

# Candidate Resource and Assessment

## BSBPMG510A

# Manage Projects



Whether as an individual, or as part of a group, real progress depends on entering whole-heartedly into the process and being motivated to make you a more deeply satisfied human being.

*Focusing on your training needs*



PRECISION  
GROUP

Precision Group (Australia) Pty Ltd  
9 Koppen Tce  
Mooroobool, QLD, 4870

Email – [info@precisiongroup.com.au](mailto:info@precisiongroup.com.au)

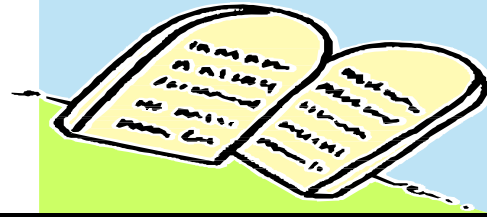
Website – [www.precisiongroup.com.au](http://www.precisiongroup.com.au)

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**"You're either part of the solution or part of the problem".**

**Eldridge Cleaver**

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## Focus on

### Your Area of Influence

Use considered risk taking in your 'grey' area

## And others will follow you!

<b>Legend</b>	This course is divided into several sections of learning. Each section begins with the title of the element of the unit being taught, a quotation and a graphic related to content across the top of the page.
	This symbol indicates the beginning of new content. The bold title matches the content of the competency and they will help you to find the section to reference for your assessment activities.
	<b>Activity:</b> Whenever you see this symbol, there is an activity to carry out which has been designed to help reinforce the learning about the topic and take some action.
	This symbol is used at the end of a section to indicate the summary key points of the previous section.

## Qualifications Pathways



**A goal without a plan is just a wish.**

**Antoine de Saint-Exupery**

### Qualification Pathways

This unit of competency is provided to meet the requirements of BSB07 Business Services Training Package although can be used in a range of different qualifications. The BSB07 Business Services Training Package does not state how a qualification is to be achieved. Rather, Registered Training Organisations are required to use the qualification rules to ensure the needs of the learner and business customer are met. This is to be achieved through the development of effective learning programs delivered in an order which meets the stated needs of nominated candidates and business customers.

### Qualification Rules

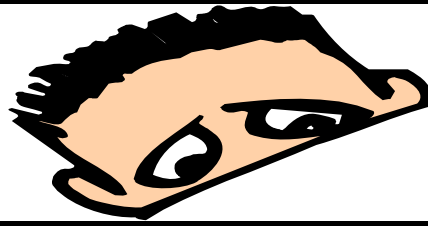
Qualification requirements include core and elective units. The unit mix is determined by specific unit of competency requirements which are stated in the qualification description. Registered Training Organisations then work with learners and business customers to select elective units relevant to the work outcome, local industry requirements and the qualification level.

All vocational education qualifications must lead to a work outcome. BSB07 Business Services Training Package qualifications allows for Registered Training Organisations (RTOs) to vary programmes to meet:

- Specific needs of a business or group of businesses.
- Skill needs of a locality or a particular industry application of business skills.
- Maximum employability of a group of students or an individual.

When packaging a qualification elective units are to be selected from an equivalent level qualification unless otherwise stated.

## Introduction



**"If learning comes through experience, it follows that the more one participates in guided experiences, the more one learns. Therefore venturing into uncharted waters - and experiencing the failures that may occur - is an important part of organisational learning."**

**Gould, DiBella, Nevis**

### Introduction

This unit of competency is all about being able to manage projects within your workplace. It will help you with the skills you need to demonstrate competency for the unit *BSBPMG510A Manage Projects*.

This training is broken up into five distinct sections. They are:

1. **Define project:** First we will look at developing scope documents and getting the project underway.
2. **Develop project plan:** From there, we will develop a full project plan.
3. **Administer and monitor project:** Then we will examine the processes involved in implementing a project and monitoring its progress.
4. **Finalise project:** Next we will look at what needs to be done to finish a project.
5. **Review project:** Finally, we will undertake to review the project and look at what has been learned from the process as a whole.

At the conclusion of this training you will be asked to complete an assessment pack for this unit of competency. The information contained in this resource will assist you to complete this task.

On conclusion of this unit of competency you will have demonstrated your ability to develop a project plan, administer and monitor the project, finalise the project and review the project to identify lessons learnt for application to future projects.

Sample

## **BSBPMG510A/01**

### **Define Project**



**"Verbosity leads to unclear, inarticulate things."**

**Vice President Dan Quayle**



**Access project scope and other relevant documentation**

**Define project stakeholders**

**Seek clarification from delegating authority of any issues related to project and project parameters**

**Identify limits of own responsibility and reporting requirements**

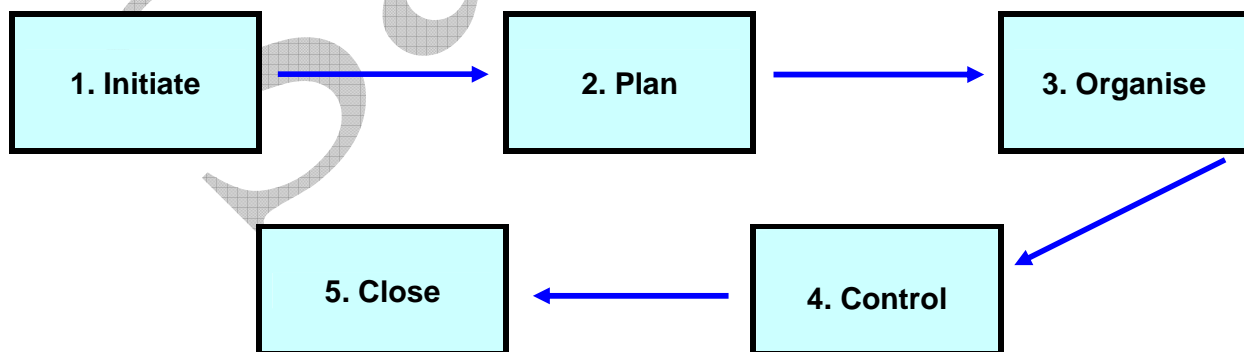
**Clarify relationship of project to other projects and to the organisation's objectives**

**Determine and access available resources to undertake project**

### **The Essentials of Project Management**

In this training, we will be examining the process of managing projects (whether they are large or small in scale). A project manager needs a good level of managerial skills – as they must lead teams, negotiate with stakeholders, organise, make and implement plans, solve issues that arise, analyse and review a project – and a wide range of other tasks. In this unit, we will take the project management process as a five step process. We will deal with each step in turn throughout the three sections of this manual. The five stages to the management of any project are presented below:

#### **The Project Management Process**



As you can see, project management is about much more than simply doing the right thing at the right time. You need to be able to manage the resources that you have and use them in such a way that you can complete the project in line with the goals that you initially set for the project. You may have heard the managerial principle of PLOC – planning, leading, organising and controlling. This simple principle sums up exactly what a good project manager sets out to do.

<b>P</b>	<b>Plan</b> Establish an overall plan for the implementation of your project.
<b>L</b>	<b>Lead</b> Leading the project team towards your objectives and goals.
<b>O</b>	<b>Organise</b> Organise your resources and initiate project activities.
<b>C</b>	<b>Control</b> Tracking and monitoring the progress against the initial project plan.

Strong managerial skills are crucial to good project management because they allow you as a project manager to plan your project, lead your team, organise your resources and successfully control everything that goes on.

### Initiate the Project

Now that we have examined a few of the important managerial skills that you must possess as a project manager, let's move on and work through the project management process step-by-step. As the diagram above demonstrates, our first step is to initiate the project.

In order to initiate a project you need to:

- **Identify the overall goal** that the project is trying to achieve.
- **List the objectives of the project**, think of these as the steps you need to achieve in order to reach your overall goal.
- **Identify those individuals who are involved** in the project (these are known as your stakeholders).
- **Identify any constraints, assumptions and risks** you will be taking on board.

Examine what work needs to be done prior to the project as well as what resources are needed and the milestones you must achieve.

You can use a document known as the project scope document to help you organise each of these items and document them in a way that allows you to work on the project easily. As its name indicates, the project scope document outlines the extent of the project – what does it cover, what will you undertake and what do you hope to achieve.

A scope document should be set out so that it covers each of:

### Project Scope Document

1. **Scope statement**
2. **List of constraints**
3. **Assumptions**
4. **List of tasks**
5. **Estimates**
6. **Statement of contract**

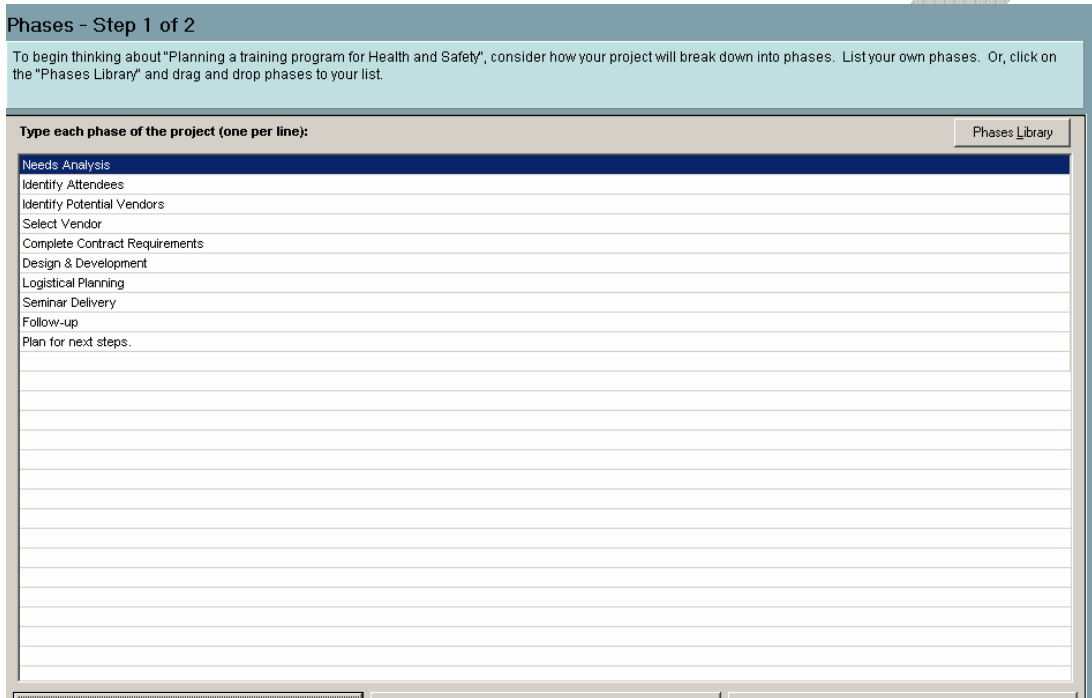
The table below outlines exactly what each of these sections should contain:

Section	Details
<b>Scope Statement</b>	A statement of the project goal, objectives and deliverable that you have set for the project. Basically when writing a scope statement, think that anything that is not mentioned within the statement is not a part of the project and should not be dealt with.
<b>List of Constraints</b>	Here we are examining the factors that we feel will limit the projects forward movement. They may cause the project to stop or perhaps for it to go awry. Think about deadlines, resource constraints (do we have the right equipment), do tasks have to be performed in a given order, or perhaps there is a set budget which cannot be exceeded. These are all examples of limiting constraints.
<b>Assumptions</b>	As its name indicates, your assumptions are any factor in the project that you include in the project scope document to account for the possibility of uncertainty – They are concrete assumptions that you make in advance. For example staff will require training to use the new machinery, or we can source our human resource needs from our internal personnel.
<b>List of Tasks</b>	This is relatively straight forward, you can think of a list of tasks as being just that. A list of the tasks that you need to deliver or achieve during the life of the project. They are all the activities that need to take place to bring the project to completion.
<b>Estimates (Cost, Time and Human Resources)</b>	In this document, you will make an initial estimate of the cost, time and resources required in order to meet your list of tasks and deliverables.
<b>Statement of Contract</b>	This will include the names of those authorised to initiate contract work, sign contracts and completion acceptances. It also includes any contractual limitations and penalty statements for possible contract variations (Variations and penalties apply equally to the client and providers).

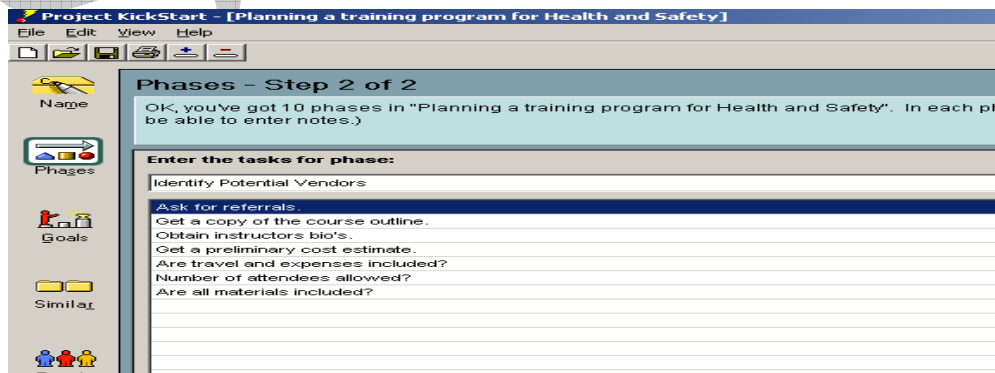
The scope document should be used actively during the entire running of the project to ensure that the project is meeting its objectives and that the tasks being conducted are run according to the scope document. The scope document can also be used as a basis for a detailed task list to be compiled at a later date.

There is project management software that can be used to produce scope documents as well as helping in the planning of projects in general. We have used *Project KickStart 3.2* – however many other pieces of software such as *MindManager* and *Microsoft Project* can also be used in developing project documentation.

We have listed below all the phases (or general tasks) that are present in a sample project. This project involves a training department organising health and safety training for their organisation:



In the example, you can see each of the phases of the project listed. You should also identify the specific tasks that are present at each phase. As an example, you can see the specific tasks that have been identified for the 'Identify potential vendors' stage below:

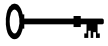


Here we have used *Project Kickstart* to generate a simple scope/planning statement. This outlines the important information used during the initial stage of planning for any project. All project management software offers similar functionality.

### Project: Planning a Training Program for Health and Safety

Phases
<ul style="list-style-type: none"> <li>• Needs Analysis</li> <li>• Identify Attendees</li> <li>• Identify Potential Vendors</li> <li>• Select Vendor</li> <li>• Complete Contract Requirements</li> <li>• Design &amp; Development</li> <li>• Logistical Planning</li> <li>• Seminar Delivery</li> <li>• Follow-up</li> <li>• Plan for next steps</li> </ul>
Goals
<ul style="list-style-type: none"> <li>• Time: Project completed by 30 May 2006</li> <li>• Money: The project budget is \$4500</li> <li>• Quality: The quality requirements are - experienced vendor, experienced facilitator, professionally designed course content, alignment with our strategic initiatives and core competencies</li> <li>• Deliverable: Off-the-Shelf or Customised Training?</li> </ul>
People
<ul style="list-style-type: none"> <li>• Training director</li> <li>• Training manager</li> <li>• Training assistant</li> </ul>
Obstacles
<ul style="list-style-type: none"> <li>• Lack of budget to support project</li> <li>• Ensuring the quality of the trainer</li> <li>• Trainer may not be available when we need them</li> <li>• If training time is reduced due to budget constraints - will we still meet our performance objectives</li> <li>• Will there be enough interest to justify the expense</li> </ul>





### Key Points Section 1

- As a project manager, managing a project is a five step process: Initiate, plan, organise, control and close.
- At the initial stages of your project you should develop a project scope document that outlines the scope of the project – that is what it will and will not involve.
- The scope document should also outline your stakeholders, your reporting requirements, and the limits of your responsibility.
- It is important that you determine how your project is linked to others around you – especially since some parts of the project may impact on delivery of other projects.

Sample



### Section 1 - 'True' or 'False' Quiz



T	F	A project manager does not need general management skills.
---	---	--



T	F	A project should begin by detailed planning.
---	---	--



T	F	PLOC means planning, leading, organising and controlling.
---	---	---



T	F	In order to initiate a project, you first must define its goals or objectives.
---	---	--



T	F	A scope document outlines how a project will proceed.
---	---	---



T	F	A deadline is an example of a constraint.
---	---	---



T	F	Project management software makes project management easier.
---	---	--



T	F	Each team member must have limits put on their responsibility.
---	---	--



T	F	People are the only resource needed to run a project.
---	---	---



T	F	Contracts are prepared during the organising phase.
---	---	---