



**SUCCESSION
TRAINING**

BSB51415 Diploma of Project Management



Human Resource Management

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Version control & document history

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INSTRUCTIONS

The Written Questions Assessment covers generic underpinning knowledge of basic project management terms and concepts. These questions are all in a short answer format. The longer questions requiring creative thought processes are covered in the case studies assessment. **You must answer all questions using your own words.** However, you may reference your learner guide, *Guide to the Project Management Body of Knowledge (PMBOK Guide)*, and other online or hard copy resources to complete this assessment.

Some questions cover processes you would be likely to encounter in a workplace. Ideally, you should be able to answer these questions based on the processes that are currently in place in your workplace. If this is not the case, then answer the questions based on processes that should be implemented in your workplace.

If you are currently managing a project, you may answer these questions based on your own workplace. Otherwise, consider what you should do if you were managing a project.

Requirements for satisfactory completion

For a 'satisfactory' result for each component of this workbook, all tasks must be addressed to a 'satisfactory' standard. It is important you;

- a) Provide responses using complete sentences, making direct reference to the question.
- b) Specifically address all parts of the question providing examples where appropriate.

WHAT IS COMPETENCY BASED ASSESSMENT

The features of a competency based assessment system are:

- It is focused on what learners can do and whether it meets the criteria specified by industry as competency standards.
- Assessment should mirror the environment the learner will encounter in the workplace.
- Assessment criteria should be clearly stated to the learner at the beginning of the learning process.
- Assessment should be holistic. That is it aims to assess as many elements and/or units of competency as is feasible at one time.
- In competency assessment a learner receives one of only two outcomes – competent or not yet competent.
- The basis of assessment is in applying knowledge for some purpose. In a competency system, knowledge for the sake of knowledge is seen to be ineffectual unless it assists a person to perform a task to the level required in the workplace.
- The emphasis in assessment is on assessable outcomes that are clearly stated for the trainer and learner. Assessable outcomes are tied to the relevant industry competency standards where these exist. Where such competencies do not exist, the outcomes are based upon those identified in a training needs analysis.

Definition of competency

Assessment in this context can be defined as:

- The fair, valid, reliable and flexible gathering and recording of evidence to support judgement on whether competence has been achieved. Skills and knowledge (developed either in a structured learning situation, at work, or in some other context) are assessed against national standards of competence required by industry, rather than compared with the skills and knowledge of other learners.

THE BASIC PRINCIPLES OF ASSESSING NATIONALLY RECOGNISED TRAINING

Developing and conducting assessment, in an Australian vocational education and training context, is founded on a number of basic conventions:

The principles of assessment

- Assessment must be valid
 - Assessment must include the full range of skills and knowledge needed to demonstrate competency.
 - Assessment must include the combination of knowledge and skills with their practical application.
 - Assessment, where possible, must include judgements based on evidence drawn from a number of occasions and across a number of contexts.
- Assessment must be reliable
 - Assessment must be reliable and must be regularly reviewed to ensure that assessors are making decisions in a consistent manner.
 - Assessors must be trained in national competency standards for assessors to ensure reliability.
- Assessment must be flexible
 - Assessment, where possible, must cover both the on and off-the-job components of training within a course.
 - Assessment must provide for the recognition of knowledge, skills and attitudes regardless of how they have been acquired.
 - Assessment must be made accessible to learners through a variety of delivery modes, so they can proceed through modularised training packages to gain competencies.
 - Assessment must be mutually developed and agreed upon between assessor and the assessed.
 - Assessment must be able to be challenged. Appropriate mechanisms must be made for reassessment as a result of challenge.

The rules of evidence (from *Training in Australia* by M Tovey, D Lawlor)

When collecting evidence there are certain rules that apply to that evidence. All evidence must be valid, sufficient, authentic and current;

- Valid
 - Evidence gathered should meet the requirements of the unit of competency. This evidence should match or at least reflect the type of performance that is to be assessed, whether it covers knowledge, skills or attitudes.
- Sufficient
 - This rule relates to the amount of evidence gathered. It is imperative that enough evidence is gathered to satisfy the requirements that the learner is competent across all aspects of the unit of competency.
- Authentic
 - When evidence is gathered the assessor must be satisfied that evidence is the learner's own work.
- Current
 - This relates to the recency of the evidence and whether the evidence relates to current abilities.

THE DIMENSIONS OF COMPETENCY

The national concept of competency includes all aspects of work performance, and not only narrow task skills. The four dimensions of competency are:

- Task skills
- Task management skills
- Contingency management skills

REASONABLE ADJUSTMENT

Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre

Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities, or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with a disability have:

- the same learning opportunities as learners without a disability
- the same opportunity to perform and complete assessments as those without a disability.

Reasonable adjustment applied to participation in teaching, learning and assessment activities can include:

- customising resources and assessment activities within the training package or accredited course
- modifying the presentation medium learner support
- use of assistive / adaptive technologies
- making information accessible both prior to enrolment and during the course
- monitoring the adjustments to ensure learner needs continue to be met.

Assistive / Adaptive Technologies

Assistive / adaptive technology means 'software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities' (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, digital note takers.

IMPORTANT NOTE

Reasonable adjustment made for collecting candidate assessment evidence must not impact on the standard expected by the workplace, as expressed by the relevant Unit(s) of Competency. E.g. If the assessment was gathering evidence of the candidates competency in writing, allowing the candidate to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

THE UNITS OF COMPETENCY

The units of competency specify the standards of performance required in the workplace.

This assessment addresses the following unit of competency from **BSB51415 Diploma of Project Management**:

BSBPMG515 – Manage Project Human Resources

1. Plan human resources relevant to projects
2. Implement project personnel training and development
3. Lead project team
4. Finalise human resource activities related to projects

BSBPMG518 – Manage Project Procurement

1. Determine procurement requirements
2. Establish agreed procurement processes
3. Conduct procurement activities
4. Implement and monitor procurement
5. Manage procurement finalisation procedures

BSBPMG519 – Manage Project Stakeholder Engagement

1. Identify and address stakeholder interests
2. Manage effective stakeholder engagement
3. Manage stakeholder communications

BSBWOR501 – Manage Personal Work Priorities and Professional Development

1. Establish personal work goals
2. Set and meet own work priorities
3. Develop and maintain professional competence

BSBWOR502 – Lead and Manage Team Effectiveness

1. Establish team performance plan
2. Develop and facilitate team cohesion
3. Facilitate teamwork
4. Liaise with stakeholders

For complete copies of the above unit of competency:

Download them from the TGA website: www.training.gov.au

ASSESSMENT REQUIREMENTS

The assessment requirements specify the evidence and required conditions for assessment.

Each unit of competency can be unbundled to reveal three key assessment components:

- Performance Evidence - describes the subtasks that make up the element of the unit
- Knowledge Evidence - describes the knowledge that must be applied in understanding the tasks described in the elements
- Assessment Conditions - describes the environment and conditions that assessments must be conducted under

The associated assessment tool in this kit covers all of these components as detailed in the matrix to follow:

Assessment Activities	Units of competency				
	BSBPMG515	BSBPMG518	BSBPMG519	BSBWOR501	BSBWOR502
Written Questions	✓	✓	✓	✓	✓
Case Studies	✓	✓			

BSBPMG515 – Manage Project Human Resources

This unit describes the skills and knowledge required to manage human resources related to projects. It involves planning for human resources, implementing personnel training and development, and managing the project team.

Performance evidence

1. plan and allocate human resources to a project
2. identify and organise project personnel training and development
3. manage project personnel to achieve project outcomes
4. apply human resource management (HRM) methods, techniques and tools to the project.

Knowledge evidence

1. summarise human resource management (HRM) methods, techniques and tools
2. explain strategies for managing project human resources and their application to different situations
3. explain processes used to measure individuals' performance against agreed criteria
4. explain techniques for managing and improving performance.

Assessment conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

1. project documentation
2. case studies and, where possible, real situations
3. interaction with others.

BSBPMG518 – Manage Project Procurement

This unit describes the skills and knowledge required to undertake procurement in projects.

Performance evidence

1. work with others to determine procurement requirements and produce a procurement management plan for a project
2. carry out procurement and contracting activities according to agreed processes
3. monitor activities across a project's life cycle and resolve issues that could affect achievement of project objectives
4. create and maintain procurement records and documentation according to requirements of project and organisation
5. document a review of procurement management processes and procedures.

Knowledge evidence

1. describe the general features of a procurement management plan
2. summarise procurement procedures and required documentation
3. identify criteria that could be used to select vendors or suppliers
4. explain the general conditions and legal obligations of contracts as they relate to project procurement
5. explain probity and project governance constraints that relate to project procurement in a project and industry context.

Assessment conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

1. workplace documentation relevant to procurement and contracts
2. case studies or, where possible, real situations.

BSBPMG519 – Manage Project Stakeholder Engagement

This unit describes the skills and knowledge required to manage stakeholder relationships.

Performance evidence

1. identify common problems leading to variances in stakeholder engagement
2. explain and analyse interests and expectations of stakeholders
3. describe levels and means of stakeholder engagement
4. identify and explain stakeholder engagement theory and strategies
5. describe types of project stakeholders.

Knowledge evidence

1. identify common problems leading to variances in stakeholder engagement
2. explain and analyse interests and expectations of stakeholders
3. describe levels and means of stakeholder engagement
4. identify and explain stakeholder engagement theory and strategies
5. describe types of project stakeholders.

Assessment conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

1. examples of project management documentation for stakeholder engagement
2. records of project team leadership in stakeholder engagement activities
3. case studies and, where possible, real situations.

BSBWOR501 – Manage Personal Work Priorities and Professional

This unit describes the skills and knowledge required to create systems and process to organise information and prioritise tasks.

Performance evidence

1. use business technology to create and use systems and processes to organise and prioritise tasks and commitments
2. measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
3. maintain an appropriate work-life balance to manage personal health and stress
4. participate in networks
5. develop a personal development plan which includes career objectives and an action plan
6. develop new skills.

Knowledge evidence

1. explain principles and techniques involved in the management and organisation of:
 - 1.1. performance measurement
 - 1.2. personal behaviour, self-awareness and personality traits identification
 - 1.3. a personal development plan
 - 1.4. personal goal setting
 - 1.5. time
2. discuss management development opportunities and options for self
3. describe methods for achieving a healthy work-life balance
4. outline organisation's policies, plans and procedures
5. explain types of learning style/s and how they relate to the individual
6. describe types of work methods and practices that can improve personal performance.

Assessment conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

1. workplace equipment and resources
2. case studies and, where possible, real situations
3. interaction with others.

BSBWOR502 – Lead and Manage Team Effectiveness

This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.

Performance evidence

1. use leadership techniques and strategies to facilitate team cohesion and work outcomes including:
 - 1.1. encouraging and fostering shared understanding of purpose, roles and responsibilities
 - 1.2. identifying and resolving problems
 - 1.3. providing feedback to encourage, value and reward others
 - 1.4. modelling desired behaviour and practices
2. develop policies and procedures to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
3. establish processes to address issues and resolve performance issues
4. support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed
5. develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders
6. communicate effectively with a range of stakeholders about team performance plans and team performance
7. facilitate two-way flow of information between team and management relevant to team performance
8. evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders.

Knowledge evidence

1. explain how group dynamics can support or hinder team performance
2. outline strategies that can support team cohesion, participation and performance
3. explain strategies for gaining consensus
4. explain issue resolution strategies.

Assessment conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

1. workplace documents
2. case studies and, where possible, real situations
3. office equipment and resources
4. interaction with others.

ASSESSMENT METHODS

There are five (5) Assessment Workbooks for the course. This is **Workbook 3**.

Theory Workbooks

The Theory Workbooks contain two assessment methods:

1. **Written Questions** – A set of generic and workplace questions testing the student's general knowledge and understanding of the general theory behind the unit.
2. **Case Studies** – A set of hypothetical questions to test the student's analytical skills in project problem solving. Students will be provided with a set of project management documents to analyse.

Workbook 1 – The Project Life Cycle

Workbook 2 – Constraint Management

Workbook 3 – Human Resource Management

Workbook 4 – Risk Management

Workbook 5 – Integration Management

Project Practical Assessment

Each unit of competency will be assessed practically, requiring the collation of evidence to demonstrate the student's skill, plus a suitable observer to verify the student's ability.

RESOURCES REQUIRED FOR ASSESSMENT

Assessor to provide:

- Case studies and simulations
- Information about work activities

The student to provide:

- Computer with internet access, Microsoft Word, Adobe Acrobat Reader

Access to email

PRESENTATION

Things to Consider:

Only submit your workbook once all activities inside are complete. Should you have any questions regarding your assessments, or not understand what is required for you to complete your assessment, please feel free to ask your trainer.

Keep your answers succinct and make sure you are answering the question. Re-read the question after you have drafted up your response just to be sure you have covered all that is needed.

Your final assessment result will either be competent or not yet competent.

If submitting your assessments please ensure that

1. **All** assessment tasks within the workbook have been completed
2. You have proof read your assessment

Answering the Questions:

1. **If you are using Microsoft Word you will need to click in the grey area of the box to begin typing your answer.**



Assessments may not be processed if the above guidelines are not adhered to. To ensure your assessment is processed as quickly as possible, please follow these instructions.