

ASSOCIATE DIPLOMA IN PEOPLE MANAGEMENT

**5HR02
ADPM**

**ASSIGNMENT
WRITING GUIDE**

**TALENT MANAGEMENT AND
WORKFORCE PLANNING**

THE ASSIGNMENT WRITING GUIDE

Oakwood International prides itself on supporting our learners. Your success is our success!

You have engaged in a globally-recognised qualification which will drive your career forward, and this is the final step in achieving your goal: writing your assignment.

Oakwood International knows that balancing an intense and demanding work life with your personal and home life is challenging. Adding a global qualification into this mix can be difficult. *How do I find the time? How do I answer questions in a second language?* Oakwood International understands these challenges and therefore, we have created this critical document to guide you to success. Using this document and the resources we suggest makes you more likely to achieve your goal.

The LAB (Learner Assessment Brief)

When you submit your work for assessment, you need to feel confident that your submission meets the assessment requirements. This means the marker must be sure you have demonstrated sufficient knowledge and understanding to justify a pass against every Assessment Criteria (AC). Failure in just one Assessment Criteria will result in a fail grade and you will be required to resubmit your answer(s) again. This will delay the completion of your qualification. So let's ensure together this does not happen.

You will see on your LAB that this assessment is divided into tasks. Each task has a question that you must answer. Please note that many tasks have more than one element to consider, so read the task carefully. The CIPD link an AC to each question. For example:

Task One

Evaluate the principles of reward and its importance to organisational culture and performance management. (AC 1.1)

This guidance document tells you exactly what you **MUST** do to achieve a pass on the AC.

You will also see that we have provided a range of research sources that you can use to inform your answers. These resources have been drawn from valid, reputable sources – including the CIPD – and all are assessed to be appropriate as reference sources for your written assignment.

Please note that at this level, all AC's MUST show evidence of secondary source use. Failure to demonstrate that you have undertaken wider reading and included your correctly referenced sources will mean your answer will be failed. You should be using up-to-date sources from within the last five years.

Important Notes

As with any research source, you must acknowledge where and how you have used it to answer the question. This is what referencing means. Every source used in this document has the source reference included. These are mostly URL links. If you use the resources we have given you to support your written assignment, the source reference included in this document is what you use. There is detailed guidance on how to set out your short (in-text) and long references on **Oakwood's Learner Hub**. If you do not reference correctly, your work will be seen as plagiarised. This is a serious offence.

Our marking system uses Turnitin (<https://www.turnitin.com/regions/uk>), which will tell us the percentage of copied and pasted content. It will also show us if you have copied content from another learner's submission. Work found to contain plagiarised material will be returned unmarked. Serious or repeated plagiarism will be reported to the CIPD, who could remove you from the qualification. Therefore, make sure you reference correctly!

Word Count

Please stay within the word count. The limits are + or – 10%. One of the biggest challenges of this program is to avoid exceeding the word count. But being concise and clear and not using unnecessary wordage is a crucial business discipline you must learn. It is always best to stay under the limit on your first submission because if your work is referred, you may be required to add more information. The word count should be updated on each submission.

Check your work before submitting it. Never rely solely upon a spellchecker. Read through your work carefully and avoid unnecessary errors in spelling and punctuation. Check your formatting and ask yourself if it is clear and professionally presented.

Avoid using bullet points and short statements. You should provide a full narrative. The marker will expect to see evidence of your knowledge and understanding – bullet points and short statements will not evidence this.

Structure

Oakwood advises that you always structure your answers using subheadings. Often, AC's have more than one element that must be covered, and this will help ensure you include everything required. It will also make your answer clear for the assessor.

Completion of the LAB

At the end of this document, there is a checklist. You **MUST** ensure you have used this checklist. Failure to do what is asked will mean your LAB is returned unmarked. This will then delay the marking process and the completion of your qualification. Therefore, **USE THIS GUIDE** to ensure your success.

We at Oakwood International wish you every success in this big step forward. We have a dedicated support team if you have any questions regarding the LAB and your assessment. Please email learners@oakwoodinternational.co.uk and ensure you include your cohort number in the subject line of your email.

Good luck with your studies!

Jonathan Goodwin

Head of Learning - Oakwood International



SECTION ONE

You must include both **long and short references**

You should make reference to the **case study context** where possible in your answers

You should use **relevant theory** where possible in your answers

Please focus on the command verb **highlighted** at the start of each task

.Total word count 3,900 words

AC 1.1

Explain how organisations strategically position themselves in competitive labour markets. (approximately 300 words)

KEY FOCUS AREA: Labour Markets are the places where workers and employers meet up and interact with each other and for many organisations are becoming increasingly competitive. Therefore, organisations (and HR) need to be very strategic in how they position themselves, based on what new employees are looking for and what their competitors are offering.

We advise you use 2 clear sub-headings

- Briefly explain what a **competitive labour market is**
- Explain how organisations position themselves in order to be able to compete in this market
- You should consider **Competitor Analysis, Employer of Choice** and **Employer Branding**
- in your answer
- Refer to the case study context to support your explanation

Reference Links:

- <http://andrewwaleslod.co.uk/learning-resources-how-organisations-position-themselves-in-competitive-labour-markets>
- <https://www.talscale.com/blog/employer-branding-in-recruitment-why-it-is-important>
- <https://blog.hubspot.com/marketing/competitive-analysis-kit>
- <https://www.peoplekeep.com/blog/five-tactics-to-become-an-employer-of-choice>

AC 1.2

Explain the impact of changing labour market conditions on resourcing decisions. (approximately 200 words)

KEY FOCUS AREA: Labour Markets are forever changing. It is very important for HR to understand and follow the Labour Market trends not only locally but also for their sector / industry, so they can explore and understand the impacts (challenges / opportunities) on workforce planning, organisational culture, management style and working patterns (e.g. flexible, home-working, cross-functional, team focus etc...). HR and Leaders can then effectively plan to make sure short and long-term labour needs are met.

We advise you use 4 clear sub-headings

- Explain the two terms **'tight' and 'loose'** labour markets
- Using PESTLE identify **3 labour market trends** (these could be global or local) For example the rise in flexible working arrangements, fewer older people in work, legislation regarding the hiring of local workers, etc
- For each trend you identify, explain the **impact** this trend has on organisational **resourcing decisions** – you could discuss recruitment methods, retention strategies, reorganisations, development decisions and long-term planning

Refer to the case study context to support your explanation

Reference Links:

- <https://www.cipd.co.uk/knowledge/work/trends/economy-labour-market-factsheet>
- https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_834117/lang--en/index.htm
- <https://www.statista.com/topics/4657/labor-market-in-the-gcc/#dossierKeyfigures>
- <https://www.cipd.org/uk/knowledge/factsheets/pestle-analysis-factsheet/>
- <https://www.cipd.org/uk/knowledge/reports/labour-market-outlook/>
- <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingflexibleworkarrangements.aspx>

AC 1.3

Discuss the role of government, employers and trade unions in ensuring future skill needs are met.
(approximately 200 words)

KEY FOCUS AREA: This question is all about securing the necessary types and numbers of qualified and experienced people to meet the future skills requirements – for a country, sector, or industry. It is about understanding how the future talent pipeline can be managed and maintained.

We advise you use 3 clear sub-headings

- Discuss the role of **Government** in ensuring future skills needs are met- what specific schemes or support does the Government provide?
- Discuss the role of **employers** in ensuring future skills needs are met- what specific initiatives or actions does the employer provide?
- Discuss the role of **Trade Unions** in ensuring future skills needs are met- what specific schemes or support do Trade Unions provide? (Please use UK best practice)

Refer to the case study context to support your discussion

Reference Links:

- <https://www.statista.com/topics/4657/labor-market-in-the-gcc/#dossierKeyfigures>
- <https://adsq.gov.ae/en/>
- <https://www.my.gov.sa/wps/portal/snp/servicesDirectory/EducationAndTraining>
- <https://www.stem.org.uk/>
- <https://www.cipd.org/uk/knowledge/factsheets/skills-factsheet/>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1078091/Understanding_current_and_future_skills_needs - Policy Report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1078091/Understanding_current_and_future_skills_needs_-_Policy_Report.pdf)

AC 2.1

Analyse the impact of effective workforce planning.
(approximately 275 words)

KEY FOCUS AREA: Workforce Planning is all about HR working closely with organisational leaders to create a resource plan which balances a strategic long-term focus with a strong short-term plan to sustain organisational performance. HR does this by making sure that the organisation has the right people, with the right skills in the right places at the right time.

Reference Links:

- Briefly define the term **Workforce Planning**
- If effective workforce planning is completed, what would the positive impacts be on the organisation?
- What would the impact be if **forecasting** is not done? Provide an analysis
- For example, what is the impact of a **gap** between workforce supply and demand?

Refer to the case study context to support your analysis.

- <https://www.gartner.com/en/human-resources/insights/workforce-planning>
- <https://www.aihr.com/blog/strategic-workforce-planning-tools>
- <https://www.cipd.org/uk/knowledge/factsheets/workforce-planning-factsheet/>

AC 2.2

Evaluate the techniques used to support the process of workforce planning.
(approximately 275 words)

KEY FOCUS AREA: Workforce Planning is not a guessing game, so it is important HR is able to identify the most appropriate techniques / tools to make sure it accurately identifies and delivers an effective workforce plan.

We advise you use 2 clear sub-headings

- Choose **2 specific techniques or tools** for workforce planning
- Briefly explain each tool/technique
- **Evaluate** each tool or technique. How effective is the tool? What are the pros and cons?

Refer to the case study context to support your argument.

Reference Links:

- <https://www.personio.com/hr-lexicon/workforce-planning-tools/>
- <https://www.slideshare.net/JosephKonnullly/work-study-methods-study>
- <https://www.projectsmart.co.uk/delphi-technique-a-step-by-step-guide.php>
- <https://smallbusiness.chron.com/managerial-judgment-34613.html>
- <https://smallbusiness.chron.com/ratio-analysis-hr-forecasting-35193.html>

AC 2.3

Explain (two) approaches to succession and contingency planning aimed at reducing (mitigating) workforce risks. (approximately 275 words)

KEY FOCUS AREA: The world of work is unpredictable and uncertain, so an organisation needs to make sure that it has a guaranteed supply of talent and people going forward.
Contingency = “what if?”. *Mitigating* = managing / reducing the risks.

We advise you use 4 clear sub-headings

- Briefly explain the term ‘Succession Planning’
- Briefly explain the term ‘Contingency Planning’
- Explain **1 approach that would reduce risk** when an organisation needs to implement succession planning
- Explain **1 approach that would reduce risk** when an organisation needs to implement contingency planning

Refer to the case study context to support your argument

Reference Links:

- <https://www.cipd.co.uk/knowledge/strategy/resourcing/succession-planning-factsheet#7314>
- <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/engaginginsuccessionplanning.aspx>
- <https://blog.grovehr.com/resource/hr-contingency-plan>
- <https://www.mindtools.com/atmeku3/contingency-planning>

AC 2.4

Assess the strengths and weaknesses of different methods of recruitment and selection to build effective workforces.

You must assess advertising vacancies on organisation websites and interviewing applicants. Then provide one more example for recruitment methods and then one more for selection methods. (approximately 275 words)

KEY FOCUS AREA: Understanding what recruiting methods are at your disposal and how to leverage them is a key first step to maximising your talent recruitment. The trick is to know which recruitment methods work best for your organisation.

We advise you use 4 clear sub-headings

- Assess **advertising vacancies on an organisation's website** as a recruitment method (its strengths and weaknesses)
- Assess 1 more method of recruitment (its strengths and weaknesses)
- For both methods you must explain how they help to **build effective workforces**
- Assess **interviewing applicants** as a selection method (its strengths and weaknesses)
- Assess 1 more selection method (its strengths and weaknesses)

For both methods you must explain how they help to **build effective workforces**. Refer to the case study context to support your assessment.

Reference Links:

- <https://www.cipd.co.uk/knowledge/fundamentals/people/recruitment/factsheet>
- <https://www.cipd.co.uk/knowledge/fundamentals/people/recruitment/selection-factsheet>
- <https://hbr.org/2019/05/your-approach-to-hiring-is-all-wrong>
- <https://recruitee.com/articles/recruitment-techniques>
- <https://www.indeed.com/career-advice/career-development/modern-recruitment-techniques>
- <https://www.personio.com/hr-lexicon/recruitment-methods-for-hr/>

AC 3.1

Examine turnover and retention trends and the factors that influence why people choose to leave or remain. (approximately 300 words)

KEY FOCUS AREA: Why do some employees leave, and others decide to stay? What can HR do to manage these to minimise organisational disruption and maintain a positive Employee Brand?

We advise you use 6 clear sub-headings

- Briefly explain the term **‘turnover’** (including the difference between functional and dysfunctional turnover) and provide one example of a current trend (e.g. people looking for more flexible jobs; people looking for higher paid jobs etc.)
- **Identify 2 reasons** why employees might choose to leave a job
- Briefly explain the term **‘retention’** and provide one example of a current trend (better reward packages; increased salaries etc.)
- **Identify 2 reasons** why employees might choose to stay

Refer to the case study context to support your argument

Reference Links:

- <https://www.cipd.co.uk/knowledge/strategy/resourcing/turnover-retention-factsheet>
- <https://www.aihr.com/blog/what-drives-employee-turnover>
- <https://hbr.org/1973/07/why-employees-stay>
- <https://www.payscale.com/data/why-people-quit-their-jobs>
- <https://www.predictivehire.com/blog/11-essential-things-to-know-about-employee-turnover>

AC 3.2

Compare different approaches to developing and retaining talent on an individual and group level. (approximately 275 words)

KEY FOCUS AREA: Addressing today's talent challenges is more than a nice-to-have ideal; it is a priority that can determine an organisation's ability to survive and grow. HR needs to be very clear how organisations define "talent" and work with Organisational leaders to identify what they need to do to attract and keep talent.

We advise you use a table format with detailed narrative for the comparison part of this task

- Provide a brief explanation of why talent management is now a key part of an organisations' People Strategy
- Identify and compare **3 different ways** organisations can manage talent retention. (E.g. Appraisals, training and development, lateral moves, flexible working and work-life balance, workplace characteristics, fair and equitable reward, career breaks, realistic job previews etc.)
- You must provide **comparison**. How are the approaches similar/different?
Refer to the case study context to support your comparison

Reference Links:

- <https://www.personio.com/hr-lexicon/talent-pool>
- <https://blog.empuls.io/talent-management-strategy/#:~:text=What%20is%20talent%20management%3F,as%20the%20talent%20management%20lifecycle.>
- <https://www.spiceworks.com/hr/talent-management/articles/what-is-talent-management/>

AC 3.3

Evaluate approaches that an organisation can take to build and support different talent pools.
(approximately 275 words)

KEY FOCUS AREA: Organisations are recognising the importance of developing 'pools of talent' – which may consist of both internal employees (candidates who may shift in their roles) and external candidates. Talent pools are part of a modern approach to succession planning.

We advise you use 3 clear sub-headings

- Explain what is meant by the term '**talent pool**'
- Identify and evaluate **1 approach** your organisation can take to build talent pools (2nd choice applicants; local universities/colleges; careers fairs; apprenticeships; graduate programmes etc.)
- Identify and evaluate **1 approach** your organisation can take to **support** talent pools (social media groups; regular communication; training and developing an internal talent pool etc.)
- You must **evaluate** the approaches- how effective are they? What are their advantages/ disadvantages?

Refer to the case study to support your evaluation

Reference Links:

- <https://www.personio.com/hr-lexicon/talent-pool>
- <https://www.cipd.co.uk/knowledge/strategy/resourcing/surveys>
- <https://harver.com/blog/talent-pool>
- <https://beamery.com/resources/blogs/building-talent-pools-the-complete-guide>
- <https://www.cipd.org/uk/the-people-profession/careers/roles/talent-management/>

AC 3.4

Evaluate the benefits (two) of diversity in building and supporting talent pools.
(approximately 250 words)

KEY FOCUS AREA: Organisations gain many benefits from creating more human workplaces, including better employee performance, improved safety and health, and greater worker satisfaction and commitment – diversity and inclusion brings variety, new thinking, fresh ideas. It is also good for business. Inclusion makes people and business sense.

We advise you use 2 clear sub-headings

- Identify **2 benefits** of focusing on diversity when building and supporting talent pools. (e.g. positive impact on employer brand; reduced risk of being accused of discrimination; compliance with legislation etc.)
- **Evaluate** these benefits by advising on which would have the greatest impact on an organisation and why.

Refer to the case study context to support your argument

Reference Links:

- <https://www.workhuman.com/press-releases/shrm-globoforce-new-research>
- <https://www.pwc.com/m1/en/publications/women-in-work-index.html>
- <https://www.linkedin.com/pulse/what-diversity-inclusion-trends-2021-jacquelyn-blades-phr>
- <https://totalent.eu/five-tips-to-diversify-and-expand-talent-pools-and-solve-talent-shortages/>

AC 3.5

Explain the impact associated with dysfunctional employee turnover.
(approximately 250 words)

KEY FOCUS AREA: Dysfunctional turnover is basically about the best employees leaving so it is important HR put in place strategies to provide the top performers with challenging, new opportunities and promotions so the organisation can keep them.

We advise you use 4 clear sub-headings

- Explain what '**dysfunctional turnover**' means.
- Explain 3 different ways this can **impact** organisations. You should include direct and indirect (hidden) costs, and other impacts such as the psychological impact

Refer to the case study context to support your argument

Reference Links:

- <https://www.aihr.com/blog/what-drives-employee-turnover>
- <https://www.payscale.com/data/why-people-quit-their-jobs>
- <https://www.predictivehire.com/blog/11-essential-things-to-know-about-employee-turnover>
- <https://www.cipd.org/en/knowledge/factsheets/turnover-retention-factsheet/>

AC 4.1

Assess suitable types of contractual arrangements dependent on specific workforce needs. (approximately 250 words)

KEY FOCUS AREA: Importance of HR making sure every employee not only has a legally binding contract of employment but also that it is the right type (for the employee and employer) to make sure there is a healthy employment relationship.

We advise you use 4 clear sub-headings

- Provide a brief explanation of the importance of a contract in the employment relationship
- Identify **3 different** contractual arrangements. (E.g. contractor; permanent, temporary, full-time, part-time, zero-hours etc.)
- Provide an **assessment** for each example. What are its pros and cons for employers and employees?

Refer to the case study context to support your assessment

Reference Links:

- <https://www.gov.uk/contract-types-and-employer-responsibilities>
- <https://www.docusign.co.uk/blog/discover-these-7-types-employment-contract>
- <https://www.indeed.com/career-advice/finding-a-job/types-of-contracts-employment>
- <https://www.cipd.org/uk/knowledge/factsheets/terms-conditions-contracts-factsheet/>
- <https://www.gov.uk/employment-contracts-and-conditions>

AC 4.2

Differentiate between the main types of contractual terms in contracts:
Express terms and implied terms. (approximately 250 words)

KEY FOCUS AREA: Identify the key terms in a contract and explain what they mean.

(Note: to 'differentiate' means *to show or find the difference between things that are compared*)

- Use **2** subheadings: **implied terms** and **express terms**.
- Explain what these terms mean. **What are their key differences?**
- **Provide 2 examples** of each to support your explanation

Reference Links:

- <https://www.upcounsel.com/difference-between-implied-and-express-contract>
- <https://www.complexbusinesslitigation.com/business-copyright-faq/what-are-the-implied-terms-in-a-contract/>

AC 4.3

Explain the components and (two) benefits of effective onboarding.
(approximately 250 words)

KEY FOCUS AREA: Onboarding / Induction / Welcome (Hayyak) is the best opportunity for employers to win the hearts and minds of new employees. Don't waste it. HR needs to make sure the onboarding process 'wows' new employees as they are prone to jump to premature conclusions. As they make their way through the organisation, those early experiences get magnified and stuck.

We advise you use 4 clear sub-headings

- Briefly explain the term '**onboarding**'
- Explain the **components** of an effective onboarding process (policies & procedures; health & safety; who's who; organisational values and aims; training & development opportunities etc.)
- Identify and explain **2 benefits** of effective onboarding

Refer to the case study context to support your assessment

Reference Links:

- <https://enboarder.com/solving-terrible-onboarding>
- <https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/new-employee-onboarding-guide.aspx>
- <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/understanding-employee-onboarding.aspx#:~:text=%22Onboarding%22%20refers%20to%20the%20processes,%2C%20vision%2C%20mission%20and%20values.>

NOTES:

FINAL CHECKS

Final last checks before you submit your work. Tick as completed. Any boxes you do not tick could result in a serious delay to the marking of your reports, or result in a refer grade.

You must submit your assessments as a Word document. The Learner Assessment Brief will clearly explain the format you need to use. Is the correct format used?	
You should use black font for submission 1, red for new narrative in submission 2 and blue for new narrative in submission 3.	
The CIPD Membership Number must be completed and included in the Learner Assessment Brief together with your name and Cohort Number.	
The 'wet' signature and date of submission must be included in every Learner Assessment Brief - you MUST add a new date for each submission	
Assessment Criteria Evidence Checklists should ideally be completed for every Learner Assessment Brief - just repeat the example already given (do not put long references here)	
Have you included both your long and short references? Are these in the right place? Please check the guidance on the learner platform as to how to do Harvard referencing.	
Have you checked your word count? You are allowed 10% + or 10% - the indicative word count.	
Have you recorded your wordcount in the correct place in the LAB?	
Have you made reference to the case study if stated in the Learner Assessment brief? You should also try to use examples from your own organisation to support your points where possible.	
Have you shown wider reading, use of sources in each of your answers?	
Have you used clear sub-headings linked to the elements of the task to help structure your work?	
Have you added your submission dates to page 2? A new date should be added for each submission.	