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| 5HR02  Talent management and workforce planning |
| *Learner Assessment Brief* |
| **Assessment ID / CIPD\_5HR02\_22\_01** |
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| *Level 5 Associate Diploma in*   * People Management * Version 1 – Released September 2022 * Expires June 2024 |

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| **Please write clearly in block capitals. (You MUST complete all highlighted fields)** | | | | | | | | | | |
| **Centre number:** | 8 | | 7 | | | 5 | | |  | |
| **Centre name:** | Oakwood International | | | | | | | | | |
| **Learner number (1st 7 digits of CIPD Membership number):** |  |  | |  |  | |  |  | |  |
| **Learner surname:** |  | | | | | | | | | |
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| **Unit code:** | 5HR02 | | | | | | | | | |
| **Unit title:** | Talent management and workforce planning | | | | | | | | | |
| **Assessment ID:** | CIPD\_5HR02\_22\_01 | | | | | | | | | |
| **Assessment start date:** |  | | | | | | | | | |
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**5HR02  
Talent management and workforce planning**

This unit focuses on the impact of effective workforce planning in considering the development of diverse talent pools and how to contract and onboard the workforce. It also includes analysis of the potential cost to the organisation if this is poorly managed and the tools and interventions required to mitigate this risk.

**CIPD’s insight**

Workforce planning (2021)

Workforce planning is a core business process which aligns changing organisation needs

with people strategy. It can be the most effective activity an organisation can engage in. It

doesn’t need to be complicated and can be adjusted to suit the size and maturity of any

organisation. It can provide market and industry intelligence to help organisations focus

on a range of challenges and issues, and prepare for initiatives to support longer term

business goals.

This factsheet examines the concept of workforce planning. It distinguishes between strategic and operational workforce planning, 'hard' and 'soft' workforce planning, which work together to generate and analyse information before planning actions. It also explores the stages of the workforce planning process and highlights key issues and action points for implementation.

https://www.cipd.co.uk/knowledge/strategy/organisational-development/workforce-planning-factsheet

Workforce planning guide (2018)

World economics, technology, demography and changing social attitudes are constantly influencing how we resource our organisations. The need for the right people, with the right skills, in the right roles, at the right time and at the right cost rings true now more than ever. With concerns over skills shortages and increasing competition to attract ‘talent’ to our organisations, considered workforce planning is an imperative that will keep businesses ahead of the curve. Workforce planning is a business process to align changing organisation needs and people strategy. It doesn’t need to be complicated, and any necessary complexity can be adjusted to suit the size and maturity of your organisation. Workforce planning will often be triggered by a specific event and/or a change to the structure of an organisation, such as through a merger, acquisition or a transformational change project. However, a focus on broader workforce planning will be important to your organisation at any given time.

https://www.cipd.co.uk/knowledge/strategy/organisational-development/workforce-planning-practice

**Please note that the purpose of this insight is to link you to CIPD’s research and evidence within the subject area, so that you can engage with the latest thinking. It is not provided to replace the study required as part of the learning or as formative assessment material.**

## Preparation for the Tasks:

* At the start of your assignment, you are encouraged to plan your assessment work with your Assessor and where appropriate agree milestones so that they can help you monitor your progress.
* Refer to the indicative content in the unit to guide and support your evidence.
* Pay attention to how your evidence is presented, remember you are working in the People Practice Team.
* Ensure that the evidence generated for this assessment remains your own work.

## You will also benefit from:

* Completing and acting on formative feedback from your Assessor.
* Reflecting on your own experiences of learning opportunities and continuous professional development.
* Reading the CIPD Insight, Fact Sheets and related online material on these topics as well as key research authors on the subject.

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# Task

You work for a large organisation that has just completed a restructure of its people function. You work in the resourcing team having previously specialised in employment relations. Your new manager is an experienced resourcing specialist and is delivering a webinar at a forthcoming CIPD branch event. The event is popular, with many bookings made. When participants make a booking, they are asked to include questions they would like answers to.

Your manager is keen to develop your knowledge of talent management and workforce planning and has asked you to prepare full written answers to the 15 questions the participants have raised. The questions are varied, and you want to impress your new manager with your answers as well as your ability to independently research any areas you are unfamiliar with. The questions will be answered during the webinar, so it is important your answers are focused, clear and concise.

In addition, you should make appropriate use of academic theory and practical examples to expand your responses and illustrate key points. Please ensure that any references and sources drawn upon are acknowledged correctly and supported by a bibliography.

To help the reader, please make use of headings and assessment criteria references to signpost the assessment criteria being addressed.

The 15 questions follow:

* How can organisations strategically position themselves in competitive labour markets? (AC 1.1)
* What is the impact of changing labour market conditions on resourcing decisions? (AC 1.2)
* What is the role of government, employers and trade unions in ensuring future skills needs are met? (AC 1.3)
* I am new to people practice and have heard that workforce planning is important. Before I try to convince others of this, I welcome the views of someone with more experience. Could you analyse the impact of effective workforce planning? (AC 2.1)
* I want to introduce workforce planning in my organisation but I’m unsure which technique/s to use. Could you evaluate the techniques used to support the process of workforce planning? (AC 2.2)
* Could you explain two approaches to succession and contingency planning aimed at mitigating workforce risks? (AC 2.3)
* I tend to advertise all vacancies on our organisation’s website, then managers interview applicants. I would like to consider other recruitment and selection methods. Could you briefly assess the strengths and weaknesses of these methods as well as one other recruitment method and one other selection method? (AC 2.4)
* I am aware employee turnover rates vary from one organisation to another but what turnover **and** retention trends exist **and** what factors influence why people choose to leave or remain? (AC 3.1)
* I want to compare different approaches to developing and retaining talent on an individual and group level? Could you give me some pointers? (AC 3.2)
* Could you evaluate approaches that an organisation can take to build and support different talent pools? (AC 3.3)
* Could you evaluate two benefits of diversity in building and supporting talent pools? (AC 3.4).
* I am trying to persuade managers in my organisation to take employee turnover more seriously but have been unsuccessful. Could you explain the impact associated with dysfunctional employee turnover? (AC 3.5)
* Could you assess suitable types of contractual arrangements dependent on specific workforce need. (AC 4.1)
* I have heard there are different types of terms in contracts – surely a term is a term. Can you differentiate between express terms and implied terms? (AC 4.2)
* Could you explain the components and two benefits of effective onboarding? (AC 4.3)

Your evidence must consist of:

* Written responses to each of the 15 questions above.
* Approximately 3,900 words in total, refer to CIPD word count policy.
* **IMPORTANT NOTE:** At Associate Level Referencing is **mandatory** – you must provide a reference where you have drawn from a secondary source; Harvard referencing is preferable. Please use the Reference box provided to record all your long references. Short references should be included within the narrative. We advise you read the guidance on how to set out your references on the Learner Hub.
* Upload the completed Learner Assessment brief, with all tasks completed, through the Assignments option in the Oakwood Learner Hub.

*Task Questions*

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| Explain how organisations strategically position themselves in competitive labour markets (AC 1.1)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 300 words** |
| **Competitive labour market:**  The labour market which is also known as job market which represents the supply and demand of labour: employers provide the demands for jobs while employees provide the supply to fill that job (Kenton, 2023). In recent and in the upcoming days, the competition is fierce for top skilled talents. Therefore, organizations need to implement several strategies to position themselves in such competitive labour markets. For instance, they should consider competitive analysis, employer branding, and being employer of choice.  Competitive Analysis:  A competitive analysis is a strategy to help an organization understands the strengths and weakness of relevant competitors to identify areas in which it can outperform its competitors (White, 2022). More importantly, competitive analysis reveals information about area like resourcing strategy, employment security, and employee value proposition (Wales, n.d.). That kind of information help organizations to formulate its employer brand to be the employer of choice and attract top talents in a competitive labour market.  Employer Branding:  Employer branding is an intangible set of qualities and attributes that makes a distinctive organization where it appeals to employees who would thrive and well perform in its culture (CIPD, 2022). Thus, it is about how an organization market itself to current and potential employees and about its image in the labour market. The word of mouth is vital in employer branding. Organizations’ reviews are three times more likely to be trusted if it came from current employees (Satabdi, 2019)  Employer of choice:  Being an employer of choice means that the organization is a sought-after place by employees to work for (Charaba, 2023). This strategy helps organizations to attract talents amongst its competitors. To be an employer of choice and win the best talent, organizations need to offer attractive compensation and benefits, appealing culture, and a high level of employee satisfaction. |

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| Explain the impact of changing labour market conditions on resourcing decisions (AC 1.2)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 200 words** |
| **Tight and loose labour market:**  The labour market and its supply and demand impact the resourcing conditions. The labour market is tight when there are more jobs available compared to available supply labour while the labour market would be called loose when there are more candidates than the available vacancies (CIPD, 2023). There are serval market conditions that could impact labour market whether locally or globally, for example:  Rise in flexible working arrangements:  Since flexible working arrangements help employees with their work-life balance, it can enhance the organization’s brand and make it an organization of the choice. It potentially changes the recruitment methods as organization may rely on differencing forms of flexible working like annualized hours, term-time working and so forth (CIPD, 2022)  Fewer Older People in Work:  Older people with higher experience are decreasing in numbers in labour market. That would alter organizations’ strategies of succession planning and utilizing their vast experience. For example, shadowing programs with older people before their pension starts so that the company get the most out if their wisdom and experience.  Localization:  Some states stipulate certain quota for hiring nationals which makes the labour market loose one and make the competition fierce. That would impact the organization’s resourcing strategies to attract the best national talents. |

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| Discuss the role of government, employers, and trade unions in ensuring future skills needs are met (AC 1.3)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 200 words** |
| **Government:**  The government's emphasis on higher education has overshadowed vocational education (CIPD, 2022). One possible role for the government is to give equal attention to vocational education alongside higher education. To illustrate, a portion of the budget could be dedicated to intermediate education. Furthermore, vocational education could be promoted as a viable and appealing option for the younger generation to pursue both in terms of study and career prospects (Mason, 2022).  **Employers:**  It is essential for employers to allocate resources towards educating and training the prospective workforce. For instance, employers could collaborate with the government to jointly finance education and training programs (Pavón and De Diego, 2019). Additionally, employers should establish comprehensive and competitive apprenticeship programs for their workforce. These programs allow future employees to gain both theoretical knowledge and practical on-the-job training, equipping them with the essential skills required in the energy sector.  **Unions:**  According to TUC (2021), findings indicate that 37% of trade union members receive consistent training and developmental prospects, whereas the figure is 22% for non-unionized individuals. Consequently, trade unions play a crucial role in collaborating with employers to offer essential training and development opportunities to their members. In the energy industry specifically, trade unions should work alongside employers to facilitate the reskilling and upskilling of the workforce, ensuring that future demands are adequately met. |

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| Analyse the impact of effective workforce planning (AC 2.1)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 275 words** |
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| Evaluate the techniques used to support the process of workforce planning (AC 2.2)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 275 words** |
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| Explain **(two)** approaches to succession and contingency planning aimed at mitigating workforce risks (AC 2.3)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 275 words** |
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| Assess the strengths and weaknesses of different methods of recruitment and selection to build effective workforces (AC 2.4) **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.  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 275 words** |
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| Examine turnover and retention trends **and** the factors that influence why people choose to leave or remain. (AC 3.1)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 300 words** |
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| Compare different approaches to developing and retaining talent on an individual and group level.  (AC 3.2)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 275 words** |
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| Evaluate approaches that an organisation can take to build and support different talent pools (AC 3.3)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 275 words** |
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| Evaluate the **(two)** benefits of diversity in building and supporting talent pools (AC 3.4).  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain the impact associated with dysfunctional employee turnover (AC 3.5)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Assess suitable types of contractual arrangements dependent on specific workforce need. (AC 4.1)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Differentiate between the main types of contractual terms in contracts: Express terms and implied terms (AC 4.2)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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| Explain the components and **(two)** benefits of effective onboarding (AC 4.3)  **Short references should be added into your narrative below. Please remember to only list your long references in the reference box provided at the end of this section. Word count: Approximately 250 words** |
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**References**

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| **Please provide your full long reference list here. The Harvard method is preferable. Please refer to the guidance on the Learner HUB.** |
| Kenton W., (2023) *Labour Market Explained: Theories and Who Is Included* Available at <https://www.investopedia.com/terms/l/labor-market.asp> [Accessed August 28, 2023].     White C., (2022) *What's a Competitive Analysis & How Do You Conduct One?* Available at <https://blog.hubspot.com/marketing/competitive-analysis-kit> [Accessed August 28, 2023].  Wales A., (n.d.) *How organisations position themselves in competitive labour markets.* Available at <http://andrewwaleslod.co.uk/learning-resources-how-organisations-position-themselves-in-competitive-labour-markets/> [Accessed August 28, 2023].  CIPD (2022) *Employer brand.* Available at <https://www.cipd.org/en/knowledge/factsheets/recruitment-brand-factsheet/> [Accessed August 28, 2023].  Satabdi (2019) *Employer Branding in recruitment- Why it is important?* Available at <https://www.talscale.com/blog/employer-branding-in-recruitment-why-it-is-important> [Accessed August 28, 2023].  Charaba C., (2023) *How to become an employer of choice?* Available at <https://www.peoplekeep.com/blog/five-tactics-to-become-an-employer-of-choice> [Accessed August 28, 2023].  CIPD (2023) *Understanding the economy and labour market.* Available at <https://www.cipd.org/uk/knowledge/factsheets/economy-labour-market-factsheet> [Accessed August 28, 2023].  CIPD (2022) *Trends in flexible working arrangements.* Available at <https://www.cipd.org/en/knowledge/reports/flexible-working-trends/> [Accessed August 28, 2023].  CIPD (2022) *Skills development in the UK workplace* Available at <https://www.cipd.org/uk/knowledge/factsheets/skills-factsheet/> [Accessed August 29, 2023].  Mason T., (2022) *How to bridge the current skills gap within the energy sector* Available at <https://essmag.co.uk/how-to-bridge-the-current-skills-gap-within-the-energy-sector/> [Accessed August 29, 2023].  Pavón F., and De Diego E. (2019) *What role do employers play in developing skills for the future of work?* Available at <https://blogs.iadb.org/caribbean-dev-trends/en/what-role-do-employers-play-in-developing-skills-for-the-future-of-work/> [Accessed August 29, 2023].  Trade Union Congress TUC (2019) Learning and skills Available at <https://www.tuc.org.uk/resource/learning-and-skills> [Accessed August 29, 2023]. |

*Assessment Criteria Evidence Checklist*

You may find the following checklist helpful to make sure that you have included the required evidence to meet the task. This is not a mandatory requirement as long as it is clear in your submission where the assessment criteria have been met.

| **Assessment criteria** | | **Evidenced Y/N** | **Evidence reference** |
| --- | --- | --- | --- |
| 1.1 | Explain how organisations strategically position themselves in competitive labour markets. | Y | e.g., Answer to Q1, page 2 |
| 1.2 | Explain the impact of changing labour market conditions on resourcing decisions. |  |  |
| 1.3 | Discuss the role of government, employers and trade unions in ensuring future skills needs are met |  |  |
| 2.1 | Analyse the impact of effective workforce planning. |  |  |
| 2.2 | Evaluate the techniques used to support the process of workforce planning. |  |  |
| 2.3 | Explain approaches to succession and contingency planning aimed at mitigating workforce risks. |  |  |
| 2.4 | Assess the strengths and weaknesses of different methods of recruitment and selection to build effective workforces. |  |  |
| 3.1 | Examine turnover and retention trends and the factors that influence why people choose to leave or remain. |  |  |
| 3.2 | Compare different approaches to developing and retaining talent on an individual and group level. |  |  |
| 3.3 | Evaluate approaches that an organisation can take to build and support different talent pools. |  |  |
| 3.4 | Evaluate the benefits of diversity in building and supporting talent pools. |  |  |
| 3.5 | Explain the impact associated with dysfunctional employee turnover. |  |  |
| 4.1 | Assess suitable types of contractual arrangements dependent on specific workforce need. |  |  |
| 4.2 | Differentiate between the main types of contractual terms in contracts. |  |  |
| 4.3 | Explain the components and benefits of effective onboarding. |  |  |

### Declaration of Authentication

## Declaration by learner

|  |  |
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| **I can confirm that this assessment is all my own work and where I have used materials from other sources, they have been properly acknowledged.** | |
| **Learner name:** |  |
| **Learner signature:** |  |
| **\*This should be the date on which you submit your assessment.**  **We cannot accept a typed or e-signature**. You need to scan or photograph your handwritten signature and inset the image here. **You MUST add a new date for each submission.**  **Submission Date 1:**    **Submission Date 2:**    **Submission Date 3:** |  |

## Declaration by Assessor

**I confirm that:**

* **I am satisfied that to the best of my knowledge, the work produced is solely that of the learner.**
* **The learner’s work was conducted under the conditions laid out by the assessment brief.**

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| **1st submission Assessor name:** |  |
| **Assessor signature:** |  |
| **Date:** |  |
| **2nd submission Assessor name:** |  |
| **Assessor signature:** |  |
| **Date:** |  |
| **3rd submission Assessor name:** |  |
| **Assessor signature:** |  |
| **Date:** |  |

5HR02

# Talent management and workforce planning

# Assessment Criteria marking descriptors.

Assessors will mark in line with the following assessment criteria (AC) marking descriptors, and will indicate where the learner sits within the marking band range **for each AC**.

Assessors must provide a mark from 1 to 4 for each assessment criteria within the unit. Assessors should use the mark descriptor grid as guidance so they can provide comprehensive feedback that is developmental for learners. Please be aware that not all the mark descriptors will be present in **every** assessment criterion, so assessors must use their discretion in making grading decisions.

The grid below shows the range for each unit assessment result based on total number of marks awarded across all assessment criteria.

**To pass the unit assessment learners must achieve a 2 (Low Pass) or above for each of the assessment criteria.**

The overall result achieved will dictate the outcome the learner receives for the unit, provided **NONE** of the assessment criteria have been failed or referred.

Please note that learners will receive a **Pass or Fail** result from the CIPD at unit level. **Referral** grades can be used internally by the centre.

|  |  |
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| **Overall mark** | **Unit result** |
| **0 to 29** | **Fail** |
| **30 to 38** | **Low Pass** |
| **39 to 49** | **Pass** |
| **50 to 60** | **High Pass** |

# Marking Descriptors

| **Mark** | **Range** | **Descriptor** |
| --- | --- | --- |
| **1** | **Fail** | Insufficient demonstration of knowledge, understanding or skills (as appropriate) required to meet the AC.  Insufficient examples included, where required, to support answers.  Presentation and structure of assignment is not appropriate and does not meet the assessment brief.  Insufficient or no evidence of the use of references to wider reading to help inform answer. |
| **2** | **Low Pass** | Demonstrates an acceptable level of knowledge, understanding or skills (as appropriate) required to meet the AC.  Sufficient and acceptable examples included, where required, to support answers.  Required format adopted but some improvement required to the structure and presentation of the assignment.  Answers are acceptable but could be clearer in responding to the task and presented in a more coherent way.  Sufficient evidence of the use of references to wider reading to help inform answer. |
| **3** | **Pass** | Demonstrates good knowledge, understanding or skills (as appropriate) required to meet the AC.  Includes confident use of examples, where required, to support each answer.  Presentation and structure of assignment is appropriate for the assessment brief.  Answers are clear and well expressed.  Good evidence of the use of references to wider reading to help inform answer. |
| **4** | **High Pass** | Demonstrates a wide range and confident level of knowledge, understanding or skill (as appropriate).  Includes strong examples that illustrate the point being made, that link and support the answer well.  Answers are applied to the case organisation or an alternative organisation.  Answers are clear, concise and well argued, directly respond to what has been asked.  The presentation of the assignment is well structured, coherent and focusses on the need of the questions.  Considerable evidence of the use of references to wider reading to inform answer. |