| 5HR02  Talent management and workforce planning |
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| *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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**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*

| 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** |
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| **Competitive labour market:**  The labour market which is also known as the 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, organisations 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 organisation understand the strengths and weaknesses of relevant competitors to identify areas in which it can outperform its competitors (White, 2022). More importantly, competitive analysis reveals information about areas like resourcing strategy, employment security, and employee value proposition (Wales, n.d.). That kind of information helps organisations 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 organisation where it appeals to employees who would thrive and perform well in its culture (CIPD (a), 2022). Thus, it is about how an organisation markets itself to current and potential employees and about its image in the labour market. Word of mouth is vital in employer branding. Organisations’ 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 organisation is a sought-after place by employees to work for (Charaba, 2023). This strategy helps organisations to attract talents amongst its competitors. To be an employer of choice and attract the best talent, organisations need to offer attractive compensation and benefits, appealing culture, and a high level of employee satisfaction. |

| 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** |
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| **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 (a), 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 organisation’s brand and make it an organisation of the choice. It potentially changes the recruitment methods as organisation may rely on different forms of flexible working like annualised hours, term-time working and so forth (CIPD, 2022)  Fewer Older People in Work:  Older people with higher experience are decreasing in numbers in the labour market due to pension schemes. That would alter organisations’ strategies of succession planning and utilising their vast experience. For example, shadowing programs with older people before their pension starts so that the company gets the most out of their wisdom and experience.  Localization:  Some states stipulate a certain quota for hiring nationals which makes the labour market loose and makes the competition fierce. That would impact the organisation’s resourcing strategies to attract the best national talents. |

| 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** |
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| **Government:**  The government's emphasis on higher education has overshadowed vocational education (CIPD (b), 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) to hire them later. 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. Trade unions should work alongside employers to facilitate the reskilling and upskilling of the workforce, ensuring that future demands are adequately met. |

| 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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| Workforce planning is the process of looking at and analysing the current workforce and forecast the future demands of the workforce in an organisation. The plan is how to bridge the gap between the status quo and the future needs in the most effective way (Soole, 2019) to help the organisation accomplish its mission, goals, and strategic plan (CIPD (b), 2023).  Workforce planning creates a road map for the organisation to achieve its goals. It vitalizes the strategic plan and makes it possible, because planning aligns the demand and supply of the workforce with the organisation’s strategic plan, and it turns the strategic plan into reality. Additionally, workforce planning helps organisations be prepared for future needs through looking at market trends, technological advancements, potential change in the job responsibilities. Moreover, it involves a continuous evaluation process that reveals staffing inefficiencies that could be corrected early on (Organ, 2023).  Despite the importance of workforce planning, only 31% of employers collect data to identify their future skill gaps (CIPD (c), 2022). Without workforce planning, employers would take recruitment on an ad-hoc basis; they hire when there is a vacancy. This approach is dangerous for the organisations and achievement of its short, medium, and long-term objectives. Resourcing on an immediate need basis would create headcount mismatch. The organisation might have a headcount more than it needs which makes a burden on its budget, or the headcount might be lower than needed which will impact the organisation's short, medium, long-term objectives, customer needs and satisfaction. In addition, it would create employee disengagement and alienation due to lack of duties to perform or extra workload that leads to employment burnout. Nevertheless, workforce planning ensures getting the right headcount with the right skills employed in the right place at the right time to avoid all those impairments. |

| 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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| **Managerial Judgement:**  Managerial judgement in general refers to the decision-making process by managers based on their discretion and judgement to solve problems (Chron, 2020). When it comes to workforce planning, managerial judgement is workforce forecasting based on senior managers experience and foresight about needed future skills.  Managerial judgement, among other techniques for workforce planning, is a simple and straightforward process. Senior managers have accrued experience over the years which enables them to make a judgement about the necessary skills for achieving business goals. Additionally, the sense of accountability of managers helps them to better utilise resources.  Nonetheless, managerial judgement is prone to unconscious bias they might have when they make a judgement concerning workforce planning. In other words, it is subjective and based solely on managers discretion and not backed up with data to be evidence-based practice (Nguyen, 2022).  Managerial judgement would be used for workforce planning in small scale or start-up organisations where there is no data to backup decisions and depend only on techniques based on experience of managers.  **Work Study Technique:**  This technique is an examination of the work done in an organisation using its resources: materials, machines, men, and money (Jain, n.d.).  It is used to measure the required workforce to achieve a specific task with current materials, machines, and resources. It helps managers to make evidence-based decisions. The workforce planning based on work study is backed-up with data from the study of needed workforce for a task.  However, work study technique is a time-consuming process; it needs completing a whole task to measure the needed workforce. Additionally, too many factors contribute to the study, for example, motivation of employees, technology vs utilities used, and other environmental factors.  Work study techniques would be used if there is a delay in work due to workforce shortage or where there is a surplus workforce, and the organisation needs to make informed decisions about workforce planning. |

| 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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| **Succession planning:**  Succession planning is setting a plan to effectively fill the most senior or critical roles within the organisation (CIPD (d), 2022) so that those positions are not left vacant for a long time if any (Vulpen (a), n.d.). In an uncertain world, employees get promoted, retired, or moved to another place. Succession plan, therefore, helps the organisation make sure that it is ready to fill the vacant position quickly should any change happens in the future to its critical roles.  Leadership development program:  Vacancy in senior and leadership critical positions is a risk that should be mitigated through a leadership development program that helps the organisation develop its talent pipeline (Summerfield, 2018). To effectively implement a leadership development program, the organisation’s strategy should determine capabilities that are needed to exist in a potential successor. Then learning and development initiatives for developing potential future successors.  **Contingency planning:**  Contingency plan in simple terms is a “plan B”. It is a process of creating a plan or several plausible plans to be implemented should any incident out of control happen and prevent the business as usual continuing smoothly (Leonard, 2023). It is a reactive response to an incident that would adversely impact the business if it were not planned for.  Contingent workforce:  There are several instances when businesses suffer from workforce shortage, for example when an employee calls in sick or another one is pregnant. The business should have a contingency plan to mitigate that risk. Utilising contingent workforce, temporary workers work for a company on a project or task basis (Eatough, 2021), would be a plan B in such cases. For example, calling a worker on a zero-hour contract or a freelancer are useful and cheaper in those situations. |

| 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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| **Recruiting Methods:**   1. Organization’s website:   The organisation website is the best place for the organisation to showcase its culture and how it works. It enables the organisation to project its employer brand to attract top talents who might seek information about the potential organisation they might work for. In addition, advertising on an organisation's website is a free option for advertising (strategies, n.d.).  However, if the organisation website is not catchy enough or does not have a good presence online, it makes the organisation miss good opportunities for good candidates.   1. Online Recruitment:   Online recruitment portals are easy, accessible tools for recruiters and job seekers. Online platforms like LinkedIn are highly accessible and can reach a large audience base which makes a large talent pool. Moreover, advertising online is a targeted one; recruiters can target a specific potential candidate who can fit.  Nevertheless, because of its ease, it can attract bad and fraudulent candidates (Phillpott, 2021).  To build an effective workforce, candidates who have the desired experience and qualifications are targeted.  **Selection Methods:**   1. Interviewing applicants:   Interviewing candidates helps the organisations get better information about candidates which could not be mentioned in the resume. For example, details about the candidates and their capabilities could be figured out in an interview. Additionally, it gives insights about candidates’ personality and if it fits in the organisation (Indeed (a), 2023).  Nonetheless, interviewers might fall in bias like halo effect, stereotyping, or affinity bias (MasterClass, 2022). It is difficult, though, to verify information claimed by interviewees (Indeed (a), 2023).   1. Skill-based assessment tasks:   It tests the actual skills and performance of the applicants that are required for the job (CIPD (e), 2022). It avoids bias and subjective judgement of an interview.  However, some good candidates might be frightened and stressed and show poor performance despite having the required skills.  To build an effective workforce, only candidates who have cultural fit with the organisation are chosen. |

| 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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| **Employee Turnover:**  Turnover is the proportion of employees who leave the organisation, whether voluntarily or involuntarily, on a set period of time, in most cases, on an annual basis (CIPD (c), 2023). Employee turnover could be beneficial to the organisations when it is functional turnover. The turnover is functional when low performers leave the organisation while it is dysfunctional when high performers leave the organisation (Clark, 2017) for a competitor or otherwise.  The reasons underpinning employee turnover could be push reasons that push them out of the organisation or pull reasons that pull them into other organisations or a mixture of both (CIPD (c), 2023), for example:     * Poor Pay:   The number one reason for employee turnover is the poor compensation and benefits scheme in organisations (Miles, 2022). Employees are ambitious to receive good pay to buffer the high cost of living nowadays; therefore, they would look for better pay elsewhere.   * Role clarity:   Employees might not have a clear role or a conflicting role with their colleagues (Vulpen b, n.d.). That kind of environment where there are no clear goals and responsibilities of employees is a pushing environment.  **Employee Retention:**  Retention is all about the retained number of employees in the organisation with a specific length of service expressed in relation to overall employees (CIPD (c), 2023). Talent retention is a measure of employee satisfaction and engagement. Reasons that make employees stay include but not limited to:   * Job Satisfaction:   When employees are satisfied in the organisation, they are less likely to look for another employment opportunity (Flowers and Hughe, 1973). Many factors would impact employees’ satisfaction like inclusion, development opportunities, and being valued in addition to a reasonable level of compensation.   * Recognition and appreciation   Employees are more likely to engage if they feel what they do is appreciated by their managers. When employees feel that their efforts are recognized and appreciated, they will not only be productive and engaged, but also would be business advocates for their organisation. |

| 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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| Talent management refers to an organised process of attracting, identifying, nurturing, involving, retaining, and utilising people who hold significant value for an organisation either because of their exceptional potential or their crucial contributions in key positions (CIPD (f), 2022). It helps organisations attract and retain top talents in its key positions to maximise their contributions to the organisation to boost organisational performance (Vulpen (c), n.d.) and achieve its short, medium, and long-term objectives.  There are several approaches to manage talent within organisations like:   |  | Appraisals | Setting Goals | Training and development | | --- | --- | --- | --- | | Definition | Appraisal is evaluating individuals’ performance against performance standards which are aligned with organisational objectives. | Goal-setting theory connects goal setting for a certain task with employees’ performance (Debara ,2022). Therefore, goal setting is a fundamental aspect of managing a talent and its performance. | Training and development aim at upskilling and reskilling individuals in the organisation to boost their performance and ultimately achieve objectives. | | Similarities | The three approaches could be used both on an individual and group level. Each employee, team, or department performance should be evaluated against the goals set to them which are aligned with the organisation's goals. L&D could be tailored for individuals and groups learning needs and skills gaps. | | | | Differences | Performance appraisal is done on a continuous basis to sustain performance. It involves giving constructive feedback (strengths and weaknesses). | Setting goals is done at the beginning of a project or an activity. It keeps talents motivated and engaged. It is done on both individual, team, department, organisation level. | Learning and development is a continuous process that starts form the first day of the employee through onboarding activities. It can be done individually (coaching and mentoring) or at a group level (formal training sessions). | |

| 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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| Talent pool is a collection of potential candidate profiles who showed interest in working for the organisation (Thibodeau, 2023). Having a repository of highly qualified candidate profiles makes it easy for an organisation to hire talents quickly should any emergency vacancy appear.  Building talent pool:  There are several sources to fill the talent pool each has its pros and cons. For example, keeping contacts with local colleges and universities.  Students and potential graduates are a great source for the talent pool. Organisations can offer them internships during the summer so that they have better understanding of the job market as well as having an overview about the company so that they can be recruited after graduation (Neelie, 2023).  Nevertheless, students and fresh graduates do not have the required experience and relevant skills for the workplace; they only have theoretical knowledge. Therefore, if they were hired later, they would need extra effort and time to be trained.  Supporting talent pool:  To support the talent pool and utilise it effectively, potential candidates in the talent pool should be kept engaged through regular communication. Communication could be in the form of email newsletter, or social media updates (Barratt, 2021). Active regular communication with the talent pool makes the organisation be present in the active memory of candidates in case an opening appears.  Nonetheless, mass communication that is not personalised might be discarded by potential candidates in the flow of social media and email updates nowadays. Therefore, the content of communication should be personalised to effectively engage potential candidates (Verlinden, n.d.). |

| 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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| Diversity is having a variety of perspectives, experiences, gender, ethnicity, …etc. (Cooks-Campbell, 2023). There are many benefits of diversity in a workplace, but having a diverse talent pool has its own benefits.  Promoting diverse organisational culture:  When an organisation advocates diversity in its hiring strategy, starting from its job ads and the language used in it and ending with hiring a diverse workforce, it creates a culture of diversity in which every employee becomes accountable for the organisation's success. In other words, when the talent pool is diverse, it enables the organisation to hire a diverse workforce which creates a culture of diversity. Culture of diversity will attract more talents with diverse skill sets as well as customers.  However, if the talent pool has a single source of pipeline to talent, the organisation would not have a diverse culture and would miss diversity benefits as well as impacting its employer brand.  Employer brand:  According to LinkedIn Global recruiting trends report 2018, 78% talent rates diversity as a key driver of their employer brand (Ignatova, 2018). Therefore, organisations that adopt diversity as a recruitment strategy become more appealing to candidates who look for an inclusive work environment that shows commitment to diversity. That gives the organisation a chance of sourcing its pool of talent of diverse candidates which makes it easy for it to diversify its workforce to reap diversity benefits.  Lacking a diverse talent pool, however, alienates candidates from applying for the organisation, and ultimately word of mouth will do its magic adversely impacting the employer branding. |

| 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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| Dysfunctional turnover is a form of employee turnover that has adverse effects on the business. It is the turnover when high performing individuals leave the organisation voluntarily at a rate higher than the weaker staff turnover rate (Cosentino, n.d.). When the rate of top talents leaving the organisation is high, the organisation suffer because of that gap in many ways, for example:  Direct Costs:  Dysfunctional employee turnover can directly cost organisations a range from 33% (Hall, 2019) up to 75% (SHRM, 2017) of employee’s annual salary. That high cost is attributed to the decreased performance, productivity, and the level of innovation and creativity. In addition, there are additional costs for finding a replacement for talents who left the company. There are several items included in direct costs like fees paid to recruiters or even advertising if recruitment is done internally. Additionally, interview arrangement costs that might include travel and hotel stay. Also, hiring expenses like relocation expenses should be considered as well (Hall, 2019).  Indirect Costs:  In addition to direct monetary expenses the organisation would shoulder, there are hidden or indirect costs that are less obvious when top talents leave. The organisation would have less innovation and creativity because of the lost knowledge. It is also difficult and time consuming to hire and train talents that compensate for leaving employees.  Employee Burnout:  When knowledge and innovation leave the organisation, it would create more workload on existing employees which will cause employee burnout, disengagement, and decreasing productivity. Employee burnout impacts employees’ morale that can lead to higher absenteeism and low levels of motivation. |

| 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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| An employment contract is a legally binding agreement that articulates terms and conditions of employment between an employee and an employer (CIPD (g), 2022). Contracts detail the interests of both parties should any issues happen in the future (Indeed (b), 2023). It helps setting clear boundaries so that there would not be a conflict of interest.  **Zero-hour contract:**  It is also known as casual contracts in which employers are not obligated to provide a set amount of work to employees; they are on call (gov.uk (a), n.d.). It is advantageous for employers who need workers in a high session, for example. It is also great for employees as they are eligible for national minimum wage and stator annual leave in addition to the right to look for a job elsewhere.  Its disadvantage for employers is that employees can reject the work if they are not available, and for employees is when they have no other job.  **Fixed-Term contract (FTC):**  FTC lasts for a predetermined period based on a project or task (gov.uk (b), n.d.). It is useful when employers lack a certain headcount during implementation of certain projects and do not want to engage in a long-term employment relationship. However, it is hard to find an employee who wishes to work for a limited period.  Employees benefit the same rights as regular workers (Cheary, n.d.); however, the job is offered only temporarily.  **Agency workers:**  Employers can utilise agency work if they have limited employment budget; however, after 12 continuous weeks, agency workers set the same terms and conditions of permanent employees (gov.uk (c), n.d.).  Although employees are working for the agency, they are still availing the same facilities of the employer. |

| 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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| Employment contract is a legally binding document between employee and employer which may have express or implied terms (ACAS, 2023). Both express and implied terms are legally binding to both parties.  **Express terms:**  Express terms in the contract are clear cut terms, unambiguous, and do not need any further interpretation; express terms could be written or agreed upon verbally (Powell, 2023). Express terms include but are not limited to pay rate; pay date; working hours; terms and conditions of employment; …etc.  In addition, terms and conditions that are mentioned in other documents like employee handbooks are also part of the contract and are legally binding (ACAS, 2023). That can include terms like what happens when an employee fails to comply with an organisation's policies and key information about employment matters within the business.  **Implied terms:**  Opposing to express terms, implied terms are not mentioned explicitly in a written or verbal agreement. The court has implied its presence in the agreement because the two parties did not consider those terms (Powell, 2023). For example, if an employee used the company’s properties for their personal use, they cannot claim that it is not mentioned in their express contract. It is an implied term that the company properties are used only for the sake of work and not for personal use of employees.  In addition, the customs and practice are considered as implied terms within employment. In other words, if a practice has been repeated for a certain period, it is considered as an implied term (Eckett, 2013). For example, if employees are receiving a bonus for a long time, it is considered as an implied term. |

| 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** |
| --- |
| Onboarding is all about organisational socialisation where an organisational outsider becomes an organisational insider (Bauer and Erdogan, 2011). It is a process in which a new employee is integrated to the organisation and its culture in addition to providing tools and information for the newly hired to be a productive member (Maurer, n.d.).  The 4 Cs approach to onboarding is a useful one for creating a checklist of onboarding comments that should be taken into consideration when designing an onboarding program (HRCLOUD, 2022). The 4 Cs are:  **Compliance:**  Compliance section of the onboarding is all about law that includes employment terms and conditions; health and safety regulations; policies and procedures; and confidentiality requirements; …etc.  **Clarification:**  This stage involves clarifying all relevant details to the new hire ranging from high level company’s objectives to the finest details like where to park. They should also be clear on their role and what is expected of them.  **Culture:**  The new hire should be well introduced to the deep aspects of the company culture. For example, new hires must be aware of the organization's vision, mission, values, and goals.  **Connection:**  New hires should be introduced to their colleagues, managers, and other teams. They should also know whom to approach should they need assistance.  When onboarding is done effectively it helps new hires to:   * Gain a better understanding of their roles; responsibility; company’s values, culture, goals. That would help them be engaged and motivated to achieve the company's goals and decrease the likelihood of their turnover. * Increase their productivity and performance quickly as they are familiar with processes, tools, and systems of the organisation which lowers their learning curve. |

**References**

| **Please provide your full long reference list here. The Harvard method is preferable. Please refer to the guidance on the Learner HUB.** |
| --- |
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*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

| **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.**

| **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.

| **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. |