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AHRI PRACTISING CERTIFICATION PROGRAM

PROJECT SPONSOR GUIDE

Unit 4: Applied Project in Organisational Capability



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INTRODUCTION

The Project Sponsor, in partnership with the employee's manager, plays an integral role in the success of the employee's Applied Project in Organisational Capability.

This Guide provides information to assist a workplace supervisor/manager in fulfilling their role of Project Sponsor for a learner/employee who is undertaking the AHRI Practising Certification (APC) Program capstone unit, Unit 4: Applied Project in Organisational Capability.

UNIT 4 OVERVIEW, AIMS AND OBJECTIVES

Overview

The APC Program is designed to equip HR professionals with essential skills and knowledge for advanced strategic HR management. This program examines the key functions of human resources management as it relates to the business environment, organisation and the individual HR practitioner.

The APC Program focuses on both the theory and practical application of human resources as a means of contributing to organisational effectiveness. The program is underpinned by the [AHRI Model of Excellence](#) and is designed to give the HR professional the capability to:

- Apply HR thought leadership and insight to foster a productive and sustainable culture that drives individual and organisational objectives; and
- Build professional HR skills and knowledge to influence organisational objectives.

Unit 4: Applied Project in Organisational Capability is the capstone unit for the program, focusing on the practical application of what has been learnt in the program.

Aims

The aims of Unit 4: Applied Project in Organisational Capability, underpinned by the AHRI *Model of Excellence*, are to develop the knowledge and skills to:

- ensure your practice as a HR professional is *Business Driven* through understanding the organisation's context and objectives
- practise as an effective *Strategic Architect* through contributing to organisational strategy translated into HR strategy
- influence, as an *Ethical and Credible Activist*, through the provision of valued insights resulting in the achievement of individual and organisational objectives
- act as an *Expert Practitioner* within your organisation by building, maintaining and applying HR knowledge
- Build and foster relationships and partnerships with key stakeholders as a *Stakeholder Coach and Mentor* to ensure organisational capability
- practise as a *Culture and Change Leader* within your organisation by fostering a productive and sustainable organisational culture.

Learning objectives

After completing Unit 4: Applied Project in Organisational Capability, the learner should be able to:

- Apply HR skills, knowledge, practices and behaviours in the context of the organisation
- Deliver a HR strategy / initiative that enhances organisational capability
- Reflect and evaluate on own current capability and identify future professional development needs.

ROLES AND RESPONSIBILITIES

The Applied Project in Organisational Capability requires time and commitment from the Project Sponsor, the learner/employee, and the employee's direct manager to ensure the project is effectively planned and implemented and that it has a positive benefit to the organisation in terms of building organisational capability.

It is expected that the Project Sponsor will enter into a sponsorship relationship with a commitment to assist the learner to develop and learn in an environment that supports their project.

If for any reason the project sponsor relationship is not working, the learner must notify AHRI Student Support immediately to ensure that the matter is addressed and if necessary the learner must organise alternative project sponsorship arrangements.

Above all, it is expected that, as part of sponsoring the learner, the Project Sponsor will make time to share ideas, knowledge and experiences with the learner to help them succeed in their Applied Project in Organisational Capability.

Project sponsor role

The *Project Management Body of Knowledge* (PMBOK) defines the role of a project sponsor as:

A sponsor is the person or group that provides the financial resources, in cash or kind, for the project. When a project is first conceived, the sponsor champions the project. This includes serving as spokesperson to higher level of management to gather support throughout the organization and promote the benefits that the project will bring. The sponsor leads the project through the engagement or selection process until formally authorized, and plays a significant role in the development of the initial scope and charter.

For issues that are beyond the control of the project manager, the sponsor serves as an escalation path. The sponsor may also be involved in other important issues such as authorizing changes in scope, phase-end reviews, and go/no-go decisions when risks are particularly high.

(Project Management Institute, 2008, p. 25).

The Project Sponsor role for the Applied Project in Organisational Capability requires a similar approach to that outlined above. In addition, there is an expectation that the Project Sponsor will:

- Maintain their involvement/sponsorship role for the full duration of the project (i.e. over the course of the 30 week study period)
- Assist the learner/employee to select an appropriate work-based project that will contribute to building organisational capability (refer to the 'Selecting a project' section for further information)
- Take an interest in the learner's project, be willing to listen and consult with the learner regarding the project, and assist them to achieve the project goals
- Meet with the learner/employee and their direct manager on a regular basis to determine appropriate project topic, discuss project progress, address project challenges, and work towards achieving the project outcomes
- Work with the learner/employee and their direct manager to ensure sufficient time and resources are available to undertake project tasks
- Try and plan ahead for meetings, e.g. have some questions prepared to ask the learner regarding their project and any issues, challenges or opportunities related to the project
- Provide guidance to the learner/employee, offer relevant advice, and give feedback where required
- Provide advice, where appropriate, on key project stakeholders interests and communication requirements
- Know their own professional boundaries and areas of expertise/knowledge and refer the learner/employee to other specialists for advice as required
- Ensure confidentiality and privacy is maintained at all times
- Assist the learner/employee to transition to a new sponsor should the current sponsor be unable to continue their sponsorship.

Ultimately, the Project Sponsor provides assurance that the project is sound and appropriate (i.e. it aligns with strategic objectives and will help build organisational capability), champions the project with key stakeholders, ensures appropriate governance, assists the learner/employee (as the project manager) to make key decisions relating to the project, and helps the learner/employee realise the benefits of the project.

Role of the learner/employee

The learner/employee is required to take responsibility for the project; they are expected to:

- Complete the learning module and associated assessment tasks. The project is an important exercise in project management and self-management. The learner/employee must make a commitment to regularly work on the project to ensure that they deliver the project outcomes within the specified timeframe
- Make arrangements for a Project Sponsor to support their Applied Project in Organisational Capability for the duration of the project
- Take responsibility for their professional development and be proactive about initiating and maintaining regular contact with their Project Sponsor and direct manager regarding the project
- Negotiate method and frequency of contact with their direct manager and the Project Sponsor to ensure regular project communication and consultation
- Schedule and plan ahead for any meetings with their direct manager and Project Sponsor (e.g. create a list of things to discuss at the meeting that are relevant to progressing the project and achieving the project outcomes)
- Be willing to listen and learn and be guided by the Project Sponsor and their direct manager, and ask for feedback when required
- Be honest and clear with their Project Sponsor about what they would like to learn and achieve –the learner, the Project Sponsor, and the learner’s direct manager should all have a clear understanding of the project goals, requirements and intended outcomes
- Ensure confidentiality and privacy is maintained at all times

Role of the manager

Where the learner’s direct manager is not the Project Sponsor, there needs to be regular communication between the learner/employee, Project Sponsor and the manager to ensure that the manager is aware of, understands and supports their direct report’s project, its activities and its intended outcomes.

Regular meetings between the three parties may be needed to ensure project planning, implementation and resourcing is effectively carried out to achieve the project outcomes. It is the learner’s/employee’s responsibility to schedule these meetings.

As part of the Applied Project in Organisational Capability, it is expected that the learner’s/employee’s direct manager will:

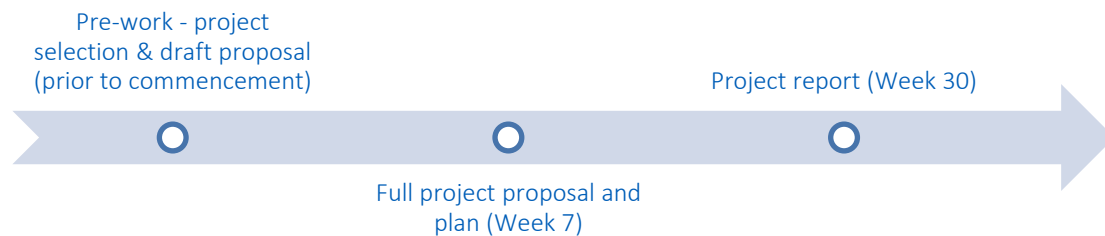
- Maintain their involvement throughout the project (i.e. for the full duration of the 30 week study period)

- Ensure the learner/employee has sufficient time available in their work schedule to undertake their project activities – the project should form part of the employee’s work role rather than an ‘add on’ that needs to be accommodated
- Take an interest in the learner’s project, be willing to listen and consult with the learner regarding the project, and assist them to clear any ‘roadblocks’ and achieve the project goals where needed
- Meet with the learner/employee and Project Sponsor on a regular basis to determine appropriate project topic, discuss project progress, and help the learner achieve the project outcomes
- Ensure confidentiality and privacy is maintained at all times

APPLIED PROJECT IN ORGANISATIONAL CAPABILITY REQUIREMENTS

The Applied Project in Organisational Capability is an original, practical, workplace project undertaken by the learner to build organisational capability. The project must demonstrate how the learner has enhanced organisational capability in the organisation through the application of HR competencies and behaviours outlined in the [AHRI Model of Excellence](#).

The following is an overview of project and assessment tasks that the learner is required to completed over the course of the 30-week study period and information about the ways in which the Project Sponsor can help the learner each step of the way.



Pre-work

Before commencing the capstone unit, Unit 4: Applied Project in Organisational Capability, the learner is required to undertake the following pre-work:

1. Identify and select an organisational capability opportunity or problem that they will use as the focus of their work-based project. They will need to articulate:
 - a. The context and background to the problem/issue, including an overview of the organisation, its size, complexity and their role;
 - b. The concept/aim of the project with a clear understanding of the problem to be solved, the issue to be addressed, or the change to be implemented; and

- c. The objectives/deliverables of the project – what they hope to achieve by the end of the project (i.e. within the 30 week timeframe) and how the project will contribute to building organisational capability.
2. Select a Project Sponsor and meet with them to discuss the potential work-based project and, using the project proposal template (see Appendix 1), obtain approval/sign-off for the project concept and the Project Sponsor's commitment to support the planning, implementation and evaluation of the project.

Note: (i) The project must address a problem, introduce a change, investigate an issue or create a new, innovative solution in the organisation to contribute to organisational capability; (ii) Refer to the 'Selecting a project' section for further information on appropriate work-based projects.

Project sponsor actions

To guide the learner/employee at this stage of the project, the Project Sponsor should:

- Meet with the learner (and where appropriate, their direct manager) to: (a) consider potential project topics; (b) discuss likely project issues, challenges and opportunities; and (c) select an appropriate focus for the project – refer to the 'Selecting a project' for tips on project selection
- Provide sign-off/approval for the initial project concept
- Make a verbal commitment to supporting the learner and the planning, implementation and evaluation of the project
- Agree with the learner on appropriate communication methods to be used throughout the project/study period and set a provisional meeting schedule.

Following attendance at the first workshop or webinar

3. When the learner/employee has completed items 1 and 2 above and attended the first workshop or webinar for the unit, they are required to submit their draft project proposal (see Appendix 1 – project proposal section) to their Academic Coordinator for review. This task is required to be completed within one week after the first workshop or webinar. (Note: If the learner does not submit the completed draft project proposal to their Academic Coordinator this may impede their studies and ability to complete the project within the required timeframe.)

Project sponsor actions

To guide the learner/employee at this stage of the project, the Project Sponsor should:

- Meet with the learner (and the learner's direct manager where appropriate) to refine the project proposal and ensure the viability of the project and to confirm the ways in which the project and its outcomes will help to build organisational capability.

Assessment Task 1: Project proposal and plan

The learner is required to prepare a convincing proposal and plan for their Applied Project in Organisational Capability using the template provided (see Appendix 1). The project proposal (completed prior to commencing the unit of study – see Pre-work section above) and the project plan must be approved and signed off by the Project Sponsor.

In this document the learner will include a detailed plan about how the organisational capability project will be implemented. This plan must include:

- A clear outline of how the project will build organisational capability
- Proposed approach or method for achieving the aim and objectives – i.e. implementation methodology for the project
- A full task / time plan in a table, figure or other structured format using project management techniques
- A full risk assessment
- Resources required, including personnel and budgeting issues, and securing time in the workplace to work on the project
- Any other details from the project proposal that the learner wishes to expand on.

Note: The learner is required to engage with the organisation throughout the project - from inception, during implementation, through to reporting and evaluation. This is likely to require considerable consultation and collaboration with key stakeholders.

Project sponsor actions

To guide the learner/employee at this stage of the project, the Project Sponsor should:

- Meet with the learner (and if necessary their direct manager) to provide guidance on developing a robust project proposal and plan
- Provide advice on project activities, resources, risks, timeframes, key stakeholders, communications etc.
- Provide sign-off/approval of the project proposal and plan that will be submitted to AHRI as the first assessment task related to the Applied Project in Organisational Capability.
- In consultation with the employee's manager, ensure that the project is included in the employee's performance agreement/deliverables for the 30 week duration of the project.

Assessment Task 2: Project report

The learner must write an evaluative project report detailing their Applied Project in Organisational Capability and the outcomes.

The project report will consist of two parts:

Part A: Executive summary (see Appendix 2 for Executive Summary template)

Part B: Project report.

The project report should clearly demonstrate how the project is original and how it adds value to organisational capability. The report should present in detail the results of the project, documenting and analysing the process followed, and the project outcomes. In particular:

- The learner must be very clear about exactly what work they have done, and clearly acknowledge pre-existing organisation resources such as a survey carried out by someone else, or assistance provided by any project team.
- The learner should choose a reporting framework that conveys how the project aim was achieved, what they did, what the evidence was, and what were the important outcomes and recommendations.
- The learner will need to provide qualitative and quantitative data to demonstrate the impact on organisational capability.

While it is not an assessment requirement that the learner/employee conducts a presentation of the Applied Project in Organisational Capability report/project outcomes to organisational stakeholders, the organisation may want the learner/employee to present to sponsors, colleagues and other interested stakeholders. Any such presentations may constitute part of the organisation's dissemination requirement of the project.

Important Note – HR Certification

As well as being for APC Program Unit 4 assessment purposes, the executive summary of the project report will also be submitted to the AHRI National Certification Council (NCC) a part of the learner's application for HR Certification. It will be used to advise the NCC of the high-level project aims, project outcomes, and how the project has contributed to organisational capability.

The executive summary requires the learner to analyse and synthesise the major elements of the project report and to demonstrate the impact of the project to the NCC and also show their eligibility for HR Certification through demonstration of the AHRI Model of Excellence competencies and behaviours.

The Project Sponsor is required to sign the executive summary (see section 2.5 of Appendix 2 for further detail). The Project Sponsor may also be contacted by the NCC to verify the learner's performance and evidence provided.

Project sponsor actions

To guide the learner/employee at this stage of the project, the Project Sponsor should:

- Regularly meet with the learner (and their direct manager where appropriate) to monitor project progress – i.e. discuss project tasks, resources, timeframes, challenges, stakeholder communications, data/metrics etc. to ensure project is tracking according to plan – and provide guidance to the learner
- Sign the 'Sponsor declaration' section executive summary of the project report (refer to Appendix 2 to view the executive summary template that the learner is required to submit as part of their project report).

Assessment Task 3: Learning journal

The learner/employee is required to keep a learning journal during their Unit 4 studies and at the end of the study period use it for reflection and evaluation. The learner is required to:

- a) Analyse their learning journey
- b) Assess their HR competencies, by either using the AHRI Training Needs Analysis tool or reviewing their Personal Development Plan that they developed in the first unit of study in the APC Program
- c) Reflect on their learning in the APC program and how the capstone assessment (i.e. the Applied Project in Organisational Capability) has helped them develop as a HR professional
- d) Reflect on what they have learnt that will enable them to be more effective in their role and the organisation
- e) How you they able to help the organisation build its human resources capability and achieve its strategic objectives.

Project sponsor actions

To guide the learner/employee at this stage of the project, the Project Sponsor should:

- Encourage the learner to reflect on their learning and their professional development and regularly writing entries into their learning journal throughout the course of the project – doing so will help build the learner's awareness of the way their study and the project has impacted their professional development.

SELECTING A PROJECT

The Project Sponsor is required to work closely with the learner/employee and their direct manager to ensure that the work-based project selected by the learner is appropriate and that it will contribute to building organisational capability. Following are some tips to help guide the selection of the work-based project:

- The project must be original and the learner's own work, and must be created specifically for the APC Program. It cannot, for example, be a project that the learner has previously completed for other purposes.
- The project must contribute either directly or indirectly to building organisational capability. It must be clear that the learner/employee is actually going to DO something, for example, solve a problem, make an improvement, introduce a new initiative etc. that will result in improved outcomes, whether immediate or final. The learner will need to provide qualitative and quantitative metrics to demonstrate the impact and outcomes of the project.
- The learner will be spending many hours working on the project; it is important that they choose a topic that they are motivated to work on and are comfortable with.

A helpful approach is for the learner to look at their job role and work/performance requirements for the next 6-12 months and endeavour to align the project with their work role. The project should form part of the learner's/employee's work role with time and resources committed to the project and a tangible benefit to the organisation realised. The project work should not be regarded as an 'add on' to their work role, but rather than integral part of it.

- The proposed project must be feasible and achievable given the timeframe (i.e. 30 week study period) and resources available. Be careful that the learner does not to choose a project that is too big to be achieved. The learner may need to:
 - Redefine the task to a more realistic level
 - Focus on a significant, manageable component rather than the entire issue/project
 - Use only a self-contained part of the project for assessment, even if the stakeholders want the whole exercise completed for other organisational purposes.
- At the project proposal stage, the learner may need to draw up a realistic timeline of tasks and completion dates and identify what they have to do to get the project done within these timeframes. This will help determine the feasibility of the project.
- Consult with the learner and their direct manager to ensure that the necessary people and/or resources required for the project will be available to complete the project tasks.

- Look for practical projects rather than theoretical exercises. The learner should choose a topic which requires the gathering and analysis of information and learning about the subject matter – they should not just assemble a justification for conclusions that they have already decided that they want to get accepted.

PRIVACY STATEMENT

Privacy and confidentiality of all information relating to the project, persons and the organisation is to be maintained at all times. Where there are sensitive information and issues involved, the relevant permissions must be obtained.

Ethical practice in the conduct of the project must be observed. For example, maintaining confidentiality where it is required and honouring any commitments made to individuals or groups when securing their participation.

AHRI respects and protects the privacy of the learner, manager, project sponsor, the organisation, and all other parties. AHRI complies with the Australian Privacy Principles (APPs) in the *Privacy Act 1988* (Cth), as amended. AHRI uses information from the Applied Project in Organisational Capability for the purposes of assessment and certification only. Any commercial in confidence information is respected and confidentiality and privacy of sensitive information is maintained at all times.

To view AHRI's full privacy policy visit <https://ahri.com.au/privacy-policy/>.

APPENDIXES

Appendix 1: Project proposal and plan template

PROJECT PROPOSAL
Project title
1. Introduction, context and background <i>The context and background to the problem/issue including an overview of the organisation, its size, complexity and your role. This section should be brief. Append any excess description, background, history etc.</i>
2. Concept/Aim <i>The concept/aim of the project with a clear understanding of the problem to be solved, the issue to be addressed, or the change to be implemented.</i>
3. Objectives of the project <i>The objectives/deliverables of the project – what you hope to achieve by the end of the 30-week timeframe and how you intend to contribute to building organisational capability.</i>
4. Sponsor Support I am committed to supporting the planning, implementation and evaluation of the organisational capability project. Name: _____ Job Title: _____ Signature: _____

PROJECT PLAN

5. Project management methodology

You may also choose to use the logic of the problem solving cycle, action research, formal project methodologies or some other method or technique relevant to your topic. Identify any alternative approaches considered and the reasons for your final choice.

6. Literature/research/benchmarking

How you go about this will depend on your topic, but as a minimum it must provide a review that you have used to inform the implementation of your project. For example, if your project is on improving performance management in your organisation you would need to review best practice in performance management. (Note: Max. 500 words for this section of your project plan.)

7. Stakeholder mapping

The stakeholder map should include reference to the sponsor and any other persons or groups who have an interest in the project or who are impacted by the project.

Provide a summary in this section, identifying the key stakeholders who have high power and high interest in your project. In your attachments, include a detailed stakeholder management plan with all stakeholders impacted by your project and utilise Kantor's framework (see Unit 2 Topic 1) to identify your communications approach. It MUST identify the clients and the project impact on them.

See Unit 4 Topic 2 or Unit 2 Topic 1 for detailed information on stakeholder management.

8. Project timetable

Provide a detailed timetable for the project – including tasks and milestones – over the 30-week timeframe.

9. Resources

Identify what resources are required, when they are required, and for what purposes. Include any human resource and financial resource issues relevant to resourcing the project.

10. Risk management

Provide a risk identification, assessment and management plan.

11. Evaluation

Indicate the qualitative and quantitative measures and SMART goals that you will use to measure the success of your project. If available, collect baseline data prior to the start of your project to measure impact during implementation. Also think about how you will evaluate the management of your project.

Evaluation should address time, cost and quality using SMART measures where possible. You must consider how you will measure the impact of your project on organisational capability through the collection of related metrics.

12. Appendices

You may use tables, figures, charts etc. from your workplace to provide necessary details if required. Note: The appendices do not count in the word limit. Examples of appendices include your detailed risk management plan, stakeholder and communication plan, detailed project timetable (e.g. Gantt chart).

Appendix 2: Executive summary template

EXECUTIVE SUMMARY															
SECTION 1: INTENT															
1.1 Project title															
1.2 Purpose Provide a brief background statement of the problem/ issue that prompted this organisational capability project.															
1.3 Context Elaborate upon the following: <ul style="list-style-type: none"> • Workplace location and description • Project demographics, including, size of organisation, timeframes, budgets, number of stakeholders, etc., as ways to assess the scale and scope of project. 															
1.4 Business drivers What were the key initial organisational drivers and evidence for the project that led to its instigation? What were the business objectives that you were attempting to address? <i>(Bullet points; Summary from the aims and objectives section of your work-based project proposal and report)</i>															
1.5 Your specific role in the delivery of realised outcomes <i>(Use bullet points)</i>															
1.6 Stakeholder engagement Identify key stakeholders in this project, e.g. sponsors, clients, end users, etc., and list in the table. <i>(Summary from the stakeholder management plan section in your project plan and report)</i> <i>(Please restrict the content to the</i>	<table border="1"> <thead> <tr> <th>WHO did you engage?</th> <th>HOW did you engage?</th> <th>WHEN did you engage?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	WHO did you engage?	HOW did you engage?	WHEN did you engage?											
WHO did you engage?	HOW did you engage?	WHEN did you engage?													

<i>table provided)</i>																																				
SECTION 2: OUTCOMES AND EVALUATION																																				
<p>2.1 Outcomes</p> <p>Specify the actual outcomes realised from the initiative, noting the specific value of these outcomes for the organisation.</p> <p><i>(Summary from the aims and objectives section of your project proposal and project report)</i></p>																																				
<p>2.2 Quantitative and qualitative data</p> <p>There must be evidence of research, including:</p> <ul style="list-style-type: none"> • Key quantitative measures of success (outputs need to be observable/measurable) • Specific, evidence-based net improvements that are measurable and observable using quantitative data • Key qualitative data from surveys, questionnaires, interviews, commentary from stakeholders <p><i>(Summary from the evaluation section of your project plan and project report)</i></p> <p><i>(Please restrict the content to the table provided)</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4">Quantitative and Qualitative Measures of Success</th> </tr> <tr> <th style="width: 15%;">Data item</th> <th style="width: 15%;">Preceding the project</th> <th style="width: 25%;">Relevant mid-project data tracking (if appropriate)</th> <th style="width: 15%;">Results at end of project</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>				Quantitative and Qualitative Measures of Success				Data item	Preceding the project	Relevant mid-project data tracking (if appropriate)	Results at end of project																								
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<p>2.3 Research</p> <p>List the key range of validated research, academic research, resources and/or information sourced in preparation for undertaking and implementing the work-based project, such as texts, surveys, focus groups, observation, interviews.</p> <p><i>(Summary from the evaluation section in your project plan and project report)</i></p>																																				
<p>2.4 Recommendations for future</p>																																				

<p>action/change</p> <p>Provide a summary of the main actions that need to follow post project completion.</p> <p><i>(Summary from the recommendations section from your project report)</i></p> <p>If the nature of the project is that impact will not occur until after project completion, identify how you are going to measure the impact of your project in the long-term.</p> <p><i>(Summary from the evaluation section of your project plan and project report)</i></p>	
<p>2.5 Sponsor declaration</p> <p>I have read this executive summary and verify that:</p> <ul style="list-style-type: none"> (a) it is the student’s own work; (b) it reflects the aims and objectives stated in the project proposal and plan; and (c) it accurately reflects the project deliverables. <p>Note: You may be contacted by an AHRI assessor or a member of the AHRI National Certification Council to verify performance and evidence provided.</p>	
Name:	
Position:	
Organisation:	
Signature:	
Date:	
Contact number:	

Appendix 3: Week by week learning plan

The Unit 4 Learning Plan below is designed to provide you with a week-by-week overview of the self-paced learning and activities that the learner is required to undertake across the 30-week study period. The plan is included as an appendix to this guide to provide you with an overview of what the learner needs to do and by when; and to consider ways in which you can support and guide the learner along the way.

Week	Learner/employee self-paced activity
1	<ul style="list-style-type: none"> • Read the welcome email from your Academic Coordinator. • Read the unit outline of Unit 4: Applied Project in Organisational Capability in the unit workbook. • Familiarise yourself with the learning resources on the APC Program student portal. • Familiarise yourself with the assessment requirements for the unit. • Complete the unit pre-work activity. This will help you firm up your HR initiative proposal/concept. • Make sure you have arranged a Project Sponsor for your initiative. • Start your learning journal reflections and continue to add reflections as you work through the unit/project.
2	<ul style="list-style-type: none"> • Read Topic 1: Project Management and complete topic activities in your workbook. • Attend Workshop 1 (workshop mode students only). Prior to workshop, make sure you are clear on your HR initiative, have obtained support for your project from your organisation and have a Project Sponsor. • Participate in Webinar 1 with your Academic Coordinator and fellow learners (distance learning students only). Prior to webinar, make sure you are clear on your HR initiative, have obtained support for your project from your organisation, and have a Project Sponsor.
3	<ul style="list-style-type: none"> • Research and work on Assessment Task 1: Project proposal and plan. • By the end of week 3 you need to submit a draft of your project proposal to your Academic Coordinator to ensure they have signed off on your project concept. • Ensure support of your Project Sponsor. Make sure you have their agreement and work with them to finalise your project plan (Assessment Task 1). They need to sign off that they are happy with your implementation plan and commit to supporting you in its execution.
4	<ul style="list-style-type: none"> • Research and work on Assessment Task 1: Project proposal and plan. • Keep your sponsor in the loop as you work on your project plan.
5	<ul style="list-style-type: none"> • Work on Assessment Task 1: Project proposal and plan. • Attend Workshop 2 (workshop mode students only). Bring the draft project plan that you are working on to the workshop. • Keep your sponsor in the loop as you work on your project plan.
6	<ul style="list-style-type: none"> • Research and work on Assessment Task 1, your project proposal and plan.

Week	Learner/employee self-paced activity
	<ul style="list-style-type: none"> Participate in the virtual check-in session with your Academic Coordinator to discuss any queries you have regarding learning and assessment (distance learning students only). Keep your sponsor in the loop as you work on your project plan. You need them to be comfortable with and supportive of your plan.
7	<ul style="list-style-type: none"> Research and work on Assessment Task 1: Project proposal and plan. Assessment Task 1: Project proposal and plan due.
8	<ul style="list-style-type: none"> Work on your HR initiative. Keep your sponsor in the loop – establish regular check-in meetings and discuss project challenges and deliverables. Review Assessment Task 1 feedback and incorporate areas for improvement in your project implementation.
9-13	<ul style="list-style-type: none"> Work on your project. Read Topic 2: Internal Consulting, Influencing and Negotiating and complete the topic activities in the unit workbook. Keep your sponsor in the loop – hold regular check-in meetings and discuss project challenges and deliverables.
14	<ul style="list-style-type: none"> Read Topic 3: Problem Solving Techniques and complete the topic activities in the unit workbook. Continue working on your project. Keep your sponsor in the loop – hold regular check-in meetings and discuss project challenges and deliverables.
15-17	<ul style="list-style-type: none"> Work on your project/HR initiative. Keep your sponsor in the loop – hold regular check-in meetings and discuss project challenges and deliverables.
18	<ul style="list-style-type: none"> Continue to work on your project/HR initiative. Attend Workshop 3 (workshop mode students only) – be prepared to discuss project progress and any challenges you are having with the implementation of your project. Participate in Webinar 2 to discuss your project with your Academic Coordinator (distance learning students only). In preparation for the webinar, make sure you are clear on any challenges occurring in your project.
19-21	<ul style="list-style-type: none"> Continue to work on your project/HR initiative. Keep your sponsor in the loop – hold regular check-in meetings and discuss project challenges and deliverables.
22	<ul style="list-style-type: none"> Continue to work on your project/HR initiative. Participate in the virtual check-in session with your Academic Coordinator to discuss any queries you have regarding your project/HR initiative (distance learning students only).
23-26	<ul style="list-style-type: none"> Continue to work on your project/HR initiative.

Week	Learner/employee self-paced activity
	<ul style="list-style-type: none"> Keep your sponsor in the loop – hold regular check-in meetings and discuss project challenges and deliverables.
27	<ul style="list-style-type: none"> Work on your project/HR initiative. Attend Workshop 4 (workshop mode students only) – bring with you any questions or challenges you may have regarding your project / project report that you would like to discuss. Participate in Webinar 3 – come along with any questions or challenges you may have regarding your project and the assessment task that you would like to discuss (distance learning students only).
28	<ul style="list-style-type: none"> Work on your project/HR initiative. Start work on your project report (Assessment Task 2). Discuss the report with your sponsor – are you both clear on the impact on you have had on the business problem you are trying to solve? Give particular attention to your metrics and evaluation.
29	<ul style="list-style-type: none"> Work on finalising your HR initiative/project. Continue working on your project report. Discuss the project and project report with your project sponsor – are you both clear on the impact you have had on the business problem you are trying to solve? Give particular attention to your executive summary as this part of the report will go to the National Certification Council. Finalise Assessment Task 3: Learning journal. Review the information you have captured during the trimester and pull together into themes. Complete the AHRI Training Needs Analysis. You will need the results for your learning journal. Identify your learning development needs post the APC Program.
30	<ul style="list-style-type: none"> Finalise your assignments (Assessment Task 2: Project Report and Assessment Task 3: Learning Journal). Assessments are due this week.



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