well-being of the people through skill upgrading and improvement and encouraging through SMART PARTNERSHIP between public and private sectors.

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THE RESULTS:

THE OPEN MARKET

THE CONCEPT

- OBJECTIVE: TO ESTABLISH A BORDERLESS ECONOMY
  - The Borderless Economy enhances and enables freeflow of goods, services, currencies, people etc

THE PILLARS

- Trade & Investment Liberalization
- Business facilitation
- Economic & Technical Cooperation

THE PROGRAM

- Facilitation
- Liberalization
- Cooperation

THE PRODUCTS

- GATT, GATS
- AFAS etc

PRIORITISED AREAS

- Tourim, Marine, Financial Services, Aviation, Postal, Telecoms & IT, Professional Services, etc

TRADE LIBERALIZATION AIMS TO EQUAL STATUS, GROWTH AND DEVELOPMENT AMONG NATIONS OF THE WORLD

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TRADE LIBERALISATION CONTEXTS

PRINCIPLES

- TRANSPARENCY
- NO RESTRICTION
- OBJECTIVE
- PROGRESSIVE

STATUS

- WTO : BINDING
- APEC : NON BINDING , CAP PRIORITY
- ASEAN : BINDING

TYPES OF COMMITMENT

- BILATERAL
- MULTILATERAL

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COVERAGE
• MARKET ACCESS
• NATIONAL TREATMENT
APEC Tourism Working Group, TWG 01/2008A, EMPOWER Assc. 8/08
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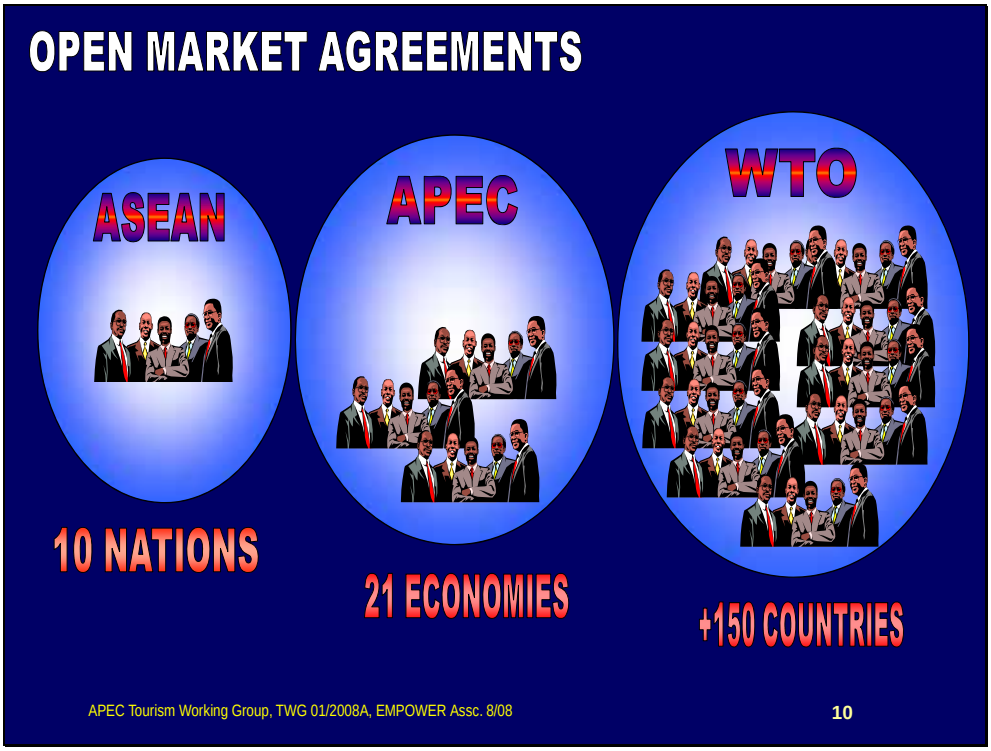
OPEN MARKET AGREEMENTS
ASEAN
APEC
WTO
10 NATIONS
21 ECONOMIES
+150 COUNTRIES
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10

OPEN MARKET IMPACTS

THEN ……

NOW ……

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TRADE LIBERALIZATION: BLESSING OR BLIGHT ?

- THERE IS A BIG LUXURY HOTEL: 500 ROOMS, EXTENSIVE FACILITIES. IT BELONGS TO FOREIGN COMPANY . ALL PERSONNEL FROM GM TO ROOM ATTENDANTS COME FROM THE COUNTRY OF THE OWNER . ALL EQUIPMENT AND MATERIALS FOR OPERATION ARE IMPORTED FROM ABROAD. NATURALLY ALMOST ALL INCOME FLOWS TO THAT PARTICULAR COUNTRY. WHAT WOULD WE GET ? BLESSING OR BLIGHT ?
- I LIVE IN A REMOTE FARMING VILLAGE. THE NEAREST NEIGHBOUR VILLAGE IS FARAWAY AND THERE IS NO ROAD TO LINK US. WE ALL LONG TO GO THERE AND HAVE A LOOK. WE HEAR THEY ARE FAR MORE ADVANCED. AND ONE DAY A ROAD IS OPEN TO LINK US. WE ARE EUPHORIC ! WE SEE THE PEOPLE AND THE GOODS THEY SELL.. SOME VISIT US AND START BUSINESS IN OUR VILLAGE. EUPHORIA DOES NOT LIVE LONG. SOON WE LOST OUR SALES. PEOPLE PREFER THEIR GOODS TO OURS. TO CONTINUE LIVING, WE START SELLING OUR LANDS TO THE NEWCOMERS. BLESSING OR BLIGHT ?
- HOW TO GAIN OPTIMUM BENEFITS OF THE TRADE LIBERALIZATION ?

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THE RESULTS

DOMESTIC

ABROAD

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MODES OF SUPPLY FOR TRADING

- CROSS BORDER SUPPLY
- CONSUMPTION ABROAD
- COMMERCIAL PRESENCE
- PRESENCE OF NATURAL PERSONS

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SAMPLE OF OFFER (INDONESIA FOR WTO/GATS)

MODES OF SUPPLY

1. CROSS BORDER SUPPLY
2. CONSUMPTION ABROAD
3. COMMERCIAL PRESENCE
4. PRESENCE OF NAT. PAX

LIMITATION ON MRKT ACCESS	LIMITATION ON NAT. TREATMENT
• 1 & 2 : NONE • 3 : MAX. 30 T.A. & T.O. • 4 : UNBOUND EXCEPT FOR TECHNICAL ADVISOR	• 1 & 2 : NONE • 3 : MUST BE LOCATED IN JAKARTA AND BALI • 4 : AS SPECIFIED IN THE HORIZONTAL MEASURES

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SAMPLE OF OFFER (INDONESIA FOR GATS)
(valid ONLY in English)

MODES OF SUPPLY

1. CROSS BORDER SUPPLY
2. CONSUMPTION ABROAD
3. COMMERCIAL PRESENCE
4. PRESENCE OF NAT. PAX

ALL SECTORS

LIMITATION ON MRKT ACCESS	LIMITATION ON NAT. TREATMENT
• 1 & 2 : As specified in each sector • 3 : Joint Venture or Rep. Office , unless mentioned otherwise; in the form of PT / Liability Enterprise; not more than 49% of Capital share for foreign partner/s • 4 : Subject to Nat. Labor & Immigration Laws & Regulations; Only Directors, managers and tech. experts/advisors; with max stay of two years subject to one year extension; Manager and Tech. advisors based on economic needs tests	• 1 & 2 : As specified in each sector • 3 : Non Resident are subject to witholding tax of 20% if they derive income from Indonesia source: • Interest, royalties, dividend, fee from service performed in Indonesia • 3 : Foreigners are subject to Indonesian Land Law No 5/1960 which stipulates that no foreigners are allowed to owan land. However, a joint venture could hold the right for land use and building rights.

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SAMPLE OF OFFER (INDONESIA FOR GATS)
(valid ONLY in English) – ALL SECTORS (continued)

MODES OF SUPPLY	1. CROSS BORDER SUPPLY	3. COMMERCIAL PRESENCE
	2. CONSUMPTION ABROAD	4. PRESENCE OF NAT. PAX

LIMIT ATION ON MRKT ACCESS	LIMITATION ON NATIONAL TREATMENT
• xxx	• And they may rent/lease land and property. • 4. Any juridical and natural persons should meet professional qualifications requirements • 4. Any expatriate employed by joint venture enterprises must hold valid working permit issued by MoM, and must meet immigration requirements and procedures to enter Indonesia ETC

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SAMPLE OF REQUEST
TO INDONESIA IN TOURISM AND CULTURAL SECTOR

- **THE FOLLOWING WTO MEMBERS HAVE MADE "REQUEST" TO INDONESIA IN THE TOURISM & CULTURAL SECTOR:**
  1. **Australia**
  2. **New Zealand**
  3. **Singapura**
  4. **Japan**
  5. **Korea**
  6. **Taiwan**
  7. **Swiss**
  8. **Panama**
  9. **USA**
  10. **EU**
- **INDONESIA HAS TO NEGOTIATE THIS 'REQUEST' IN A BILATERAL MEETINGS AT THE REGULAR FORUM OF COUNCIL FOR TRADE IN SERVICES IN THE WTO HEAD OFFICE IN GENEVA, SWITZERLAND**

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SOLUTIONS ?
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RIDING THE TRADE LIBERALIZATION
GET PREPARED!
GET PREPARED !
GET PREPARED !
HOW ?
UNDERSTAND THE CONCEPT OF BORDERLESS ECONOMY
ADMIT OWN WEAKNESSES
DEVELOP STRATEGIC PLAN
INDIVIDUAL, ORGANIZATIONAL & PUBLIC SECTOR
YOUR VISION ??
AREAS FOR CHANGES
GOVERNMENT REGULATIONS
PROFESSIONAL SKILLS BASED ON MUTUAL STANDARD
LANGUAGES
3-L (LIFE LONG LEARNING)
YOUR VISION ??
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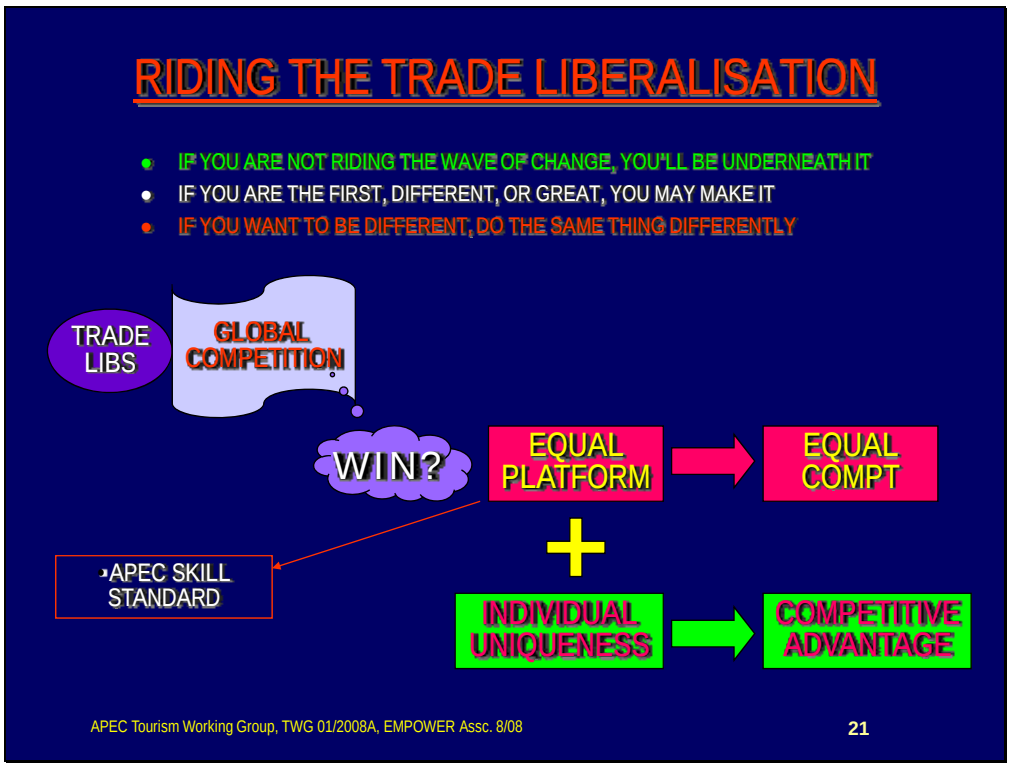
RIDING THE TRADE LIBERALISATION
IF YOU ARE NOT RIDING THE WAVE OF CHANGE, YOU'LL BE UNDERNEATH IT
IF YOU ARE THE FIRST, DIFFERENT, OR GREAT, YOU MAY MAKE IT
IF YOU WANT TO BE DIFFERENT, DO THE SAME THING DIFFERENTLY
TRADE LIBS
GLOBAL COMPETITION
WIN?
EQUAL PLATFORM
EQUAL COMPT
APEC SKILL STANDARD
INDIVIDUAL UNIQUENESS
COMPETITIVE ADVANTAGE
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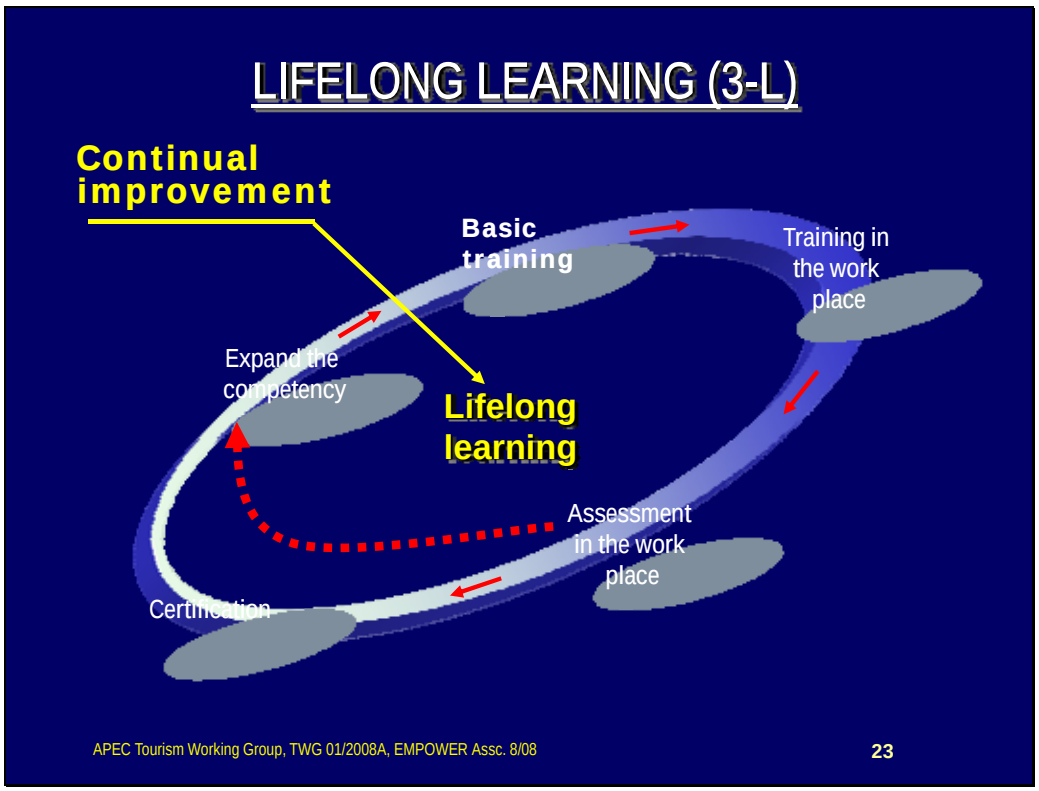
"MANPOWER DEVELOPMENT BASED ON APEC SKILL STANDARD"
APEC Tourism Working Group, TWG 01/2008A, EMPOWER Assc. 8/08
22


LIFELONG LEARNING (3-L)
Continual improvement
Basic training
Training in the work place
Expand the competency
Lifelong learning
Assessment in the work place
Certification
APEC Tourism Working Group, TWG 01/2008A, EMPOWER Assc. 8/08
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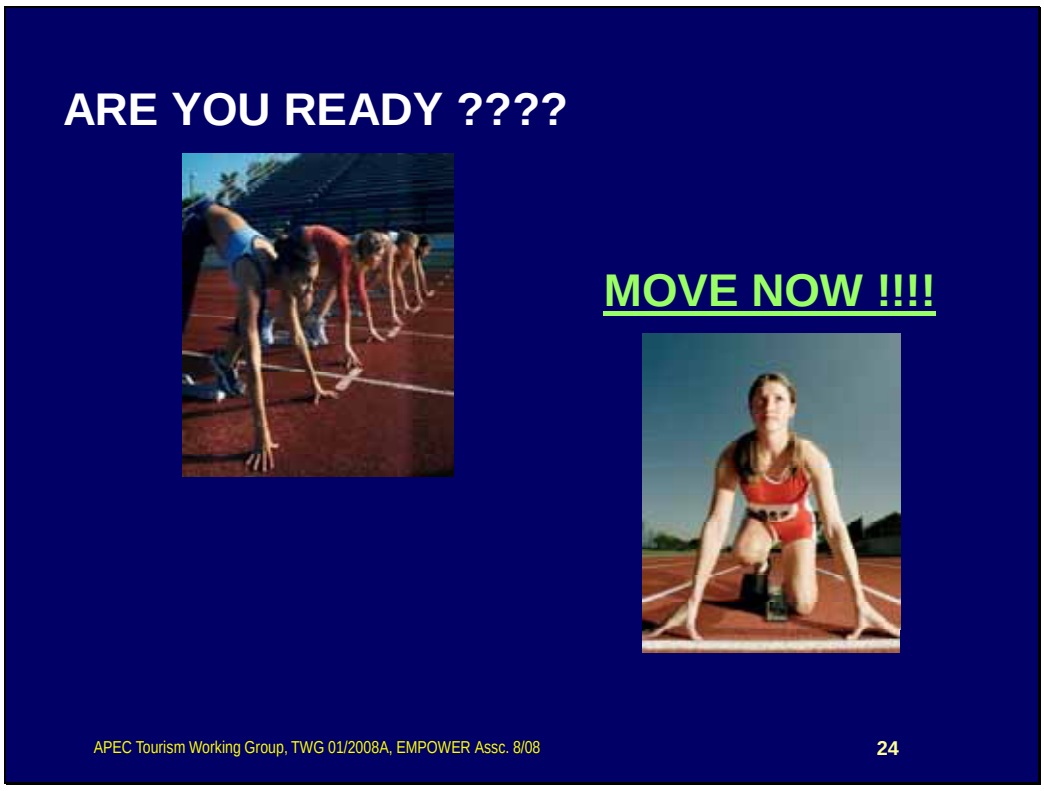
ARE YOU READY ????
MOVE NOW !!!!
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THE WAR IS ON .....,

NOW IT'S UP TO YOU

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THE TRAINING ON APEC SKILL STANDARD CONCEPT & SYSTEM
Train The Trainer Workshop
Mexico and China, 2008

TERIMA KASIH - THANK YOU - XIN CAM ON - XIE XIE - KOB KHUN KA - SALAMAT PO - GRACIAS

APEC Tourism Working Group
August 2008

Asia-Pacific
Economic Cooperation

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  - QUESTIONS AND ANSWERS
  - EXERCISES AND PRACTICES

Asia-Pacific Economic Cooperation

THE APEC SKILL STANDARD: THE CONCEPT

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ORIGINS

APEC Skill Standard for Tourism Industry has been developed by 'adopt and adapt' system from SKKNI (the Indonesian National Competency Standard for the Tourism Industry – 1999/2004) which had originally been adopted and adapted from Australian National Competency Standard for Hospitality Industry under IAPSD Project

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OBJECTIVES

- To serve as the tourism workplace platform for the Asia Pacific region
- to guarantee the same output produced by different manpower from different companies at different locations
- improve operational performance of individual companies
- improve the professional quality of individual manpower
- advance international trade development in the Asia-Pacific Region
- strengthen cooperation in building the region into Asia Pacific Destination

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STANDARD

- WRITTEN FUNCTIONAL AND TECHNICAL REQUIREMENTS IN THE FORM OF SPECIFICATIONS OR GUIDELINES TO ENSURE THAT A PRODUCT, SERVICE, OR PROCESS DOES WHAT IT IS SUPPOSED TO DO.
- STANDARDS PROVIDES INFORMATION THAT ENABLES DIFFERENT PARTIES TO PRODUCE THE SAME OR COMPATIBLE OUTPUT.

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SKILL/COMPETENCY STANDARD

- THE REQUIRED COMBINATION OF KSA NECESSARRY TO BE ABLE TO PERFORM A MAJOR TASK IN THE WORKPLACE
- WRIITEN IN A SPECIFIC UNIFORMED FORMAT
- IT ENABLES DIFFERENT PARTIES TO PRODUCE THE SAME OR COMPATIBLE WORKPLACE TASK RESULTS
- SKILLS / COMPETENCY STANDARD HAS GENERIC CHARACTERISTICS WHICH MAKES IT TRANSFERABLE AND PORTABLE TO DIFFERENT INDUSTRIES OR WORKPLACE SETTINGS AND COULD BE SHARED BY ALL ENTERPRISES ACROSS THE INDUSTRIES AND ACROSS THE BUSINES SIZES.
- IS A WORKPLACE PROCESS-BASED CONCEPT
- IS THE STANDARDIZED STEP-BY-STEP WHAT-TO-DO TO COMPLETE A CERTAIN TASK WITHIN THE WORKPLACE OPERATION, TO ENSURE THE SAME OUT PUT BY DIFFERENT PERSONS WITHIN THE ENTERPRISE
- SKILLS / COMPETENCIES ARE OBSERVABLE AND COULD BE MEASURED EITHER IN QUALITATIVE OR QUANTITATIVE YARDSTICKS
- SKILL STANDARD ARE EXPRESSED IN UNITS
- DEVELOPMENT OF UNITS:
  - DEVELOPED BY STAKEHOLDERS
  - ADOPT AND ADAPT (APEC SS)
  - COMBINATION OF ABOVE

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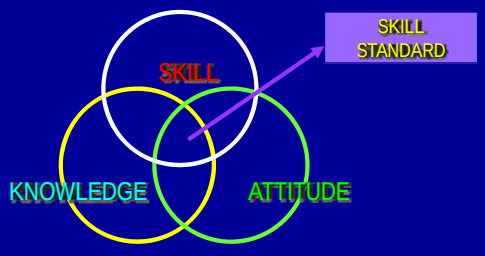
Components of Skill Standards Units

A MIXTURE OF KSA NECESSARRY TO PERFORM A MAJOR TASK IN THE WORKPLACE



APEC SKILL STANDARD ARE EXPRESSED IN UNITS

- SKILL : ABILITY TO PERFORM A TASK TO AN ACCEPTABLE LEVEL OF PERFORMANCE CONSISTENTLY, ACCURATELY AND WITH AN ECONOMY OF ACTION
- KNOWLEDGE : ABILITY TO INTEGRATE FACTS AND FIGURES BEHIND THE TECHNICAL ASPECTS
- ATTITUDE : ABILITY TO SHOW AN IMPRESSION WHICH CONVEYS TO CUSTOMERS AND OTHER PEOPLE WHETHER THE PERSON IS CONTENT IN DOING THE DUTIES

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SKILL STANDARD CHARACTERISTICS

- UNIVERSAL FORMAT
- WRITTEN
- GENERIC
- TRANSFERABLE / PORTABLE
- INDEPENDENT OF EQUIPMENT AND LANGUAGE USED
- ASSESSIBLE
- MULTI DIMENSIONAL QUALITY
- EASY TO REVIEW
- EASY TO MIX AND MATCH
- ENHANCE PROFESSIONALISM
- ENHANCE TEAMWORK
- INDUCE REPORTING, SHARING AND COORDINATION
- MULTI USAGE

SKILL STANDARD
IS INDUSTRY STANDARD

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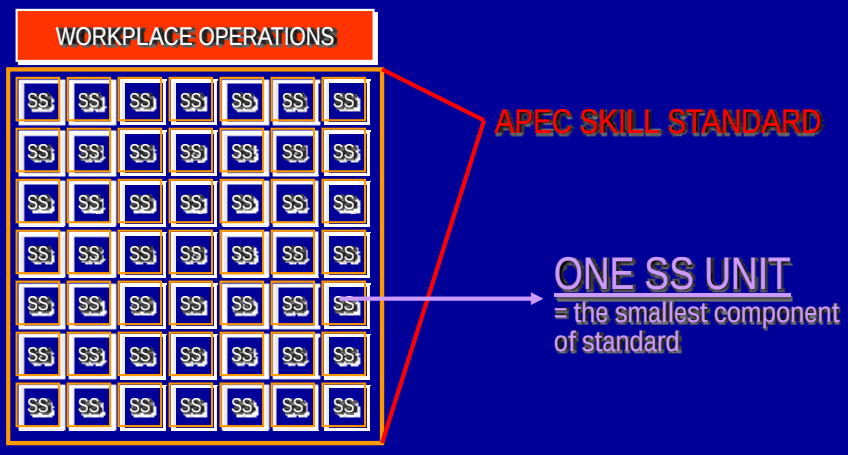
THE APEC SKILL STANDARD



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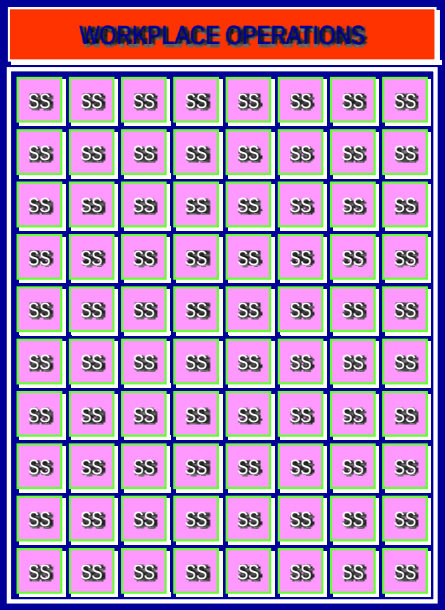
Practical View of APEC SS



- APEC SS IS DUTY OR PARTICLES OF JOBS SUBSTANTIAL TO OPERATE ENTERPRISES / ORGANIZATIONS
- APEC SS IS THE INDUSTRY, NOT ENTERPRISE, STANDARDS.
- IT PROVIDES PORTABILITY AND FLEXIBILITY FOR ALL ENTERPRISES REGARDLESS OF TYPE OF INDUSTRY, LOCATIONS, AND BUSINESS SIZE
- WHY SKILL STANDARDS ?
  - GENERIC CHARACTERISTIC FOR CROSS-INDUSTRIES PORTABILITY & APPLICATIONS
  - EASY TO SHAPE, REVIEW & UPDATE
  - ENHANCE PROFESSIONALISM & CREATIVITY
  - PLATFORM FOR FAIR COMPETITION
  - MULTI PURPOSE AND USAGE

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Sample of enterprise standard (process)

PRODUCT	APEC SS (generic) AS REGL. EQUAL PLATFORM	ENTERPRISE STANDARD (+ STRENGTH & UNIQUENESS)	
		ENTR. A	ENTR. B
TELEPHONE GREETINGS	Calls are responded promptly, clearly and politely according to enterprise policy.	. 3 rings . Good Morning, ABC Corporation, may I help you ?	. 2 rings . Selamat Pagi, XYZ Corporation, Stella at your service…

- APEC SKILL STANDARD is an generic industry standard
- ENTERPRISE STANDARD is developed by enterprises in line with the benchmark set by the APEC SS

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Sample of enterprise standard (product)

PRODUCT	INDUSTRY	ENTERPRISE STANDARD	
		ENTR. A	ENTR. B
HOT COFFEE	Hot coffee are presented According to enter-prise standards	. In a cup . Steaming hot . Separate sugar cubes	. Variety Options . In a cup . Steaming Hot . A variety of condiments

- APEC SKILL STANDARD is an industry standard
- ENTERPRISE STANDARD is developed by enterprises in line with the benchmark set by the APEC SS

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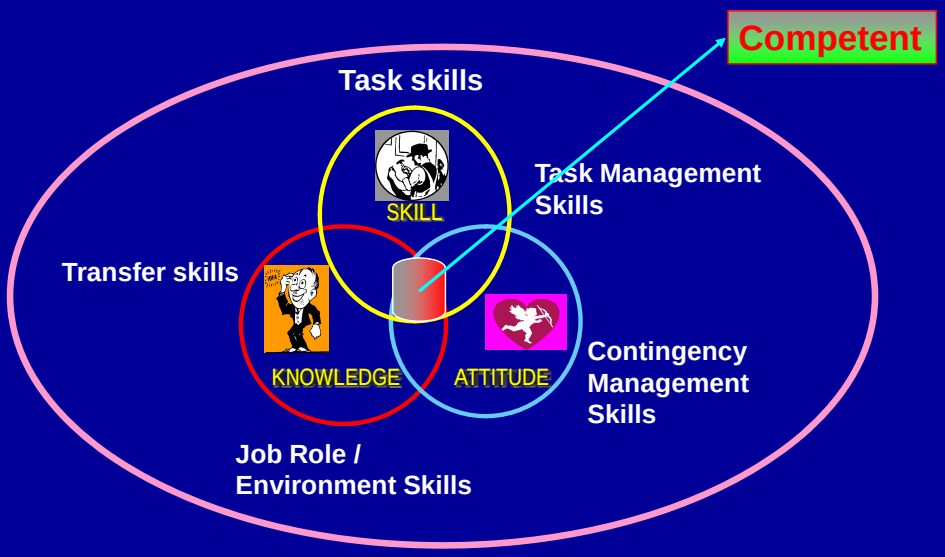
SS multi-dimensional quality (see page 31)



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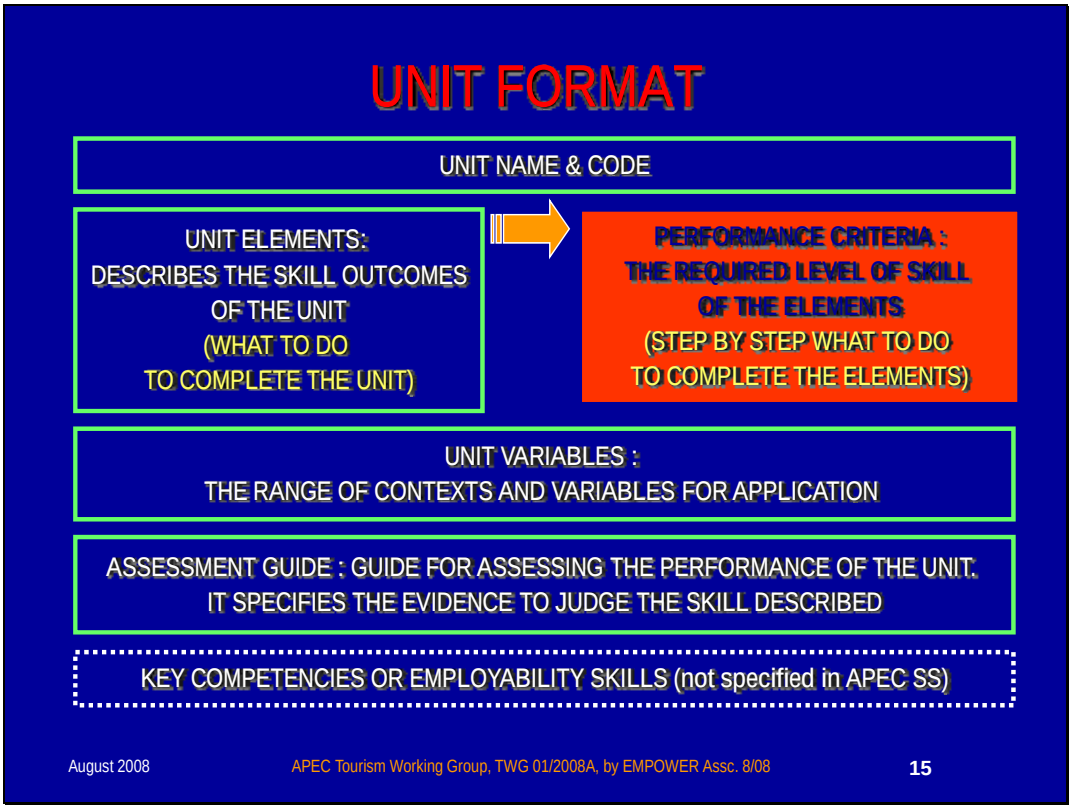
UNIT FORMAT
UNIT NAME & CODE
UNIT ELEMENTS:
DESCRIBES THE SKILL OUTCOMES
OF THE UNIT
(WHAT TO DO
TO COMPLETE THE UNIT)
PERFORMANCE CRITERIA :
THE REQUIRED LEVEL OF SKILL
OF THE ELEMENTS
(STEP BY STEP WHAT TO DO
TO COMPLETE THE ELEMENTS)
UNIT VARIABLES :
THE RANGE OF CONTEXTS AND VARIABLES FOR APPLICATION
ASSESSMENT GUIDE : GUIDE FOR ASSESSING THE PERFORMANCE OF THE UNIT.
IT SPECIFIES THE EVIDENCE TO JUDGE THE SKILL DESCRIBED
KEY COMPETENCIES OR EMPLOYABILITY SKILLS (not specified in APEC SS)
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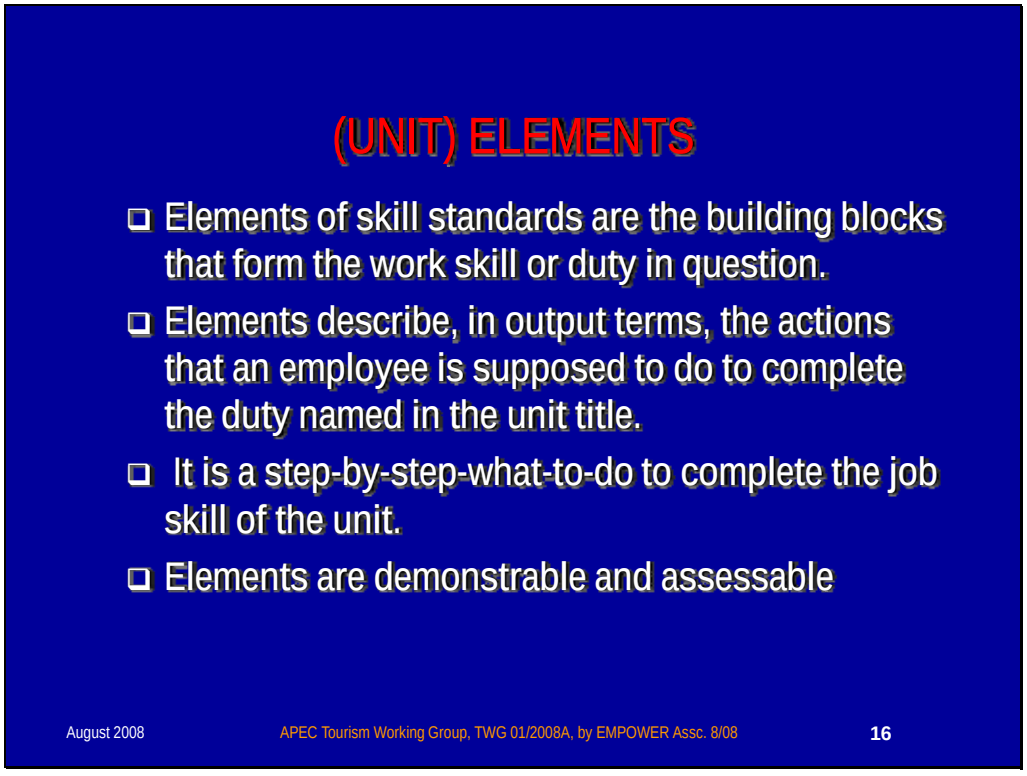
(UNIT) ELEMENTS
Elements of skill standards are the building blocks that form the work skill or duty in question.
Elements describe, in output terms, the actions that an employee is supposed to do to complete the duty named in the unit title.
It is a step-by-step-what-to-do to complete the job skill of the unit.
Elements are demonstrable and assessable
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(UNIT) RANGE OF VARIABLES

- Range of Variables defines application frameworks or boundaries, such as the context of where the unit may be applied, the types of customers, equipment to be used, measurement of application, the specific attitude in performing the tasks, etc.
- As far as equipment to be used in certain units, the condition may vary from one country to another, from one enterprise to another, depending on local conditions and enterprise facilities.
- Due to its generic characteristics, the unit may be applied in different enterprises regardless to the infra structure within the country. "Receive and Process Reservations" for instance may be applied in organization using computers or those where computers are not in use.

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(UNIT) ASSESSMENT GUIDE

- Evidence Guide is derived from the standards for assessment purposes.
- It specifies the required evidence of mastering the units covering the required skills, as well as the underpinning knowledge & skills, and knowledge of the particular equipment in use.
- It also specifies what assessment methods are best administered and the most conducive location for the assessment process
- Assessment Guide also defines critical areas for assessment where most mistakes could happen.

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SAMPLE OF APEC SS UNIT

CODE & NAME : 1.01.08.05 – COMMUNICATE ON THE TELEPHONE

ELEMENTS	PERFORMANCE CRITERIA
1. RESPOND TO INCOMING CALLS	11) Calls are promptly, clearly and politely responded according to enterprise policy/standard. 12) Friendly assistance is offered to the caller and the purpose of the call is accurately established. 13) Details are repeated to the caller to confirm understanding. 14) Callers inquiries are answered or transferred promptly to the appropriate person/location. 15) Requests are accurately recorded and passed to the appropriate department / person. 16) Where appropriate, opportunities are taken to promote enterprise products and services. 17) Messages are accurately relayed to the nominated person within designated timelines. 18) Threatening or suspicious calls are promptly reported to the appropriate person according to enterprise procedures

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Sample of APEC SS Unit (Cont'd)

CODE & NAME : 1.01.08.05 – COMMUNICATE ON THE TELEPHONE

ELEMENTS	PERFORMANCE CRITERIA
2. MAKE TELEPHONE CALLS	21) Correct telephone numbers are obtained. 22) Purpose of the call is clearly established prior to calling. 23) Equipment is used correctly to establish contact. 24) Names, company and reason for calling are clearly communicated. 25) Telephone manner is polite and courteous at all times.

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Sample of APEC SS Unit (Cont'd)

CODE & NAME : 1.01.08.05 – COMMUNICATE ON THE TELEPHONE

UNIT VARIABLES

1) This unit applies to all organizations.
2) Telephone communications may take place in the: office, reception area, on tour, on site, on cell phone, with customers, with colleagues, with friend, etc.

ASSESSMENT GUIDE

1) To demonstrate competence, evidence of skills and knowledge in the following is required: knowledge of the specific telephone system; knowledge of enterprise products and services; oral communication skills; and basic writing skills for taking messages
2) Look for: a. ability to correctly use telephone equipment; b. ability to provide courteous and friendly telephone service; c. clarity in oral communication.

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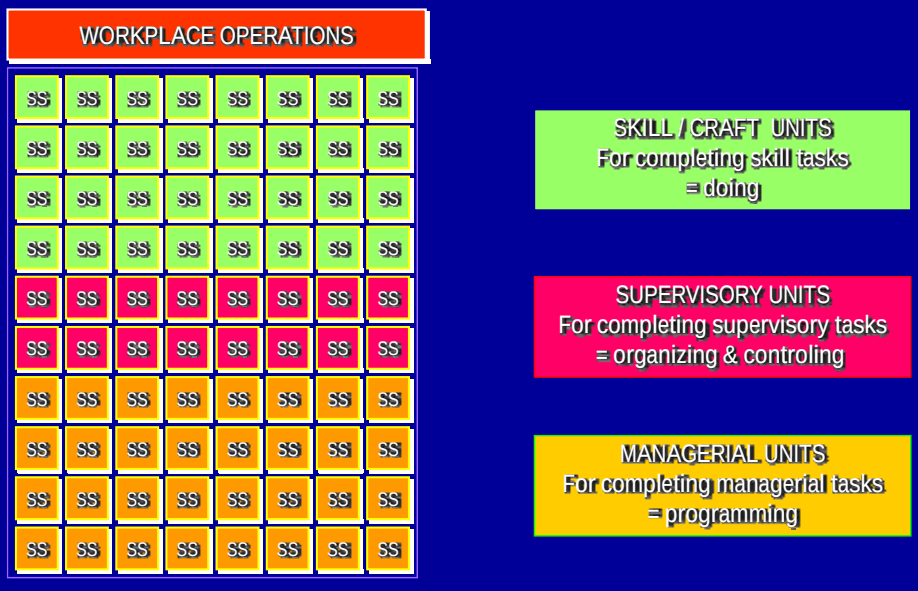
APEC SKILL STANDARD UNITS



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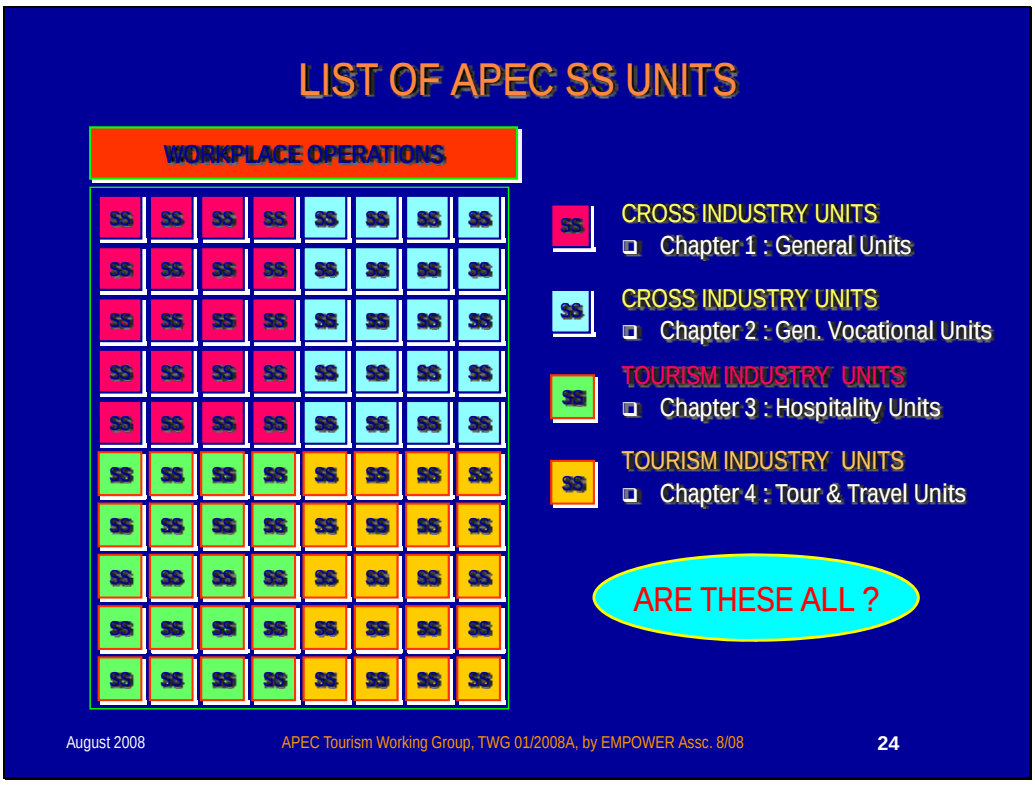
LIST OF APEC SS UNITS
WORKPLACE OPERATIONS
SS
CROSS INDUSTRY UNITS
Chapter 1 : General Units
CROSS INDUSTRY UNITS
Chapter 2 : Gen. Vocational Units
TOURISM INDUSTRY UNITS
Chapter 3 : Hospitality Units
TOURISM INDUSTRY UNITS
Chapter 4 : Tour & Travel Units
ARE THESE ALL ?
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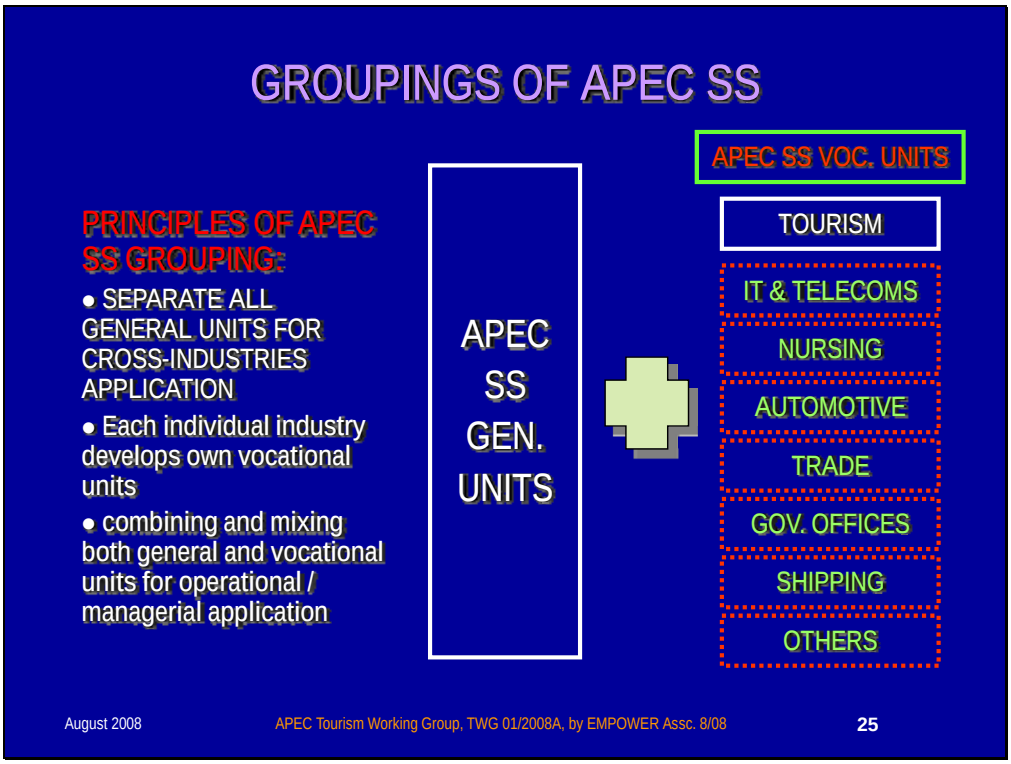
GROUPINGS OF APEC SS
PRINCIPLES OF APEC SS GROUPING:
• SEPARATE ALL GENERAL UNITS FOR CROSS-INDUSTRIES APPLICATION
• Each individual industry develops own vocational units
• combining and mixing both general and vocational units for operational / managerial application
APEC SS GEN. UNITS
APEC SS VOC. UNITS
TOURISM
IT & TELECOMS
NURSING
AUTOMOTIVE
TRADE
GOV. OFFICES
SHIPPING
OTHERS
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List of APEC Skill Standard Units
GENERAL UNITS
APPLICABLE ACROSS THE INDUSTRY
Chapter 1 and 2
GENERAL UNITS
GENERAL CORE
GENERAL ADMINISTRATION
COMPUTER & MIS
ENGLISH
ENVIRONMENT & COMMUNITY INTEGRATION
GENERAL VOCATIONAL UNITS
CUSTOMER SERVICE, SALES & MARKETING
FINANCIAL ADMINISTRATION
TRAINING & HRD
SECURITY
GARDENING & LANDSCAPING
MAINTENANCE & ENGINEERING
SS TRAINING, ASSESSMENT & APPLICATION
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LIST OF SKILL STANDARD UNITS
VOCATIONAL UNITS
TOURISM INDUSTRY UNITS
Chapter 3 & 4
HOSPITALITY (HOTEL)
TOURISM CORE
FOOD & BEVERAGE UNITS
FRONT OFFICE
HOUSEKEEPING
COOKERY
CATERING
PATISSERIE
MICE, SPORTS, RECREATION
GAMING
TOUR & TRAVEL
TOURISM CORE
RETAIL & WHOLESALE TRAVEL
TOUR OPERATIONS
MICE
TOUR GUIDING
ATTRACTIONS & VISITORS INFORMATION
TOUR PLANNING
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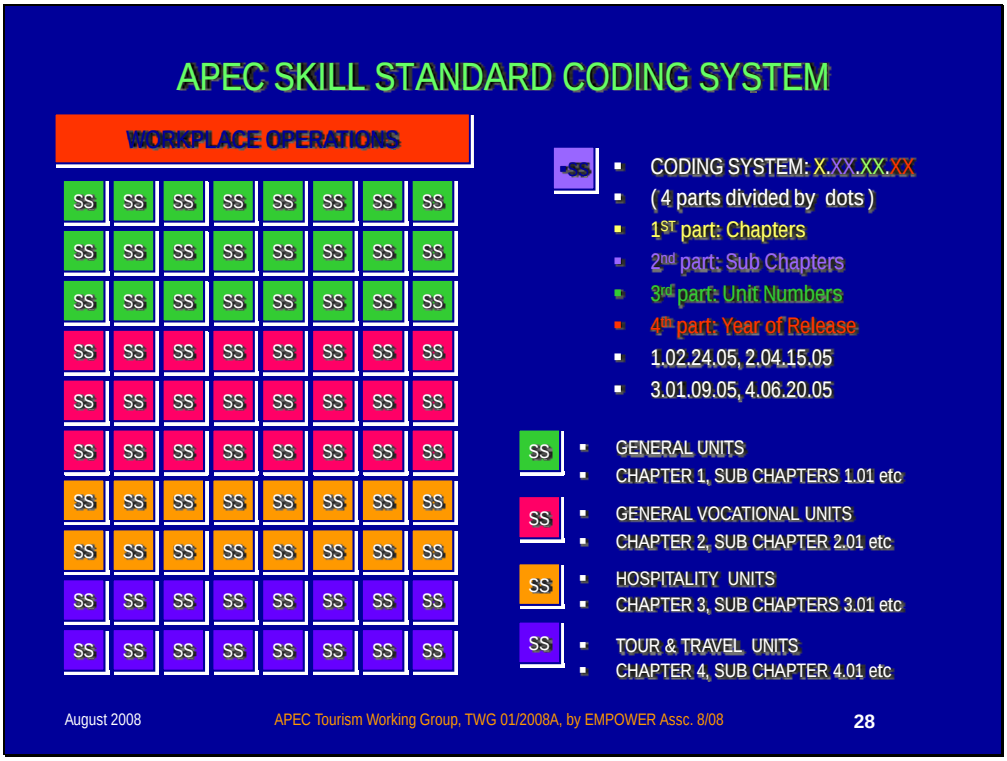
27


APEC SKILL STANDARD CODING SYSTEM
WORKPLACE OPERATIONS
SS
-SS
CODING SYSTEM: X.XX.XX.XX
(4 parts divided by dots)
1ST part: Chapters
2nd part: Sub Chapters
3rd part: Unit Numbers
4th part: Year of Release
1.02.24.05, 2.04.15.05
3.01.09.05, 4.06.20.05
GENERAL UNITS
CHAPTER 1, SUB CHAPTERS 1.01 etc
GENERAL VOCATIONAL UNITS
CHAPTER 2, SUB CHAPTER 2.01 etc
HOSPITALITY UNITS
CHAPTER 3, SUB CHAPTERS 3.01 etc
TOUR & TRAVEL UNITS
CHAPTER 4, SUB CHAPTER 4.01 etc
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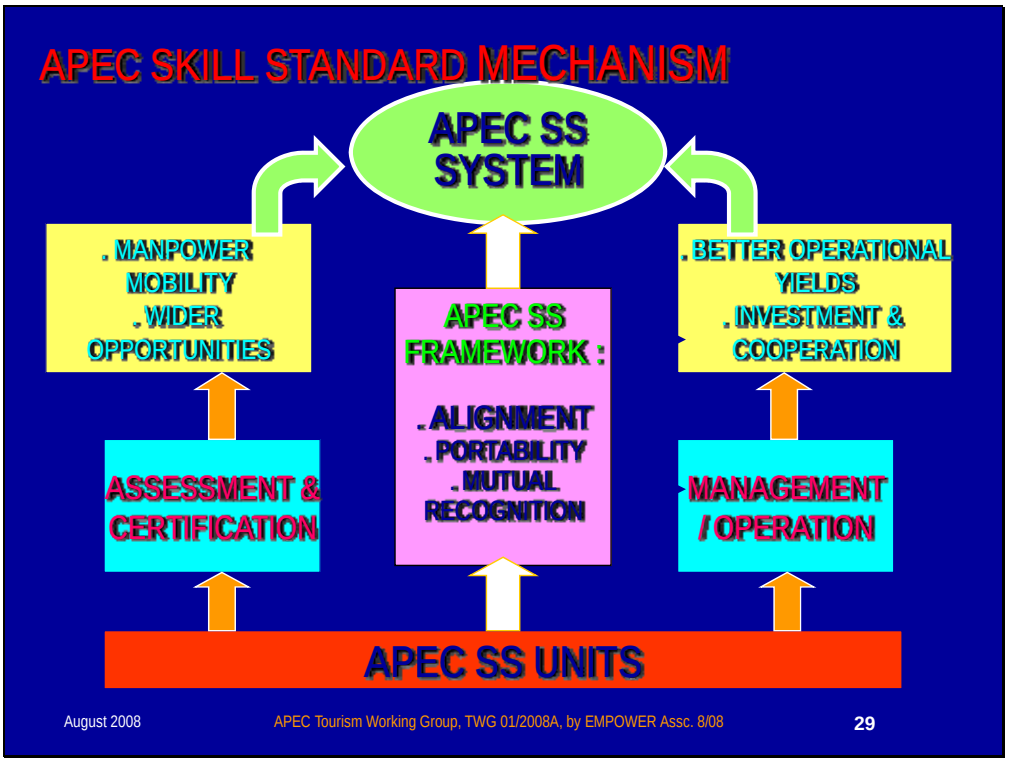
28


APEC SKILL STANDARD MECHANISM
APEC SS SYSTEM
. MANPOWER MOBILITY . WIDER OPPORTUNITIES
APEC SS FRAMEWORK : . ALIGNMENT . PORTABILITY . MUTUAL RECOGNITION
. BETTER OPERATIONAL YIELDS . INVESTMENT & COOPERATION
ASSESSMENT & CERTIFICATION
MANAGEMENT / OPERATION
APEC SS UNITS
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BENEFITS OF USING APEC SS UNITS

- FOR THE CUSTOMER
  - BETTER SERVICE QUALITY
  - BEST RATE
- FOR THE ENTERPRISE
  - HIGHER OPERATIONAL PERFORMANCE
  - HIGHER EFFICIENCY &MARGINS
  - BETTER SYSTEM
  - BETTER SYSTEM DOCUMENTATION
- FOR THE WORKFORCE
  - HIGHER MOBILITY
  - HIGHER QUALIFICATION
  - FAIR PAYMENT
- FOR THE COUNTRY
  - BETTER IMAGE
  - ORGANIZED INDUSTRY
  - EASIER DEVELOPMENT PLAN, LICENSING AND RATING
  - PATH TO OPEN MARKET

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HILITING

WHAT DOES SKILLED MEAN?

- PERFORMING THE SKILLS AT THE BENCHMARK OF THE STANDARD (task skill)
- ORGANIZING RESPONSIBILITIES (task management skill)
- FULFILLING EXPECTATIONS SET BY THE ENTERPRISE (job role / environment skill)
- RESPONDING AND REACTING APPROPRIATELY WHEN THINGS GO WRONG (contingency skill)
- TRANSFERING SKILLS AND KNOWLEDGE TO NEW SITUATIONS (transfer skill)

(see multi dimensional quality page 14)

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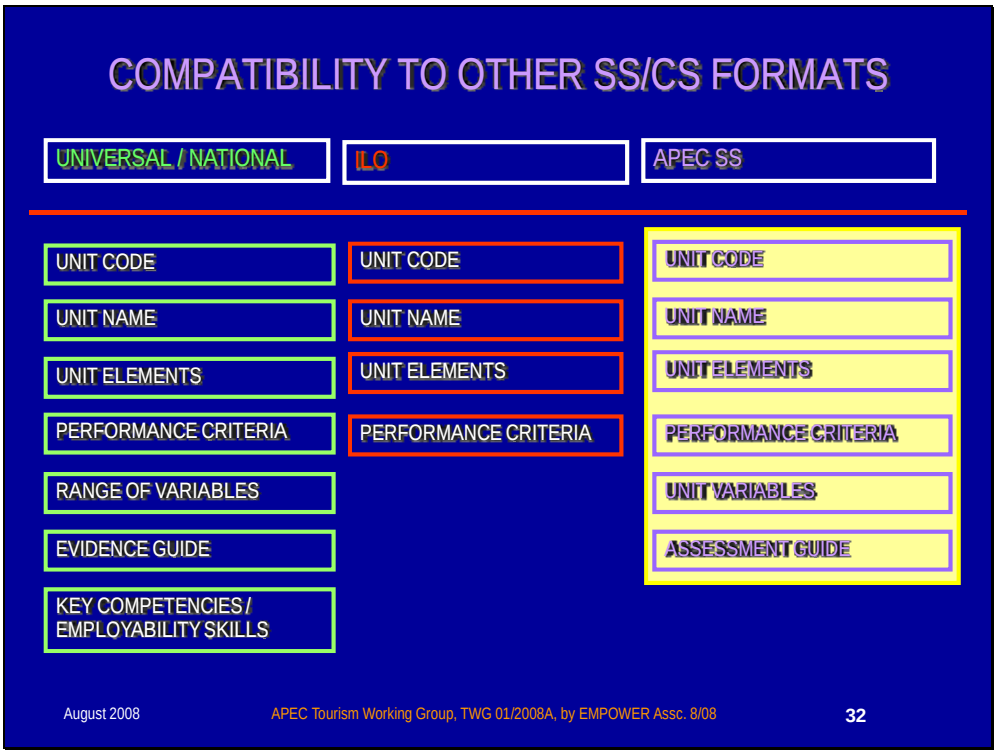
COMPATIBILITY TO OTHER SS/CS FORMATS
UNIVERSAL / NATIONAL
ILO
APEC SS
UNIT CODE
UNIT NAME
UNIT ELEMENTS
PERFORMANCE CRITERIA
RANGE OF VARIABLES
EVIDENCE GUIDE
KEY COMPETENCIES / EMPLOYABILITY SKILLS
UNIT CODE
UNIT NAME
UNIT ELEMENTS
PERFORMANCE CRITERIA
UNIT CODE
UNIT NAME
UNIT ELEMENTS
PERFORMANCE CRITERIA
UNIT VARIABLES
ASSESSMENT GUIDE
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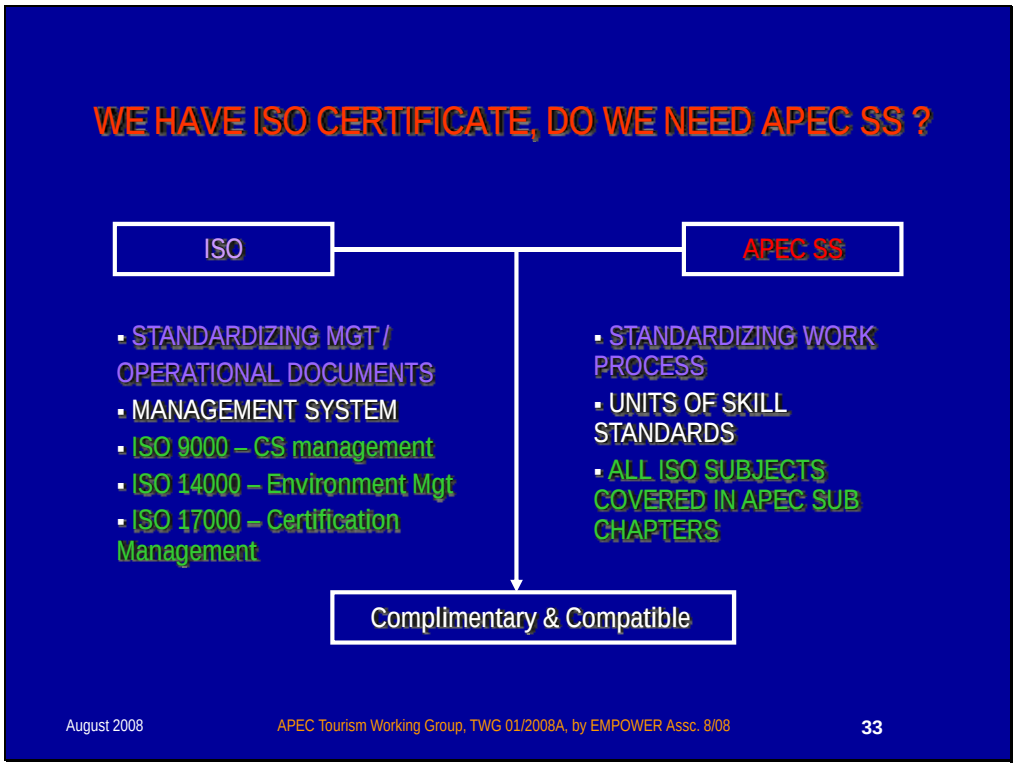
WE HAVE ISO CERTIFICATE, DO WE NEED APEC SS ?
ISO
APEC SS
▪ STANDARDIZING MGT / OPERATIONAL DOCUMENTS
▪ MANAGEMENT SYSTEM
▪ ISO 9000 – CS management
▪ ISO 14000 – Environment Mgt
▪ ISO 17000 – Certification Management
▪ STANDARDIZING WORK PROCESS
▪ UNITS OF SKILL STANDARDS
▪ ALL ISO SUBJECTS COVERED IN APEC SUB CHAPTERS
Complimentary & Compatible
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WE HAVE OUR OWN SOP AND MANUALS
WHY DO WE NEED OTHER STANDARDS?
APEC SKILL STANDARD SYSTEM
DEVLPMT
SS UNITS
ELEMENTS
PC
SOP
JOBS
JOB DESC
JOB LEVEL
STRUCTURE
▪ STARTS FROM COMPLETE WORKPLACE LIST OF DUTIES
▪ COMPLETED WITH ELEMENTS & PC
▪ GENERIC
▪ PORTABLE
▪ FLEXIBLE APPLICATION & DEVELOPMENT
▪ ENHANCE PROFESSIONALISM
ENTERPRISE STANDARD SYSTEM
DEVLPMT
JOBS
DUTIES
TASKS
SOP/MANUALS
▪ STARTS FROM JOB TITLES
▪ DETAILED INTO DUTIES, TASKS & SOP
▪ GENERALLY UNPORTABLE
▪ NOT TOO FLEXIBLE
▪ OVERLOOKED AREAS
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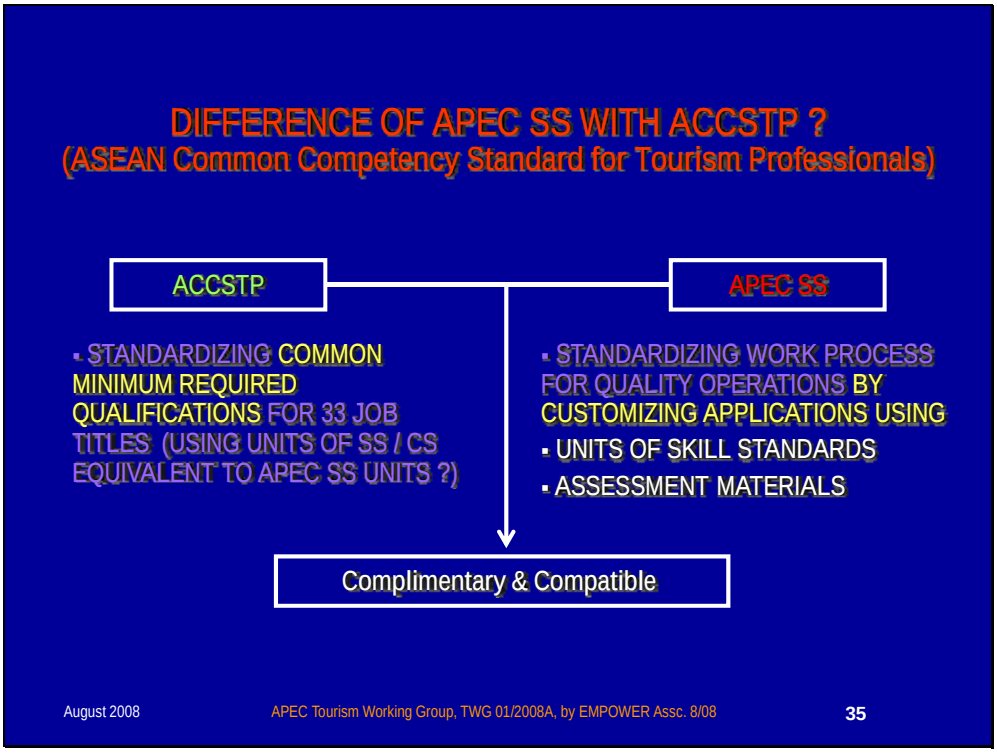
DIFFERENCE OF APEC SS WITH ACCSTP ?
(ASEAN Common Competency Standard for Tourism Professionals)
ACCSTP
APEC SS
▪ STANDARDIZING COMMON MINIMUM REQUIRED QUALIFICATIONS FOR 33 JOB TITLES (USING UNITS OF SS / CS EQUIVALENT TO APEC SS UNITS ?)
▪ STANDARDIZING WORK PROCESS FOR QUALITY OPERATIONS BY CUSTOMIZING APPLICATIONS USING
▪ UNITS OF SKILL STANDARDS
▪ ASSESSMENT MATERIALS
Complimentary & Compatible
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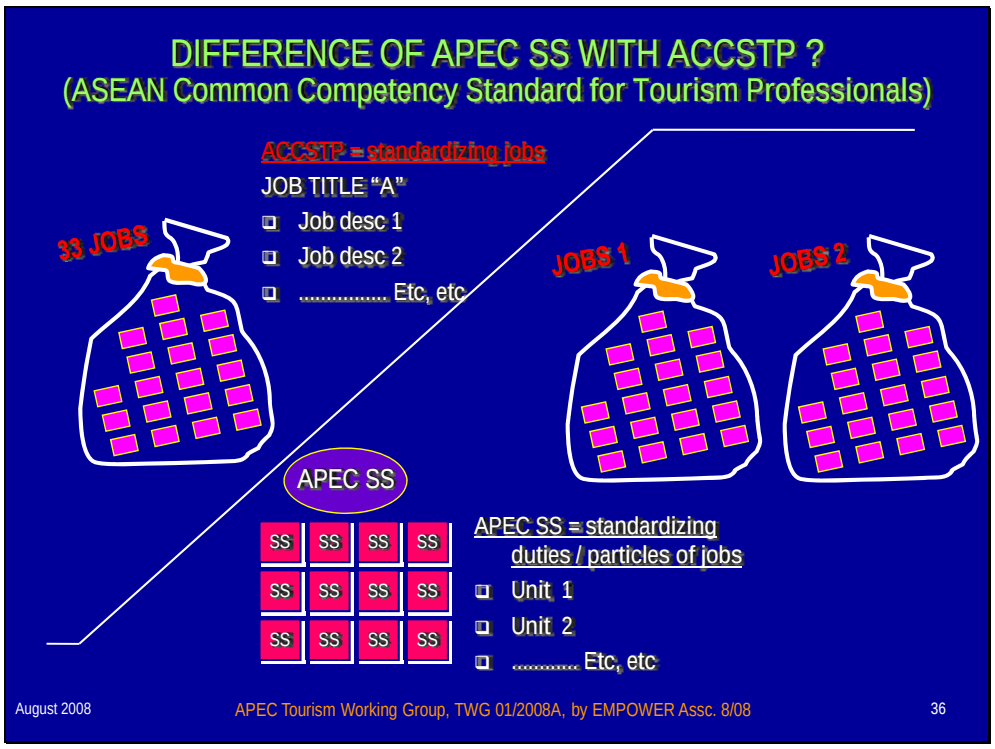
DIFFERENCE OF APEC SS WITH ACCSTP ?
(ASEAN Common Competency Standard for Tourism Professionals)
ACCSTP = standardizing jobs
JOB TITLE "A"
Job desc 1
Job desc 2
..... Etc, etc
33 JOBS
JOBS 1
JOBS 2
APEC SS
APEC SS = standardizing duties / particles of jobs
Unit 1
Unit 2
..... Etc, etc
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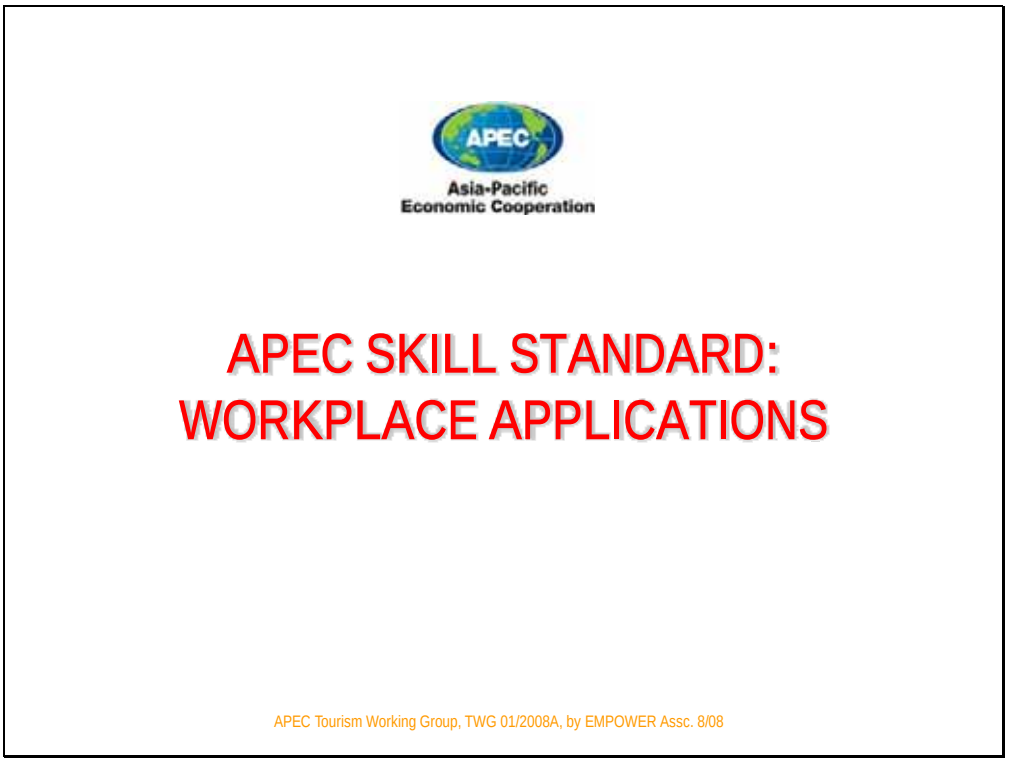
APEC
Asia-Pacific
Economic Cooperation
APEC SKILL STANDARD:
WORKPLACE APPLICATIONS
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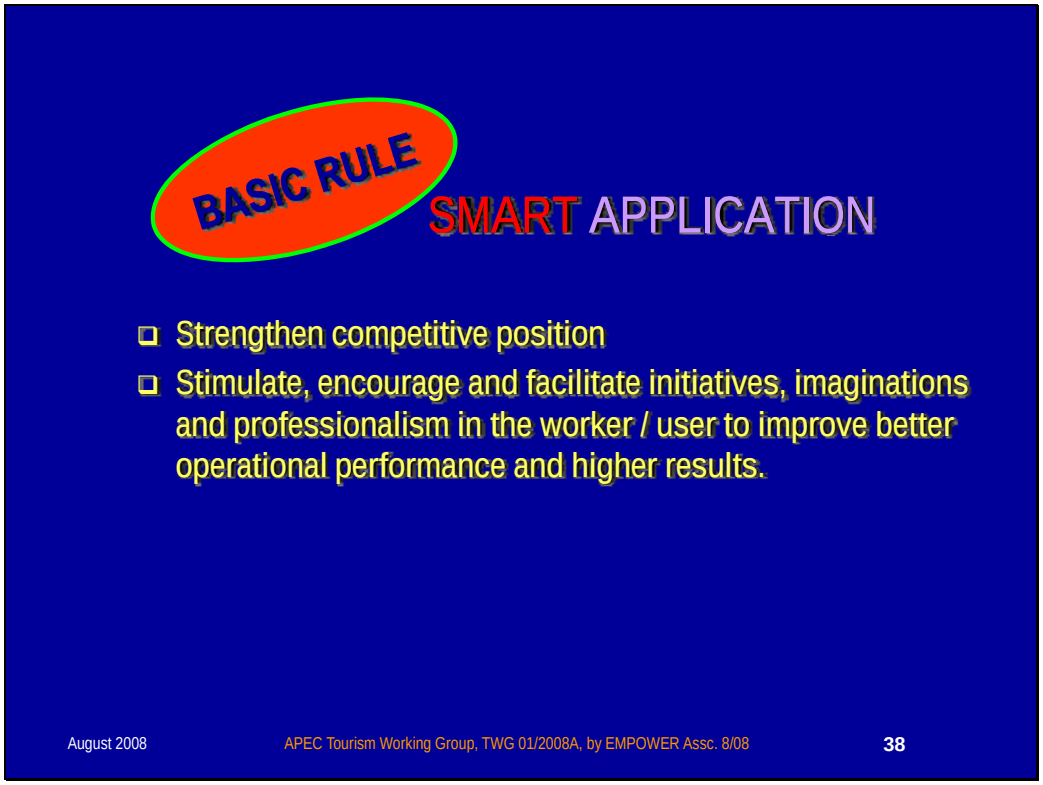
BASIC RULE
SMART APPLICATION
Strengthen competitive position
Stimulate, encourage and facilitate initiatives, imaginations and professionalism in the worker / user to improve better operational performance and higher results.
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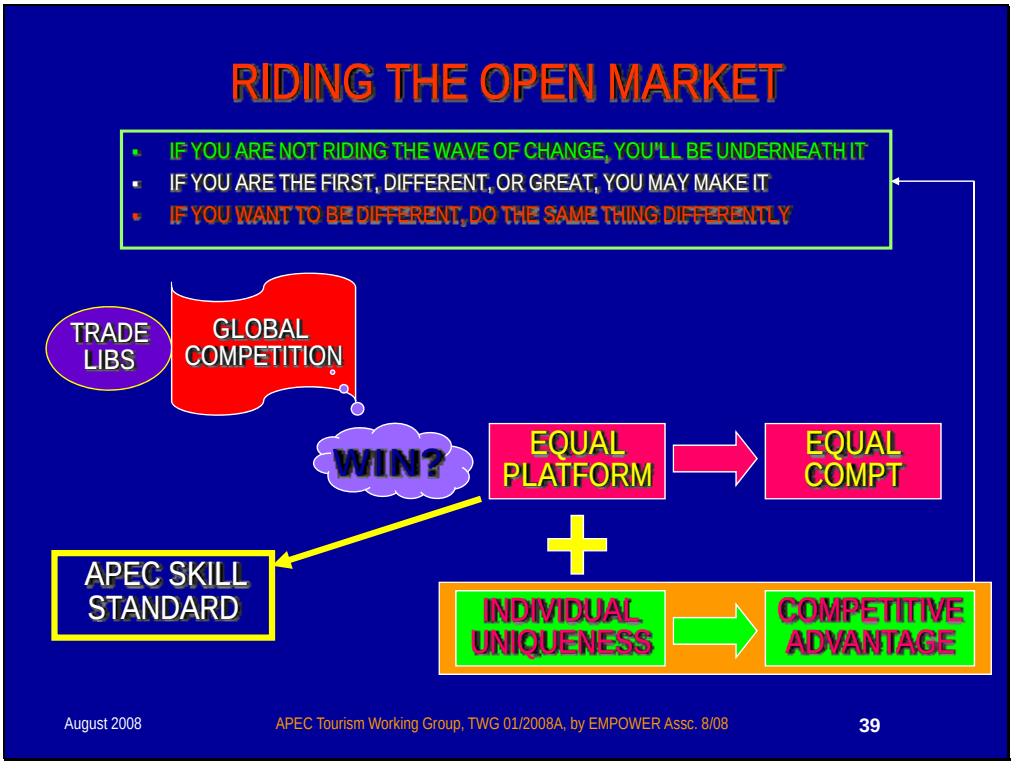
RIDING THE OPEN MARKET
IF YOU ARE NOT RIDING THE WAVE OF CHANGE, YOU'LL BE UNDERNEATH IT
IF YOU ARE THE FIRST, DIFFERENT, OR GREAT, YOU MAY MAKE IT
IF YOU WANT TO BE DIFFERENT, DO THE SAME THING DIFFERENTLY
TRADE LIBS
GLOBAL COMPETITION
WIN?
EQUAL PLATFORM
EQUAL COMPT
APEC SKILL STANDARD
INDIVIDUAL UNIQUENESS
COMPETITIVE ADVANTAGE
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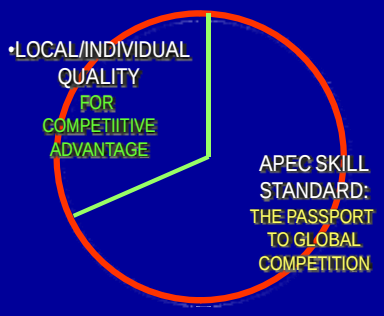
INTEGRATING INDIVIDUAL STRENGTH

= Creating demands based on specific strength/uniqueness/quality)



AIMS
- BETTER OPERATIONAL PERFORMANCE
- MULTI SKILLED PROFESSIONAL PERSONNEL
- HIGHER COMPETITIVE ADVANTAGE

OPTIONS
- SMART JOB DESCRIPTION
- SMART STANDARD OPERATING PROCEDURES
- SMART TRAINING SYSTEM
- SMART HRD SYSTEM
- SMART WAGING SYSTEM
- SMART SALES, PROMOTION AND MARKETING
- OTHER ??

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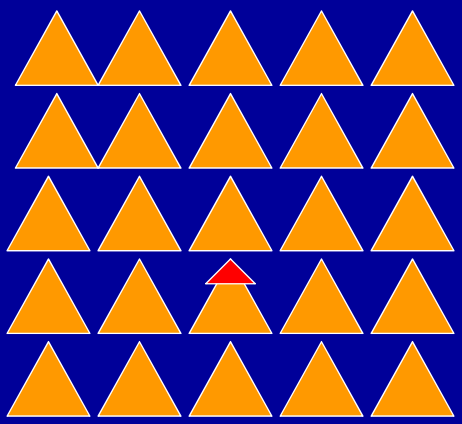
THE UNIQUE TWIN



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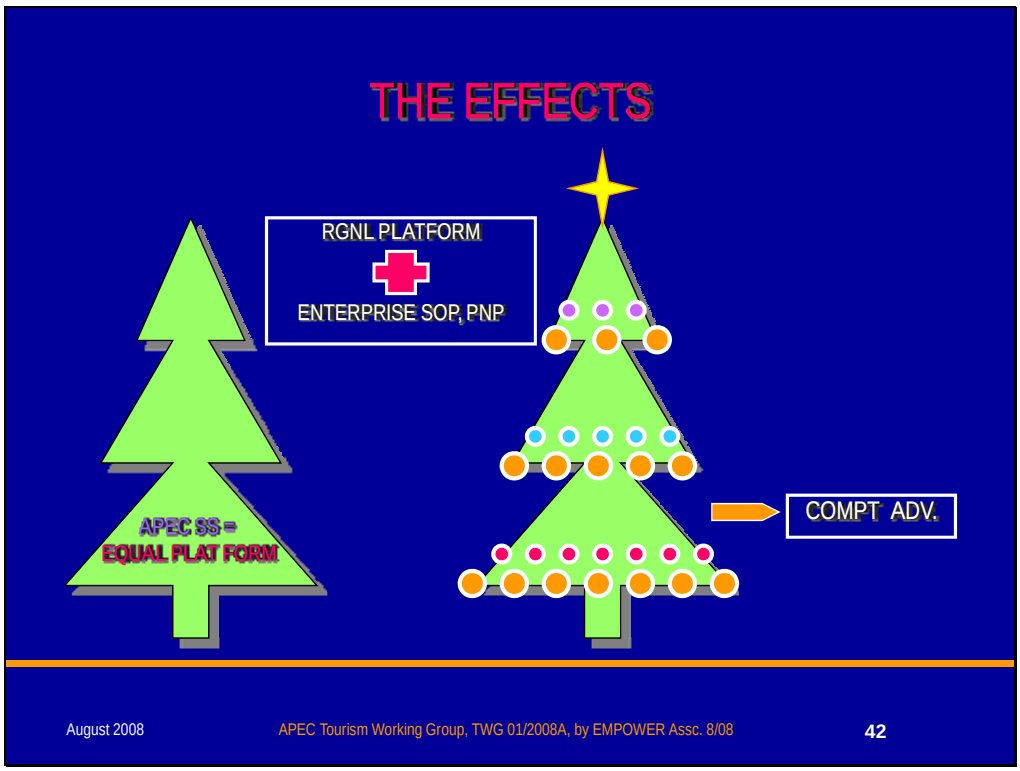
THE EFFECTS
RGNL PLATFORM
ENTERPRISE SOP, PNP
APEC SS =
EQUAL PLAT FORM
COMPT ADV.
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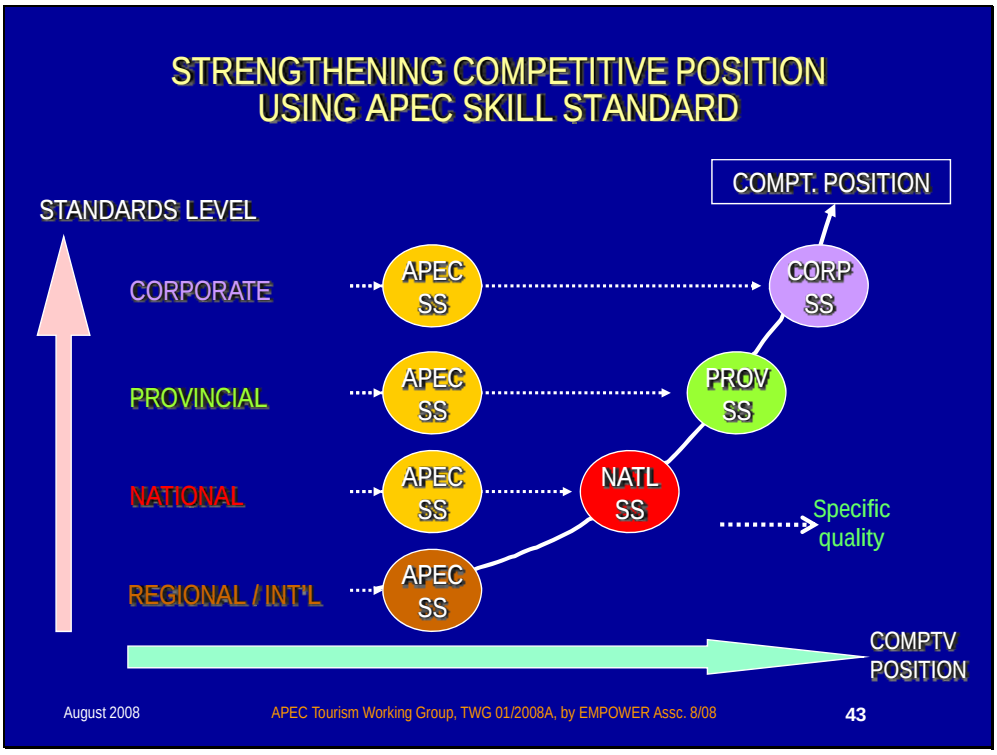
STRENGTHENING COMPETITIVE POSITION
USING APEC SKILL STANDARD
COMPT. POSITION
STANDARDS LEVEL
CORPORATE
PROVINCIAL
NATIONAL
REGIONAL / INT'L
APEC SS
APEC SS
APEC SS
APEC SS
CORP SS
PROV SS
NATL SS
Specific quality
COMPTV POSITION
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APEC SS APPLICATION

- FOR OPERATIONAL / MANAGERIAL PURPOSES
  - CREATING CORPORATE IDENTITY
  - STANDARD OPERATING PROCEDURES
  - JOB QUALIFICATION DESCRIPTION
  - ORGANIZATION STRUCTURE
  - ANALYZING OPERATIONAL PERFORMANCE
  - ASSESSING STAFF PERFORMANCE
  - RECRUITMENT, SELECTION & PLACEMENT AND TRAINING
  - PROMOTION AND ROTATION
  - HUMAN RESOURCES DEVELOPMENT PROGRAM
  - REMUNERATION AND SALARY SYSTEM
- OTHER PURPOSES
  - TRAINING MATERIALS
  - TRAINING PACKAGES AND TRAINING PROGRAMS
  - CERTIFICATION
  - NATIONAL TOURISM DEVELOPMENT PLAN
  - REGIONAL MOBILITY OF MANPOWER
  - BUSINESS COOPERATIONS AND INVESTMENTS

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CREATING IDENTITY

- A corporate identity is what enables an organization to be easily recognized by the public and within the industry, and helps to establish its position in the market.
- Architectural design, interior design, logo, service, SOP, stationeries, uniforms, room amenities, menu items, price, etc

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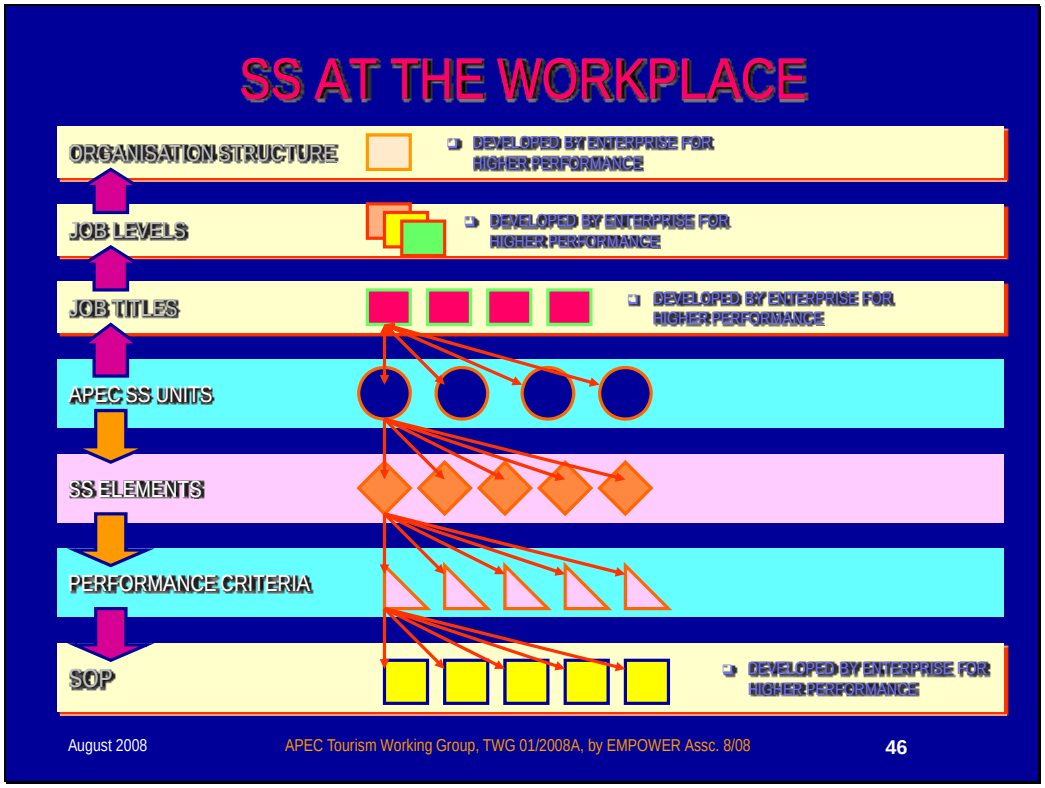
SS AT THE WORKPLACE
ORGANISATION STRUCTURE
DEVELOPED BY ENTERPRISE FOR HIGHER PERFORMANCE
JOB LEVELS
DEVELOPED BY ENTERPRISE FOR HIGHER PERFORMANCE
JOB TITLES
DEVELOPED BY ENTERPRISE FOR HIGHER PERFORMANCE
APEC SS UNITS
SS ELEMENTS
PERFORMANCE CRITERIA
SOP
DEVELOPED BY ENTERPRISE FOR HIGHER PERFORMANCE
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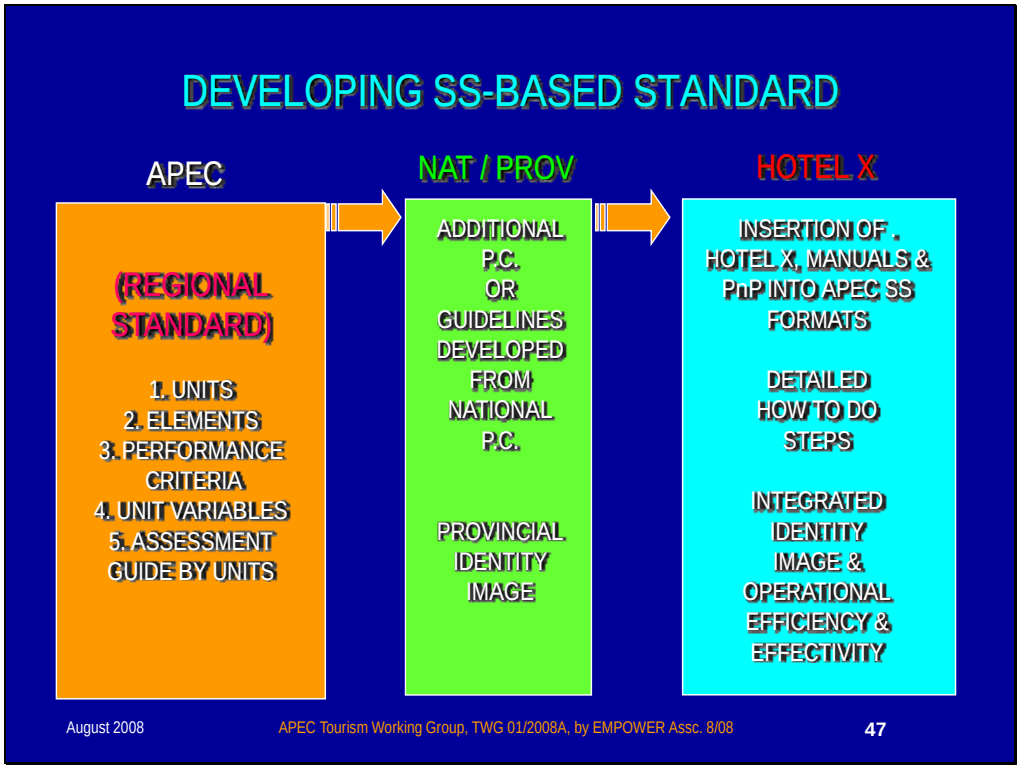
DEVELOPING SS-BASED STANDARD
APEC
(REGIONAL STANDARD)
1. UNITS
2. ELEMENTS
3. PERFORMANCE CRITERIA
4. UNIT VARIABLES
5. ASSESSMENT GUIDE BY UNITS
NAT / PROV
ADDITIONAL P.C. OR GUIDELINES DEVELOPED FROM NATIONAL P.C.
PROVINCIAL IDENTITY IMAGE
HOTEL X
INSERTION OF . HOTEL X, MANUALS & PnP INTO APEC SS FORMATS
DETAILED HOW TO DO STEPS
INTEGRATED IDENTITY IMAGE & OPERATIONAL EFFICIENCY & EFFECTIVITY
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BASIC RULE
SMART SOP
The best SOP is one that:
Written in friendly format
Very detailed and includes clarifications
Integrates control & supervising system
integrates efficient & effective operation
Includes company's image, cultures and philosophy
Periodically updated
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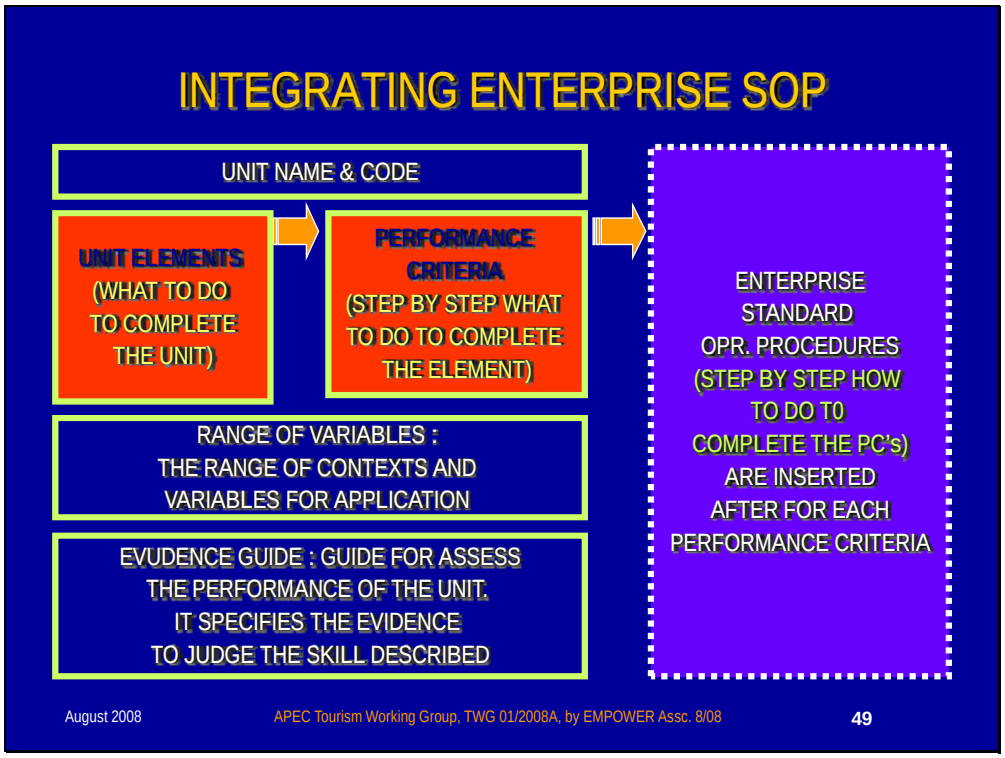
INTEGRATING ENTERPRISE SOP
UNIT NAME & CODE
UNIT ELEMENTS (WHAT TO DO TO COMPLETE THE UNIT)
PERFORMANCE CRITERIA (STEP BY STEP WHAT TO DO TO COMPLETE THE ELEMENT)
RANGE OF VARIABLES : THE RANGE OF CONTEXTS AND VARIABLES FOR APPLICATION
EVUDENCE GUIDE : GUIDE FOR ASSESS THE PERFORMANCE OF THE UNIT. IT SPECIFIES THE EVIDENCE TO JUDGE THE SKILL DESCRIBED
ENTERPRISE STANDARD OPR. PROCEDURES (STEP BY STEP HOW TO DO TO COMPLETE THE PC's) ARE INSERTED AFTER FOR EACH PERFORMANCE CRITERIA
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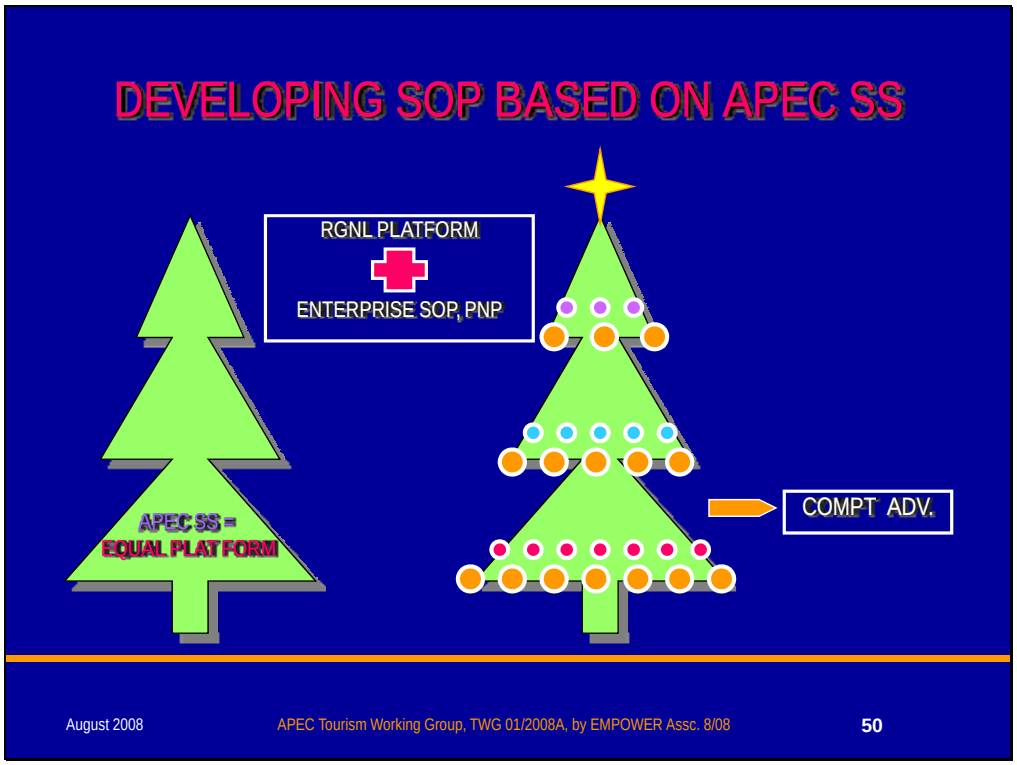
DEVELOPING SOP BASED ON APEC SS
RGNL PLATFORM
ENTERPRISE SOP, PNP
APEC SS =
EQUAL PLAT FORM
COMPT ADV.
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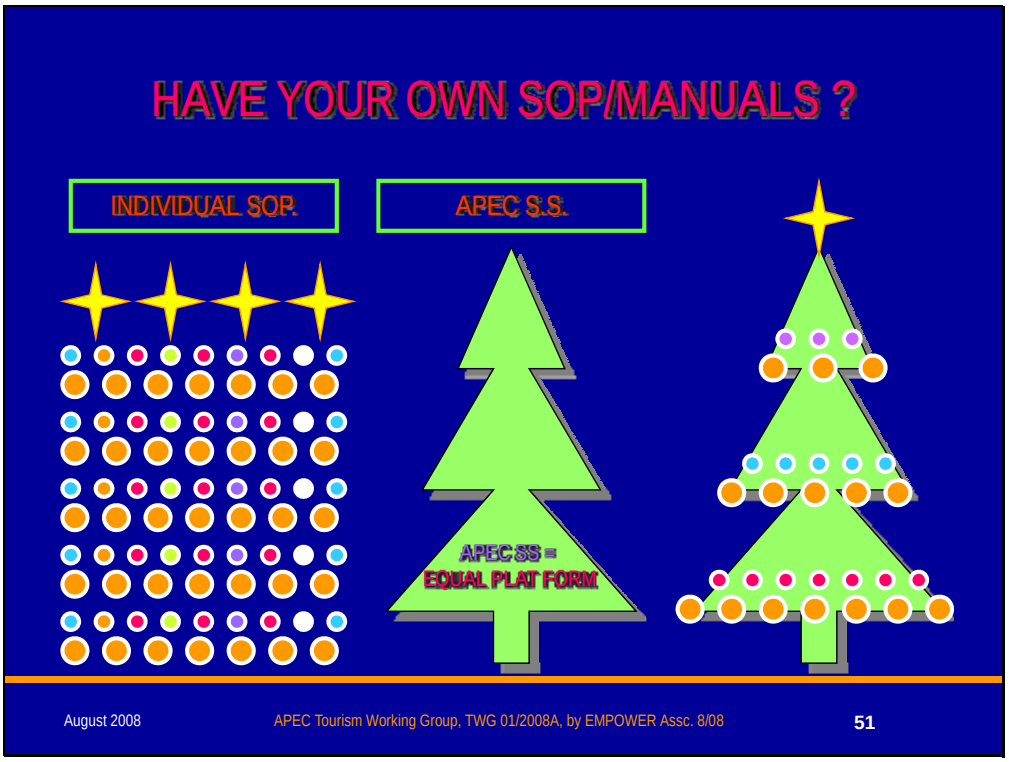
HAVE YOUR OWN SOP/MANUALS ?
INDIVIDUAL SOP.
APEC S.S.
APEC SS =
EQUAL PLAT FORM
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SAMPLE OF CUSTOMIZED SOP (HOTEL XYZ)

UNIT 3.04.03.05 – PREPARE ROOMS FOR GUESTS

- Standard Operating Procedures for Element 03; Performance Criteria c): BED LINEN REPLACED ACCORDING TO ENTERPRISE STANDARDS AND PROCEDURES
  - Place mattress cover correctly.
  - Spread sheet (1) from the left side, make sure that the bed is completely covered.
  - Fold the rest of the sheet clockwise underneath the mattress, make sure that sheet (1) is tightly done by punching your fist
  - Spread sheet (2) wrong side up with the upper end reaching the top of the mattress
  - Spread blanket on top of sheet (2), the top placed approximately 20 cm from the head of the bed.
  - Spread sheet (3) exactly on top of the blanket
  - .... AND SO ON .....
  - Lastly, do final check and then push the bed into its original position

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SAMPLE OF CUSTOMIZED SOP (HOTEL XYZ)

UNIT 3.02.04.05 – PROVIDE FB SERVICE

- Standard Operating Procedures for Element 02, Performance Criteria a): TABLES ARE CORRECTLY SET ACCORDING TO ENTERPRISE STANDARDS, REQUIRED TIMEFRAMES AND ACCORDING TO SPECIAL GUEST REQUESTS
  - Check tables and chairs are perfectly clean, dry in perfect condition: smooth surface, no jutting, no jagged surface, and sturdy.
  - Check table cloth is in perfect condition: clean, no tear, no hole, no spots, straight and smooth.
  - Spread sheet in cross position with ends positioned in the middle of tables sides.
  - Put the flower vase, S&P Shakers and other ornaments in the center .
  - Put the dinner spoon in the middle of the sides. Dinner spoon in the right side of the position of the chair, vertically about 2 cm from the end of the table
  - ..... AND SO ON .....
  - Final check the table and push the chairs into the right position.

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Exercise

- Choose one (1) Performance Criteria and detail the SOP
- Do not forget to integrate company culture, image and philosophy

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PACKAGING SS UNITS INTO JOB TITLES

- IS THE PROCESS OF MIXING AND MATCHING SS UNITS FROM DIFFERENT GROUPINGS TO FORM JOB
- JOB TITLES ARE CREATED BY INDIVIDUAL COMPANY / ORGANISATION IN LINE WITH ITS FACILITIES, SPECIFIC UNIQUENESS, STRENGTH, POLICY & PHILOSOPHY
- TEMPORARY ADDITIONAL UNITS FOR JOB PROMOTION / ROTATION

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BASIC RULE

SMART JOB TITLE & DESCRIPTION

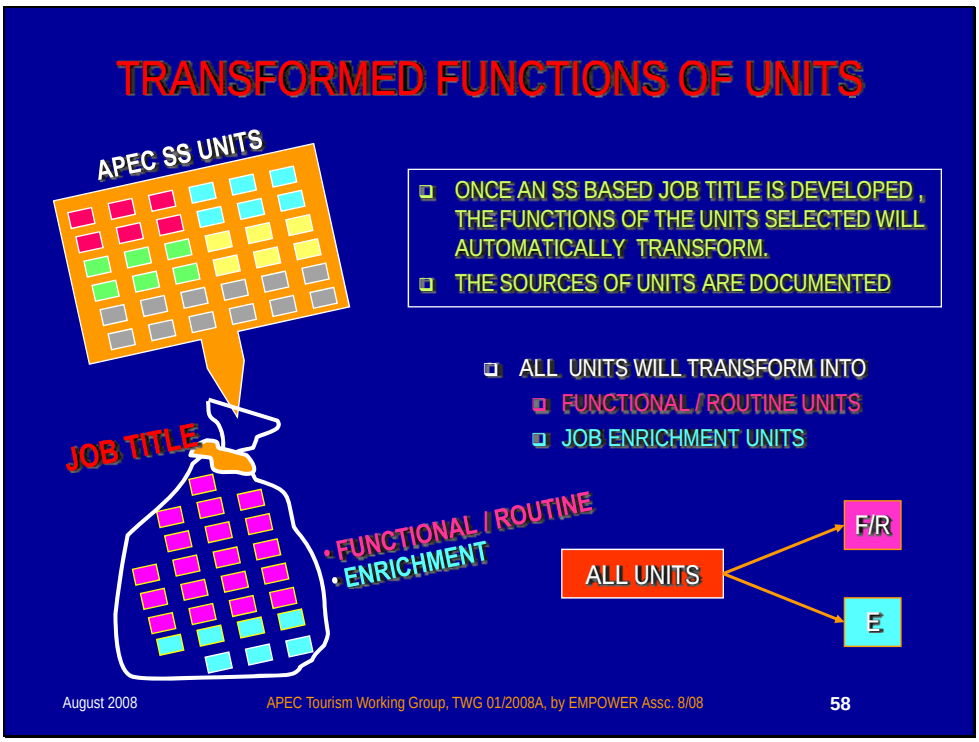
The best job title / qualification is one that:

- Customized
- Written and periodically updated
- Aimed for efficient manpower operation
- Multi skilled

PACKAGING SS UNITS INTO JOB TITLES

SOURCE

- ANY UNITS FROM ANY CHAPTER WITHIN OR ACROSS THE INDUSTRIES


TRANSFORMED FUNCTIONS OF UNITS
APEC SS UNITS
ONCE AN SS BASED JOB TITLE IS DEVELOPED , THE FUNCTIONS OF THE UNITS SELECTED WILL AUTOMATICALLY TRANSFORM.
THE SOURCES OF UNITS ARE DOCUMENTED
ALL UNITS WILL TRANSFORM INTO
FUNCTIONAL / ROUTINE UNITS
JOB ENRICHMENT UNITS
JOB TITLE
• FUNCTIONAL / ROUTINE
• ENRICHMENT
ALL UNITS
F/R
E
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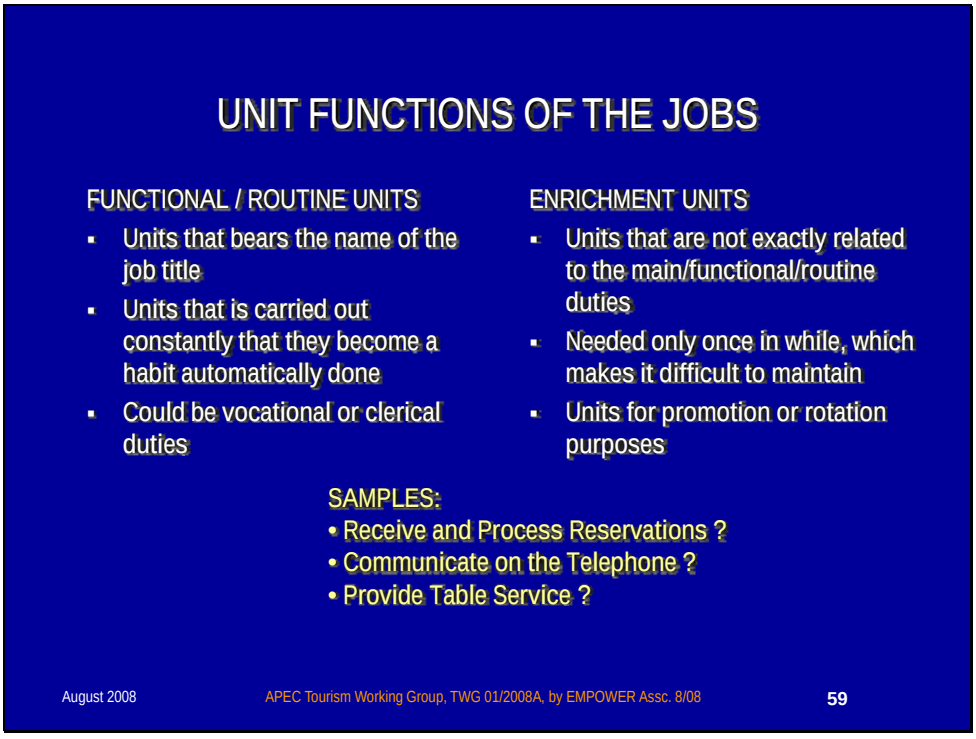
UNIT FUNCTIONS OF THE JOBS
FUNCTIONAL / ROUTINE UNITS
Units that bears the name of the job title
Units that is carried out constantly that they become a habit automatically done
Could be vocational or clerical duties
ENRICHMENT UNITS
Units that are not exactly related to the main/functional/routine duties
Needed only once in while, which makes it difficult to maintain
Units for promotion or rotation purposes
SAMPLES:
• Receive and Process Reservations ?
• Communicate on the Telephone ?
• Provide Table Service ?
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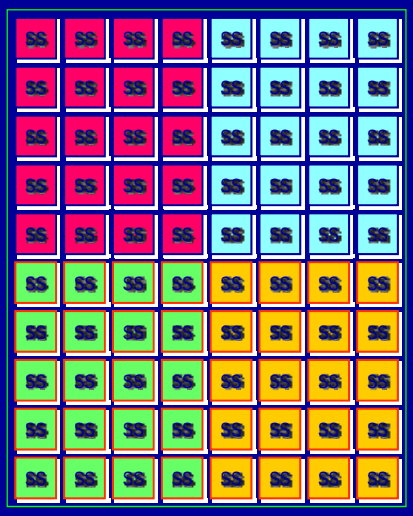
PACKAGING JOB TITLES

WORKPLACE OPERATIONS



- CROSS INDUSTRY UNITS
  - Chapter 1 : General Units
- CROSS INDUSTRY UNITS
  - Chapter 2 : General Vocational Units
- TOURISM INDUSTRY UNITS
  - Chapter 3 : Hospitality Units
- TOURISM INDUSTRY UNITS
  - Chapter 4 : Tour & Travel Units

ARE THESE ALL YOU CAN USE ?

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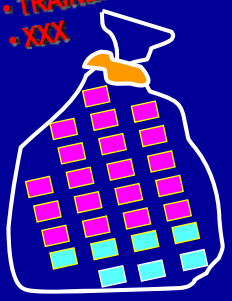
EXERCISE

- REST. ATTENDANT
- ROOM ATTENDANT
- TOUR GUIDE
- TICKETING OFFICER
- HEAD WAITER
- FOM
- TRAINER
- XXX



LIST OF UNITS:
FUNCTIONAL / ROUTINE

- Unit .....
- Unit .....
- .....

LIST OF UNITS:

- Unit .....
- Unit .....
- .....

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Exercise

Do not forget to integrate company culture, image and philosophy

WHAT DOES THE EXERCISE SIGNIFY ?

- BE FAMILIAR WITH THE CHAPTER GROUPINGS, NAMES & CODES OF ALL THE APEC SS UNITS BEFORE DEVELOPING THE JOB TITLE / QUALIFICATION
- THERE ARE CERTAIN LIMITATIONS FOR THE TOTAL, FUNCTIONAL / ROUTINE AND ENRICHMENT UNITS FOR EACH JOB QUAL
- THE FUNCTIONS OF EACH UNIT WILL VARY ACCORDING TO JOB TITLE, JOB LEVEL AND ENTERPRISE SPECIFICATIONS
- SIMULATE AND TRIAL BEFORE IMPLEMENTATION

APEC SS OCCUPATIONAL LEVELS

- SKILLS LEVEL
  - PERSONNEL MASTERING SS NECESSARY FOR WORKING IN ONE DEPARTMENT/DIVISION OF THE ENTERPRISE
- MULTI SKILLS LEVEL
  - PERSONNELS MASTERING THE SS NECESSARY FOR WORKING IN AT LEAST TWO DEPARTEMENTS/DIVISIONS OF THE ENTERPRISE
- SUPERVISORY LEVEL
  - PERSONNELS IN CHARGE AND RESPONSIBLE FOR THE OPERATION OF A SUB DEPARTMENT/SUBDIVISION OF THE ENTERPRISE
- MANAGERIAL LEVEL
  - SENIOR PERSONNELS RESPONSIBLE FOR THE TOTAL OPERATION OR DEPARTMENTS/DIVISIONS OF THE ENTERPRISE , WORKING IN ACCORDANCE WITH THE GUIDELINES SET BY THE DIRECTORS
- DIRECTORS
  - PERSON / PERSONS ENTRUSTED BY SHAREHOLDERS FOR OVERALL CONTROL AND DIRECTION OF ENTERPRISE AND LEGALLY RESPONSIBLE TO ACT ON BEHALF OF THE ENTERPRISE

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BASIC RULE

SMART TRAINING FILES

The best training material is one that:

- Customized in line with company regulations
- Written and periodically updated
- Aimed to specific personnel profiles
- Complete

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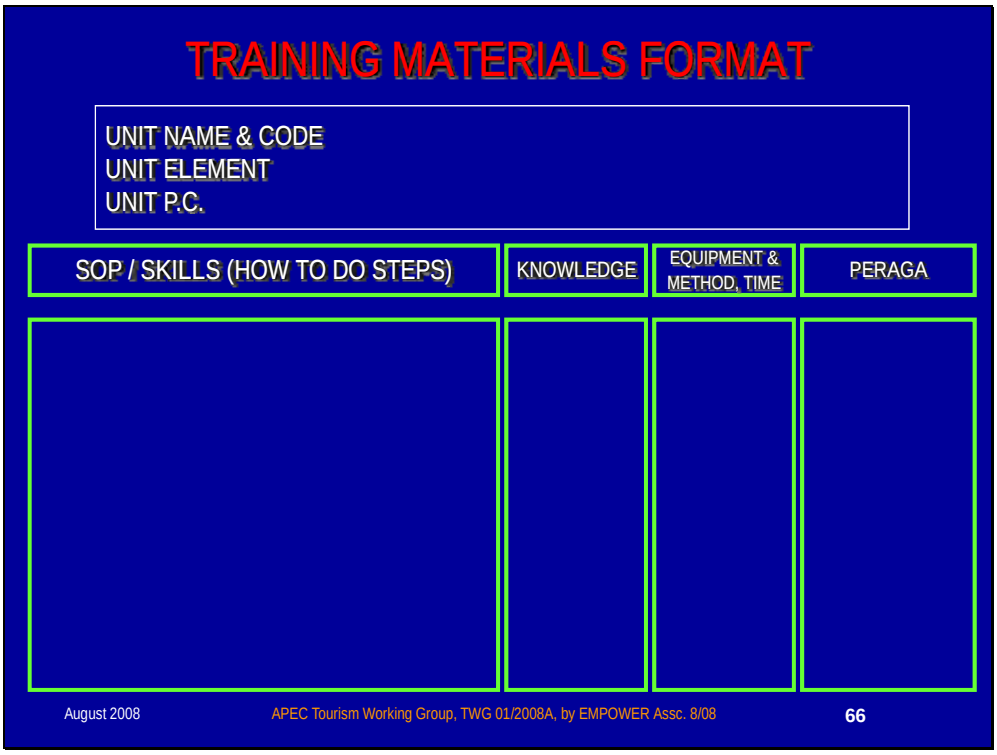
TRAINING MATERIALS FORMAT
UNIT NAME & CODE
UNIT ELEMENT
UNIT P.C.
SOP / SKILLS (HOW TO DO STEPS)
KNOWLEDGE
EQUIPMENT & METHOD, TIME
PERAGA
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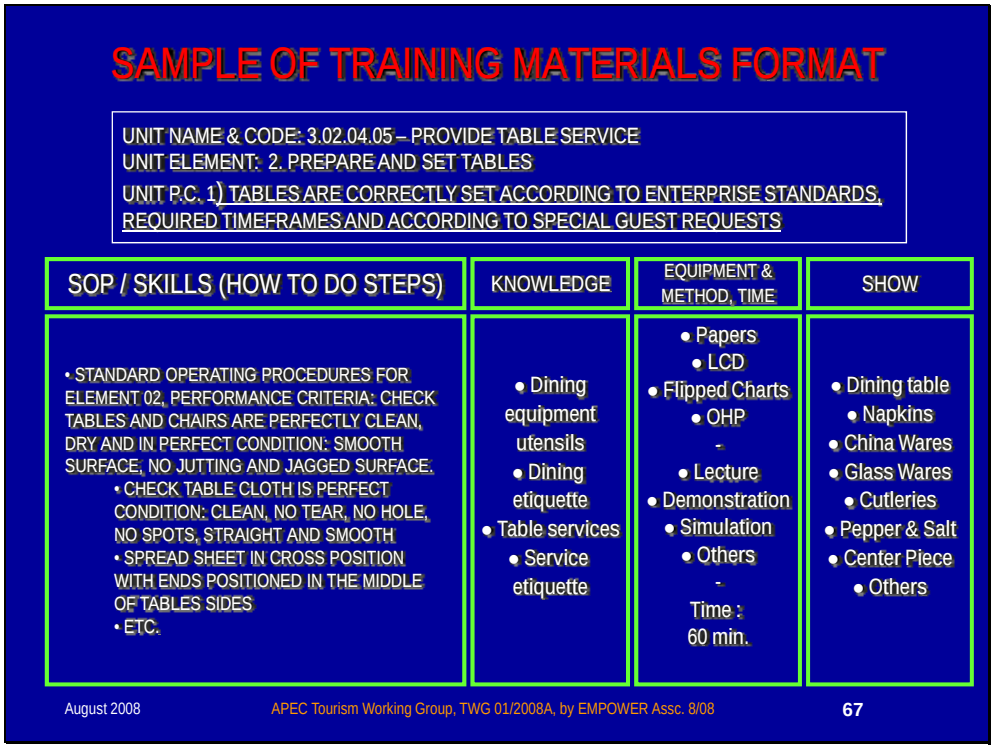
SAMPLE OF TRAINING MATERIALS FORMAT
UNIT NAME & CODE: 3.02.04.05 – PROVIDE TABLE SERVICE
UNIT ELEMENT: 2. PREPARE AND SET TABLES
UNIT P.C. 1) TABLES ARE CORRECTLY SET ACCORDING TO ENTERPRISE STANDARDS, REQUIRED TIMEFRAMES AND ACCORDING TO SPECIAL GUEST REQUESTS
SOP / SKILLS (HOW TO DO STEPS)
KNOWLEDGE
EQUIPMENT & METHOD, TIME
SHOW
• STANDARD OPERATING PROCEDURES FOR ELEMENT 02, PERFORMANCE CRITERIA: CHECK TABLES AND CHAIRS ARE PERFECTLY CLEAN, DRY AND IN PERFECT CONDITION: SMOOTH SURFACE, NO JUTTING AND JAGGED SURFACE.
• CHECK TABLE CLOTH IS PERFECT CONDITION: CLEAN, NO TEAR, NO HOLE, NO SPOTS, STRAIGHT AND SMOOTH
• SPREAD SHEET IN CROSS POSITION WITH ENDS POSITIONED IN THE MIDDLE OF TABLES SIDES
• ETC.
• Dining equipment utensils
• Dining etiquette
• Table services
• Service etiquette
• Papers
• LCD
• Flipped Charts
• OHP
-
• Lecture
• Demonstration
• Simulation
• Others
-
Time :
60 min.
• Dining table
• Napkins
• China Wares
• Glass Wares
• Cutleries
• Pepper & Salt
• Center Piece
• Others
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Exercise

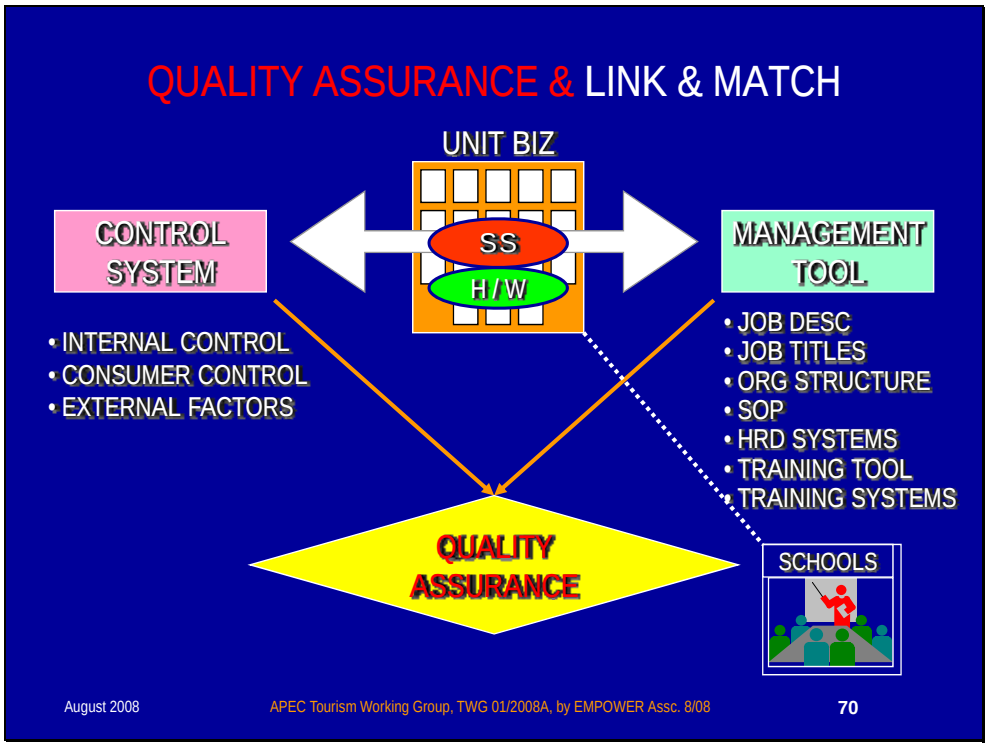
Do not forget to integrate company culture, image and philosophy

BASIC RULE

OTHER APPLICATIONS

The best training material is one that:

- Customized in line with company regulations
- Written and periodically updated
- Aimed to specific personnel files
- Complete


QUALITY ASSURANCE & LINK & MATCH
UNIT BIZ
SS
H/W
CONTROL SYSTEM
MANAGEMENT TOOL
• INTERNAL CONTROL
• CONSUMER CONTROL
• EXTERNAL FACTORS
• JOB DESC
• JOB TITLES
• ORG STRUCTURE
• SOP
• HRD SYSTEMS
• TRAINING TOOL
• TRAINING SYSTEMS
QUALITY ASSURANCE
SCHOOLS
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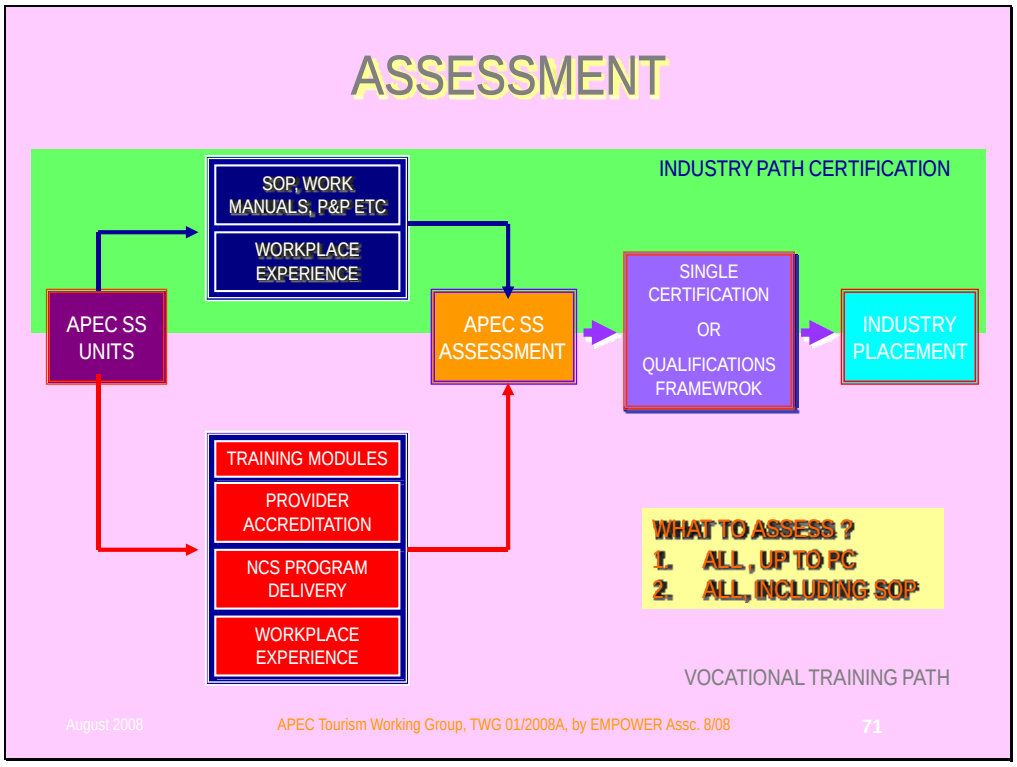
ASSESSMENT
INDUSTRY PATH CERTIFICATION
SOP, WORK MANUALS, P&P ETC
WORKPLACE EXPERIENCE
APEC SS UNITS
APEC SS ASSESSMENT
SINGLE CERTIFICATION OR QUALIFICATIONS FRAMEWROK
INDUSTRY PLACEMENT
TRAINING MODULES
PROVIDER ACCREDITATION
NCS PROGRAM DELIVERY
WORKPLACE EXPERIENCE
WHAT TO ASSESS ?
1. ALL , UP TO PC
2. ALL, INCLUDING SOP
VOCATIONAL TRAINING PATH
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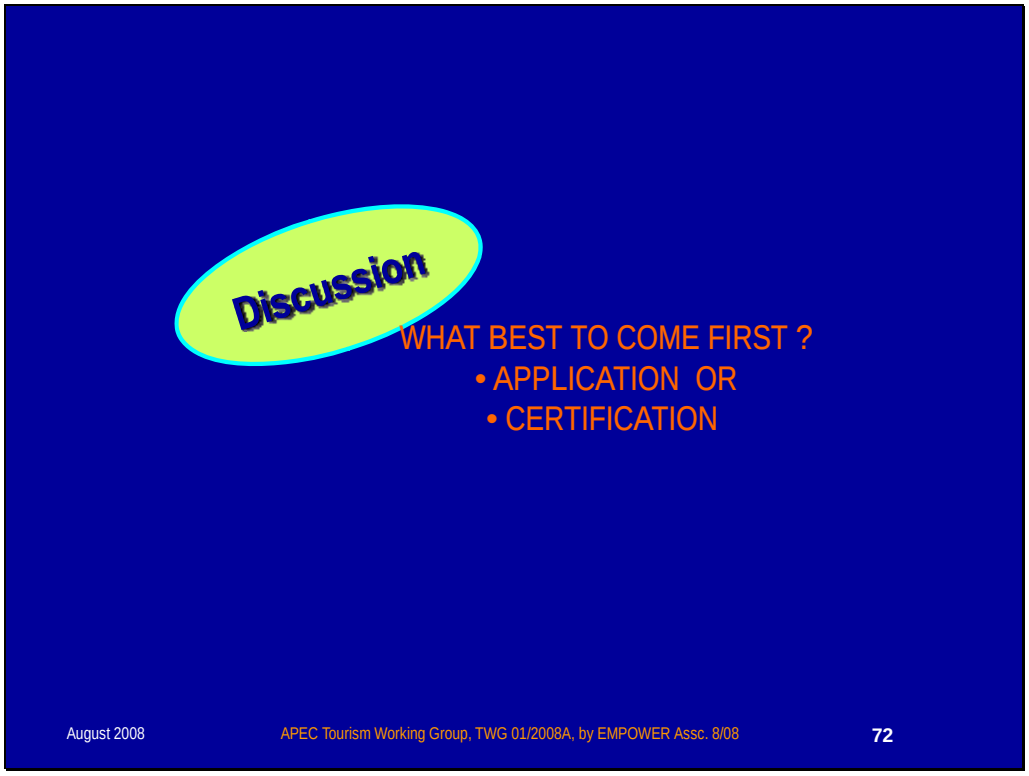
Discussion
WHAT BEST TO COME FIRST ?
• APPLICATION OR
• CERTIFICATION
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APEC
Asia-Pacific
Economic Cooperation
APEC TWG 01/2008A
THE TRAINING ON APEC SKILL STANDARD CONCEPT & SYSTEM
Train The Trainer Workshop
Mexico and China, 2008
TERIMA KASIH - THANK YOU - XIN CAM ON -
XIE XIE - KOB KHUN KA - SALAMAT PO -
GRACIAS
APEC Tourism Working Group
August 2008
August 2008
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Asia-Pacific Economic Cooperation

APEC TWG 01/2008A

THE TRAINING ON APEC SKILL STANDARD CONCEPT & SYSTEM

Train The Trainer Workshop

Mexico and China, 2008

Written by EMPOWER Associates

Presented by : Stella L. Setyadi & Tetty A. Soemarso

APEC Tourism Working Group
August 2008

WORKSHOP OUTLINE

- PART 1 : THE OPEN MARKET & THE NEW WORKPLACE
  - The Open Market and The Skill Standard
- PART 2.1 : INTRODUCTION TO APEC SKILL STANDARD CONCEPT
  - Definition, SS Units, Objective, Format & Components, Characteristics, Industry VS Enterprise Standards, SS Multi-dimensional Quality, Comparative Issues
- PART 2.2 : APEC SKILL STANDARD APPLICATION
  - Basic Rule for Application , Unlimited Options, The Job Title, The Standard Operating Procedures, Certification
- PART 3 : TRAIN THE TRAINER SESSION
  - QUESTIONS AND ANSWERS
  - EXERCISES AND PRACTICES

Asia-Pacific Economic Cooperation

APEC SKILL STANDARD: CONCEPT, SYSTEM & APPLICATION

YOU, THE TRAINER

APEC SKILL STANDARD
You, The Trainer Workshop

Are you ready to become THE APEC SKILL STANDARD TRAINER ?

The role of the Trainer

TRAINING – COUNSELING - SUPERVISING

Your role as an APEC Skill Standard Trainer is to ensure that the trainees
1. understand the concept and system of APEC Skill Standard
2. are able to apply the APEC Skill Standard for operational purposes

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The Big Qs

1. How confident are you about your own expertise of APEC Skill Standard concept ?
2. Have you ever practice or simulate applying the APEC SS in a workplace situation ?
3. Have you had any industry working experience ? If not, what do you have to prepare ?
4. Is there any related or new information that you may need to access before you start training?
5. Do you feel confident about demonstrating the practical tasks?
6. Will you be able to clearly explain the underlying knowledge that your trainee will need to do the job properly?
7. Are you aware of the language, literacy and numeracy skills of your trainees ?
8. Do you understand how to deal with adult learners ?

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The Mind's Capacity

- We Remember

10	% of what we heard
20	% of what we read
30	% of what we saw
50	% of what we saw and heard
70	% of what we discussed with other/s
80	% of what we did
95	% of what we trained to others

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The Chinese Proverb

- What you hear you forget
- What you see you remember
- What you do you understand

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APEC Skill Standard
You, The Trainer Workshop
Adult Training
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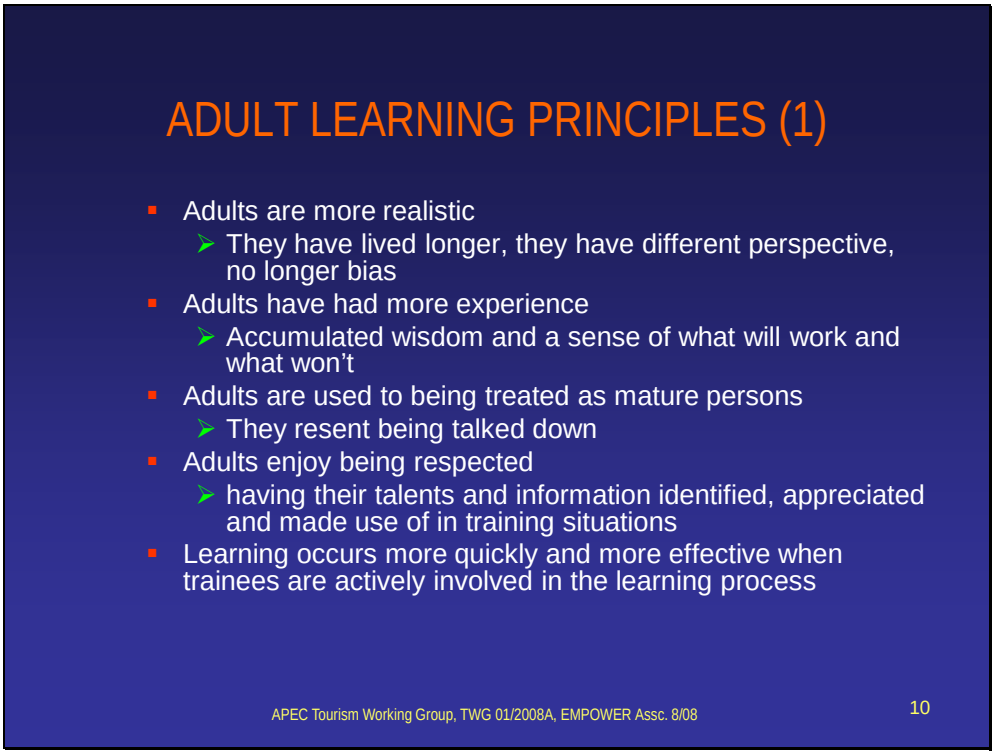
ADULT LEARNING PRINCIPLES (1)
Adults are more realistic
They have lived longer, they have different perspective, no longer bias
Adults have had more experience
Accumulated wisdom and a sense of what will work and what won't
Adults are used to being treated as mature persons
They resent being talked down
Adults enjoy being respected
having their talents and information identified, appreciated and made use of in training situations
Learning occurs more quickly and more effective when trainees are actively involved in the learning process
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ADULT LEARNING PRINCIPLES (2)

- Forgetting could be reduced by frequents attempts to recall
- Materials
  - Trainees understand and learn material better when it is related to their existing knowledge and experience
- Multi sense learning
  - Learning takes place faster and more effective when more that one sense is used
- Feed Back
  - Learning is more efficient when both the trainer and trainee give feedback to each other
- Reward (Reinforcement)
  - Learning which is rewarded (reinforced) is more likely to be retained

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How People Learn

The Five Senses	Seeing, hearing, touching, smelling and tasting are the senses of human beings. Basically, the first three senses are the most important in learning process. But for specific skills such as FB Production & Service, the last two are equally important
Step by Step	Go from easy & simple to difficult & complicated areas, from the known to the unknown
Terms	There are hundred of terms in the workplace, do not take it for granted that your Friends know. Prepare a Glossary
Repeti-tion	Repetition helps new information to take root via • Verbal – repeat and summarize • Demonstration – show how to do it • Note taking • Do – ask Friends to do it by themselves
Practice	People learn most by DOING. Give enough time to practise what has been taught. Made corrections during the process

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LEARNING STYLES

- Everyone has their own learning style
- The trainer must take into account the varying styles of learning when preparing and delivering
- An effective learning environment allows for different styles and provides a wide range of training methods so that everyone has access to a program that suits them

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BARRIERS TO LEARNING

Be aware of the differences in learning

- Not everyone has the same :
  - Set of purposes
  - Ability to absorb
  - Motivation
  - Levels of understanding
  - Perception
  - Assistance requirements
  - Need for practice

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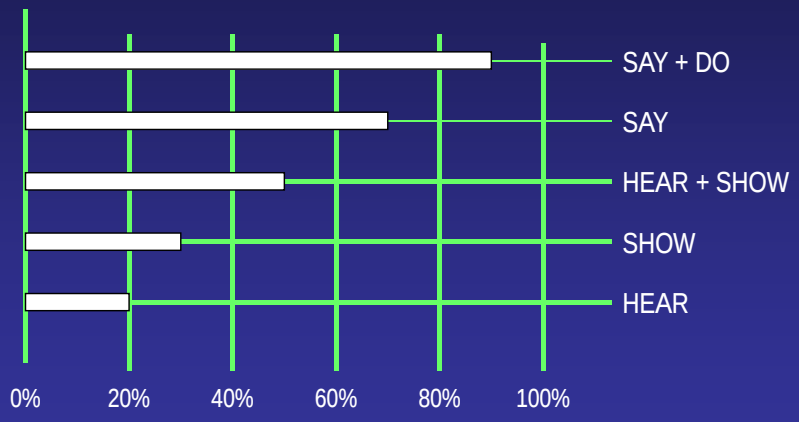
Rate of Learning



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1. Lecture

WHAT ?
- **TALKING TO THE LEARNERS**
- **ADDRESSING A PASSIVE AUDIENCE**

- THINGS TO REMEMBER
  - Be interesting and amusing
  - Use appropriate amount of analogies
  - Use the correct level of language
  - Present ideas in a logical sequence
  - Be aware of the learners at all times
  - Voice is very important
  - Using training aids

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2. Interactive Lecture

WHAT ?

- SIMILAR TO A LECTURE BUT ALLOW FOR GROUP PARTICIPATION
- LECTURER OFTEN RELIES ON LEARNER EXPERIENCES TO GENERATE DISCUSSION

THINGS TO REMEMBER

- Make it clear that it is not a straight lecture
- Group discussion, participation & questions are encouraged
- Allow time in your planning for group participation
- Should allow for some evaluation at the end

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3. Demonstration

WHAT ?

- TRAINING BY SHOWING HOW TO DO THE SKILLS
- ALLOW FOR LEARNERS TO OBSERVE WHAT THE PRESENTATION IS ABOUT

THINGS TO REMEMBER

- Mostly limited to physical skills
- But can also be used to show interpersonal skills
- Should allow a planned sequence
  - Verbal explanation
  - Demonstrate the skill
  - Student questioning
  - Student practice
- Break the task into small pieces
- Make sure all members of the group can see the demonstration
- Check your equipment is in working order before you begin
- Allow lots of time for practices

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4. Practical Training

WHAT ?

- UNDER SUPERVISED PRACTICE, THE STUDENTS FIND OUT WHETHER THEY CAN USE THE NEW SKILL EFFECTIVELY
- TRAINER ALSO FINDS OUT IF THE OBJECTIVE OF THE SESSION HAS BEEN REACHED

THINGS TO REMEMBER

- Encourage the learner to practice the skill
- Encourage the learners to apply the skill
- Positive feedback during the practice will encourage the student who want to know more
- May also encourage them to undertake further instruction

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5. Question & Answer

- INVOLVES TRAINEE PARTICIPATION
- GIVES THE TRAINER AN IDEA WHETHER THE MESSAGE HAS BEEN RECEIVED & UNDERSTOOD
- IT MAY INDICATE THAT SOME AREAS NEED TO BE REVISED
- SHOULD ASK QUESTION OFTEN
- DON'T GIVE THE ANSWER

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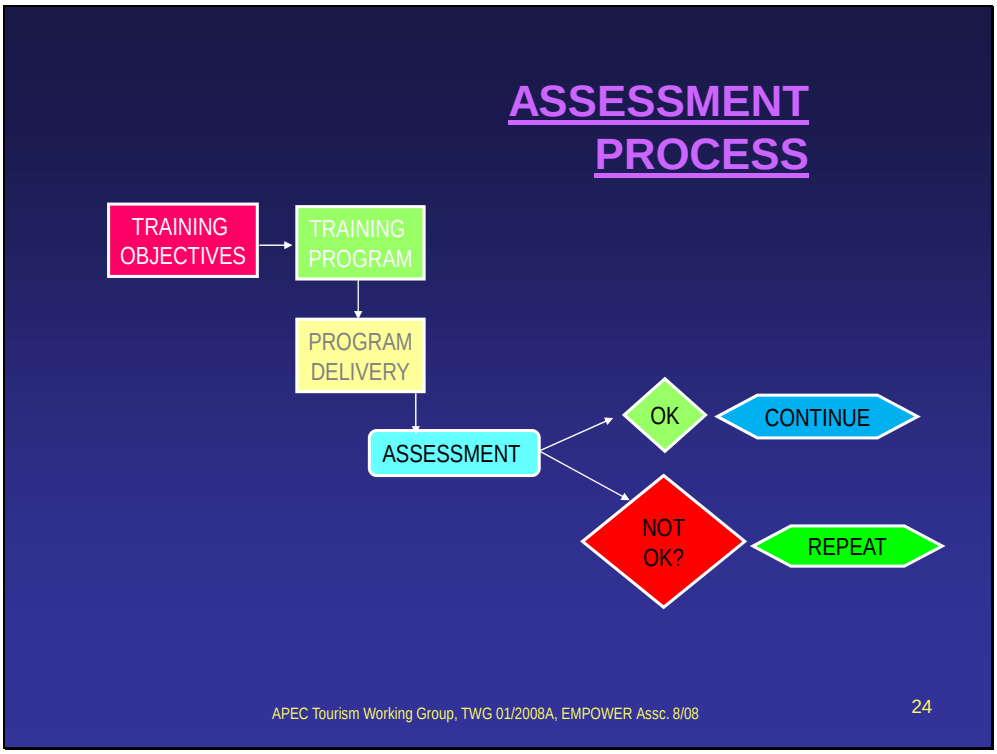
Bridging

- When Ending a Topic:
  - Repeat Key Points
  - Use & Invite Questions
  - Praise & Encourage
  - Brief the Next Topic

APEC Skill Standard
You, The Trainer Workshop

Evaluation & Assessment


ASSESSMENT PROCESS
TRAINING OBJECTIVES
TRAINING PROGRAM
PROGRAM DELIVERY
ASSESSMENT
OK
CONTINUE
NOT OK?
REPEAT
APEC Tourism Working Group, TWG 01/2008A, EMPOWER Assc. 8/08
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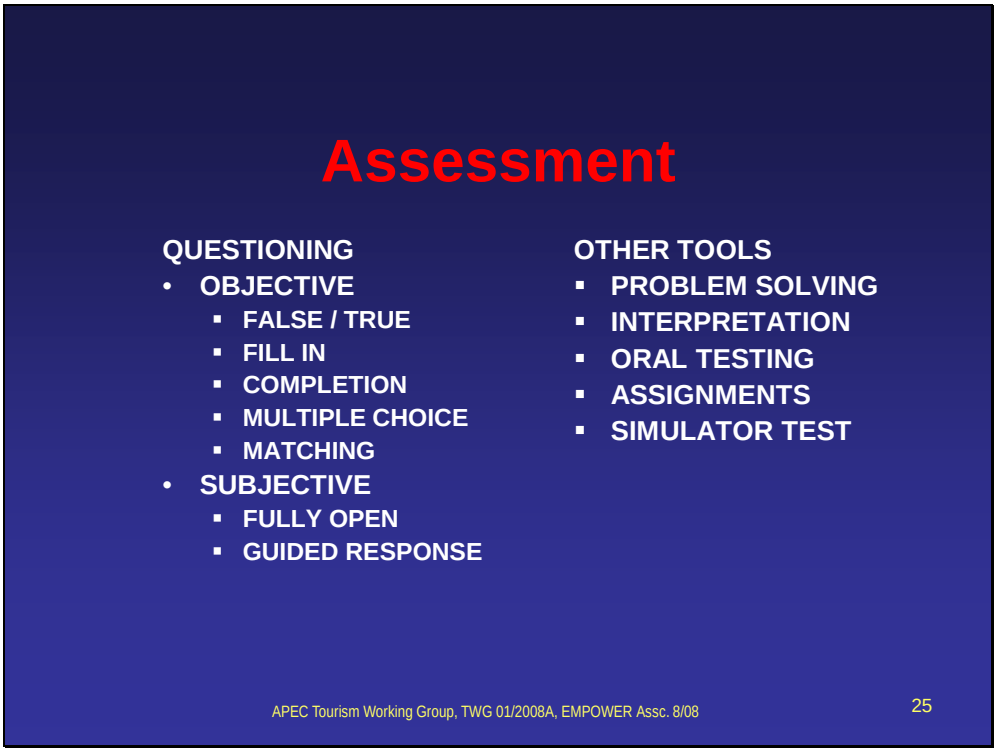
Assessment
QUESTIONING
• OBJECTIVE
▪ FALSE / TRUE
▪ FILL IN
▪ COMPLETION
▪ MULTIPLE CHOICE
▪ MATCHING
• SUBJECTIVE
▪ FULLY OPEN
▪ GUIDED RESPONSE
OTHER TOOLS
▪ PROBLEM SOLVING
▪ INTERPRETATION
▪ ORAL TESTING
▪ ASSIGNMENTS
▪ SIMULATOR TEST
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OBJECTIVE QUESTION TEST
- *ACCURATE FORMULATION REQUIRED*
- *HIGHER RISK OF "BETTING" BY STUDENTS*
- *EASY TO CONTROL*

SUBJECTIVE QUESTION TEST
- *EASY TO FORMULATE*
- *MUCH WORK TO CONTROL*
- *MORE DIFFICULT TO INTERPRET THE RESULTS*

PROBLEM SOLVING
- *USEFUL FOR ALL LEVELS OF KNOWLEDGE*

INTERPRETATION
- *IF OVER USED , STANDARD RESPONSE OVER-REWARDED*

ORAL TESTING
- *TO FIND OUT HALF UNDERSTOOD / WELL MEMORISED RESPONSE*
- *RISK OF OVER-QUESTIONING CERTAIN ITEMS*

ASSIGNMENTS
- *USEFUL FOR TESTING ANALYTIC / CORRELATION CAPABILITY*

SIMULATION
- *USEFUL FOR CORRELATION / COMMUNICATION AND SKILL TEST*

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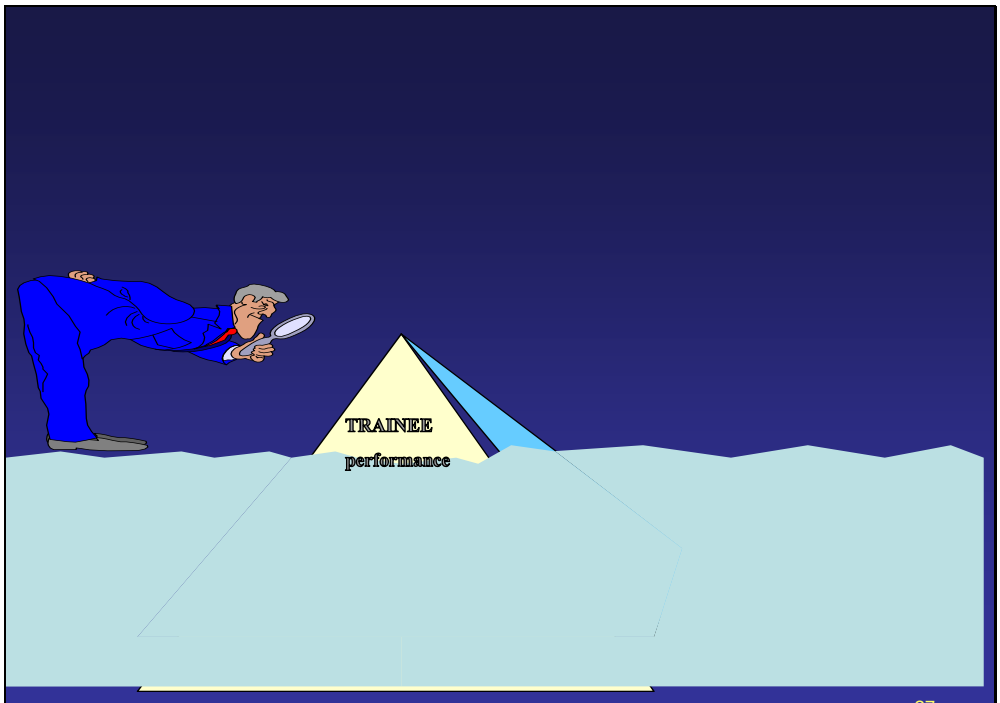

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APEC Skill Standard
You, The Trainer Workshop

Feedback as assessment tool

FEEDBACK

The goal of giving feedback is to control behavior in order to improve performance and work results

FEEDBACK:

- **Personal characteristics**
- **Behavior**
- **Work results**

APEC Skill Standard
You, The Trainer Workshop

The Good Trainer

Creating The Right Training Atmosphere

- Do you love your trainees and respect them as equals ?
  - If you don't … acquire these feelings before you start
  - Your trainees could sense your attitude and respond accordingly
- Which of the following statements applies to you ?
  - "I am loved ….. therefore I love" ; or
  - "I love ….. Therefore I am loved"
- Create a hospitable, helpful atmosphere from the beginning
- Disperse any hostility and reluctance by:
  - Ice Breaking – get trainees to introduce themselves to you and others, encourage them with complimentary comments
  - Provide name badge and call trainees by name
  - Group trainees in interesting and productive ways

TRAINING TIPS

• **NON VERBAL CLUES**	• TIME, SPACE, POSTURE, EYE CONTACT, GESTURE, FACIAL EXPRESSIONS, MANNERISMS, VOICE VOLUME, VOICE TONE, VOICE RATE
• **DISTANCE**	• INTIMATE DISTANCE : TO 18 INCHES • PERSONAL DISTANCE : 18 IN TO 4 FT • SPCIAL DISTANCE : 4 – 12 FEET • PUBLIC DISTANCE : 12 – 25 FEET
• **ENCOURAGEMENTS**	• NODDING, SMILING, ENCOURAGING WORDS • IN SOME CASES: ABSOLUTE SILENCE
• **EMPHATY AND SYMPATHY**	▪ APATHY ▪ SYMPATHY ▪ EMPATHY ▪ LUNACY

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Training Tips

PREPARATION	• Plan sessions in advance. Make sure all necessary equipment & materials are available and complete • Write down key words / things to emphasize
EYE CONTACT	• Look your Friends briefly in the eye from time to time • Look around constantly and seek understanding
VOICE	• Sound enthusiastic • Vary tone of voice and emphasize key words
PACE	• Adjust the speed to Friends learning ability • Check with Q & A and performance
VISUALS	• Use visual equipment
ENCOURAGE	• Encourage the Friends by asking questions or for them to ask questions • Provide something practical to do: a task to perform, a problem to solve, an issue to discuss among themselves

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What Qualifications ?

- Subject Mastery
- Confidence
- Fair
- Positive Thinking
- Respect Other people especially your Friends
- Good Humor
- Horizon of Thinking
- Enthusiasm
- Patience
- GOOD PLANNING & PREPARATION

Training Problems

- Stage
- Mastery of Subject
- Challenging & Difficult Trainees

STRATEGIES FOR DEALING WITH DIFFICULT LEARNERS

- Project an image of confidence and good humor
- Be well prepared
- Stress good communication, not formal lecturing. Effective communication and sound personal relationships are essential for effective training
- Ease your way into the group and don't employ heavy handed or authoritarian method
- Show participants that you have high expectations of their performance and behavior, but set tasks that are well within their capabilities
- Don't get discouraged by bad attitudes and negativity. Learners will respond positively in time if you demonstrate that you cannot be upset by indications of resentment

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STRATEGIES FOR DEALING WITH DIFFICULT LEARNERS – Cont'd

- Don't become overly concerned about control of a group. Good trainers do not focus primarily on control but on effective instruction and communication
- Give clear guidelines about what is expected of learners. Make sure learners are aware of any rules and involve them in the process of rule – making
- Don't be sarcastic or ironical. If a learner is being difficult, try positive rather than negative control measures
- Be patient !!!

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PREPARING YOURSELF

BEFORE ….

- KNOW YOUR PARTICIPANTS
- ADJUST PAPERS
- LOCATION
- VENUE
- EQUIPMENT
- PRACTICE

AFTER ….

- STAY IN THE ROOM IMMEDIATELY AFTER EACH SESSION
- INFORM CONTACT ADDRESS

DURING …..

- STARTING
  - START ON TIME
  - START WITH ICE BREAKING
  - BRIEF PAPERS AND CONTENTS
  - POINT OUT OBJECTIVE
- DELIVERING
  - USE POSITIVE ORAL AND BODY LANGAUGE
  - USE INTERLUDES AND ENERGIZERS
  - DONOT STRAY AWAY FROM MANUAL
  - ENCOURAGE PARTICIPATION
  - FACILITATE WITH ENTHUSIASM AND EMPHATY

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Asia-Pacific Economic Cooperation

APEC TWG 01/2008A
THE TRAINING ON APEC SKILL STANDARD CONCEPT & SYSTEM
Train The Trainer Workshop
Mexico and China, 2008

TERIMA KASIH - THANK YOU - XIN CAM ON - XIE XIE - KOB KHUN KA - SALAMAT PO - GRACIAS

APEC Tourism Working Group
August 2008

APEC Tourism Working Group, TWG 01/2008A, EMPOWER Assc. 8/08

1.2. TRADE LIBERALIZATION AND THE NEW WORKPLACE

APEC SKILL STANDARD

Trade Liberalization has created a 'new' workplace. Customers are enjoying more choices. Competition escalates at unprecedented and spiraling level. Customers want the best possible goods and services, delivered at their convenient time, and at the lowest possible costs. The new business world is not confined to national, geographical or ideological boundaries. Companies all over the world compete for the same customers and investments.

To ensure meeting the demand of the customers, it is compulsory for companies to establish work performance standards, develop job qualifications and ensure that employees have the required qualifications to do the job assigned.

The question now is what kind of performance standards should be established. It is clear that within the borderless economy concept, similar products and services are gearing towards standards that are basically similar in nature but nevertheless offer certain space for strength and uniqueness of individual players.

In the efforts to facilitate its member economies with a solid back-up to join the trade liberalization, the APEC Tourism Working Group has taken the initiative to establish the APEC Skill Standards System. Incepted in 1996, the project has developed almost 400 Skill Sandar Units covering General and Tourism areas, the majority of which are adopted and adapted from the Indonesian National Competency Standard which had been adopted from the Australian National Competency Standard. About 30 new units have been inserted to the list by the consultants.

Targeting better operational performance and higher competitive advantage for both enterprises as well as individuals at considerable pace, the project organized Train The Trainer programs in locations of member economies. So far 11 member economies have been covered, spreading the concept, system and application wider and wider into the region. Handbooks on Scout and Assessor training are provided for self spreading process by the economies.

APEC Skill Standard also aims at regional human resources mobility in the future, and pillars for mutual recognition arrangement have been laid in the Assessment, Certification and Accreditation schemes covered at stage 4 of the project.

THE TRADE LIBERALIZATION

The objective of trade liberalization, often mentioned as the open market, is actually to create a borderless economic system which enhances and enables free flow of goods, services, knowledge and information, services, currencies and people aiming towards egual economic and social level and development among nations of the world.

The trade liberalization is actually the derivative product of the progress in technology and information technology which triggers the global chain mechanism to start rolling. Rather than waiting for the markets to take over, nations of the world lead by organizations like WTO, APEC and ASEAN have taken the initiatives to facilitate better impacts and results at quicker pace.

The trade liberalization is supported by three pillars namely Trade & Investment Liberalization; Business Facilitation; and Economic & Technical Cooperation. To achieve its goals three programs have been adopted : Facilitation, Liberalization and Cooperation. Following principles of administrative tranparency; no restriction policy and fair and same treatment to all nations alike, the trade liberalization moves on gradually with two basic products: the General Agreement on Trade and Tariff (GATT), and the General Agreement on Trade in Services (GATS) until full implementation in 2010 for developed countries and 2020 for developing countries. Gradual progress is developed and monitored through periodic progressive commitments. Actual implementation is administered through bilateral and/or multilateral agreements by individual nations.

IMPACTS : BLESSING OR BLIGHT ?

Whether trade liberalization is a blessing or a blight, depends on individual views. As an ideal and logical concept, trade liberalization is positive. Economic entities of the world are now so entangled with each other that practically no country can survive by its own. Information technology has made it possible to interact within minutes and almost no information can be kept confidential for long. Any development, progress or new ways of doing things, either business, social or political, would leak within days or even minutes. Practically every solutions are there for anybody to pick and use for his/her own benefits. Those who can transform information into beneficial tool are the ones who can reap from trade liberalization and the open market.

APEC Skill Standards is one of the myriad solutions to achieve better performance and higher competitive advantage and to produce multi-skilled professionals. As a regional workplace platform, APEC Skill Standard open the path to regional manpower mobility. All that is needed is strong will and good preparations. By mastering the APEC Skill Standard concept and system, the bright side of the open market will be at your disposal.

1.3. THE APEC SKILL STANDARD CONCEPT, SYSTEM AND APPLICATION

ORIGINS OF APEC SKILL STANDARD UNITS

APEC Skill Standard for Tourism industry has been developed by 'adopt and adapt' system from SKKNI, the Indonesian National Competency Standard for the Tourism Industry (1999 / 2004) which had originally been adopted and adapted from Australian National Competency Standard for Hospitality Industry under IAPSD Project (Indonesian Australian Program on Skills Development).

OBJECTIVES

APEC Skill Standard concept, system and units are aimed to:

a. serve as the workplace business platform for the Asia Pacific region
b. guarantee the same output produced by different manpower from different companies at different locations
c. improve operational performance of individual companies
d. improve the professional quality of individual manpower
e. advance international trade development in the Asia-Pacific Region
f. strengthen cooperation in building the region into Asia Pacific Destination

STANDARD

Standard is:

a. Written functional and technical requirements in the form of specifications or guidelines to ensure that a product, service or process does what it is supposed to do.
b. Standard provides information that enables different parties to produce the same or compatible output.

THE SKILL STANDARD

Skill Standard is the required combination of knowledge, skills and attitude necessary for performing a certain task/duty in the workplace. Written in a specific format, it enables different parties to rpoduce the same or compatible workplace task results.

Skills and/or competency standard has generic characteristics which makes it transferrable and portable to different industries or workplace settings and could be shared by all enterprises accross the industries regardless to their business sizes.

A workplace process-based concept, it is the standardized step-by-step what-to-do to complete a certain task within the worplace operation, to ensure the same output by different persons within the enterprise as well as within the same industry. As such, skill / competency standard is observable and could be measured in quantative and qualitative yardsticks.

Expressed in units developed by stakeholders of the industry either by self-development or through adopt and adapt system, or combination of the two ways.

THE APEC SKILL STANDARD

The APEC Skill Standard (APEC SS) is the regional workplace platform, consisting of Skill Standard Units, each covering three areas required to complete a certain duty within the workplace operation: skill, knowledge and attitude (SKA).

One skill standard unit identifies a duty in the workplace. The unit title is a small particle in the total workplace duties. It is easily assessable for certification using the assessment materials published in the last stage of the project.

The APEC SS Unit comprises of the following components:

- Unit Title
- Unit Code
- Elements of skill
- Performance Criteria
- Unit Variables
- Assessment Guide

APEC SKILL STANDARD UNIT TITLE

The unit title defines a specific area of duty or job skills in the workplace. To emphasize its function the unit title is always expressed in job performance output using accurate verb and simple term. For wide applicability in the workplace, the job skills of a unit should be limited to only one or two components of work skills at the most. This is understandable since different components within a cluster of closely related duty may each have to be distributed to two different staff.

Let's take one possible unit title consisting of two closely related components which are usually clustered together: "Plan and Manage Meetings". In real workplace, the duty of planning and managing a meeting may have been assigned to two different persons: the person doing the planning of the meeting may not be the person to manage the meeting. It is therefore important to split the components of work into as smallest particle as possible and the unit title will be: "Plan Meetings", and "Manage Meetings". Another example: "Source and Present Information". The person in charge of sourcing the presentation may not be the same person assigned to give the presentation.

However, it is also possible that the two units are assigned to one person, in which case the job qualification of that person will cover both units. It is also possible that two components of work skills are so closely related that it is usually assigned to one person, for example: "Receive and Store Stock", in which case the two components are clustered together within one unit title.

APEC SKILL STANDARD UNIT CODE

To make it easier to identify the units a coding system is applied. The APEC SS Coding System consists of four parts of figures, each separated by a dot.

1. The first part shows the Chapter. Chapter One is identified as 1; Chapter Two is identified as 2, etc.
2. The second part shows the sub chapter. For example: 1.01 shows that the unit belongs to Chapter One, Sub Chapter 01, etc.

3. The third part identifies the unit sequential number. For instance: 1.01.13 identifies the unit belongs to Chapter One, Sub Chapter One and it is number 13 in the list of the units in Chapter 1.01, etc,
4. The last part of the coding system shows the year of release of that particular unit. For example: 1.01.13.05 means that the unit belongs to Chapter One, Sub Chapter 01, it is unit number 13 of Chapter 1.01, and the unit was released in 2005. The year of release is very important due to the dynamic SS approach, where each unit is reviewed and updated every two or three years.

ELEMENTS OF SKILLS OF UNIT

Elements of skill standards are the building blocks that form the work skill or duty in question. They describe in output terms, the actions that an employee is supposed to do to complete the duty named in the unit title. It is a step-by-step-what-to-do to complete the job skill /unit.

Example:
Unit 1.01.08.05 Communicate on the telephone
Elements:
1. Receive incoming calls
2. Make outgoing calls

Unit 1.01.11.05 Provide Basic Country Information
Elements:
1. Obtain correct and updated information on the country
2. Respond correctly and positively to queries

PERFORMANCE CRITERIA OF UNIT

The performance criteria identify a string of detailed steps of what to do in each element of the job skills to complete the element. Performance criteria are important since the elements of the skills only identify the basic tasks of what to do within the particular element.

UNIT VARIABLES OF UNIT

Range of Variables defines application boundaries, such as the context of where the unit may be applied, the types of customers, what equipment to be used, measurement of application, the specific attitude in performing the tasks, etc. As far as equipment to be used in certain units, the condition may vary from one country to another, from one enterprise to another. Due to its generic characteristics, the unit may be applied in different enterprises regardless to the infra structure within the country. “Receive and Process Reservations” for instance may be applied in organization using computers or those where computers are not in use.

ASSESSMENT GUIDES OF UNIT

Evidence Guide is derived from the standards in assessment context. It specifies the required evidence of mastering the units such as the underpinning knowledge and expertise relevant to the details mentioned in the Unit Variables. It also includes the required attitude in performing the tasks.

GROUPINGS OF THE APEC SKILL STANDARD UNITS

The most important characteristic of the APEC SS Units is its generic characteristic which makes it possible for transferability and portability to different industries and different workplace sphere. Most skill standard units are applicable across the industries. It is for the enterprise concerned to decide whether a specific unit from other industries would be applied in its operation (See more explanation in grouping of units).

While the coding system is there to identify the job skills, it is also important to use a system for easy identification of the industry clustering and groupings. The groupings will also prevent duplication of job skills that are applicable across the industry, such as Chapter One and Chapter Two of the units listed in the APEC SS for Tourism Industry. Chapter One (General Units) and Chapter Two (General Vocational Units) consists of units applicable to all industries. Chapter Three and Four are specific Job Skills for the Hospitality and Tourism Industry. Other industry can enrich the APEC SS by adding up Chapters which listed specific Job Skills for their particular industry.

So far, the validated Units of APEC Skill Standards are groups into the following chapters:
Chapter One – General Units
Chapter Two – General Vocational Units
Chapter Three – Hospitality Industry Units
Chapter Four – Tour & Travel Business Units

The APEC Tourism Working Group hopes that other industries will continue this effort and add up Chapters for their own industry. In case the Fishery Industry makes the decision to establish their own SS Units, they can directly share Chapter One and Chapter Two and start establishing Chapter 5 onwards.

However, due to its generic and transferable characteristics, there is no limit for the use of skill standard units. Any company or organization can apply all or part of the units for its operation, as long as they render operational benefits.

The unit “Communicate on the Telephone” for instance, could be shared by all industries and companies, including government offices, and so are units in General Administration. On the other hand, specific vocational units could also be shared with different industries according to their operational necessity. Housekeeping units, for instance, could be shared by hotels, restaurants, shopping centers, hospitals, office buildings, or even individual households.

To ensure articulation, portability and transferability of competency qualification, the standards should be consistent and have broad applicability across the APEC member economies. The standards should also be able to provide consistent assessment and certification process any where within the region.

APEC SKILL STANDARD WORKPLACE APPLICATION

There are many possibilities where the APEC Skill Standard could be utilized and customized for the benefit of the workplace operations, among others:

- Corporate Standard Operating Procedures (See Book Four)
- Job Qualification Mapping (see Book Four)
- Organization Structure
- Quality Assurance

- Human Resources System, such as Recruitment, Placement, Promotion, Rotation, Reward System, Multi Skills System, Training System and Program, Training Materials (See Book Four), etc
- Wage Scale System
- Certification & Accreditation System (see Book Five)
- APEC Manpower Exchange Agreement
- APEC Investment and Business Cooperation, etc.

The APEC Tourism Occupational Skill Standard provides job performance standards at the regional level to be shared by member economies, enterprises and individuals within the APEC Region for improving job performance towards better positioning and higher benefits in trade liberalization through a total approach.
Member economies can benefit by using the skill standard as the base for improving the industry in general and to induce foreign investments.

Business enterprises can benefit by using the skill standard as the base for operation to improve their total performance as well to establish business cooperation.

Individuals can benefit by using the skill standard to improve personal skills and qualification.

The customer can enjoy Quality Customer Service and higher satisfaction. Work performance standards are critical for ensuring quality delivery. The quality service would need clear descriptions of what employees are expected to deliver and expected delivery should clearly identify job performance skills.

The APEC Skill Standard for job performance as a total workplace concept can also play a significant role in assisting the Small and Medium Enterprises (SME) to prepare for global competition.

SMART APPLICATION

The strategic way to use the APEC Skill Standard Units is to find smart ways for application, to create an atmosphere to stimulate, encourage and facilitate professional initiatives for higher competitive advantage and performance aiming towards higher business results.

THE APEC SKILL STANDARDS FOR QUALITY JOB PERFORMANCE

The trade liberalization has opened a free flow of goods & services, information, monies, as well as human resources.

And the APEC TOSS as a regional skill standard has been developed specifically to open the job competency portability pathways for intra APEC region employment opportunities and to facilitate pathways to intra APEC business cooperation and investments.

To ensure articulation, portability and transferability of competency qualification, the standards should be consistent and have broad applicability across the APEC member economies. The standards should also be able to provide consistent assessment and certification process any where within the region.

However, flexibility is required to enable different member economy and individual company within the region to high-light their national and individual uniqueness and strong characteristics as part of their global competitive efforts to win the customers.
Indeed, the APEC Skill Standards are not intended to introduce workplace rigidities which may impede the ability of economies and companies to emphasize their own identity as well as to response to global operational and business changes.

Where standards are for educational recognition, it is also important to establish correlative relationships between the standards and the training system.

The APEC Skill Standards describes what duties or competencies are required to perform effectively in the workplace. It further indicates the ability to use and apply the standards in different work situations and conditions. The standards are detailed in outcomes related to workplace practices.

GUIDELINES TO INTEGRATE LOCAL (PROVINCIAL/STATE) IDENTITY IMAGE

Upon distribution of the National Skill Standards, each province or state within the country can start incorporating its specific identity and uniqueness. A Local Working Group should be established, including local industry professionals, government authorities and also experts who can contribute to the intended identity image of the province either cultural or others. The Local Working Group should not omit any items from the National Skill Standard. Any omission from the National Skill Standard would result in unequal condition of the area against the national standard and by doing so it puts itself out of national competition qualification.

The incorporation of the specific image identity could be in the form of additional Performance Criteria specifically attributed to the identity image of the area and/or guidelines for the establishment of the Standard Operating Procedures by individual organizations.

When the draft is completed conduct a provincial wide workshop to finalize the contents. The final book is the Local (Provincial/State) Skill Standards. This book should be used as the guideline for operation by related organizations and enterprises.

GUIDELINES TO DEVELOP CORPORATE STANDARD OPERATING PROCEDURES

When an organization feels ready to apply the Skill Standard, a special team should be formed within the organization. The main duties of the team would be to detail each item of the Performance Criteria into a string of Standard Operating Procedures (SOP) which the step-by-step-HOW-to-do. It describes the details of how to complete the performance criteria in sequential order.

The first step of the team is to determine which units are applicable for the organization/enterprise according to its facilities and the intended image set by the owner and the management. The unselected units are set aside for future use or future reference. Smaller teams consisted of divisional staff should be established to develop the SOP.

The SOP should include the equipment and supplies being used at specific times, the rate of operational efficiency set by the divisional manager, and should integrate the guidelines set by the provincial government. The SOP is the corporate final strategy in competition. The SOP determines the end results and level of products and services by the company, the rate of operational efficiency in minimizing the costs, and the qualification of the employees.

Draft of the SOP should be put in trial for at least two weeks before final application. It should be advisable to review the SOP for changes (minor or major) on an annual basis as a precautionary effort in competition. Any changes in business atmosphere and operation or any changes in the rival's competition strategy should start the review process rolling.

GUIDELINES TO PACKAGING SKILL STANDARD BASED JOB TITLES / JOB QUALIFICATION

Packaging skill standard based qualification for specific occupational position is coherent with the management policy of each organization regardless of its status: business, bureaucracy, or non profit. The skill standard based job performance qualification describes the list of duties necessary to be executed by personnel holding certain positions within the organization.

There is no way to develop common skill standard based workplace qualification due to the differences of the characteristics and policy of each organization. However, in any similar workplace occupational Job Title, some units of skill standards will be the same across the organization and across the member economies. The APEC SS project assumes that about 60 % of the total units describe in similar Job Titles consists of the same unit titles. The rest varies depending on the local conditions. (See samples in Appendix 4)

Following the underneath guidelines, the process is quite simple. But first of all, peruse the following questions before making the decision to use the APEC Skill Standard for Job Performance Qualification Mapping in your workplace:

- Have you read this part of the book carefully?
- Have you understood the concept of using the APEC Skill Standards?
- Have you carefully gone through the List of APEC TOSS Standards in Appendix 1?
- Have you listed out the costs and benefits for your? You must understand that certain costs, tangible or intangible, will have to be born by the enterprise in the process such as special task force, time, energy, money, monitoring etc.
- Is your current manpower ready to change for the better?
- Do you know whom to contact in case you need further guidance?
- Has the owner agreed and approved the program?

RULES & GUIDELINES

1) You will need to establish a special Task Force or Committee. The Committee should include all department heads within your organization. The General Manager will have to take a leading role in the process. He should be the driving force behind the progress. Each Department Head will need to establish the Departmental Sub Committee, where in return the Department Heads will be the leader and the driving force in the process. Assign the process of each department to related sub committee. Ensure that the management takes good care to facilitate the process.

2) When developing the Job Qualification Mapping, go through the whole list from the first page to the last, regardless of the name of the chapter or sub chapter. Tick or mark the units you decide necessary to perform the job at best. Please note that you may need to include units belonging to sub chapter totally unrelated to the Job Title you are working on.
3) Each country or organization is FREE to tick or mark the units deemed necessary according to its own version for the best Job Performance. It is therefore possible for different countries / enterprises to develop different list. Any list is as good as the others, as long as you are certain that the composition will render the best performance.
4) There is also NO limit on how many units in certain Job Titles. It totally depends on your considerations of better performance, higher competitive advantage, and the structure of your organization.
5) Each unit ticked may have different functions within the Job Title:
    i) Routine (R) = the core units for naming the Job Title
    ii) Functional (F) = Units that bear up the name of the Job
    iii) Enrichment (E) = supporting units to make the person in charge a smarter employee

6) Now change the mark with the specific function either R or F or E or simply tick each of them with different colors.
7) Your Job Qualification Mapping is ready. It clearly identifies the units necessary to create the best employee according to your version.
8) Your Job Qualification Mapping should be reviewed at least once a year.

Now peruse the list of APEC Skill Standards Units.