



Manage the effective use of human resources

D1.HML.CL10.10

D1.HRM.CL9.01

Assessor Manual



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**William
Angliss
Institute**

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for foods, tourism
& hospitality

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the ‘Yes’ or ‘No’ box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the ‘Pass Competent’ or ‘Not Yet Competent’ decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: MANAGE THE EFFECTIVE USE OF HUMAN RESOURCES		NOMINAL HOURS: 70
UNIT NUMBER: D1.HML.CL10.10 D1.HRM.CL9.01		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to manage and develop staff within an operational industry context		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Determine human resource needs</p> <p>1.1 Identify <i>operational need</i> of the enterprise and allocated human resources budget</p> <p>1.2 Evaluate current <i>staffing competencies</i> against identified current and future required competencies</p> <p>1.3 Consider <i>external and internal factors</i> likely to impact future human resource requirements</p> <p>1.4 Determine <i>key internal human resource issues</i></p> <p>1.5 Consult with <i>key personnel</i> to obtain their input</p> <p>1.6 Develop a <i>human resources plan</i> to meet identified need</p> <p>1.7 <i>Implement a human resources plan</i> in accordance with identified strategies</p> <p>Element 2: Develop and administer human resource policies and procedures</p> <p>2.1 Research and document <i>enterprise needs</i> in relation to human resource performance</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to the application of a human resources framework for managing and developing staff within an operational industry context of the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation <p><i>Operational need</i> may be related to:</p> <ul style="list-style-type: none"> • Contents of business plan and strategic plans • Levels of service and customer service standards required by the organisation 	

2.2 Develop and document *organisational disciplinary policies and procedures*

2.3 Develop and document *organisational issue resolution and grievance policies and procedures*

2.4 Develop and document *human resource manual* to guide and govern day-to-day human resource practice

2.5 Distribute and explain organisational human resource policies and procedures

Element 3: Organise human resources

3.1 Participate in *staff selection*

3.2 Develop *staff induction programs*

3.3 Organise *work programs*

3.4 Develop teams to support work

3.5 Provide for *supervision of staff*

Element 4: Lead and motivate staff

4.1 *Set goals* to optimise work achievement

4.2 Advise and support staff in their work

4.3 *Encourage and recognise* initiative, effort and contribution from staff

Element 5: Develop human resource performance

5.1 Develop *staff appraisal system*

5.2 Notify staff in regard to implementation of internal staff appraisals

5.3 Implement staff appraisals in-line with established protocols

5.4 *Support staff* as a result of staff appraisals

- Trading times, level of competition, nature of the business, operational departments

- Internal and external factors impacting the business

- Specific staffing requirements

Staffing competencies may be identified and analysed using:

- Task analysis

- Training needs analysis

- Practical tests

- Review of staff resumes

- Skills audit

- Personality profiling

External and internal factors may include:

- Changes to business direction, including changes to financial or other circumstances

- Downsizing, growth, or re-structuring of the business

- Opportunities for out-sourcing human resources

- Changes to legislation and/or core activities of the business

- Labour market factors, including levels of unemployment, availability of suitable skills, qualified and experienced staff

- Incentives available from government to employ and/or train staff

Key internal human resource issues will vary between premises, but may be related to:

- Level of staff turnover

- Remuneration

<p>Element 6: Provide for human resource development</p> <p>6.1 Identify <i>training and development activities and opportunities</i> for staff</p> <p>6.2 Provide and resource training and development activities and opportunities for staff</p> <p>6.3 Monitor the progress and effectiveness of human resource development that has been provided</p> <p>Element 7: Evaluate the implementation of the human resource plan</p> <p>7.1 Use <i>suitable methods</i> to evaluate the effectiveness of the human resource plan</p> <p>7.2 Assess the extent to which the objectives of the human resource plan have been achieved</p> <p>7.3 Review external and internal factors that have impacted human resource performance</p> <p>7.4 Review and evaluate human resource policies and procedures</p> <p>7.5 Review and evaluate the organisation of human resources</p> <p>7.6 Review and evaluate the supervision, leadership and motivation of staff</p> <p>7.7 Review and evaluate staff performance appraisal system</p> <p>7.8 Review and evaluate the provision of human resource development</p> <p>7.9 Recommend strategies to maintain or improve human resource outcomes</p>	<ul style="list-style-type: none"> • Supervision and levels of training, motivation and reward/recognition in place • Analysis of reasons why staff leave/remain with employer <p><i>Key personnel</i> could include:</p> <ul style="list-style-type: none"> • Supervisors, managers and owners • Head office • Investors • Government officials <p><i>The human resources plan</i> could relate to:</p> <ul style="list-style-type: none"> • Information and feedback from key stakeholders • Relevant good practice models for the industry/business • Risk identification • Nominated strategies designed to achieve the identified objectives of the business plan and strategic plans • Budget • Development and identification of performance indicators that will be used to evaluate effectiveness <p><i>Implement a human resources plan</i> may include:</p> <ul style="list-style-type: none"> • Communication and explanation of the human resources plan to relevant personnel • Practical application and implementation of the strategies outlined in the plans • Support to individual department and individuals in plan implementation and execution • Monitoring actual outcomes and evaluating them against projections • Taking remedial action to bring plans back in-line with objectives • Development of job specifications and job descriptions.
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Enterprise needs may relate to:

- Service levels and service standards
- Preferences and requirements for standard operating procedures.

Organisational disciplinary policies and procedures may relate to:

- Verbal and written warnings
- Sanctions for non-compliance
- Scope of authority for management personnel
- Counselling procedures and protocols.

Organisational issue resolution and grievance policies and procedures may relate to:

- Consideration of relevant host country employment and industrial relations legislation
- Identification of procedures for dealing with and referring disputes, problems and issues through an identified hierarchy within the enterprise
- Identification of external assistance that may be employed in the event that an issue cannot be resolved internally.

The human resource manual may refer to policies and procedures that relate to topics that vary between establishments, but which may include:

- Uniform and personal appearance
- Meals and rest breaks, including rosters, holidays/leave entitlements
- Time sheets/clocks and the authorisation of overtime, including notification of absence and sickness provisions
- Use of company equipment, facilities and services
- Confidentiality and privacy, including commercial in confidence material

- Personal performance, including performance assessments, standards and reviews
- Training and promotions
- Discipline and issue resolution
- Workplace health and safety
- Responsibilities, including organisational structure, hierarchy and attendant authorities.

Staff selection activities may include:

- Advertising and recruiting employees
- Short-listing applicants
- Reference checking
- Application of trade/competency tests
- Establishing key selection criteria
- Interviewing applicants.

Staff induction programs may include:

- Tour of premises, including detailed tour of relevant individual department
- Meeting with management and co-workers
- Explanation of duties, performance standards, staff performance appraisals
- Training and rewards available
- Explanation and demonstration of relevant safety requirements and other legislated obligations that apply to the position in question

Work programs may include:

- Identification of workloads and work flows for each job
- Identification of legal and safety issues that apply
- Description of relevant service standards
- Allocation of necessary materials, safety equipment and resources to enable role completion
- Benchmarking of work and standards
- Employer expectations.

Supervision of staff may include:

- Planning work
- Organising resources to enable work to be completed as required
- Ensuring suitable and adequate staff to achieve identified workplace and service needs
- Directing staff regarding priorities, work to be done, standards, timing and work methods
- Controlling production, service, costs and staff performance, including the resolution of workplace issues that arise.

Set goals may include:

- Alignment with business plans and objectives
- Equality of workload and responsibilities amongst staff
- Creation of goals that are achievable, realistic, specific, measurable and track able
- Explanation of goals to those who are responsible for their attainment
- Provision of the necessary resources to enable goal attainment
- Negotiation and delegation.

Encourage and recognise staff contribution may include:

- Development of an establishment-wide system to recognise and reward staff
- Development of trigger points that will activate rewards
- Personal interaction with staff
- Public and internal mention of staff contributions
- Use of personal efforts as role/model for other staff.

The staff appraisal system may include:

- Evaluation of workplace skills, knowledge and attitudes
- Evaluation of interactions with others, including co-workers, management, customers
- Attainment of designated goals
- Comparison with key performance indicators.

To support staff following staff appraisals may include:

- Counselling and advice
- Training, including on-the-job training, mentoring, coaching, formal courses
- Empathetic interaction with staff, including practical and emotional support
- Re-allocation of workloads, duties and responsibilities.

Training and development activities and opportunities may include:

- Formal courses, including structured in-house training
- Extension and training to multi-skill
- On-the-job and off-the-job training, including full time courses, short course
- Attendance at conferences, seminars

- Work exchanges, job rotations and secondments
- Mentoring and coaching
- Training and development offered by industry groups, government agencies and suppliers
- Promotion of staff to 'acting' positions.

Suitable methods to evaluate the human resource plan may include:

- Statistical analysis of costs, trade, revenue, materials used and other key indicators
- Interviews with and surveys of stakeholders, including staff and management and which may include the use of focus groups
- Solicited and unsolicited feedback
- Organisational reviews
- Workforce management data with an emphasis on staffing levels and labour cost figures.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Host country legislation in relation to occupational safety and health, industrial relations, equal opportunity and employment, including conditions of employment and remuneration
- Leadership theory and principles
- Management theory and principles
- Conflict and grievance resolution principles and practice
- Communication, collaboration and interpersonal skills

- Training principles and an understanding of the application of training needs analysis and skills audit
- Team management protocols, including motivation, staff support
- Staff appraisals, including development, implementation and follow-up
- Goal setting
- Writing skills to produce job descriptions and specifications, human resource plans, reports and recommendations, policies and procedures.

Linkages To Other Units

- Lead and manage people
- Recruit and select staff
- Roster staff
- Develop and implement a business plan
- Plan, conduct and evaluate a staff performance assessment
- Develop and supervise operational approaches
- Develop and implement operational plans
- Apply industry standards to team supervision
- Manage and maintain effective workplace relations
- Monitor staff performance
- Monitor workplace operations
- Plan and implement a series of training events.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to prepare and implement a human resource plan

- Demonstrated ability to organise and manage staff
- Demonstrated ability to undertake staff performance appraisals
- Demonstrated ability to support staff in actual workplace situations
- Demonstrated ability to address and resolve emerging human resource issues and problems that arise
- Demonstrated ability to integrate all the above in an effective workplace context.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace conditions.

Resource Implications

Training and assessment must include the application of human resource practices in an actual or simulated, practical, operational workplace setting; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Case studies
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Research workplace contexts and factors that impact on human resource needs and functions; administer human resource policies
Communicating ideas and information	2	Report to management; communicate human resource requirements to staff
Planning and organising activities	2	Administer induction programs, staff recruitment and selection procedures, training plans and staff appraisals
Working with others and in teams	2	Motivate, supervise and monitor staff activities
Using mathematical ideas and techniques	2	Monitor and analyse human resource data
Solving problems	2	Develop contingency plans; resolve workplace issues
Using technology	1	Input data, manipulate data and generate reports; use staff management software

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Manage the effective use of human resources D1.HML.CL10.10 D1.HRM.CL9.01
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What is the role of Human Resources?		
2. What is 'competency'?		

Questions	Response	
	PC	NYC
3. What internal factors impact on HR requirements?		
4. What are common HR issues?		
5. Why is it important to consult with stakeholders about staffing needs?		

Questions	Response	
	PC	NYC
6. Why is it important to have a Human Resources Plan?		
7. What is the difference between a 'Job Specification' and a 'Job Description'?		
8. What are three examples of 'performance standards' for a position of your choice?		

Questions	Response	
	PC	NYC
9. What types of disciplinary action can be taken?		
10. How can you identify disputes and grievances in the workplace?		
11. Why is it important to have a Human Resources Manual?		

Questions	Response	
	PC	NYC
12. What is the difference between a policy and a procedure? Provide one example of each that HR would implement?		
13. Why is it important to check references and referees of people applying for a job?		
14. What is the importance of having a 'Staff Induction' for new staff?		

Questions	Response	
	PC	NYC
15. How can you identify work activities that need to be allocated to staff?		
16. Why is teamwork important?		
17. Why is it important to prioritise tasks?		

Questions	Response	
	PC	NYC
18. Provide an example of a goal, a strategy and a tactic?		
19. Why is it important for managers to provide guidance and support to staff?		
20. What needs to be considered when designing recognition and rewards that can be given to staff?		

Questions	Response	
	PC	NYC
21. Describe the activities associated with planning a performance appraisal.		
22. What information does the Operational or HR manager need to know before conducting performance appraisal of a staff member?		
23. Describe the steps associated with conducting a performance appraisal.		

Questions	Response	
	PC	NYC
24. Why is it important to follow up the progress of staff after a performance appraisal?		
25. What are types of professional development opportunities that are provided to staff?		
26. Where are possible locations for conducting training in a hotel?		

Questions	Response	
	PC	NYC
27. How can you monitor workplace performance?		
28. What is the difference between conducting a quantitative and a qualitative analysis?		
29. What are examples of common HR objectives?		

Questions	Response	
	PC	NYC
30. How can you review internal and external factors that impact HR operations?		
31. Why is it important to review HR policies and procedures?		
32. How can you evaluate the performance of the Human Resources Department?		

Questions	Response	
	PC	NYC
33. Why is it important to conduct management performance appraisals?		
34. What are the steps associated with reviewing the performance appraisal system?		
35. Why is it important to evaluate the impact of training development programs?		

Questions	Response	
	PC	NYC
36. What information should be included in a report produced by HR for management?		

Written Questions

Manage the effective use of human resources – D1.HML.CL10.10 D1.HRM.CL9.01

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. How can you identify staff training needs?

2. How can you determine existing competency levels of staff?

3. What external factors impact on HR requirements?

4. What are the different categories of staff?

5. Who are the stakeholders you may need to consult with about staffing needs?

6. What information is contained within a 'Human Resources' Plan?

7. What information is contained within a Job Description?

8. Where do performance standards come from?

9. What is the difference between counselling and discipline?

10. What are common causes of disputes and grievances?

11. What information is contained within a Human Resources Manual?

12. What HR areas would need to have policies and procedures?

13. What are sources of staff when recruiting?

14. What information or activities must be covered in a 'Staff Induction'?

15. What are organisational requirements that must be considered when determining workloads for staff?

16. What are characteristics of effective teams?

17. What needs to be taken into account when organising workflow?

18. What are the differences between goals, strategies and tactics?

19. What are examples of guidance and support that a manager can give to staff?

20. What are types of recognition and rewards that can be given to staff?

21. What is the purpose of performance appraisals?

22. It is important that a staff member undergoing a performance appraisal is notified that it is taking place. What information do they need to know prior to the performance appraisal?

23. What people may be involved in staff appraisals?

24. What are future actions that can be taken for a staff member whose performance does not meet standards and expectations?

25. What is the difference between staff training and staff development?

26. What types of resources need to be prepared to facilitate training and professional development?

27. Why is it important to monitor workplace performance?

28. What methods can be used to evaluate the human resources plan?

29. On a regular basis it is important to see if the Human Resources effort has successfully reached the objectives it was trying to achieve. What are the steps associated in conducting this review?

30. Why is it important to review internal and external factors that impact HR operations on a regular basis?

31. What steps are used to review HR policies and procedures?

32. Why is it important to evaluate the Human Resources Department on a regular basis?

33. What areas are normally included in a management appraisal?

34. Why is it important to review the performance appraisal system?

35. How can you evaluate the impact of training development programs?

36. Why is it important for a report to be produced by HR for management?



Answers to Written Questions

Manage the effective use of human resources – D1.HML.CL10.10 D1.HRM.CL9.01

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. How can you identify staff training needs?

- Identifying training needs
- Staff induction
- Request from a staff member
- A request from management
- Personal observation
- Customer complaint
- Changes in workplace equipment
- Changes in procedures
- Changes in legal requirements.

2. How can you determine existing competency levels of staff?

- Review their personnel file
- Talk to people
- Observation
- Trainer collecting competency evidence
- Others collecting competency evidence
- Assessments.

3. What external factors impact on HR requirements?

- The external business environment
- Customer expectations
- Emerging trends
- Changes in legislation and technology
- Availability of staff.

4. What are the different categories of staff?

Employees may be categorised as:

- Permanent
- Part-time
- Trainees
- Casual
- Volunteers
- Contract.

5. Who are the stakeholders you may need to consult with about staffing needs?

- Owners
- Board of Directors
- Shareholders
- Senior management
- Supervisors
- Customers
- Suppliers.

6. What information is contained within a 'Human Resources' Plan?

- Organisational business plan
- HR Planning
- HR Information management
- Identify staffing needs
- Work design / classification
- Recruitment and selection
- Learning and development
- Performance management
- Monitoring and evaluation.

7. What information is contained within a Job Description?

A job description may contain:

- Title of the job to ensure everyone knows the exact job/position to which the description applies
- Location of the job
- Job responsibilities
- Day to day tasks/duties of the job.
- Job title of the person the position reports to

- Number of people supervised
 - Working conditions
 - Workplace hazards
 - Special work procedures to be followed
 - Equipment used.
 - Output standards required
 - Type of work measurement methods used.
8. **Where do performance standards come from?**
- Personal observation of actual practice
 - Past performance records
 - Time-work studies
 - Production and technical information
 - Industry standards
 - Consultation with employees
 - Benchmarking (best practice).
9. **What is the difference between counselling and discipline?**
- Workplace counselling is concerned with discussions and analysis of personal and work problems that affect an employee's work performance in an attempt to find a solution
 - Discipline can be defined as a direct statement of what is wrong and a directive to improve – a warning.
10. **What are common causes of disputes and grievances?**
- The traditional 'conflict' that seems to exist between management and workers over a huge, diverse range of issues
 - Clashes between staff
 - Problems related to inequality in terms of workload distribution and allocation of tasks
 - Issues related to the unfair sharing of available work, overtime, penalty rates as well as training and promotional opportunities
 - Concerns and problems involving interpretation and application of the various conditions that apply in the workplace such as discipline, attendance, personal presentation, adherence to rosters, reporting in when sick or unable to attend
 - Working conditions
 - Pay rates.

11. What information is contained within a Human Resources Manual?

- Uniform and personal appearance
- Meals and rest breaks, including rosters, holidays/leave entitlements
- Time sheets/clocks and the authorization of overtime, including notification of absence and sickness provisions
- Use of company equipment, facilities and services
- Confidentiality and privacy, including commercial in confidence material
- Personal performance, including performance assessments, standards and reviews
- Training and promotions
- Discipline and issue resolution
- Workplace safety and health
- Responsibilities
- Organizational structure & hierarchy.

12. What HR areas would need to have policies and procedures?

- Job advertising
- Internal promotion of staff
- Staff training
- Remuneration
- Probationary period
- Terms & conditions of employment
- Benefits
- General staff behaviour & presentation
- Interview & selection panels
- Designated authorities for hiring staff
- Discretionary power
- Legislation.

13. What are sources of staff when recruiting?

- Media advertisements
- Job agencies and recruitment agencies
- Internet recruitment
- Internal advertising
- Schools and trade colleges
- Industry network contacts

- Other staff
- Considering people who have already registered with you
- Participating in career fairs.

14. **What information or activities must be covered in a 'Staff Induction'?**

- Completion of necessary paperwork
- 'Need to know' information
- Tour of the workplace
- Meeting with management, supervisors & co-workers
- Allocation of uniform
- Detailed department and position induction
- Expectations of the role
- Coverage of job description
- Copy of roster
- Enterprise-based terminology, acronyms & abbreviations
- Explanation of the operation of the business
- Safety & security issues
- Company benefits
- Workplace awards
- Performance appraisals
- Allocation of a 'buddy'.

15. **What are organisational requirements that must be considered when determining workloads for staff?**

- Legal and organisational policy and procedures, including personnel practices and guidelines
- Organisational goals, objectives, plans, systems and processes
- legislation relevant to the operation, incident and/or response
- Employer and employee rights and responsibilities
- Business and performance plans
- Key Performance Indicators
- Policies and procedures relating to own role, responsibility and delegation
- Quality and continuous improvement processes and standards
- Client service standards defined resource parameters.

16. What are characteristics of effective teams?

- Clear goals
- Relevant skills
- Mutual trust
- Unified commitment
- Good communication
- Negotiating skills
- Appropriate leadership
- Internal and external support.

17. What needs to be taken into account when organising workflow?

- How long each individual task should take
- Recognition of staff needs and award requirements such as breaks
- The number of people to best achieve a result or task
- Occupational safety and health requirements
- The most logical order of tasks to avoid duplication and gaps in service
- The suggestions of staff who are actually doing the job.

18. What are the differences between goals, strategies and tactics?

- A goal is your objective – it is what you want to achieve (your ‘expected’ outcome)
- A strategy is the general plan that will enable you to reach the goal
- A tactic is a technique you will use within your strategy to enable the strategy to achieve the goal.

19. What are examples of guidance and support that a manager can give to staff?

- Provision of top-up training
- Provision of demonstrations to show what is required
- Advice on training and development opportunities which exist
- Support with difficult interpersonal/personal situations
- Provision of opportunities to discuss work challenges
- Provision on confirmation of organisational objectives and key performance objectives
- Ensuring adequate resources are applied to identify staff performance needs
- Representation of staff interests in other forums.

20. **What are types of recognition and rewards that can be given to staff?**
- Verbal praise
 - Certificates and letters
 - Free products and services
 - Promotions
 - Time off
 - Encouraging attendance at events
 - Promoting industry nomination.
21. **What is the purpose of performance appraisals?**
- To improve and maintain performance
 - To correct performance deficits
 - To reward, recognise and compensate
 - To strengthen relationships between supervisor and subordinates
 - To share information.
22. **It is important that a staff member undergoing a performance appraisal is notified that it is taking place. What information do they need to know prior to the performance appraisal?**
- The purpose of the assessment
 - When the assessment will be taken place
 - How long the assessment will take
 - The location of the assessment
 - The assessment process
 - What will be assessed
 - Who will be conducting the assessment
 - What they need to prepare before the assessment
 - What they need to bring to the assessment
 - The steps following the assessment.
23. **What people may be involved in staff appraisals?**
- Supervisors
 - Customers
 - The employee themselves
 - Peers
 - Subordinates.

24. **What are future actions that can be taken for a staff member whose performance does not meet standards and expectations?**

- Guidance and Support
- Coaching and Training
- Formal Counselling
- Disciplinary Action.

25. **What is the difference between staff training and staff development?**

- Staff training will be applied to address a need that has some *immediacy* to it
- Staff development has more of a *future orientation* and relates to skills and knowledge the staff member may need at some future date.

26. **What types of resources need to be prepared to facilitate training and professional development?**

- Time
- Space/location and venues
- Trainers
- Financial resources
- Support materials
- Equipment and consumables
- Items required to support training practice.

27. **Why is it important to monitor workplace performance?**

- Identify those who need help, training or support
- Help determine whether actual outcomes are person-based or related to other issues such as poor layout, malfunctioning equipment, ineffective SOPs
- Identify good performance so it can be recognised and/or rewarded
- Identify staff who may be suitable for promotion or to undertake extra responsibilities or a new job/position
- Remind staff their performance at work is under scrutiny which encourages them to perform at their best.

28. **What methods can be used to evaluate the human resources plan?**

- Statistical analysis of costs, trade, revenue, materials used and other key indicators
- Interviews with and surveys of stakeholders, including staff and management and which may include the use of focus groups
- Solicited and unsolicited feedback

- Organizational reviews
 - Workforce management data with an emphasis on staffing levels and labour cost figures.
29. **On a regular basis it is important to see if the Human Resources effort has successfully reached the objectives it was trying to achieve. What are the steps associated in conducting this review?**
- Review the objectives
 - Identify progress towards achieving objectives
 - Identify differences
 - Provide reasons for differences
 - Amend objectives and strategies.
30. **Why is it important to review internal and external factors that impact HR operations on a regular basis?**
- It is common for the factors themselves or the effects and impact they have on a business to change.
31. **What steps are used to review HR policies and procedures?**
- Revisit objectives
 - Review objectives
 - Identify problems or concerns
 - Review policies and procedures
 - Identify changes required to policies and procedures
 - Monitor new or amended policies and procedures
 - Conduct follow up evaluations.
32. **Why is it important to evaluate the Human Resources Department on a regular basis?**
- Identify the HR programs that are most important to achieving your organization's objectives.
 - Find out how well the HR department is delivering those programs
 - Benchmark the HR work to ensure continuous improvement
 - Promote change and creativity
 - Focus the HR staff on important issues
 - Bring HR closer to the line functions of the hospitality establishment.

33. What areas are normally included in a management appraisal?

- Managers work accomplishments
- Major business objectives
- Personal growth objectives
- Appraisal of different performance indicators.

34. Why is it important to review the performance appraisal system?

Ensures it is accurate, appropriate, fair and appraises the correct aspects of staff performance.

35. How can you evaluate the impact of training development programs?

- Seeking input from all relevant stakeholders
- Comparing pre-training event workplace practice, operation, statistics with post-training event workplace practice, operation, statistics
- Focusing on the criteria that were identified as being central to evaluating participation in training events in the planning phase
- Comparing the outcomes of attending training events with participation in more standard/traditional training delivery.

36. Why is it important for a report to be produced by HR for management?

Answers will be varied.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Manage the effective use of human resources D1.HML.CL10.10 D1.HRM.CL9.01
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Determine human resource needs b) Develop and administer human resource policies and procedures c) Organise human resources d) Lead and motivate staff e) Develop human resource performance f) Provide for human resource development g) Evaluate the implementation of the human resource plan 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Determine human resource needs		
Identify operational need of the enterprise and allocated human resources budget	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate current staffing competencies against identified current and future required competencies	<input type="checkbox"/>	<input type="checkbox"/>
Consider external and internal factors likely to impact future human resource requirements	<input type="checkbox"/>	<input type="checkbox"/>
Determine key internal human resource issues	<input type="checkbox"/>	<input type="checkbox"/>
Consult with key personnel to obtain their input	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Develop a human resources plan to meet identified need	<input type="checkbox"/>	<input type="checkbox"/>
Implement a human resources plan in accordance with identified strategies	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Develop and administer human resource policies and procedures		
Research and document enterprise needs in relation to human resource performance	<input type="checkbox"/>	<input type="checkbox"/>
Develop and document organisational disciplinary policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
Develop and document organisational issue resolution and grievance policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
Develop and document human resource manual to guide and govern day-to-day human resource practice	<input type="checkbox"/>	<input type="checkbox"/>
Distribute and explain organisational human resource policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Organise human resources		
Participate in staff selection	<input type="checkbox"/>	<input type="checkbox"/>
Develop staff induction programs	<input type="checkbox"/>	<input type="checkbox"/>
Organise work programs	<input type="checkbox"/>	<input type="checkbox"/>
Develop teams to support work	<input type="checkbox"/>	<input type="checkbox"/>
Provide for supervision of staff	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Lead and motivate staff		
Set goals to optimise work achievement	<input type="checkbox"/>	<input type="checkbox"/>
Advise and support staff in their work	<input type="checkbox"/>	<input type="checkbox"/>
Encourage and recognise initiative, effort and contribution from staff	<input type="checkbox"/>	<input type="checkbox"/>
Element 5: Develop human resource performance		
Develop staff appraisal system	<input type="checkbox"/>	<input type="checkbox"/>
Notify staff in regard to implementation of internal staff appraisals	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Implement staff appraisals in-line with established protocols	<input type="checkbox"/>	<input type="checkbox"/>
Support staff as a result of staff appraisals	<input type="checkbox"/>	<input type="checkbox"/>
Element 6: Provide for human resource development		
Identify training and development activities and opportunities for staff	<input type="checkbox"/>	<input type="checkbox"/>
Provide and resource training and development activities and opportunities for staff	<input type="checkbox"/>	<input type="checkbox"/>
Monitor the progress and effectiveness of human resource development that has been provided	<input type="checkbox"/>	<input type="checkbox"/>
Element 7: Evaluate the implementation of the human resource plan		
Use suitable methods to evaluate the effectiveness of the human resource plan	<input type="checkbox"/>	<input type="checkbox"/>
Assess the extent to which the objectives of the human resource plan have been achieved	<input type="checkbox"/>	<input type="checkbox"/>
Review external and internal factors that have impacted human resource performance	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate human resource policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate the organisation of human resources	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate the supervision, leadership and motivation of staff	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate staff performance appraisal system	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate the provision of human resource development	<input type="checkbox"/>	<input type="checkbox"/>
Recommend strategies to maintain or improve human resource outcomes	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor

Strengths:

Improvements needed:

General comments:

Candidate signature

Date

Assessor signature

Date

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other Please specify: _____ Please do not complete the form if you are a relative, close friend or have a conflict of interest]		
Unit of competency:	Manage the effective use of human resources D1.HML.CL10.10 D1.HRM.CL9.01		
The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence. Please answer these questions as a record of their performance while working with you. Thank you for your time.			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Element 1: Determine human resource needs			
Identify operational need of the enterprise and allocated human resources budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate current staffing competencies against identified current and future required competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consider external and internal factors likely to impact future human resource requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine key internal human resource issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consult with key personnel to obtain their input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop a human resources plan to meet identified need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement a human resources plan in accordance with identified strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Element 2: Develop and administer human resource policies and procedures			
Research and document enterprise needs in relation to human resource performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop and document organisational disciplinary policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop and document organisational issue resolution and grievance policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop and document human resource manual to guide and govern day-to-day human resource practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distribute and explain organisational human resource policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Organise human resources			
Participate in staff selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop staff induction programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organise work programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop teams to support work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide for supervision of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Lead and motivate staff			
Set goals to optimise work achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advise and support staff in their work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage and recognise initiative, effort and contribution from staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Element 5: Develop human resource performance			
Develop staff appraisal system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notify staff in regard to implementation of internal staff appraisals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement staff appraisals in-line with established protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support staff as a result of staff appraisals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 6: Provide for human resource development			
Identify training and development activities and opportunities for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide and resource training and development activities and opportunities for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor the progress and effectiveness of human resource development that has been provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 7: Evaluate the implementation of the human resource plan			
Use suitable methods to evaluate the effectiveness of the human resource plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assess the extent to which the objectives of the human resource plan have been achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review external and internal factors that have impacted human resource performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate human resource policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate the organisation of human resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate the supervision, leadership and motivation of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate staff performance appraisal system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review and evaluate the provision of human resource development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommend strategies to maintain or improve human resource outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Manage the effective use of human resources	D1.HML.CL10.10 D1.HRM.CL9.01
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Determine human resource needs						
Identify operational need of the enterprise and allocated human resources budget						
Evaluate current staffing competencies against identified current and future required competencies						
Consider external and internal factors likely to impact future human resource requirements						
Determine key internal human resource issues						
Consult with key personnel to obtain their input						
Develop a human resources plan to meet identified need						
Implement a human resources plan in accordance with identified strategies						
Element 2: Develop and administer human resource policies and procedures						
Research and document enterprise needs in relation to human resource performance						
Develop and document organisational disciplinary policies and procedures						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Develop and document organisational issue resolution and grievance policies and procedures						
Develop and document human resource manual to guide and govern day-to-day human resource practice						
Distribute and explain organisational human resource policies and procedures						
Element 3: Organise human resources						
Participate in staff selection						
Develop staff induction programs						
Organise work programs						
Develop teams to support work						
Provide for supervision of staff						
Element 4: Lead and motivate staff						
Set goals to optimise work achievement						
Advise and support staff in their work						
Encourage and recognise initiative, effort and contribution from staff						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 5: Develop human resource performance						
Develop staff appraisal system						
Notify staff in regard to implementation of internal staff appraisals						
Implement staff appraisals in-line with established protocols						
Support staff as a result of staff appraisals						
Element 6: Provide for human resource development						
Identify training and development activities and opportunities for staff						
Provide and resource training and development activities and opportunities for staff						
Monitor the progress and effectiveness of human resource development that has been provided						
Element 7: Evaluate the implementation of the human resource plan						
Use suitable methods to evaluate the effectiveness of the human resource plan						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Assess the extent to which the objectives of the human resource plan have been achieved						
Review external and internal factors that have impacted human resource performance						
Review and evaluate human resource policies and procedures						
Review and evaluate the organisation of human resources						
Review and evaluate the supervision, leadership and motivation of staff						
Review and evaluate staff performance appraisal system						
Review and evaluate the provision of human resource development						
Recommend strategies to maintain or improve human resource outcomes						
Candidate signature			Date			
Assessor signature			Date			

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