

Qualification:

CIPD Diploma in Applied Human Resources

Module Name:

Understanding Resourcing and Talent Planning

On-the-job training observations:

Activity 1

Total Word Count: **398 words**

Activity 2

Total Word Count: **424 words**

Activity 3

Total Word Count: **270 words**

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Signed:  Kate Houston

Date: 1st June 2020

Activity 1

I discussed with my Manager succession planning at Ateb; she recognised there are no processes, and this is an area which has been highlighted with a change of Chief Executive. Areas discussed:-

The Management Team function at an operational rather than strategic level; this is an area which Senior Management Team wish to address. There has been a push to change attitudes, behaviours and mindsets of the Management Team as well as supervisory roles, as both were functioning at lower levels as to what is expected from their roles. To rectify this the Management Team and supervisory levels have been enrolled in a bespoke leadership development programme delivered via consultants improving skills and leadership competencies.

Leadership competencies have been included within Role Profiles for every role and skill gaps will be addressed using Passport to Work which sets the learning and development for each job role. Management Team are beginning to function strategically, with junior roles upskilling, stepping up.

Practical approaches addressing skill-gaps in the workforce are being addressed to attract and retain the right candidates for instance, the Maintenance and Compliance team are finding roles like plumbing and electrical harder to fill therefore discussions have centred around 'growing our own' via apprenticeships with the view of retaining these as opposed to current practices of renewing apprenticeships every couple of years. Firth (2017) supports this view recognising apprenticeships should be used supporting succession planning and growth aspirations.

Wilkinson and Taylor (2016) reflect succession planning should involve identifying a 'pool of talent' if a replacement is required ensuring the right ability, personal attributes and knowledge is identified allowing a replacement to step-up. Taylor (2019) cite when considering succession planning to firstly; identify business critical roles, which if lost, would cause significant difficulties; to define the attributes and capabilities required for future scenarios; and identify employees for such roles providing relevant training and development.

As a result of COVID-19 Ateb reviewed processes like reviewing service areas, an element of which related to succession planning. The Management Team were asked to map out business critical roles in each service area, reviewing operational standards and minimum requirements together with the impact of loss of these roles as a result of being unable to perform their duties due to illnesses. The plan identifies supervisory and junior roles as successors and any learning or skill requirements that need to be in place.

Activity 2

Turnover rates at Ateb are higher than the previous years recording nineteen employees leaving since April 2019, this was unexpected.

Reasons for such high turnover attributed to two apprenticeships ending their fixed-term contracts and one leaving due to a government initiative ending, these were expected. Two retired, these were both Directors positions and was unexpected, seven moved for career opportunities, one leaving for university, and lastly six recorded as personal/other or unknown.

Worryingly the results demonstrate the rate is above CHC 2019 average of 13.22 percent and voluntary at 8.6 percent. Ateb does not have a resourcing strategy (CIPD, 2019; Wilkinson and Taylor, 2016) state this would maximise retention identifying the 'push and pull' factors of why employees leave. It would also identify seniority levels, demographics, those who may retire and associated costs therefore this would be advantageous to explore in the future. Ateb does record whether it is dysfunctional or voluntary departure.

Ateb records data from the exit interviews, this historically was completed by line-managers face-to-face, this method may not have captured accurate results; honesty from the employee or when issues relate to the line-manager. Poor line-management is a known driver for unwanted turnover (Taylor, 2019). Therefore, exit interviews have been re-designed using SurveyMonkey and can be completed online with data viewed by HR; this will encourage honesty from the employee however, is less personal. It would be advantageous to explore offering the interview with a HR representative or a manager of their choice; this would encourage open dialogue and would be a personal approach.

If a personal approach is taken further checks could be made as to the reason for leaving for instance, of the six employees leaving who chose personal, other or unknown a written explanation could have been provided which would enhance any data gathered.

Seven employees left due to career opportunities what is not known is whether they felt Ateb supported them in learning and development. Ateb has 130 employees therefore, career progression is not always viable (Biro, 2018; Wingrove, 2014) reflect offering learning and development is a powerful engagement tool to retaining talent having a positive effect on the employee's experience. The exit interview could explore this information and if referenced lack of learning and development as an issue Ateb could rectify this in the future.

Ateb could encourage a formal mentoring and coaching programme for instance identifying those wishing to progress seeking a 'pool of talent' with employees displaying the right ability, attitudes and knowledge that could replace business critical roles (Wilkinson and Taylor, 2016).

Activity 3

CIPD (2018) Professional Map was utilised ascertaining functional professional areas and behaviours needed to be enhanced in the future based on observations and self-reflection.

The professional area of resourcing and talent planning is an area which my manager and I discussed where I could develop focussing on strategic ambitions. This is an area which requires improvement therefore I could explore initiatives designing a strategy which I could present to my manager and potentially to Senior Management Team.

I could design a process for succession planning setting clear principles. To ensure I plan a robust succession plan and form strategic initiatives I would: seek to network with housing associations; build relationships with external organisations like education establishments to assist in building a diverse source of talent; and build relations with managers within Ateb to ensure adequate learning and development is sourced ensuring internal talent can fill business critical positions in the future.

Behaviours that I would be required to demonstrate are personally credible and decisive thinker.

To build skills as personally credible I would seek to mentor or coach. I would encourage managers and supervisors to coach and mentor their teams providing techniques and models like GROW or COACH to develop them as coaches or mentors and provide training on the topic. CIPD (2019) state people professionals are expected to demonstrate coaching capability.

To build skills as a decisive thinker I could compare information identifying patterns and trends on attracting and retaining employees to inform future decisions. To do this I would seek appropriate analytical tools to gather such data and research other organisations their techniques and best practice.

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