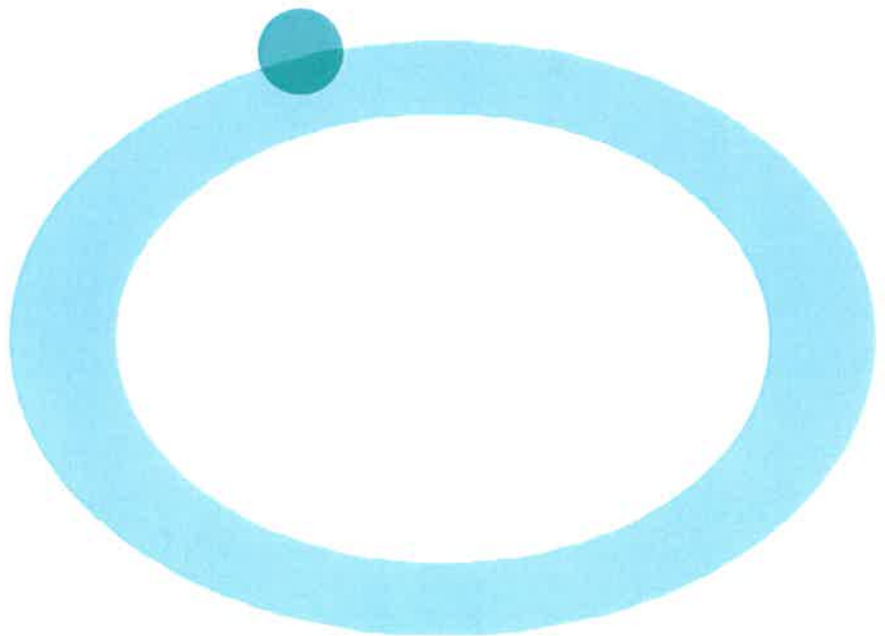




5HR02

Talent Management and Workforce Planning

Learner Assessment Brief

Assessment ID / 669_5HR02_22_01

Level 5 Associate Diploma in
• People Management

Please write clearly in block capitals.										
Centre number	6	6	9							
Learner number	8	4	5	3	4	9	1			
Learner surname	Hancock									
Learner other names	Claire Marie									
Learner signature	<i>C Hancock</i>									
Assessor name	Natasha Davies									
Assessor signature										
Internal quality assurer name										
Internal quality assurer signature										
Assignment start date	04.05.22									
Assignment end date										
Assignment submission date	19.6.22									
Assignment re-submission date for centre marking (only two re-submissions allowed)										

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.

What you will learn

You will extend your understanding of labour market trends and their significance for workforce planning. You will explain how organisations position themselves and the impact of a changing labour market on resourcing decisions. You will evaluate techniques to support workforce planning and explain approaches to succession and contingency planning, assessing the strengths and weaknesses of different methods of recruitment and selection aimed at building effective workforces. Additionally, you will examine turnover and retention trends, and compare different approaches to developing and retaining talent, looking at how organisations build talent pools. Finally, you will learn about the importance of managing contractual arrangements and onboarding.

Learning Outcomes:

1. Understand key contemporary labour market trends and their significance for workforce planning.
2. Understand the purpose and importance of workforce planning.
3. Understand the purpose and impact of effective talent management.
4. Understand the importance of managing contractual arrangements and effective onboarding

Key Resources available on the CIPD website include:

CIPD (2017)- [Resourcing and Talent Planning](#)

CIPD (2018)- [Pre-employment checks](#)

CIPD (2020)- [Employers legal guide to post Brexit immigration](#)

CIPD (2021)- [Employee Turnover and Retention](#)

CIPD (2021)- [Talent Management](#)

Case Study

Gone for now, or gone for good? How to play the new talent game and win back workers

Nearly half of the employees who voluntarily left the workforce during the pandemic aren't coming back on their own. Employers must go and get them. Here's how to start,

...Employers are competing with the full array of work experiences available to today's employees—traditional and nontraditional jobs and, in some instances, not working at all. To get in the game, companies must offer adequate compensation and benefits packages; that is the ante. But to win, they must recognize how the rules of the game have changed. While workers are demanding (and receiving) higher compensation, many of them also want more flexibility, community, and an inclusive culture (what we call relational factors) to accept a full-time job at a traditional employer.

Traditional employers must compete across *all* these elements. They will likely need to adopt entirely new tactics to find and attract “latent” talent—workers who aren't currently looking to rejoin the labor market but who might come back if they get the right offer.

Focusing only on compensation or only on cultural factors won't stem the tide of attrition. Business leaders must pay constant attention to both...

.. What if you subsidized cleaning services instead of gym memberships? Or what if you invested in on-site childcare services that would allow employees to eat lunch with their children?

(McKinsey, 2022)

Preparation for the Tasks:

- You are encouraged to start with the reading, listening and watching required for this unit before moving on to plan the content of your assignment.
- Refer to the indicative content in the unit to guide and support your evidence.
- Pay attention to how your evidence is presented, including spelling and grammar.
- Make sure that all work generated for this assignment remains your own.

You will also benefit from:

- Acting on formative feedback from your Assessor.
- Reflecting on your own experiences.
- Reading the CIPD Fact Sheets and related on-line material on these topics.

Task:

Written answers to questions based on own organisation

Considering the points raised in the McKinsey report and other documents mentioned below, answer the following questions on how your organisation is planning for the future of work:

Your answers to the following questions should be based on your own organisation or one(s) that you are familiar with:

1. 'If companies make a concerted effort to better understand why employees are leaving and take meaningful action to retain them, the Great Attrition could become the Great Attraction.' (McKinsey, 2021) Discuss. (3.1, 3.2, 3.5, 4.3)
2. Define what tight and loose labour markets are and how understanding the labour market can help organisations remain competitive. (1.1, 1.2)
3. The pandemic has forced organisations to use more technology which has resulted in a change in the way they carry out their recruitment and selection. Evaluate this, and discuss the potential future impact this may have on diversity and inclusion. (2.4)
4. The UK has been seen to focus so much on apprenticeships in the last decade that the level of numeracy and literacy skills has declined in mainstream education. To help improve this situation the UK government have introduced several initiatives to increase the skills in the UK which includes the scheme Multiply which offers programmes to help adults improve their numeracy skills. (Gov, 2021) Critically analyse the impact on organisations and the role they will play in improving the skills of the UK. (1.3)
5. According to Zimpel (2021) 'Workforce planning is about generating information, analysing it to inform future demand for people and skills, and translating that into a set of actions that will develop and build on the existing workforce to meet that demand. Understanding of the distinction between 'soft' and 'hard' aspects can help to explain the renewed interest' With this in mind answer the following: (2.1, 2.2, 2.3)
 - a. Explain how workforce planning addresses gaps between supply and demand.
 - b. Compare and contrast the different techniques that can be used
 - c. Explain the approaches to succession planning and how this can help motivate employees
6. 'Anyone doing strategic workforce planning, long-term recruitment or succession planning should include a well-maintained talent pool in their strategy.' (AIHR, 2020). Discuss with examples. (3.3, 3.4)
7. According to the Suff (2021) 'UK law currently recognises three main types of employment status: employee, worker and self-employed. An individual's employment

rights depend upon whether they are an employee or worker'. a). Assess how different employment types can meet workforce needs and b) Explain the main contractual terms used in contracts. (4.1, 4.2)

Gov (2022). *Skills for life*. Available at: <https://www.gov.uk/government/topical-events/skills-for-life> (Accessed: 20th April 2022)

McKinsey (2022). *Gone for now, or gone for good? How to play the new talent game and win back workers*. Available at: <https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/gone-for-now-or-gone-for-good-how-to-play-the-new-talent-game-and-win-back-workers> (Accessed: 20th April 2022)

McKinsey (2021). 'Great Attrition' or 'Great Attraction'? *The choice is yours*. Available at: <https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/great-attrition-or-great-attraction-the-choice-is-yours> (Accessed on: 20th April 2022)

Suff, R. (2021). *Contracts of Employment*. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/emp-law/terms-conditions/contracts-factsheet> (Accessed on: 23rd April 2022)

Verlinden, N. (2020). *A Deep Dive into the Talent Pool*. Available at: <https://www.aihr.com/blog/a-deep-dive-into-the-talent-pool-including-6-cool-examples/> (Accessed: 23rd April 2022)

Zimpel, B. (2021). *Workforce Planning*. Available at: <https://www.cipd.co.uk/knowledge/strategy/organisational-development/workforce-planning-factsheet#gref> (Accessed: 23rd April 2022)

All reference sources should be acknowledged correctly and a bibliography provided where appropriate (these should be excluded from the word count).

It is essential that you relate to academic concepts, theories and professional practice for the tasks to ensure that your work is supported by analysis. Please ensure that any references and sources drawn upon are acknowledged correctly and supported by a bibliography.

Your evidence must consist of:

Written answers to questions: (approximately 3900 words), refer to CIPD word count policy.

Assessment Criteria Evidence Checklist

Use this as a checklist to make sure that you have included the required evidence to meet the task. Please enter the evidence title and where it can be referred to. An example has been provided for you.

Assessment criteria	Evidenced Y/N	Evidence reference
1.1 Explain how organisations strategically position themselves in competitive labour markets.	Yes	Task one, Question one
1.2 Explain the impact of changing labour market conditions on resourcing decisions.	Yes	Task One, Question two
1.3 Discuss the role of government, employers and trade unions in ensuring future skills needs are met.	Yes	Task One, Question three
2.1 Analyse the impact of effective workforce planning.	Yes	Task One, Question four
2.2 Evaluate the techniques used to support the process of workforce planning.	Yes	Task One, Question five
2.3 Explain approaches to succession and contingency planning aimed at mitigating workforce risks.	Yes	Task One, Question six

2.4	Assess the strengths and weaknesses of different methods of recruitment and selection to build effective workforces.	Yes	Task One, Question seven
3.1	Examine turnover and retention trends and the factors that influence why people choose to leave or remain.	Yes	Task One, Question eight
3.2	Compare different approaches to developing and retaining talent on an individual and group level.	Yes	Task One, Question nine
3.3	Evaluate approaches that an organisation can take to build and support different talent pools.	Yes	Task One, Question ten
3.4	Evaluate the benefits of diversity in building and supporting talent pools.	Yes	Task One, Question eleven
3.5	Explain the impact associated with dysfunctional employee turnover.	Yes	Task One, Question twelve
4.1	Assess suitable types of contractual arrangements dependent on specific workforce need.	Yes	Task One, Question thirteen

4.2	Differentiate between the main types of contractual terms in contracts.	Yes	Task One, Question fourteen
-----	---	-----	-----------------------------

4.3	Explain the components and benefits of effective onboarding.	Yes	Task One, Question fifteen
-----	--	-----	----------------------------

Declaration of Authentication

Declaration by learner

I have produced the assessment without assistance from my Assessor other than that which is acceptable under the scheme of assessment.

Learner name: Claire Marie Hanocck

Learner signature: 

Date: 19/06/2022

Declaration by Assessor

I confirm that:

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

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.
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.
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.
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. Includes clear evidence of the use of references to wider reading to help inform answer.

Marking grid

Assessment criteria	Mark 1-4	Comments from Tutor
1.1 Explain how organisations strategically position themselves in competitive labour markets.		
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.

Total marks for unit
