

<b>Unit title</b>	<b>Resourcing Talent</b>
<b>Level</b>	<b>3<sup>1</sup></b>
<b>Credit value</b>	<b>6</b>
<b>Unit code</b>	<b>3RTO</b>
<b>Unit review date</b>	<b>Sept. 2011</b>

### **Purpose and aim of unit**

Organisational success depends on having the right skill mix. This unit provides an introduction to the resourcing and talent planning process. Studying this unit will enable learners to understand the factors that impact on an organisation's resourcing and talent planning activities. They will learn about the relationship between recruitment and selection by identifying the key stages in each separate but related process. The benefits to the organisation of attracting and retaining a diverse workforce will be emphasised. They will be able to make a positive contribution to the recruitment and selection process by developing their knowledge and skills in defining and writing job descriptions, contributing to the job advertisement process, shortlisting, conducting face-to-face or telephone interviews and contributing to job offer and rejection letters. Key legislation pertaining to recruitment and selection will be covered. Finally, they will also learn more about good practice in employee induction and retention and the importance of collaborative working with other stakeholders.

### **This unit is suitable for persons who:**

- are aspiring to, or embarking on, a career in HR/L&D
- are working in the field of HR/L&D in a support role and wish to develop their knowledge and skills
- have responsibility for HR/L&D activities and decisions within an organisation without a specialist function
- are involved in resourcing talent and recruitment and selection activities in an organisation or as a recruitment consultant.

### **Learning outcomes**

On completion of this unit, learners will:

- 1 Be able to explain the factors that affect an organisation's talent planning, recruitment and selection policy.
- 2 Be able to identify appropriate recruitment and selection methods.
- 3 Be able to contribute to the recruitment and selection interviewing process for a job role.
- 4 Understand the importance of effective induction.

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<sup>1</sup> Equivalentents in Ireland = 5; Scotland = 6

## Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

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### **1 Be able to explain the factors that affect an organisation's talent planning, recruitment and selection policy.**

*Key factors:* organisational context, business objectives and brand; expansion or contraction of the business; restructuring; reasons for staff turnover; succession planning; capacity and capability assessment; talent inventories and management; skill shortages; the benefits of attracting and retaining a diverse workforce; the systematic recruitment cycle; identifying genuine vacancies; choosing the most appropriate style of recruitment and selection for the organisation's context, role, culture and sector; ethics and good practice; regulatory and legislative framework.

### **2 Be able to identify appropriate recruitment and selection methods.**

*Recruitment:* different recruitment channels, for example internal and external advertisements, internet sites, agencies, 'head hunters', job fairs, application forms, electronic recruitment.

*Selection:* traditional and modern approaches; selection policies; selection process; screening applications and developing long and shortlists; competence-based approaches; candidate assessment methods; psychometric tests; interviews (face-to-face/telephone, individual/panel).

### **3 Be able to contribute to the recruitment and selection interviewing process for a job role.**

*Recruitment:* systematic recruitment cycle and awareness of relevant documentation, for example authority to recruit forms and job requisitions; writing job descriptions using an appropriate model, for example seven-point plan; writing person specifications; writing job advertisements and selecting appropriate media for internal and external advertisement; managing application forms; provide advice to managers on recruitment.

*Selection:* provide advice to managers on selection; screening applications; drawing up shortlists with relevant colleagues; organising interviews; organising assessments (health and/or psychometric); contribute to face-to-face and/or telephone interviews with an interview panel; maintaining appropriate records; making internal/external appointments; writing employment offer letters/rejection letters.

### **4 Understand the importance of effective induction.**

*Induction:* purpose and benefits of induction for employees and the organisation; approaches to induction and examples of good practice.

*Collaborative working:* effective teamworking; relationship-building.

## Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1 Be able to explain the factors that affect an organisation's talent planning, recruitment and selection policy.	1.1 Explain the organisational benefits of a diverse workforce.  1.2 Explain the factors that affect an organisation's approach to talent planning.  1.3 Describe the factors that affect an organisation's recruitment and selection policy.
2 Be able to identify appropriate recruitment and selection methods.	2.1 Describe different recruitment methods and identify when it is appropriate to use them.  2.2 Describe different selection methods and identify when it is appropriate to use them.
3 Be able to contribute to the recruitment and selection interviewing process for a job role.	3.1 Develop a job description and person specification for an identified role.  3.2 Select appropriate recruitment channel(s) and draft material to attract talented individuals for an identified role.  3.3 Develop selection criteria and shortlist candidate applications for interview for an identified role.  3.4 Participate effectively in a selection interview and the decision-making process for an identified role.  3.5 Identify the records that need to be retained and write letters of appointment and non-appointment for an identified role.
4 Understand the importance of effective induction.	4.1 Explain the purpose, importance and benefits of induction to individuals and organisations.  4.2 Identify areas to be covered by induction and the roles of those involved in an induction process.

## Assessment guidance

<b>Unit title and No:</b> Resourcing Talent – 3RTO	
<b>Credit value:</b> 6 credits	
<b>Generic guidance:</b>  The assessment activities for this unit should equate to approximately 2000 words.  LO3 can be done in the context of the learners' own organisation, one they are familiar with, or using a case study.	
<b>Assessment Criteria guidance:</b>	
<b>AC1.1</b>	Learners must refer to at least 3 organisational benefits
<b>AC 1.2</b>	Give at least 4 factors which must include consideration of the organisation's business objectives and the economic environment.
<b>AC 1.3</b>	Learners must include reference to the organisation's context, ethical and legal aspects.
<b>AC 2.1 and AC 2.2</b>	Must describe at least 3 methods of recruitment and 3 methods of selection
<b>AC 3.1</b>	This can be a group activity as long as each learner has the opportunity to inform the development of a job description and person specification. It could involve updating existing material or developing a new one.
<b>AC 3.2</b>	Consider and select appropriate recruitment media for the identified role. This could be a written advertisement or brief.
<b>AC 3.3</b>	Selection criteria must be derived from identified job description and person specification. Learners must shortlist from a minimum of three candidates against agreed selection criteria taking into account legal and ethical considerations.
<b>AC 3.4</b>	This can be a group activity as long as each learner has the opportunity to question the candidate and play an active part in the interview and decision making process. The Assessor must complete CIPD's skills observation checklist (SOC) for each candidate, SOC attached.
<b>AC 3.5</b>	Learner must explain the legal requirements for retaining and storing records post selection  Evidence should include 1 appointment and 1 non-appointment letter
<b>AC 4.1, 4.2</b>	Explain at least 3 purposes of induction and how they benefit individuals and organisations  Evidence must include an induction plan that identifies areas to be covered, timelines and those involved in the process