



Australian Government

BSBPMG617 Provide leadership for the program

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to provide leadership for the program. It includes the performance criteria required to demonstrate competency in motivating and inspiring individuals and organisations to work constructively toward attainment of program benefits.

A program is defined as a set of interrelated projects, each of which has a project manager. 'Multiple projects', or 'a program of projects', refers to a number of related projects managed by the same person as a program to achieve organisational objective/s.

It applies to individuals who are program managers and those managing a suite of projects (a program). They operate within assigned authority levels, are responsible for their own performance and sometimes the performance of others.

Individuals in this role may be operating within an organisation, a business or as a consultant.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Promote the program vision	1.1 Maintain alignment of the program vision with the sponsoring organisation mission and values 1.2 Conduct ongoing negotiations with stakeholders to maintain program vision 1.3 Demonstrate commitment to the program vision

ELEMENT	PERFORMANCE CRITERIA
2. Build an environment of confidence and trust within the program	2.1 Treat stakeholders fairly and equitably 2.2 Encourage and facilitate open discussion 2.3 Manage differences constructively 2.4 Attend to issues and concerns in a timely manner 2.5 Choose and apply interpersonal and leadership styles based on the circumstances 2.6 Honour realistic personal commitments
3. Embed socially responsible practice into the program	3.1 Communicate explicit expectations for socially responsible practice to constituent projects and other pertinent stakeholders 3.2 Design policies and procedures to allow individuals to safely report breaches of socially responsible practice without fear of retaliation 3.3 Identify and address threats to socially responsible practice within the program
4. Develop the potential of program staff	4.1 Establish individual behavioural expectations for constituent project managers 4.2 Define, document and communicate agreed individual program roles 4.3 Encourage desirable behaviours and discourage undesirable behaviours
5. Support a learning environment	5.1 View program planning and program plan implementation as a learning process 5.2 Treat errors, mistakes and expressed concerns as learning opportunities 5.3 Develop and maintain plans for identifying, capturing, disseminating and exchanging knowledge 5.4 Implement program knowledge as planned 5.5 Encourage reflection on and review of practice as a basis for learning

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	5.1, 5.2, 5.3, 5.4, 5.5	Uses feedback to grow and develop own skills and experience and applies practical strategies to facilitate learning
Reading	1.1, 4.2	Applies appropriate strategies to construct meaning from complex texts
Writing	3.2, 4.2, 5.3	- Develops and updates roles and plans using language and structure to suit the audience - Designs and develops documents according to organisational formats
Oral Communication	1.2, 2.2, 3.1, 4.2	- Participates in a range of verbal exchanges using clear and detailed language to provide relevant information - Uses active listening and questioning techniques to confirm understanding
Navigate the world of work	1.1, 1.2, 1.3, 3.2	- Contributes to the design of organisational policies and protocols that support the organisation's goals - Understands responsibilities of own role and its contribution to broader goals of the work environment
Interact with others	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 4.1, 4.2, 4.3, 5.5	- Selects and uses appropriate conventions and protocols when communicating with stakeholders to share information - Encourages a collaborative culture within own sphere of influence, investing time in building and maintaining effective working relationships and facilitating respect and commitment between stakeholders - Fosters a climate where individual differences are respected and valued - Understands the importance of honouring own obligations
Get the work done	2.3, 2.4, 3.3, 5.3, 5.4	- Organises and implements tasks required to action knowledge management plans - Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account - Identifies issues, and used problem-solving skills to evaluate options and decide on appropriate actions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPMG617 Provide leadership for the program	Not applicable	New unit	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBPMG617 Provide leadership for the program

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Performance Evidence

Evidence of the ability to:

- display effective communication skills to liaise with stakeholders
- demonstrate ethical behaviour
- model leadership skills to lead a program
- negotiate a program vision with others
- lead a program to develop and sustain the documented program vision
- embed confidence, trust, ethical and sustainable practices in an enterprise program
- develop and support personnel within the program environment
- design knowledge management methods and processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- compare behavioural models for the role of program manager
- explain communication and negotiating styles and approaches
- describe current ethics, equity and fairness norms, regulations and legislation
- list learning and development methods and strategy
- compare types and formats for program vision.

Assessment Conditions

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

- workplace documentation regarding program leadership

- feedback from stakeholders, which reflects how program leadership was implemented for a program.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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