WRRPM1B  
ADMINISTER HUMAN RESOURCES POLICY

This unit encompasses the competencies required to plan and manage human resources. It involves implementing staffing levels, monitoring staff performance, identifying and minimising potential industrial relations problems and developing and implementing training plans.

ELEMENTS OF COMPETENCY  PERFORMANCE CRITERIA

1  Implement staffing levels

1.1 Store policies and procedures in regard to staffing levels, maintained and monitored.

1.2 Store staffing plans involving total store operation, maintained.

1.3 Store staffing plan is comprehensive, concise and easily understood by staff and management.

1.4 All figures based on accurate and current information.

1.5 Contingency plans developed to cope with extreme situations.

1.6 Staff turnover problems are identified, analysed and rectified as required by store policy.

2  Monitor staff performance

2.1 Store policies and procedures in regard to staff performance requirements analysed, monitored and maintained.

2.2 Performance appraisal/counselling interviews conducted as required, according to store policy.

2.3 Constructive feedback on performance given clearly and at a level and pace appropriate to the team member.

2.4 Performance and achievement recognised and individuals encouraged to contribute to their own assessment.

2.5 Individuals encouraged to contribute to improved policies and procedures.

2.6 Staff disciplined and counselled as required according to store policy and statutory requirements.

2.7 Staff dismissals implemented according to store policy and procedures and statutory requirements.

2.8 Terminal/exit interviews conducted according to store policy and procedures and statutory requirements.

2.9 Details of all procedures accurately and completely recorded and made available to authorised personnel.
**ELEMENTS OF COMPETENCY**

3  Identify and minimise potential industrial relations problems

**PERFORMANCE CRITERIA**

3.1 Strategies in regard to interpersonal conflict and dispute resolution developed and implemented according to store policies and procedures.

3.2 Consultation and cooperation within team actively encouraged.

3.3 Where interpersonal conflict arises, constructive support provided to resolve problem.

3.4 Team members accurately informed of current dispute resolution/grievance procedures.

3.5 Details of proceedings recorded concisely and accurately and made available to authorised personnel.

3.6 Team members treated with integrity, respect and compassion.

4  Develop and implement training plans

4.1 Training objectives and activities based on considered assessment of existing individual/team competencies, potential competence and career aspirations according to store policies.

4.2 Training plans regularly reviewed, updated and improved in consultation with staff and management.

4.3 Training plans contain clear, realistic objectives.

4.4 Individuals encouraged and assisted to evaluate their own development and training needs and to contribute to development planning and review.

4.5 Training activities optimise the use of available resources.

4.6 Training needs identified using accurate and current information.

4.7 Training requirements relating to specific competencies necessary to perform a specified role or function clearly defined.

4.8 Ongoing training information provided to all staff.

4.9 Responsibility for training delegated to specific staff.

4.10 Planned training needs and specified outcomes documented.

4.11 Budget in regard to training and assessment of staff monitored and maintained according to store policy.
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

- Store policies and procedures in regard to:
  - employee relations and staff development
  - systems for recording employee relations information

- Statutory requirements/legislation may include:
  - Equal Employment Opportunity (EEO)
  - New Apprenticeships
  - disciplinary procedures
  - awards/agreements
  - wages and conditions
  - anti-discrimination
  - sexual harassment
  - occupational health and safety

- Training may be delivered by:
  - supervisor/manager
  - training coordinator

- Training may relate to:
  - existing staff competencies
  - level of competencies required by staff
  - budget allocation for staff training

- Objectives may apply to:
  - individuals
  - teams
  - managers

- Communication methods may include:
  - verbal
  - in writing
  - email

- Team members may include:
  - people from a range of social, cultural or ethnic backgrounds
  - people with a range of literacy and numeracy skills

- Contingency plans may include:
  - unpredicted staff shortages
  - unpredicted customer demand
  - accidents or emergencies
EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

• Maintains and monitors optimum staff levels according to store policy and procedures by:
  − maintaining staffing plans
  − communicating with staff and management
  − developing contingency plans
  − analysing and rectifying staff turnover problems.

• Maintains and monitors staff performance according to store policy and procedures and according to legislation and statutory requirements by:
  − monitoring and analysing performance
  − identifying performance/skill gaps
  − applying on the job training and coaching processes to develop employees
  − developing performance improvement plans
  − conducting performance appraisal interviews
  − demonstrating discipline and counselling processes
  − demonstrating dismissal processes.

• Accurately records and maintains details of staff performance procedures, taking into account privacy requirements.

• Communicates with team members to minimise potential industrial relations problems.

• Develops, implements and evaluates relevant and effective training plans aligned to business goals and company policies.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

• Store policies and procedures, in regard to:
  − staffing
  − performance appraisal
  − employee relations
  − staff development
EVIDENCE GUIDE (CONTINUED)

• Relevant statutory, legal and industrial relations requirements, in regard to:
  − monitoring staff performance
  − counselling
  − disciplinary procedures
  − dismissal procedures
  − agreements/awards/wages and conditions
  − anti discrimination
  − equal opportunity
  − sexual harassment
  − occupational health and safety
• A range of responsibilities/job descriptions
• New Apprenticeship legislation
• Training Packages and competency standards
• Store staffing plan
• Staff levels and turnover
• Existing competencies
• Resources available for training
• Training and development

Skills in:
• Analysing training needs
• Monitoring staff performance
• Conducting performance appraisal
• Counselling and conflict resolution
• Negotiating
• Literacy skills in regard to:
  − researching, analysing and interpreting a broad range of written material
  − preparing reports
  − documenting results
• Numeracy skills in regard to:
  − interpreting and maintaining data
Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Informing team members of current dispute resolution/grievance procedures requires communication of ideas and information.</td>
<td>3</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Monitoring staff performance and identifying training needs requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Developing a training plan requires activities to be planned and organised.</td>
<td>3</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Resolving interpersonal conflict and providing constructive feedback to team members requires the application of team work.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>The use of mathematical ideas and techniques will be applied when monitoring and maintaining training budget.</td>
<td>2</td>
</tr>
<tr>
<td>How can problem solving skills be applied?</td>
<td>Problem solving skills will be applied when developing and implementing strategies for interpersonal conflict and dispute resolution.</td>
<td>3</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied when developing training plans and delivering training to team members.</td>
<td>2</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE (CONTINUED)

Context of Assessment

Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRPM1B can be assessed with other units which make up a particular job function.

Evidence gathering methods
Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources required

- A retail work environment
- Relevant documentation such as:
  - store policies and procedure on employee relations and staff development
  - legislative requirements
  - store staffing plan
  - job descriptions
- Statutes, awards and agreements relating to:
  - monitoring staff performance
  - performance appraisal
  - counselling
  - disciplinary procedures