



Prifysgol Cymru
Y Drindod Dewi Sant
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Trinity Saint David

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Understanding Resourcing and Talent Management (On the job training)

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By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: N.Williams

Date: 17 May 2020

Meet with your line manager or other relevant person to thoroughly understand how your organisation's approach to succession planning has changed. If possible, attend a succession planning meeting or discussion.

Succession Planning

- *Meeting with T&L Manager*

After a meeting with the Teaching and Learning (T&L) Manager, CSG has a formal process in place for academic lecturing staff. She confirmed that the college has in place an excellence pathway which has 4 stages. This consists of developing teaching pathway, continuing development pathway, advanced pathway and extended pathway.

The T&L staff look at each lecturing staff and ask them how they want to progress in their career. T&L staff work with them to get them upskilled and get them to work in a way that the college likes to work. When you get to the extended pathway, there is an opportunity to take on additional training such as coaching and mentoring and being involved in staff development days. Bryony confirmed that the process is about having individual conversation with staff to find out what their aspirations are and put that support network in place to help them achieve it. It's about succession planning and shaping the type of employees the organisation wants. She also confirmed that those that want to progress to a managerial role would be expected to do the ILM leadership and management course. Bryony also confirmed that from the moment candidates attend interview, they would be introduced to the pathways.

The T&L team would be involved in the interview stage for the teaching observation. They would then feedback to the manager. She confirmed that every new lecturing member of staff that joins the organisation undergoes mentoring probationary period. They carry out observations on them as do their managers. They can identify early on those who will need extra support. The mentoring probationary period would be for approximately 3 months. They will have a checklist of the things they need to do and one of those is to work with the T&L team and have informal observations that's not graded, as well as having graded observations to a pathway with their line manager at the end of the 3 month period.

- *Email exchange with Head of Section*

To fully understand the extent to which talent planning occurs, I emailed a newly appointed "Head of Section in art and design" to see whether the department gave her some managerial responsibilities before the role to prepare her should the opportunity to step up become available. From the email received, she confirmed that prior to her newly appointed role she was a programme leader which was managing the day to day running of a degree programme which in itself gave her extra level of responsibility. She confirmed that she had previously applied for the Head of Section role but was unsuccessful however, because she had shown an interest to step up, the Faculty Manager put her on the ILM leadership and management programme in order for her to gain experience. Alongside her programme leader role she was also a quality coordinator. She confirmed that someone in this role had retired and the Faculty Manager asked her to take this role on. Jamie confirmed that this was asked in an informal way

as this role wasn't an "official job" role, just an extra responsibility and workload which Jamie was happy to take on. She confirmed that from previous appraisals with her Faculty Manager, they knew she wanted extra responsibilities. She also confirmed that she was asked to take on a few days management duties which she was also happy to do for the experience.

- *Email exchange with Faculty Manager*

To gain more of an understanding, I asked the Faculty Manager on how she deals with talent planning in her area. Paula confirmed that prior to Jamie having her newly appointed post as Head of Section, she did some sick cover to cover Paula and Carol (Head of section at the time). She confirmed that Carol would call on Jamie for any HE related matters as Carol was more FE focused so Carol relied on Jamie's lengthy experience of this area of the curriculum. Jamie had also worked in the faculty for a number of years and very familiar with operational systems. She confirmed that Jamie was put on the Leadership and Management course, so she was well prepared to take on any roles and responsibilities in the future. She confirmed that Jamie had a vast amount of in-depth understanding of all aspects of the curriculum. Paula also confirmed that she has also supported Jamie in this newly appointed role by getting her to go on the 360 management training and pivotal training. Some internal training consisted of, financial matters and budgets, student disciplinary, teaching observations and appraisal training. She confirmed that she shares an office with Jamie where informal training occurs on a daily basis. This confirms that CSG take the more traditional succession planning approach where it's a top down approach and where managers identify and nurture individuals with talent.

- *Meeting with HR Manager and HR Advisor – Support staff view point*

From this meeting, it was confirmed that the support side of the college do not have anything formal in place like the academic staff. Instead, managers take the informal approach where they give extra responsibility to staff who aspire to step up should there be an opportunity to do so. Support staff also rely on the appraisal process which is every 2 years.

During the coronavirus pandemic, CSG have changed the way they plan. Since not everyone can work from home for instance a technician and a cleaner, a re-deployment spreadsheet has been created in order for managers to put names of those people that can't work from home along with their skills sets. From this, exec are able to redeploy the staff to other areas, for instance to work on the farm if they have previously worked on a farm before. There are advantages to redeployment for instance, it maintains a positive brand reputation, creates an optimistic company culture and keeps unemployment costs low.

Review the statistics for recent leavers within your organisation to see if there are any trends such as reasons for leaving, business areas, demographic of leavers. Use this information to suggest retention initiatives relevant to your organisation.

CSG keeps internal data on their annual turnover rate. Based on 751 employees on 01/09/2018 CSG experienced a 16.4% turnover rate. To compare this to academic year 2017-2018 with 830 staff at the beginning of the year, the college experienced 9.0% turnover rate. Academic year 2018-2019 turnover rate was high due to 21 people taking voluntary redundancy, 47 with an end of fix term contract and 41 people resigning. To compare this to academic year 2017-2018, redundancy didn't occur, only 28 had an end in their fixed term contract and 28 retired. Other reasons consist of death in service, dismissal, mutual agreement, retirement due to ill health and retirement. Dysfunctional turnover can have a negative effect and the costs in replacing employees is expensive (Wilkinson & Taylor, 2016). For instance, the 41 people who retired in academic year 2018-2019 means loss of skills and knowledge which can impact on remaining employees because of the extra work and the loss of a colleague.

From November 2019 to January 2020, there were 810,000 vacancies in the UK. The most vacancies were in health and social care, retail and hospitality (ONS, 2020), (CIPD, 2020b). Since September 2019, CSG have advertised for 5 Health and Social related vacancies, the most than any other area because of the increase in demand in the subject.

Based on 751 employees, 330 employees are below the 5 year service. As the length of service increases, the number of employees decreases, for instance, only 1 person has been at the college for 35-40 years. The majority number of employees leave after 0-5 years. This supports the high turnover rate figure.

Recommendations:

To improve the organisation's approach, conducting exit interviews/exit questionnaires will give HR the opportunity to gain information about the reasons behind employee turnover which will help to reduce turnover in the future. It could give insight into problems in the organisation that are not otherwise obvious. They may be a source of ideas for additional workplace training that could be useful. An exit interview may be a chance to have an open conversation about what could be changed to get the employee to stay or consider coming back at a future date (Miller, 2018a), (Miller, 2018b). CSG should keep a record of the reasons people leave going forward.

Although CSG calculate their overall turnover rate, they do not calculate the turnover costs for instance, direct and indirect costs. Measuring turnover and costs can help organisations understand the extent of the problem and make a strong business case to introduce strategies to combat the turnover (Wilkinson & Taylor, 2016). Therefore, a recommendation is for CSG to imbed this moving forward.

From the research conducted it is clear that CSG need to include their values and behaviours in their job description in order to attract the right people, and to get employees to buy into the values and behaviours of the organisation from the start where they apply for the position. Although we advertise the values and behaviours on the website and on the internal gateway, candidates do not necessarily check this before they apply. This can result in offering the position to candidates who have not bought into the organisation's values and behaviours. This can result in disengaged employees, high turnover and absenteeism (Mind Tools, 2018).

Another recommendation would be to produce a competency framework for every role in the organisation. This will define the knowledge, skills and attributes needed for people within an organisation. Each individual role will have its own set of competencies needed to perform the job effectively. Having a competency framework in place will mean that employees have a well defined set of behaviours required in their work and are clear about how they are expected to perform their job. The appraisal and recruitment systems are fairer and more open with a competency framework in place and recruiters are able to assess transferrable skills and identify behaviours. There is also a link between effective individual inputs to work and organisational performance and processes are measurable and standardised (CIPD, 2020a).

Another suggestion would be to have yearly appraisals as they are currently every two years. Having yearly appraisals will allow management to identify any development needs, any gaps in skills, issues and individual aspirations and put in place any training and support for them. Having this in place will make the employees feel valued, supported and listened to. This will lead to happier employees which will result in them staying at the organisation longer, leading to a decrease in turnover rates, sickness and recruitment (CIPD, 2019a).

Discuss your development needs with your line manager as a result of the above activities, using the CIPD Profession Map as a basis for your discussion.

Talent management is one of the specialist knowledge areas of the CIPD profession map. According to CIPD (2018a) talent management is about using data from workforce, succession and contingency planning tools to understand what talent exists within the organisation, what talent populations are needed, and the identification of individuals who are particularly valuable to an organisation. According to CIPD (2018a), the ability to identify and select the most effective methods by which to develop and retain is important. It may require specific organizational interventions, such as development programmes, but it's also about being able to shape bespoke programmes to meet individual needs.

Resourcing is also one of the specialist knowledge areas of the CIPD profession map. According to CIPD (2018b) resourcing involves the attraction and selection of individuals into the right role at the right time and cost. It's about using relevant workforce planning data and knowing the right sourcing approaches and digital tools to tap into diverse candidate pools, both active and passive. According to CIPD (2018b), those involved in resourcing activities should be focused on understanding the candidate experience, designing effective assessment and selection approaches, and overall how to make effective recruitment decisions.

After studying this module, I would say that I am on the foundation level where I know my organisations approach to defining, developing and retaining talent. I know the organisations approach to identifying and reviewing talent and the different talent populations that exist within the organisation. I also know the workforce planning approaches at CSG, the different methods and techniques to search for candidates, the principles of fair and objective assessments and how candidates react differently to adverts and other selection methods (CIPD, 2018a), (CIPD, 2018b).

In order to further develop myself on this topic, I would start by doing further research in order to work towards the associate level. To be at the associate level I need to understand how to conduct fair and objective assessments, the different ways of creating diversity within talent pools and the organisations approach to using talent pools in partner organisations. Conducting training to line managers on the importance of talent planning would also help me develop further as this is something I have not done as part of this module.

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