



STUDENT PACK

BSBPMG534

Manage project human resources

Version Control

Unit code	Document version	Release date	Comments/actions
BSBPMG534	10.1	28.09.2021	First edition

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Student Pack

What is the purpose of this document?

The Student Pack is the document you, the student, needs to complete to demonstrate competency. This document includes the context and conditions of your assessment, the tasks to be completed by you and an outline of the evidence to be gathered.

The information includes the following:

- Information related to the unit of competency
- Guidelines and instructions to complete each task and activity
- A student evaluation form

Student Evaluation Form

These documents are designed after conducting thorough industry consultation. Students are encouraged to evaluate this document and provide constructive feedback to their training organisation if they feel that this document can be improved.

Link to other unit documents

- The Student Pack is a document for students to complete to demonstrate their competency. This document includes context and conditions of assessment, tasks to be administered to the student, and an outline of the evidence to be gathered from the student.
- The Unit Mapping is a document that contains information and comprehensive mapping with the training package requirements.
- The Unit Requirements is a document that contains information related to the unit of competency for the Training Organisation staff and students.

1. Student and trainer details

Student details	
Full name:	Michelle Wild
Student ID:	
Contact number:	0418 500 273
Email address:	accounts@visconstructions.com.au
Trainer details	
Full name:	Owen Flynn

2. Qualification and unit of competency

Qualification/Course/Program Details	
Code:	
Name:	
Unit of competency	
Code:	BSBPMG534
Name:	Manage project human resources
Releases:	1.0
Release date:	19/Oct/2020

3. Assessment Submission Method

☐ By hand to trainer/assessor ☐ By email to trainer/assessor ☐ Online submission via Learning Management System (LMS) ☐ Any other method _____ (Please describe here)
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4. Student declaration

- I have read and understood the information in the Unit Requirements prior to commencing this Student Pack - I certify that the work submitted for this assessment pack is my own. I have clearly referenced any sources used in my submission. I understand that a false declaration is a form of malpractice; - I have kept a copy of this Student Pack and all relevant notes, attachments, and reference material that I used in the production of this Student Pack; - For the purposes of assessment, I give the trainer/assessor permission to: - Reproduce this assessment and provide a copy to another member of staff; and - Take steps to authenticate the assessment, including communicating a copy of this assessment to a plagiarism checking service (which may retain a copy of the assessment on its database for future plagiarism checking).
Student signature: _____ 
Date: _12_/ _01_/ _2023_____

5. Assessment Plan

The student must be assessed as satisfactory in each of the following assessment methods in order to demonstrate competence in a variety of ways.

Evidence number/ Task number	Assessment method/ Type of evidence/ Task name	Sufficient evidence recorded/Outcome
Assessment task 1	Knowledge Test (KT)	S / NS (First Attempt) S / NS (Second Attempt)
Assessment task 2	Project (PT)	S / NS (First Attempt) S / NS (Second Attempt)
Assessment task 3	Project (PT)	S / NS (First Attempt) S / NS (Second Attempt)
Assessment task 4	Skills Test (ST)	S / NS (First Attempt) S / NS (Second Attempt)
Outcome	C ☐ NYC ☐	Date assessed: Trainer signature:

6. Completion of the Assessment Plan

Your trainer is required to fill out the Assessment Plan Outcome records above, when:

- You have completed and submitted all the requirements for the assessment tasks for this cluster or unit of competency.
- Your work has been reviewed and assessed by your trainer/assessor.
- You have been assessed as either satisfactory or unsatisfactory for each assessment task within the unit of competency.
- You have been provided with relevant and detailed feedback.

Every assessment has a "Feedback to Student" section used to record the following information. Your trainer/assessor must also ensure that all sections are filled in appropriately, such as:

- Result of Assessment (satisfactory or unsatisfactory)
- Student name, signature and date
- Assessor name, signature and date
- Relevant and detailed feedback

Pre-Assessment Checklist: Task 1 - Knowledge Test

The purpose of this checklist

The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it.

Section 1: Information for Students

- ☐ Make sure you have completed the necessary prior learning before attempting this assessment.
- ☐ Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.
- ☐ Make sure you understand what evidence is required to be collected and how.
- ☐ Make sure you know your rights and the Complaints and Appeal process.
- ☐ Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix - Appendix A and negotiate these with your trainer/assessor).
- ☐ Make sure that you have access to a computer and the internet (if you prefer to type the answers).
- ☐ Make sure that you have all the required resources needed to complete this assessment task.
- ☐ The due date of this assessment task is in accordance with your timetable.
- ☐ In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.
- ☐ The request for an extension to submit your assessment work must be made before the due date.

Section 2: Reasonable adjustments

I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.

- ☐ I do require reasonable adjustment
- ☐ I do not require reasonable adjustment

Declaration (Student to complete)

- ☐ I confirm that the purpose and procedure of this assessment task has been clearly explained to me.
- ☐ I confirm that I have been consulted about any special needs I might have in relation to the assessment process.
- ☐ I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.
- ☐ I confirm I have accessed and understand the assessment information as provided in the Student Handbook.
- ☐ I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.
- ☐ I confirm that I am ready for assessment.

Student Name: _____ **Michelle Wild** _____

Student Signature: _____  _____

Assessment method-based instructions and guidelines: Knowledge Test

Assessment type

- Written Questions

Instructions provided to the student:

Assessment task description:

- This is the first (1) assessment task you must successfully complete to be deemed competent in this unit of competency.
- The Knowledge Test is comprised of fourteen (14) written questions
- You must respond to all questions and submit them to your Trainer/Assessor.
- You must answer all questions to the required level, e.g. provide an answer within the required word limit, to be deemed satisfactory in this task

Applicable conditions:

- All knowledge tests are untimed and are conducted as open book assessment (this means you can refer to your textbook during the test).
- You must read and respond to all questions.
- You may handwrite/use a computer to answer the questions.
- You must complete the task independently.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- As you complete this assessment task, you are predominately demonstrating your written skills and knowledge to your trainer/assessor.

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed.
- The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments.
- For more information, please refer to the Student Handbook.

Location:

- This assessment task may be completed in:
 - ☐ a classroom
 - ☐ learning management system (i.e. Moodle),
 - ☐ or an independent learning environment.
- Your trainer/assessor will provide you with further information regarding the location for completing this assessment task.

Instructions for answering the written questions:

- Complete a written assessment consisting of a series of questions.
- You will be required to answer all the questions correctly.
- Do not start answering questions without understanding what is required. Read the questions carefully and critically analyse them for a few seconds; this will help you to identify what information is needed in the answer.
- Your answers must demonstrate an understanding and application of the relevant concepts and critical thinking.

- Be concise, to the point and write answers within the word-limit given to each question. Do not provide irrelevant information. Remember, quantity is not quality.
- You must write your responses in your own words.
- Use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups based on attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender-inclusive language should be used.
- When you quote, paraphrase, summarise or copy information from other sources to write your answers or research your work, always acknowledge the source.

Purpose of the assessment

This assessment task is designed to evaluate student's knowledge essential to manage project human resources & knowledge regarding to the following:

- Knowledge to regulate project personnel levels through regulation of resource requirements.
- Knowledge to develop project organisation and structure so that planned work outputs are met.
- Knowledge to support personnel through application of tools and techniques such as human resources management (HRM) methods.
- Knowledge to define and communicate project roles.
- Knowledge to implement training procedures to support personnel and project performance.
- Knowledge to measure performance of individuals and procedures to overcome shortfalls in performance.
- Knowledge to improve project effectiveness through implementation of processes.
- Knowledge to take remedial action about influences that affect individual's performance.
- Knowledge to manage resource conflicts.
- Knowledge to finalise human resource activities by disbanding project teams and documenting human resource issues for future reference.
- Knowledge to read, collect, review, interpret/understand and analyse/review text-based business information from a range/number of sources.
- Written knowledge to organize and deliver information effectively in managing project human resources to a range of stakeholders/interested people.
- Knowledge to interact/cooperate with others using appropriate conventions/systems when communicating and consulting/discussing with stakeholders/interested parties.
- Knowledge to analyse relevant/appropriate information to identify scope/range of work, goals and objectives and to evaluate/review options/other choices.

Task instructions

- This is an individual assessment.
- To ensure your responses are satisfactory, consult a range of learning resources and other information such as handouts, textbooks, learner resources etc.
- To be assessed as Satisfactory in this assessment task, all questions must be answered correctly.

Assessment Task 1: Knowledge Test

Provide your response to each question in the box below.

Q1:	Write a short note on the importance of human resources in a project. Also, explain the methods to identify and plan the human resource requirements. Answer in 200 – 250 words.	Satisfactory response	
		Yes ☐	No ☐

Identify what human resources are required for each task.

Inputs

- Activity resource requirements
- Work breakdown structure dictionary
- Project management plan
- Enterprise environmental factors
- Organisational process assets

2. Match skills and knowledge of individuals and groups with the project tasks

3. Allocate personnel to the project according to the planned work outputs and project timeline.

Q2:	How can you determine the required project personnel levels in a project? Answer in 70-100 words.	Satisfactory response	
		Yes ☐	No ☐

Human resource requirements concern the specific skills or attributes needed by the people who perform the work of the project.

The inputs to creating human resource requirements for the individual task:

- Activity Resource requirements – are defined as the types of resources for different activities involved in a particular project management package. It includes quantities, amount, skill level of the resources needed.
- Work breakdown structure dictionary - is a useful resource for project management and should be consulted for relevant information on each component of the work breakdown structure (WBS). It is an essential information resource for project management. It should be consulted before commencing any work component to ensure that proper standards, procedures, and quality control measures are being followed.
- Project Management Plan - Before any project can proceed, the project team needs to be defined. The central part of this initial planning step involves identifying the number of people that are required and writing out their job descriptions.
- Enterprise environmental factors - Enterprise Environmental Factors (EEF) are any or all environmental factors, either internal or external, to the Project that can influence the Project's success.

- Organisational process assets - organisations have assets that help them achieve their goals. Here these assets are called organisational process assets.

Q3:	Explain "Project Organisation Structure" in project management. Answer in 50 -100 words.	Satisfactory response	
		Yes ☐	No ☐

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A project organisation structure is a structure that facilitates the coordination and implementation of project activities. Its main reason is to create an environment that fosters interactions among the team members with a minimum amount of disruptions, overlaps and conflict.

Design of the organisational structure should consider the organisational environment, the project characteristics in which it will operate, and the level of authority the project manager is given. The structure defines the relationships among members of the project management and the relationships with the external environment.

Creating the project structure is only a part of the organising the project, it is the actual implementation and application that takes the most effort.

The objective in designing a project structure is to provide a formal environment that the project manager can use to influence team members to do their best in completing their assignment and duties.

It shows the hierarchical relationship amount the team members.

Two design factors significantly influence the process of developing a project management structure. These are the level of specialisation and the need for coordination.

Q4:	What is the importance of the correct allocation of personnel to the project? Answer in 100 – 150 words.	Satisfactory response	
		Yes ☐	No ☐

Resource allocation helps you to choose the best available team for your projects and manage them throughout the work, so you can avoid under or overutilization of your employees.

It also helps schedule resources in advance and provides an insight in the project team's progress.

Resource allocation and resource management is the scheduling of activities and the resources required by those activities while taking into consideration both the resource availability and the project time

Proper allocation of resources increases the effective use of resources available across the company to maximise their utility.

This will also help the project scope, time and quality. Having incorrect personnel can cause quality of work to be poor, which may require work to be re-done which will increase costs of materials and wages, and possibly cause delays in the schedule. Also, project confidence and motivation can be affected.

Some key benefits of correct resource allocation are:

- Reduce project resources costs
- Maximise the productivity of resources
- Enhance employee engagement and satisfaction
- Facilitate client satisfaction with the successful project delivery
- Achive the best outcome within existing resource constraints.

Q5:	What are the techniques, tools, strategies and human resource management methods used to support and engage personnel in project management? Answer in 300 – 350 words.	Satisfactory response Yes ☐ No ☐
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Organisation Charts and Position Descriptions

You must document team member roles and responsibilities. The objective is to ensure that each work package has an unambiguous owner and that all team members have a clear understanding of their roles and responsibilities.

There are three types of organisational charts:

1. *Hierarchical-type charts* - The traditional organisation chart structure can be used to show positions and relationships in a graphical, top-down format. This includes Work Breakdown Structures.
2. *Matrix-based charts* – a responsibility assignment matrix is a grid that shows the project resources assigned to each work package. It is used to illustrate the connections between work packages or activities and project team members.
3. *Test-oriented formats* - Team member responsibilities that require detailed descriptions can be specified in text-oriented formats. Usually, in outline form, the documents provide information such as responsibilities, authority, competencies, and qualifications. The documents can be called position descriptions, role-responsibility-authority forms.

Networking

Networking is the formal and informal interaction with others in an organisation, industry, or professional environment. Human resource management benefits from successful networking by improving knowledge of and access to human resource assets such as strong competencies, specialised experience, and external partnership opportunities.

Organisational Theory

The organisational theory provides information regarding how people, teams, and organisational units behave. Effective use of universal themes identified in organisational theory can shorten the amount of time, cost, and effort needed to create the Plan Human Resource Management process outputs and improve planning efficiency.

Expert Judgement

When developing the human resource management plan, expert judgment is used to:

- List the preliminary requirements for the required skills;
- Assess the roles required for the project based on standardized role descriptions within the organisation;
- Determine the preliminary effort level and number of resources needed to meet project objectives;
- Determine reporting relationships required based on the organisational culture;
- Provide guidelines on lead time necessary for staffing, based on lessons learned and market conditions;
- Identify risks associated with staff acquisition, retention, and release plans; and
- Identify and recommend programs for complying with applicable government and union contracts.

Q6:	Describe the steps involved in negotiating, defining and communicating project role description. Answer in 50 – 100 words.	Satisfactory response Yes ☐ No ☐	
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Every staff member must be provided with a Project Job Profile. PJPs layout the primary responsibilities for a given position, set expectations for how specific jobs will be performing and providing a measurable basis for performance reviews. The purpose is to make sure that the project is provided with sufficient human resources that have the talents, knowledge and experience required for successful work completion.

Negotiate – You need to consult with your stakeholders to determine their suggestions and expectations for the precise project role descriptions. Frequent and appropriate engagement with all involved is essential to the smooth running of the project as it is their interest, and most crucially their funding in terms of the client, investors and sponsor, that will keep the project going.

Communication – A project communication plan is a simple tool that enables you to communicate effectively on a project with your client, team, and other stakeholders.

Q7:	What are the methods for ongoing development and training of project team members? Answer in 200 – 250 words.	Satisfactory response Yes ☐ No ☐	
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Identify training needs - start by understanding your team members' developmental needs. Review and update their job descriptions, talk to them, and watch them working. You can use a Training Needs Assessment to help you to identify who needs to develop their skills, and what kind of training is right for them. This will allow you to select training in a targeted way for the people who really need it.

Chose the right training methods - Now that you've identified areas where your people can improve, you can choose training to suit their needs. The 70:20:10 model, for example, suggests that 70 per cent of learning happens through experience, such as daily tasks; 20 per cent through conversations with other people, such as coaching; and 10 per cent through traditional training courses.

Coaching - You can coach your team members by having confidential and relaxed, one-on-one conversations with them. Having these conversations will help you to identify and deal with a range of issues effectively, from assisting people to achieve their goals to addressing performance problems. Specific coaching models, such as GROW, allow you to do this. GROW stands for Goal, Reality, Options, and Will, and creates a structure for your discussion. You should also ensure that you give your people plenty of feedback as a matter of routine.

Team Building Activities - Team building exercises can be fun and effective ways to improve teamwork and identify people's strengths and weaknesses. It's essential to identify your team's most significant challenges before you choose an exercise. By doing this, you can ensure that the event is more than just a beautiful day out of the office.

Delegating work – effective delegation can strengthen your team. Hand over a task carefully and help the team member who takes it on to succeed, by giving him or her support and guidance to complete it.

Managing talent – you could have a formal talent management plan in place for identifying and developing people with critical skills, abilities and potential across your organisation.

Q8:	How would you measure and improve individual's performance? Answer in 250 – 300 words.	Satisfactory response	
		Yes ☐	No ☐

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Performance management system

Setting Targets and Making Monitoring and Measurement Plan

Performance measurement starts with the target setting. This is the phase when the KPIs are set, and when the measurement methods and tools are foreseen. KPIs must be measurable. It is essential to foresee how the achievement of the target will be monitored and measured.

1. Defining (KPIs) - KPIs are measurable, traceable and visible signs/indicators that something has been achieved or not. They are an essential part of any performance management system because they are what you monitor and measure. KPIs must be measured, quantified, adjusted and controlled.
2. Defining Tools and Methods for Monitoring, Measuring and Evaluation – the next step after the definition of the KPIs is to define the methods, measures and tools for gathering the necessary information for the analysis.
3. Defining Activities Plan – establish the activities plan and schedule for monitoring. Some goals may be measured monthly or quarterly, while others may required daily measuring and monitoring.
4. Defining resources - next we need to foresee the resources that we will need to perform the monitoring and measurement, including material, financial resources and people.
5. Assigning people – the last step is to assign people who will perform the measurement and monitoring.

As KPIs are being measured according to the Activities Plan, if KPI's are not being met then action needs to be taken straight away. It will need to be determined if the employee assigned to the task is underperforming, or if the KPI is not accurate or suitable for the task. The employee may need some guidance from a superior, or some traning, or the KPI may need to be reviewed and adjusted.

Q9:	What are the factors that affect the performance of project team members? Describe the steps involved in monitoring performance of individuals in a project. Answer in 150 – 200 words.	Satisfactory response	
		Yes ☐	No ☐

Page 44**Performance Management – basic elements necessary for effective performance management:**

Goal setting – goals need to be meaningful and understood. Employees should have context as to why these individual goals matter and how they are furthering organisational objectives. Employees will care much more about their roles and be much more engaged when they know and truly understand how their job matters. Goal setting should be collaborative.

Transparent communication and collaboration - Employees want and deserve their managers and leaders to be open and authentic at all times. They want real-time communication while building healthy relationships with their colleagues and managers. This will involve regular feedback and honest discussion, even when such communication is difficult or uncomfortable.

Employee recognition - An effective performance management system should prioritise employee recognition and reward. Employees should feel valued and appreciated for the work they do and the effort they put in.

Honest and regular feedback and reviews - The more frequent and precise the feedback, the better individual performance. Employees want regular insights into their work, and the better-informed employees are regarding their performance, the better able they are to improve and excel.

Employee development - Advancement and development are essential to employees, not to mention, companies stand to benefit when employees are more skilled and capable.

Monitoring and Controlling – Project managers need to be engaged and stay aware of internal and external events, especially those that could affect team morale. Routinely gathering information, observing work results, auditing documentation, and evaluating resources are common techniques for monitoring team performance. Throughout the project, he or she should also routinely ask team members questions to assess the overall health of the project and their contributions to project performance, as well as any personnel issues that could affect project success.

Q10:	What are the issues related to team morale? Describe the method to tackle team morale issue. Answer in 150 – 200 words.	Satisfactory response	
		Yes ☐	No ☐

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Morale has a significant impact on team members' motivation, behaviours, and productivity

Flexibility - The feeling workers have about the freedoms provided and constraints placed upon them by the organisation. Low flexibility is often a hindrance to team members taking calculated risks and taking any initiative.

Responsibility - It is the feeling that team members have the proper amount of responsibility assigned to them, given their skills, the task, and the situation. It refers to the degree to which they can run their jobs on their own without having to check with their manager constantly. For a team to be capable, project managers should delegate responsibilities to the appropriate skill level and regularly monitor performance, but not micro-manage.

Standards - The degree to which team members feel their manager or the organisation places on doing a good job and the degree to which people feel that challenging goals are set.

Rewards - rewards refers to the degree to which team members feel that they are being recognized and rewarded for doing good work, rather than being criticized and disciplined when something goes wrong.

Clarity - The feeling that the organisation and the project are well organised rather than disorderly, confused, or chaotic.

Team spirit - The feeling that "good relationships" exist in the work environment and that the manager and team members trust each. Team spirit indicates the degree to which team members are proud to belong to the organisation and the team.

Team Moral and Project Management Skills

Establishing and maintaining standards - Project managers have the responsibility to stress the importance of doing a good job and enforce high-performance standards. Taking the time to communicate performance standards helps team members understand that the work is expected to be done the first time correctly.

Managing Resources Efficiently - All projects have a finite amount of resources, so the project manager must identify systems and processes efficiencies and work to improve any inefficiency.

Planning and organising - Understanding the organisation's long-term and short-term plans and objectives is an essential element in helping to establish and maintain morale.

Supervising for optimum performance - Project managers should strive to obtain optimum results from team members by setting and clearly communicating expectations for project team performance and stating those performance expectations upfront.

Monitoring and controlling - Routinely gathering information, observing work results, auditing documentation, and evaluating resources are common techniques for monitoring team performance.

Q11:	What is the role of interpersonal communications, counselling and conflict resolution in maintaining a positive working culture in an organisation? Answer in 150 – 200 words.	Satisfactory response Yes ☐ No ☐	
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Interpersonal skills, in project management, is defined as not only the ability to establish a relationship with others but also to maintain it. Efficient project managers need to learn how to balance different skills like interpersonal, technical and conceptual skills so that they do not only know how to analyse different situations but also know how to interact appropriately with other people. Being able to communicate will is an essential interpersonal skill so that the project manager can direct his or her project team in the right direction.

Performance **Counselling** is essential for employees to know the level of their performance and the area in which they need to improve. It helps the employee as well as the organisation to identify weaknesses and then to formulate strategies to improve the performance, which ultimately benefits the organisation to meet its goals and objectives.

Conflict resolution - Where conflict is unavoidable, it must be addressed swiftly and thoroughly to ensure the issues are resolved and for the project to continue. The steps in conflict resolution include Negotiation, Mediation, Arbitration and Litigation.

If a project manager has good interpersonal skills, is good at counselling, and is successful at conflict resolution, this will increase morale and maintain a positive working culture in the organisation, which will help to ensure the organisation meets its goals and objectives.

Q12:	What is inter-project and intra-project human resource conflict? How can you manage these conflicts? Answer in 200 – 250 words.	Satisfactory response Yes ☐ No ☐	
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Inter-project resource conflict is where separate activities in the project require the same resources, but there may not be enough resources for both activities. For example, if a carpenter is needed on one activity, and then is also needed on another activity at the same time, but there is only one carpenter in the project.

Intra-project resource conflict is where two or more different projects require the same resource at the same time, but there is a shortage of resources available within the organisation, or they both may want access to a specific individual at the same time. This can relate to staff shortages, and can be temporary, or long term.

Causes of conflict in project teams can include project setup, communication, roles and responsibilities, stakeholder engagement, scarce resources, underperforming team members, external vendors.

Five PMBOK conflict management techniques are:

1. Withdraw/avoid conflict management - Temporarily avoiding the situation will give you space to think about the problem from other perspectives and avoid any emotional outbursts.
2. Smooth/accommodate conflict management - Approach the problem by focusing on areas of agreement rather than differences and look for underlying causes of conflict.
3. Compromise/reconcile conflict management - Some conflicts cannot be resolved, requiring a compromise that brings some degree of satisfaction to both parties.

4. Force/Direct conflict management - On occasion, you may need to use your position as a manager or leader to enforce a solution.
5. Collaborate/problem solve conflict management - Focusing on multiple viewpoints and insights, this technique requires a cooperative attitude and open dialogue. This approach strengthens the team as they work together to solve the problem.

Q13:	Write a brief note on disbanding of the project team. Answer in 200 – 250 words.	Satisfactory response	
		Yes ☐	No ☐

The most critical aspect of project closure is the disbanding of the project team, though this step can often be overlooked. The planning for disbanding should start much before the project completion.

The process for this step:

Celebrate accomplishments - Congratulate members on completing what the team set out to do and single out each member's contribution to goal completion.

Ask team members to review their contributions to the team - Ask them how they felt their abilities were utilised well, or how they could be utilized more effectively in future team projects.

Generate a discussion about problems that may have arisen between team members or management - Ask how those issues were addressed and if there may have been better ways of handling them. This gives employees a chance to air any unheard complaints in a productive context.

Discuss next steps for team members - Ask what they learned from the recently completed project that they'll take to future projects and future project development. Ask what types of future projects could be developed out of the recently completed project.

There must be organisational policies and procedures in place to follow for this step. Following the policies and procedures will ensure that these steps are completed. If done correctly, this step will help to maintain morale with the team members. I have seen where this step is not completed, and team members feel undervalued, and that there is a divide between team members and management.

Q14: List any seven (7) methods used to identify human resource issues.
Answer in 50 – 100 words.

Satisfactory response

Yes ☐

No ☐

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Project review assessments

At the end of every project, it is important to spend time reviewing, evaluating and assessing how successful and effective each aspect of the project has been to identify areas of improvement for future projects.

Post-implementation review

A post-implementation review (PIR) is the final step in the life cycle of the project. It is a critical evaluation of the entire project that determines whether or not the project was a success and the reasons for this.

Lessons learned

Every strategy employed by the project team throughout the project should be evaluated, reported on and fed back to project authorities or senior management within your organisation at the end of the project.

Record essential information - Project objectives, benefits and outcomes, Project manager and leaders, Description of the client/customer/sponsor/investors, Dates of the project, Deliverables

Document a complete picture

If lessons are going to be learned, the mistakes need to be included as much, if not more, than the successes in order to prevent them from happening again. Include what worked, what didn't work, and why.

Input into future projects

All of the project review assessments should be used to compile one report that highlights areas of project management and project activities that worked well and should be employed in future projects.

Communication Issues

Lack of proper communication may also raise a feeling of dissatisfaction among the team members. You must be an excellent communicator. You should also interact with your team members on a regular basis.

Assessment Results Sheet

Outcome	First attempt: Outcome (make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) Feedback:
	Second attempt: Outcome (please make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) Feedback:
Student Declaration	• I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and/or links to my sources. • I have kept a copy of all relevant notes and reference material that I used as part of my submission. • I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. • I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. • All appeal options have been explained to me.
Student Signature	
Date	12/01/2023

Trainer/Assessor Name	
Trainer/Assessor Declaration	I hold: ☐ Vocational competencies at least to the level being delivered ☐ Current relevant industry skills ☐ Current knowledge and skills in VET, <i>and undertake</i> ☐ Ongoing professional development in VET <i>I declare that I have conducted an assessment of this student's submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.</i>
Trainer/Assessor Signature	
Date	
Office Use Only	The outcome of this assessment has been entered into the Student Management System on _____ (insert date) by (insert Name) _____

Pre-Assessment Checklist: Task 2 - Project

The purpose of this checklist

The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it.

Section 1: Information for Students

- ☐ Make sure you have completed the necessary prior learning before attempting this assessment.
- ☐ Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.
- ☐ Make sure you understand what evidence is required to be collected and how.
- ☐ Make sure you know your rights and the Complaints and Appeal process.
- ☐ Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).
- ☐ Make sure that you have access to a computer and the internet (if you prefer to type the answers).
- ☐ Make sure that you have all the required resources needed to complete this assessment task.
- ☐ The due date of this assessment task is in accordance with your timetable.
- ☐ In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.
- ☐ The request for an extension to submit your assessment work must be made before the due date.

Section 2: Reasonable adjustments

I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.

- ☐ I do require reasonable adjustment
- ☐ I do not require reasonable adjustment

Declaration (Student to complete)

- ☐ I confirm that the purpose and procedures of this assessment task has been clearly explained to me.
- ☐ I confirm that I have been consulted about any special needs I might have in relation to the assessment process.
- ☐ I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.
- ☐ I confirm I have accessed and understand the assessment information as provided in the Student Handbook.
- ☐ I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.
- ☐ I confirm that I am ready for assessment.

Student Name: _____ **Michelle Wild** _____

Student Signature: _____  _____

Assessment method-based instructions and guidelines: Project

Assessment type

- Project - Draft a human resource management plan.

Instructions provided to the student:

Assessment task description:

- This is the second (2) assessment task you must successfully complete to be deemed competent in this unit of competency.
- This assessment task requires you to complete a project.
- You must prepare draft a human resource management plan in order to successfully complete this project.
- You must attempt all activities of the project for your trainer/assessor to assess your competency in this assessment task.

Applicable conditions:

- This project is untimed and is conducted as an open book assessment (this means you are able to refer to your textbook).
- You must read and respond to all the criteria of the project.
- You may handwrite/use computers to answer the criteria of the project.
- You must complete the task independently.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- As you complete this assessment task, you are predominately demonstrating your practical skills, techniques and knowledge to your trainer/assessor.
- The trainer/assessor may ask you relevant questions on this assessment task to ensure that this is your own work.

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed.
- The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments.
- For more information, please refer to the Student Handbook.

Location:

- This assessment task may be completed in:
 - ☐ a classroom
 - ☐ learning management system (i.e. Moodle),
 - ☐ or an independent learning environment.
- Your trainer/Assessor will provide further student information regarding the location for completing this assessment task.

Purpose of the assessment

This assessment task is designed to evaluate Student's following skills and abilities:

- Skills to determine required personnel levels by determining resource requirements for individual tasks.
- Skills to develop project organisation and structure as per individual and group competencies.
- Skills to meet planned work outputs through allocation of personnel.
- Skills to draft a human resource management plan.
- Skills to meet planned work outputs through right allocation of personnel to project.
- Skills to support engagement and performance of personnel by application of HRM methods, techniques and tools.
- Reading skills to collect, review, interpret/understand and analyse/review text-based business information from a range/number of sources.
- Written and oral/speech communication skills to organize and deliver information to effectively communicate on human resource management to a range of stakeholders/interested people.
- Skills to analyse relevant/appropriate information to identify scope/range of work, goals and objectives and to evaluate/review options/other choices.
- Skills to use familiar/known digital technology to access/get to information, document findings/results and communicate them to stakeholders.

Task instructions

- This is an individual assessment.
- To ensure your responses are satisfactory you should consult a range of learning resources and other information such as handouts, textbooks, learner resources etc.
- This assessment task requires you to assume/ take on the role of a Project Manager in Airtel money.
- You must draft a human resource management plan as per the given scenario and template provided.
- Plan must contain original content and should not be a "copy" of someone else's work.
- Plan must be of 1000-1200 words in length.
- Trainer must assess the performance as per the performance criteria and checklist provided.

Simulated Environment

Assessment task instructions

- The purpose of this assessment task is to manage human resources related to projects.
- The training organisation must ensure that the simulated assessment environment is in accordance with the requirements specified.
- The training organisation will assign a supervisor to the student.
- The training organisation will provide the resources required to complete the assessment task.
- The student must use the templates provided to document their responses.
- The student must follow the word-limits specified in the templates.
- The trainer/assessor must assess the student using the performance checklist provided.

Simulated environment requirements

Assessment task environment

This assessment task will be completed in a simulated environment prepared by your training organisation.

The simulated environment will provide you with all the required resources (such as the equipment and participants, etc.) to complete the assessment task. The simulated environment is very much like a learning environment where a student is able to practice, use and operate appropriate industrial equipment, techniques, practices under realistic workplace conditions.

Requirements for the simulated assessment environment

The trainer/assessor will ensure that the simulated assessment environment is sufficient to complete this assessment task.

The simulated environment consists of:

- The training organisation as the workplace where the student will be required to complete their job-related tasks and activities
- The standard operating/workplace procedures related to the training organisation
- The trainer/assessor will provide the student with assistance throughout the assessment activity.

The simulated environment must meet the following criteria:

Opportunities for the student to:	Yes/No/NA
Follow standard operating/workplace procedures	Select
Use up-to-date software and equipment	Select
Work within stated timelines to meet deadlines	Select
Gain experience in the challenges and complexities of dealing with multiple tasks	Select
Experience prioritising competing tasks and dealing with contingencies	Select
Simulated environment to work with others in a team	Select
Simulated environment sufficient to communicate, contribute and participate in tasks and activities.	Select
Simulated environment sufficient to work independently and manage workload	Select

Resources, tools, and equipment requirements

The following resources, tools and equipment will be made available by the training organisation at the simulated workplace to complete this assessment task:

- Workplace personnel/stakeholders to participate in the questioning session requires active participation in a range of creative thinking activities
 - Please refer to the roles and responsibilities section for more information
- project documentation
- workplace documentation and resources.

Simulated assessment scenario

You are required to manage human resources related to projects. You are required to read and understand a predetermined issue and/or situation and participate in a number of assessment activities.

The following are the goals and objectives to complete this assessment task:

- Plan human resources relevant to projects
- Identify resource requirements for each project task
- Match skills and knowledge of individuals and groups with project tasks
- Allocate personnel to the project according to planned work outputs and project timeline
- Support performance of personnel using human resources management (HRM) methods and tools
- Implement project personnel training and development
- Define and communicate clear project role descriptions to organisational personnel
- Plan and implement training and development of project team members
- Measure individuals' performance against agreed criteria and initiate actions for shortfalls in performance
- Lead project team
- Implement processes for improving individual performance and overall project effectiveness
- Monitor and report, for remedial action, internal and external influences on individual and project team performance and morale
- Implement procedures for interpersonal communication, counselling, and conflict resolution
- Identify and manage inter-project and intra-project resource conflict
- Finalise human resource activities related to projects
- Disband project team according to organisational policies and procedures
- Identify and document human resource issues and recommended improvements

A supervisor will be assigned to you by your training organisation. The supervisor can answer your questions related to understanding the requirements associated with the assessment task. The supervisor will act according to job role and responsibilities.

The supervisor can be your trainer or assessor or a different trainer or assessor or a staff member (including mentors) from the training organisation.

Roles and responsibilities

As part of your job role, you have the following job responsibilities:

- Identifies textual information obtained from a range of sources and determines how content may be applied to requirements
- Develops plans, role descriptions and reports using clear, specific and industry-related terminology, appropriate structures and conventions
- Documents personnel requirements, results of performance measurements and improvement recommendations

- Participates in verbal exchanges using clear language and appropriate non-verbal features
- Uses active listening and questioning to elicit views and opinions of others and confirm understanding
- Uses mathematical formulae to calculate resources against project requirements and to measure work output against predetermined criteria
- Uses analytical skills to review performance and decide on actions needed
- Identifies and adheres to organisational policies and procedures
- Analyse impact of variables outcomes to gain insights into concepts that may be adapted in future situations
- Collaborates with co-workers to negotiate and facilitate shared understanding of individual roles and group objectives
- Manages workplace conflict by recognising contributing factors and implementing resolution strategies
- Develops plans to identify project responsibilities and needs, and allocate project personnel, with an awareness of how this contributes to overall project goals

Task requirements

This assessment task requires you to manage human resources related to projects. The assessment activities are mentioned within the assessment task.

Assessment Task 2 - Project

Project

Scenario:

Background of Bharti Tele-Ventures: Bharti tele ventures is one of India's leading private sector providers of telecommunications services based on an aggregate of 28,692,627 customers as on September 30, 2006, consisting of 27,061,349 GSM mobile and 1,631,278 broadband & telephone customers. The businesses at Bharti Tele-Ventures have been structured into three individual strategic units (SBU's) – 1) mobile services 2) broadband and telephone services (B&T) 3) enterprise services. The Mobile services group provides GSM mobile services across India in 23 telecom circles, while B&T business group provides broadband & telephone services in 94 cities. The Enterprise Services group has two sub-units – carriers (long distance services) and services top corporates. All these services are provided under the **Airtel** brand. Bharti Enterprises has been at the forefront of technology and has revolutionized telecommunications with its world class products and services. Established in 1976, Bharti has been a pioneering force in the telecom sector with many firsts and innovations to its credit. Bharti provides a range of telecom services, which include *Cellular, Basic, Internet and recently introduced National Long Distance*.

Mission statement: To become the best cellular service available in country that utilises renewable resources in production of its devices and equipment.

Vision statement: To evolve with our customers and to keep pace with their needs, we are rejuvenating and revamping our image by changing our visual identity.

Structure of Bharti tele- ventures: The structure of Bharti Tele – communications is divisional and within regions the structure is functional. It consists of board of directors, CEO, project director then consists of following departments:

- Marketing and sales
- Customer care
- Information system
- Finance
- Engineering

And these departments have HR and administrator, business unit and a quality assurance department.

New projects:

Company is soon going to launch Airtel money to cater the needs of its customers with money transfers over the mobile phone. Payments can be made into bank accounts where Airtel number will be the account number. Customers can earn 7.25% interest on bank account and avail free personal accident insurance cover of \$ 10000. Customers can withdraw cash at any of banking points, send money to friends and family with ease.

Customers will be able to open instant account in less than 3 minutes. Customers can recharge, shop and pay bills with online debit card. Customers must download Airtel money app on their mobile phones and use it.

Company appointed Sharon as the project manager for the project Airtel money. As a project manager Sharon will perform following tasks related to the project:

1. Plan human resources relevant to projects.
2. Implement project personal training and development.

3. Lead project team.
4. Finalise human resource activities related to projects.

Sharon undertook her task and planned project tasks as following:

Process	Project Phase	Key Deliverables
Plan Human Resource Management	Planning	Human resource plan
Acquire Project Team	Execution	Project staff assignments
Develop Project Team	Execution	Team performance assessments
Manage Project Team	Execution	Change requests

Task:

Sharon is asked by the management of Bharti Tele-Ventures to draft a human resource management plan relevant to the project defining required resources, developing teams and techniques used to support personnel in the project.

Student may assume himself/ herself as Sharon, the project manager of Airtel money and draft a human resource management plan for the project.

Student draft must cover following evidences:

PR2.1: Factors to be considered while breaking down project into individual tasks.

PR2.2: List of human resource requirements and applicable organisation structure.

PR2.3: Project role descriptions such as authority levels, individual performance measurement criteria.

PR2.4: Policies and methods for staff acquisition, training and employee engagement.

Template 1:**Human resource management plan**

Company: Bharti Tele-Ventures

Stakeholders: Employees, customers, company

Factors to be considered while breaking down project tasks:

What specific skills are needed for each task.

The number of personnel required for each task.

Are there certifications that are required for a specific task.

Timeline – availability of the required staff.

Human resource requirements:

The types of resources that are required for each different activities, including the quantities, skill level of the resources needed, certifications needed.

Work breakdown structure dictionary – includes entries for each WBS component that briefly defines the scope, deliverables, contains a list of associated activities, and provides a list of recognised milestones to gauge progress.

Project team needs to be defined. Identify the number of people required for each task, and write their job descriptions. Allocate the best personnel suited for each task.

EEF – including culture, weather conditions, government regulations, industry standards, available resources.

Organisational process assets such as policies and procedures, lessons learned register from previous projects, standard templates and general guidelines for conducting the work.

Organisation structure:

Must establish the formal relationships among project manager, the project team members, the development organisation, the project, beneficiaries and other project stakeholders.

What staff are needed for the project environment and characteristics, eg specialisation – what degree of specialty is required? Eg, electrician, qualified plumbers, computer programmers. What certifications are required.

How are we going to coordinate?

Level of authority project manager is given.

Define the relationships among members of the project management and the relationships with the external environment.

Create an organisational chart. This shows where each person is placed in the project structure.

Project role descriptions:

What are the primary responsibilities for each position.

List all duties required.

Communicate clear project role descriptions.

Policies on staff acquisition and training needs:

What company policies are in place for staff acquisition ie required certifications for a specific task?
Identify if there are any training needs for new staff to match the required job description.

Methods for training and employee engagement:

Identify training needs.

What training methods are going to be used?

Coaching

Team building activities

Delegate work

Manage talent

Performance Criteria/Performance Checklist

Your task must address the following performance criteria/ performance checklist.

To be assessed as satisfactory (S) in this assessment task the participant needs to demonstrate competency in the following critical aspects of evidence	S	N/S	Trainer/Assessor to complete (Comment and feedback to students)
a) Selected required levels of project personnel by selecting resource requirements for individual tasks.	☐	☐	
b) Developed project organisation and structure as per individual skills and project requirements.	☐	☐	
c) Correctly described project roles and the performance measurement criteria.	☐	☐	
d) Supported engagement and performance of personnel through application of human resources management methods and techniques.	☐	☐	

Assessment Results Sheet

Outcome	First attempt: Outcome (make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) Feedback:
	Second attempt: Outcome (make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) Feedback:
Student Declaration	• I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. • I have kept a copy of all relevant notes and reference material that I used as part of my submission. • I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. • I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. • All appeal options have been explained to me.
Student Signature	
Date	12/01/2023

Trainer/Assessor Name	
Trainer/Assessor Declaration	I hold: ☐ Vocational competencies at least to the level being delivered ☐ Current relevant industry skills ☐ Current knowledge and skills in VET, <i>and undertake</i> ☐ Ongoing professional development in VET <i>I declare that I have conducted an assessment of this student's submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.</i>
Trainer/Assessor Signature	
Date	
Office Use Only	The outcome of Assessment has been entered into the Student Management System on _____ (insert date) by (insert Name) _____

Pre-Assessment Checklist: Task 3 - Project

The purpose of this checklist

The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it.

Section 1: Information for Students

- ☐ Make sure you have completed the necessary prior learning before attempting this assessment.
- ☐ Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.
- ☐ Make sure you understand what evidence is required to be collected and how.
- ☐ Make sure you know your rights and the Complaints and Appeal process.
- ☐ Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).
- ☐ Make sure that you have access to a computer and the internet (if you prefer to type the answers).
- ☐ Make sure that you have all the required resources needed to complete this assessment task.
- ☐ The due date of this assessment task is in accordance with your timetable.
- ☐ In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.
- ☐ The request for an extension to submit your assessment work must be made before the due date.

Section 2: Reasonable adjustments

I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.

- ☐ I do require reasonable adjustment
- ☐ I do not require reasonable adjustment

Declaration (Student to complete)

- ☐ I confirm that the purpose and procedures of this assessment task has been clearly explained to me.
- ☐ I confirm that I have been consulted about any special needs I might have in relation to the assessment process.
- ☐ I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.
- ☐ I confirm I have accessed and understand the assessment information as provided in the Student Handbook.
- ☐ I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.
- ☐ I confirm that I am ready for assessment.

Student Name: _____ **Michelle Wild** _____

Student Signature: _____  _____

Assessment method-based instructions and guidelines: Project

Assessment type

- Project

Instructions provided to the student:

Assessment task description:

- This is the third (3) assessment task you must successfully complete to be deemed competent in this unit of competency.
- This assessment task requires you to complete a project.
- This assessment task requires you to:
- Participate in role plays on:
 - a) implementing project personnel training and development
 - b) leading project team
- prepare a report on implementing project personnel training and development and leading project team
- You must attempt all activities of the project for your trainer/assessor to assess your competency in this assessment task.

Applicable conditions:

- This project is untimed and is conducted as an open book assessment (this means you are able to refer to your textbook).
- You must read and respond to all the criteria of the project.
- You may handwrite/use computers to answer the criteria of the project.
- You must complete the task independently.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- As you complete this assessment task, you are predominately demonstrating your practical skills, techniques and knowledge to your trainer/assessor.
- The trainer/assessor may ask you relevant questions on this assessment task to ensure that this is your own work.

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed.
- The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments.
- For more information, please refer to the Student Handbook.

Location:

- This assessment task may be completed in:
 - ☐ a classroom
 - ☐ learning management system (i.e. Moodle),
 - ☐ or an independent learning environment.
- Your trainer/Assessor will provide further student information regarding the location for completing this assessment task.

Purpose of the assessment

This assessment task is designed to evaluate Student's following skills and abilities:

- Skills to work out and communicate project role descriptions clearly.
- Skills to improve individual performance and project effectiveness through implementation of development processes.
- Skills to review influences on individual performance and provide solutions against them.
- Skills to maintain positive work environment through communication, counselling and conflict resolution.
- Skills to achieve project objectives by managing resource conflicts arising from internal and external factors.
- Reading skills to collect, review, interpret/understand and analyse/review text-based business information from a range/number of sources.
- Written and oral/speech communication skills to organize and deliver information to effectively communicate on leading project team to a range of stakeholders/interested people.
- Skills to interact/cooperate with others using appropriate conventions/systems when communicating to, and consulting/discussing with stakeholders/interested parties.
- Skills to analyse relevant/appropriate information to identify scope/range of work, goals and objectives and to evaluate/review options/other choices.
- Skills to use familiar/known digital technology to access/get to information, document findings/results and communicate them to stakeholders.

Task instructions

- This is an individual assessment.
- To ensure your responses are satisfactory you should consult a range of learning resources and other information such as handouts, textbooks, learner resources etc.
- This assessment task requires you to assume/ take on the role of Project Manager at Airtel money.
- This assessment task requires the student to:
 - Participate in role plays on:
 - a) implementing project personnel training and development.
 - b) leading project team
 - Prepare a report on implementing project personnel training and development and leading project team.
- You must refer to the given scenario in UAT-2 and additional scenario presented in the task.
- You must complete this activity in the provided assessment task template.
- Trainer must assess the performance as per the performance criteria and checklist provided.

Simulated Environment

Assessment task instructions

- The purpose of this assessment task is to manage human resources related to projects.
- The training organisation must ensure that the simulated assessment environment is in accordance with the requirements specified.
- The training organisation will assign a supervisor to the student.
- The training organisation will provide the resources required to complete the assessment task.
- The student must use the templates provided to document their responses.
- The student must follow the word-limits specified in the templates.
- The trainer/assessor must assess the student using the performance checklist provided.

Simulated environment requirements

Assessment task environment

This assessment task will be completed in a simulated environment prepared by your training organisation.

The simulated environment will provide you with all the required resources (such as the equipment and participants, etc.) to complete the assessment task. The simulated environment is very much like a learning environment where a student is able to practice, use and operate appropriate industrial equipment, techniques, practices under realistic workplace conditions.

Requirements for the simulated assessment environment

The trainer/assessor will ensure that the simulated assessment environment is sufficient to complete this assessment task.

The simulated environment consists of:

- The training organisation as the workplace where the student will be required to complete their job-related tasks and activities
- The standard operating/workplace procedures related to the training organisation
- The trainer/assessor will provide the student with assistance throughout the assessment activity.

The simulated environment must meet the following criteria:

Opportunities for the student to:	Yes/No/NA
Follow standard operating/workplace procedures	Select
Use up-to-date software and equipment	Select
Work within stated timelines to meet deadlines	Select
Gain experience in the challenges and complexities of dealing with multiple tasks	Select
Experience prioritising competing tasks and dealing with contingencies	Select
Simulated environment to work with others in a team	Select
Simulated environment sufficient to communicate, contribute and participate in tasks and activities.	Select
Simulated environment sufficient to work independently and manage workload	Select

Resources, tools, and equipment requirements

The following resources, tools and equipment will be made available by the training organisation at the simulated workplace to complete this assessment task:

- Workplace personnel/stakeholders to participate in the questioning session requires active participation in a range of creative thinking activities
 - Please refer to the roles and responsibilities section for more information
- project documentation
- workplace documentation and resources.

Simulated assessment scenario

You are required to manage human resources related to projects. You are required to read and understand a predetermined issue and/or situation and participate in a number of assessment activities.

The following are the goals and objectives to complete this assessment task:

- Plan human resources relevant to projects
- Identify resource requirements for each project task
- Match skills and knowledge of individuals and groups with project tasks
- Allocate personnel to the project according to planned work outputs and project timeline
- Support performance of personnel using human resources management (HRM) methods and tools
- Implement project personnel training and development
- Define and communicate clear project role descriptions to organisational personnel
- Plan and implement training and development of project team members
- Measure individuals' performance against agreed criteria and initiate actions for shortfalls in performance
- Lead project team
- Implement processes for improving individual performance and overall project effectiveness
- Monitor and report, for remedial action, internal and external influences on individual and project team performance and morale
- Implement procedures for interpersonal communication, counselling, and conflict resolution
- Identify and manage inter-project and intra-project resource conflict
- Finalise human resource activities related to projects
- Disband project team according to organisational policies and procedures
- Identify and document human resource issues and recommended improvements

A supervisor will be assigned to you by your training organisation. The supervisor can answer your questions related to understanding the requirements associated with the assessment task. The supervisor will act according to job role and responsibilities.

The supervisor can be your trainer or assessor or a different trainer or assessor or a staff member (including mentors) from the training organisation.

Roles and responsibilities

As part of your job role, you have the following job responsibilities:

- Identifies textual information obtained from a range of sources and determines how content may be applied to requirements
- Develops plans, role descriptions and reports using clear, specific and industry-related terminology, appropriate structures and conventions
- Documents personnel requirements, results of performance measurements and improvement recommendations

- Participates in verbal exchanges using clear language and appropriate non-verbal features
- Uses active listening and questioning to elicit views and opinions of others and confirm understanding
- Uses mathematical formulae to calculate resources against project requirements and to measure work output against predetermined criteria
- Uses analytical skills to review performance and decide on actions needed
- Identifies and adheres to organisational policies and procedures
- Analyse impact of variables outcomes to gain insights into concepts that may be adapted in future situations
- Collaborates with co-workers to negotiate and facilitate shared understanding of individual roles and group objectives
- Manages workplace conflict by recognising contributing factors and implementing resolution strategies
- Develops plans to identify project responsibilities and needs, and allocate project personnel, with an awareness of how this contributes to overall project goals

Task requirements

This assessment task requires you to manage human resources related to projects. The assessment activities are mentioned within the assessment task.

Assessment Task 3 - Project

Project:

Sharon, the project manager for project Airtel money faces a challenge in assigning roles to team members. The new team members need training about their project roles. Sharon must plan training and development methods to train the project members about their respective roles. Project personnel will be using new software's and technologies in the project.

In her earlier project as a manager, Sharon faced a challenging time while implementing new procedures and software's in the project. The team members were showing lack of interest in the earlier project because they were not comfortable using the new software's and it affected their performance.

Now in the current project, Sharon is focused on providing support to project personnel's so that project performance is not compromised throughout the project. She also decided that she will set performance criteria's like KPI's and measure project personnel performance against it on regular basis so that if any short falls in the performance are found, a remedial action be taken against it.

Sharon discussed her concerns with Harry the HR officer of project and Harry suggested that necessary personal training and development measures be implemented in the project.

Harry suggested that processes be implemented to improve individual performance of team members. She noticed internal and external influences on individual performances and implemented procedures for conflict resolution. She identified inter project and intra project resource conflicts and put measures to manage them.

Task 1:

a) Role play on implementing project personnel training and development.

Student must assume him/herself as Harry, the HR officer of Airtel money and perform a role play on Implementing project personnel training and development. Trainer/ assessor will act as Sharon, the project manager. Three classmates will act as team members in the project.

Role play must cover following evidences:

PRJ3.1: Discuss about negotiating, defining and communicating project role description with team members.

PRJ3.2: Discuss about implementing development techniques and training methods for project team members.

PRJ3.3: Discuss about tools and techniques to measure performance of individuals against set criteria for their roles.

b) Role play on leading project team.

Student must assume himself/ herself as Harry, the HR officer of Airtel money and perform a role play on leading project team. Trainer / Assessor will act as Sharon, the project manager.

Role play must contain following evidences:

PRJ3.4: Discuss about the ways to improve performance of team members such as meetings, suggestion boxes etc.

PRJ3.5: Discuss about tools and techniques to monitor and report external and internal influences on individual's performance and suggest solutions against these influences.

PRJ3.6: Discuss about implementing procedures for conflict resolution, counselling and interpersonal communications in the project.

PRJ3.7: Discuss about ways to identify human resource conflicts and suggest measures to manage them.

Task 2. Prepare a report

After the role plays, student must write a report on implementing project personnel training and development and leading project team.

Report must cover following evidences:

PRJ3.8: Ways to negotiate, define and communicate project role descriptions to team members.

PRJ3.9: Methods to identify and implement training and development strategies for team members to support personal and project performance.

PRJ3.10: Tools and techniques to measure individual performances against set criteria of performance.

PRJ3.11: Ways to improve performance of individuals such as meetings, suggestion boxes etc.

PRJ3.12: Tools and techniques to monitor and report external and internal influences on individual's performance.

PRJ3.13: Ways to implement procedures for conflict resolution, interpersonal communication and counselling in the project.

PRJ3.14: Ways to identify and manage human resource conflicts.

Student must prepare his/ her report as the given template:

Template 2:

Report on implementing project personnel training and development and leading project team

Company:

Ways to negotiate, define and communicate project role descriptions:

Consult with stakeholders to determine their suggestions and expectations for the precise project role descriptions. Not all stakeholders will agree, so it may be necessary to negotiate to come to an agreement.

Set a meeting time for all stakeholders and email requesting an RSVP to the meeting. Send out an agenda for the meeting to all attendees. Include role descriptions so the attendees have a chance to review before the meeting.

The agenda should include points that are already agreed on by all stakeholders, and points of difference. These points will need to be negotiated at the meeting until all parties come to an agreement. If negotiations break down, call an end to the meeting and schedule for another time.

Communication Plan is to be followed on how to communicate roles to all members of the team. This includes emailing project role descriptions, having a start up meeting to make sure everyone understands their roles. It will also list who needs to be included in certain communications for different areas of the project, and how those communications will occur eg email, meetings, phone calls, discussion boards.

Ensure everyone knows where the written documents of the communication plan are so they can refer to where necessary.

Methods to identify and implement training and development strategies:

Conduct a training needs assessment on each of the team members. Review and update their current role description. Have a meeting with them and talk to them to work out what they enjoy about their roles, what they are good at, what needs improvement and what areas they would like to improve or increase their skills. Determine what training is required for them to match the new skills that they would like.

The training may include on the job training, or instructor lead courses. Some methods for training and development include coaching, team building activities, delegating work so that they get hands on experience, following a talent management plan, which will identify people with critical skills, abilities and potential.

Tools and techniques to measure individual performances:

Set Key Performance Indicators (KPI's) for each team members performance to be measured against.

Define methods, measures and tools to be used for gathering the information to be analysed.

Define the activities plan and schedule for monitoring. At what stages are the activities to be monitored?

What resources are going to be needed to perform the measuring and monitoring? What personnel are going to be used to do this? How much will it cost? What materials will they need?

Ways to improve performance of individuals:

Performance Management

Set goals for each team member that are meaningful and understood. This is to be done in collaboration with the employee.

Managers need to communicate with team members, including feedback and honest discussions. Feedback needs to be honest and regular.

Employees need to be recognised and rewarded for good performance. This will help them to feel valued and appreciated for the work they do.

Advancement and development are essential to employees. This will help to give them higher job satisfaction, and will also help the company.

Tools and techniques to monitor and report external and internal influences:

Morale – this has a significant impact on the motivations, behaviours and productivity. Ways to increase morale are to have flexibility, give responsibility, setting standards for the organisation that the team members see as positive, rewarding employees so they feel that they are doing a good job. Team Spirit, the manager and team members should trust each other, and feel that they have good relationships in the workplace.

Ways to implement procedures for conflict resolution, interpersonal communication and counselling:

The Project Management Plan should include a relationships management or conflict resolution procedure.

Project managers need to know how to interact with personnel.

Counselling can be used by the project manager to assist a team member if they are having difficulties in any area. Performance counselling will help a team member know how they are performing and where they need to improve.

Ways to identify and manage human resource conflicts:

Conflict can be inter-personal, intragroup, or intergroup.

Temporarily avoid the conflict to give you space to think about the problem, and avoid outbursts. Taking some time out may help you see the conflict from a different perspective, and give emotions time to calm down.

Focus on areas of agreement rather than difference, and look for underlying causes of the conflict.

Sometimes conflict cannot be resolved, so a compromise can be met. Understand that everyone has different needs that must be met. It will not go all your way. There will be multiple views and insights so promote a collaborative resolution which will help team relationships.

Performance Criteria/Performance Checklist

Your task must address the following performance criteria/ performance checklist.

To be assessed as satisfactory (S) in this assessment task the participant needs to demonstrate competency in the following critical aspects of evidence	S	N/S	Trainer/Assessor to complete (Comment and feedback to students)
a) Appropriate and professional body language, gestures and tone.	☐	☐	
b) Discussed on implementation of project personal training and development and leading project team.	☐	☐	
c) Negotiated, defined and communicated project role descriptions.	☐	☐	
d) Identified and implemented training and development strategies for team members to support personal and project performance.	☐	☐	
e) Measured individual performances against set criteria.	☐	☐	
f) Implemented processes and develop measures to improve individual performances.	☐	☐	
g) Monitored and reported external and internal influences on individual performances and suggested solutions against them.	☐	☐	
h) Implemented procedures for conflict resolution, interpersonal communication and counselling in the project.	☐	☐	
i) Identified and managed resource conflicts to achieve set project objectives.	☐	☐	

Assessment Results Sheet

Outcome	First attempt: Outcome (make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) Feedback:
	Second attempt: Outcome (make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) Feedback:
Student Declaration	• I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. • I have kept a copy of all relevant notes and reference material that I used as part of my submission. • I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. • I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. • All appeal options have been explained to me.
Student Signature	
Date	12/01/2023

Trainer/Assessor Name	
Trainer/Assessor Declaration	I hold: ☐ Vocational competencies at least to the level being delivered ☐ Current relevant industry skills ☐ Current knowledge and skills in VET, <i>and undertake</i> ☐ Ongoing professional development in VET <i>I declare that I have conducted an assessment of this student's submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.</i>
Trainer/Assessor Signature	
Date	
Office Use Only	The outcome of the assessment has been entered into the Student Management System on _____ (insert date) by (insert Name) _____

Pre-Assessment Checklist: Task 4 - Skills Test

The purpose of this checklist

The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it.

Section 1: Information for Students

- ☐ Make sure you have completed the necessary prior learning before attempting this assessment.
- ☐ Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.
- ☐ Make sure you understand what evidence is required to be collected and how.
- ☐ Make sure you know your rights and the Complaints and Appeal process.
- ☐ Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).
- ☐ Make sure that you have access to a computer and the internet (if you prefer to type the answers).
- ☐ Make sure that you have all the required resources needed to complete this Assessment Task (AT).
- ☐ The due date of this assessment task is in accordance with your timetable.
- ☐ In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.
- ☐ The request for an extension to submit your assessment work must be made before the due date.

Section 2: Reasonable adjustments

I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidence as required and select the correct checkbox.

- ☐ I do require reasonable adjustment
- ☐ I do not require reasonable adjustment

Declaration (Student to complete)

- ☐ I confirm that the purpose and procedures of this assessment task has been clearly explained to me.
- ☐ I confirm that I have been consulted about any special needs I might have in relation to the assessment process.
- ☐ I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.
- ☐ I confirm I have accessed and understand the assessment information as provided in the Student Handbook.
- ☐ I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.
- ☐ I confirm that I am ready for assessment.

Student Name: _____ **Michelle Wild** _____

Student Signature: _____  _____

Assessment method-based instructions and guidelines: Skills Test

Assessment type

- Skills Test - Implement project quality improvements

Instructions provided to the student:

Assessment task description:

- This is the fourth (4) assessment task you must successfully complete to be deemed competent in this unit of competency.
- This assessment task is a Skills Test.
- You are required to prepare a report on disbanding of project team after finalisation of project.
- You must attempt all activities of the project for your trainer/assessor to assess your competence in this assessment task.

Applicable conditions:

- This skill test is untimed and is conducted as an open book assessment (this means you are able to refer to your textbook or other learner materials during the test).
- You will be assessed independently on this assessment task.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- As you complete this assessment task, you are predominately demonstrating your skills, techniques and knowledge to your trainer/assessor.
- Your trainer/assessor may ask you relevant questions during this assessment task

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed.
- The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments.
- For more information, please refer to the Student Handbook.

Location:

- This assessment task may be completed in:
 - ☒ a classroom
 - ☐ learning management system (i.e. Moodle),
 - ☐ or an independent learning environment.
- Your Trainer/Assessor will provide you with further information regarding the location for completing this assessment task.

Purpose of the assessment

This assessment task is designed to evaluate Student's following skills and abilities:

- Skills to finalise human resource activities related to project by disbanding project team as per organisational policies.
- Skills to document issues with human resources throughout the project and suggest recommendations.
- Reading skills to collect, review, interpret/understand and analyse/review text-based business information from a range/number of sources.
- Written and oral/speech communication skills to organise and deliver information to finalise human resource activities related to project to a range of stakeholders/interested people.
- Skills to work independently/freely as well as collaboratively/together to make decisions about managing human resources.
- Skills to interact/cooperate with others using appropriate conventions/systems when communicating and consulting/discussing with stakeholders/interested parties.
- Skills to analyse relevant/appropriate information to identify scope/range of work, goals and objectives and to evaluate/review options/other choices.
- Skills to use familiar/known digital technology to access/get to information, document findings/results and communicate them to stakeholders.

Task instructions

- This is an individual assessment.
- To ensure your responses are satisfactory you should consult a range of learning resources and other information such as handouts, textbooks, learner resources etc.
- This assessment task requires student to assume/ take on the role of Project Manager at Airtel money.
- This assessment task requires you to prepare a report on disbanding of project team after finalisation of project.
- You must follow the scenario provided in the task.
- You must complete this activity in the provided assessment task template.
- Trainer must assess the performance as per the performance criteria and checklist provided.

Simulated Environment

Assessment task instructions

- The purpose of this assessment task is to manage human resources related to projects.
- The training organisation must ensure that the simulated assessment environment is in accordance with the requirements specified.
- The training organisation will assign a supervisor to the student.
- The training organisation will provide the resources required to complete the assessment task.
- The student must use the templates provided to document their responses.
- The student must follow the word-limits specified in the templates.
- The trainer/assessor must assess the student using the performance checklist provided.

Simulated environment requirements

Assessment task environment

This assessment task will be completed in a simulated environment prepared by your training organisation.

The simulated environment will provide you with all the required resources (such as the equipment and participants, etc.) to complete the assessment task. The simulated environment is very much like a learning environment where a student is able to practice, use and operate appropriate industrial equipment, techniques, practices under realistic workplace conditions.

Requirements for the simulated assessment environment

The trainer/assessor will ensure that the simulated assessment environment is sufficient to complete this assessment task.

The simulated environment consists of:

- The training organisation as the workplace where the student will be required to complete their job-related tasks and activities
- The standard operating/workplace procedures related to the training organisation
- The trainer/assessor will provide the student with assistance throughout the assessment activity.

The simulated environment must meet the following criteria:

Opportunities for the student to:	Yes/No/NA
Follow standard operating/workplace procedures	Select
Use up-to-date software and equipment	Select
Work within stated timelines to meet deadlines	Select
Gain experience in the challenges and complexities of dealing with multiple tasks	Select
Experience prioritising competing tasks and dealing with contingencies	Select
Simulated environment to work with others in a team	Select
Simulated environment sufficient to communicate, contribute and participate in tasks and activities.	Select
Simulated environment sufficient to work independently and manage workload	Select

Resources, tools, and equipment requirements

The following resources, tools and equipment will be made available by the training organisation at the simulated workplace to complete this assessment task:

- Workplace personnel/stakeholders to participate in the questioning session requires active participation in a range of creative thinking activities
 - Please refer to the roles and responsibilities section for more information
- project documentation
- workplace documentation and resources.

Simulated assessment scenario

You are required to manage human resources related to projects. You are required to read and understand a predetermined issue and/or situation and participate in a number of assessment activities.

The following are the goals and objectives to complete this assessment task:

- Plan human resources relevant to projects
- Identify resource requirements for each project task
- Match skills and knowledge of individuals and groups with project tasks
- Allocate personnel to the project according to planned work outputs and project timeline
- Support performance of personnel using human resources management (HRM) methods and tools
- Implement project personnel training and development
- Define and communicate clear project role descriptions to organisational personnel
- Plan and implement training and development of project team members
- Measure individuals' performance against agreed criteria and initiate actions for shortfalls in performance
- Lead project team
- Implement processes for improving individual performance and overall project effectiveness
- Monitor and report, for remedial action, internal and external influences on individual and project team performance and morale
- Implement procedures for interpersonal communication, counselling, and conflict resolution
- Identify and manage inter-project and intra-project resource conflict
- Finalise human resource activities related to projects
- Disband project team according to organisational policies and procedures
- Identify and document human resource issues and recommended improvements

A supervisor will be assigned to you by your training organisation. The supervisor can answer your questions related to understanding the requirements associated with the assessment task. The supervisor will act according to job role and responsibilities.

The supervisor can be your trainer or assessor or a different trainer or assessor or a staff member (including mentors) from the training organisation.

Roles and responsibilities

As part of your job role, you have the following job responsibilities:

- Identifies textual information obtained from a range of sources and determines how content may be applied to requirements
- Develops plans, role descriptions and reports using clear, specific and industry-related terminology, appropriate structures and conventions
- Documents personnel requirements, results of performance measurements and improvement recommendations

- Participates in verbal exchanges using clear language and appropriate non-verbal features
- Uses active listening and questioning to elicit views and opinions of others and confirm understanding
- Uses mathematical formulae to calculate resources against project requirements and to measure work output against predetermined criteria
- Uses analytical skills to review performance and decide on actions needed
- Identifies and adheres to organisational policies and procedures
- Analyse impact of variables outcomes to gain insights into concepts that may be adapted in future situations
- Collaborates with co-workers to negotiate and facilitate shared understanding of individual roles and group objectives
- Manages workplace conflict by recognising contributing factors and implementing resolution strategies
- Develops plans to identify project responsibilities and needs, and allocate project personnel, with an awareness of how this contributes to overall project goals

Task requirements

This assessment task requires you to manage human resources related to projects. The assessment activities are mentioned within the assessment task.

Assessment Task 4 - Skills Test

Skills Test:

Just as it is important to formally kick off a project, it is also important to successfully close the project. Sharon understands the value of having a planned project termination is in leveraging all the information and experience gathered throughout the project. If the solution is implemented and the team immediately disbands, Sharon don't have an opportunity to wrap up the loose ends, perform staff evaluations, document key learnings or ensure that appropriate deliverables are transitioned to operations.

Sharon undertook following activities leading to closing of project:

- Hold project conclusion meeting.
- Declare success or failure.
- Transition the solution to operation (if applicable).
- Turn over project files (if applicable).
- Conduct performance reviews.
- Reassign the remaining project team.

It is the responsibility of Sharon, the project manager to build project closure activities into the project schedule. She sees these as vital parts of the project, not an afterthought as the team is getting disbanded. The project is not considered complete until the closure activities are performed.

Close Contracts

Project required the assistance of vendors for people, equipment, software, supplies, etc. These project-specific contracts should be closed as a part of terminating the project. Sharon is responsible for closing these project-specific contracts after all outstanding bills have been paid.

Contract closure involves verifying that the work was completed and updating of all contract records. Contract records are very important and include the contract itself and other relevant documentation such as progress reports, financial records, invoices, and payment records. These are often kept in a contract file, which should be part of the complete project file. Contract documentation is also important should a procurement audit be initiated. Such an audit is a structured review of the procurement process from planning through contract.

Task: Write a report

Student must assume himself/ herself as Sharon, the project manager for Airtel money and prepare a report on disbanding of project team after finalisation of project.

Report must contain following evidences:

PR4.1: Sources of information referred on project team disbanding such as books, case studies and websites as following:

<https://www.tensteppm.com/open/90.0CloseProject.html>

http://www.academia.edu/15276776/Understand_how_to_disband_a_team

PR4.2: Best practices for disbanding project team according to organisational policies and procedures.

PR4.3: Ways to identify and document human resource issues such as regular audits and spot checks, notes or minutes from meetings with staff and complaints form.

PR4.4: Ways to improve human resource issues.

Template 3:**Report on disbanding of project team after finalisation of project**

Company:

Venue:

Time:

Sources of information referred:

Best practices for disbanding the project team:

This should be included in the planning stage of the program.

Hold a meeting to discuss the following:

Celebrate accomplishments of the team. Congratulate the team and single out each members contribution to achieving the goal.

Ask each team member to review their contribution and how their abilities were utilised well, or how they can improve next time.

Ask for input on problems between management and members, how they were successfully addressed and how they could be improved in future.

Discuss the next step for each team member. What did they learn that they will take to the next project.

Ways to identify and define human resource issues:

Conduct a project review assessment to spend time reviewing, evaluating and assessing how successful and effective each aspect of the project has been to identify ways to improve on future projects. This can identify issues with human resource management issues, such as how the project manager relates to the team members, what training shortfalls in the work performed, were there staff that didn't perform well despite everyone else reporting positively, communication issues from management, or lack of options for team members to communicate with management or each other, diversity issues. A Lessons learned register should be created which will identify any issues.

Ways to improve human resource issues:

The project review assessment will be used to compile a final report that highlights areas of project management and project activities that worked well and should be employed in future projects. It also highlights room for improvement and serious errors that could have been avoided, and as such, what should not be employed in future projects.

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Performance Criteria/Performance Checklist

Your task must address the following performance criteria/ performance checklist.

To be assessed as satisfactory (S) in this assessment task the participant needs to demonstrate competency in the following critical aspects of evidence	S	N/S	Trainer/Assessor to complete (Comment and feedback to students)
a) Identified and covered best practices to disband project team according to organisational policies and procedures	☐	☐	
b) Identified and documented human resource issues	☐	☐	
c) Recommended ways to improve human resource issues	☐	☐	

Assessment Results Sheet

Outcome	First attempt: Outcome (make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) Feedback:
	Second attempt: Outcome (make sure to tick the correct checkbox): Satisfactory (S) ☐ or Not Satisfactory (NS) ☐ Date: _____(day)/ _____(month)/ _____(year) Feedback:
Student Declaration	• I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. • I have kept a copy of all relevant notes and reference material that I used as part of my submission. • I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that the work I submit may be subject to verification to establish that it is my own. • I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. • All appeal options have been explained to me.
Student Signature	
Date	12/01/2023

Trainer/Assessor Name	
Trainer/Assessor Declaration	I hold: ☐ Vocational competencies at least to the level being delivered ☐ Current relevant industry skills ☐ Current knowledge and skills in VET, <i>and undertake</i> ☐ Ongoing professional development in VET <i>I declare that I have conducted an assessment of this student's submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.</i>
Trainer/Assessor Signature	
Date	
Office Use Only	The outcome of the assessment has been entered into the Student Management System on _____ (insert date) by (insert Name) _____

Appendix A: Reasonable Adjustments

Write (task name and number) where reasonable adjustments have been applied:

Reasonable Adjustments

- Students with carer responsibilities, cultural or religious obligations, English as an additional language, disability etc. can request for reasonable adjustments.
- Please note, academic standards of the unit/course will not be lowered to accommodate the needs of any student, but there is a requirement to be flexible about the way in which it is delivered or assessed.
- The Disability Standards for Education requires institutions to take reasonable steps to enable the student with a disability to participate in education on the same basis as a student without a disability.
- The trainer/assessor must complete the section below "Reasonable Adjustment Strategies Matrix" to ensure the explanation and correct strategy have been recorded and implemented.
- The trainer/assessor must notify the administration/compliance and quality assurance department for any reasonable adjustments made.
- All evidence and supplementary documentation must be submitted with the assessment pack to the administration/compliance and quality assurance department.

Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete)

Category	Possible Issue	Reasonable Adjustment Strategy (select as applicable)
☐ LLN	☐ Speaking ☐ Reading ☐ Writing ☐ Confidence	☐ Verbal assessment ☐ Presentations ☐ Demonstration of a skill ☐ Use of diagrams ☐ Use of supporting documents such as wordlists
☐ Non-English Speaking Background	☐ Speaking ☐ Reading ☐ Writing ☐ Cultural background ☐ Confidence	☐ Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process ☐ Use methods that do not require a higher level of language or literacy than is required to perform the job role ☐ Use short sentences that do not contain large amounts of information ☐ Clarify information by rephrasing, confirm understanding ☐ Read any printed information to the student ☐ Use graphics, pictures and colour coding instead of, or to support, text ☐ Offer to write down, or have someone else write, oral responses given by the student ☐ Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the student's needs

Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete)

☐ Indigenous	☐ Knowledge and understanding ☐ Flexibility ☐ Services ☐ Inappropriate training and assessment	☐ Culturally appropriate training ☐ Explore understanding of concepts and practical application through oral assessment ☐ Flexible delivery ☐ Using group rather than individual assessments ☐ Assessment through completion of practical tasks in the field after demonstration of skills and knowledge.
☐ Age	☐ Educational background ☐ Limited study skills	☐ Make sure font size is not too small ☐ Trainer/Assessor should refer to the student's experience ☐ Ensure that the time available to complete the assessment takes account of the student's needs ☐ Provision of information or course materials in an accessible format. ☐ Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures ☐ Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write ☐ Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue ☐ Changes to course design, e.g. substituting an assessment task ☐ Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift
☐ Educational background	☐ Reading ☐ Writing ☐ Numeracy ☐ Limited study skills and/or learning strategies	☐ Discuss with the Student previous learning experience ☐ Ensure learning and assessment methods meet the student's individual need
☐ Disability	☐ Speaking ☐ Reading ☐ Writing ☐ Numeracy ☐ Limited study skills and/or learning strategies	☐ Identify the issues ☐ Create a climate of support ☐ Ensure access to support that the student has agreed to ☐ Appropriately structure the assessment ☐ Provide information or course materials in an accessible format, e.g. a textbook in braille ☐ Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures ☐ Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write ☐ Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue ☐ Changes to course design, e.g. substituting an assessment task ☐ Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift

Explanation of reasonable adjustments strategy used

Trainer/Assessor Name**Trainer/Assessor Declaration**

I declare that I have attached all relevant evidence to provide reasonable adjustment. The training package guidelines and criteria have not been compromised in the process of providing reasonable adjustment to the student. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided explanation of reasonable adjustments strategy used, as required.

Trainer/Assessor Signature**Date**