

U29103: Recruit, select and keep colleagues

Unit Descriptor:

This unit is mainly about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding and who are likely to perform effectively are appointed.

As recruitment and selection can be expensive and time-consuming activities, the unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues.

Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself.

For the purpose of this unit, 'colleagues' means those people for whom you have line management responsibility.

PERFORMANCE CRITERIA

BEHAVIOUR WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

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| 1. Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving. | a. Recognise the opportunities presented by the diversity of people. |
| 2. Identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration. | b. Work to turn unexpected events into opportunities rather than threats. |
| 3. Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience. | c. Try out new ways of working. |
| 4. Identify and review the options for addressing any identified shortfalls and decide on the best option (s) to follow. | d. Identify people's information needs. |

5. Consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit.
 6. Consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved.
 7. Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants.
 8. Seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues.
 9. Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective.
 10. Make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues.
 11. Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements.
 12. Implement measures aimed at staff retention.
- e. Seek to understand people's needs and motivations.
 - f. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
 - g. Take and implement difficult and/or unpopular decisions, if necessary.
 - h. Act within the limits of your authority.
 - i. Show integrity, fairness and consistency in decision making.
 - j. Acknowledge and reward people's efforts and outputs.

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. Why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively.
2. The types of reasons colleagues might give for leaving.
3. How to measure staff turnover.
4. The causes and effects of high **and** low staff turnover.
5. Measures which can be undertaken to address staff turnover problems.
6. How to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience.
7. Different options for addressing identified shortfalls and their associated advantages and disadvantages.
8. What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.
9. Different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved.
10. Different recruitment and selection methods and their associated advantages and disadvantages.
11. Why it is important to give fair, clear and accurate information on vacancies to potential applicants.
12. How to judge whether applicants meet the stated requirements of the vacancy.
13. Sources of specialist expertise in relation to recruitment, selection and retention.
14. How to take account of equality and diversity issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.
15. How to review the effectiveness of recruitment and selection in your area.
16. What are the current best practice in recruitment, selection and retention.
17. The organisation's recognition reward systems.

UNDERPINNING KNOWLEDGE (continued)**Industry/sector specific knowledge and understanding**

18. Turnover rates within similar organisation in the industry/sector.
19. Recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector.
20. Working culture and practices of the industry/sector.

Context specific knowledge and understanding

21. Current people resources available to your area, including skills, knowledge, understanding and experience of colleagues.
22. Work requirements in your area.
23. Agreed operational plans and changes in your area.
24. The staff turnover rate in your area.
25. Job descriptions and person specifications for confirmed vacancies.
26. Local employment market conditions.
27. The organisation's structure, values and culture.
28. Employment policies and practices within the organisation and country– including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.
29. Sources of specialist expertise in relation to recruitment, selection and retention used by your organisation.

EVIDENCE REQUIREMENTS

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O2	Data on staff turnover, records of exit interviews and strategies for retaining staff:				
	<ul style="list-style-type: none"> spreadsheets and other records of staff turnover you have compiled and analyses to identify patterns and trends 	b, d	1, 3, 4	18	24
	<ul style="list-style-type: none"> notes or records of formal staff exit interviews and informal feedback from staff leaving the organisation, and summaries of analyses of the information collected 	b, e	1, 2, 3, 4	18,19	24
	<ul style="list-style-type: none"> reports, proposals, action plans and other records of strategies you have developed for reducing staff turnover 	b, c, h, j	1, 2, 3, 4, 5, 16, 17	18,19	21,22,24 29
O3 O4	Reviews of the workforce in your area of responsibility that you have organised or prepared:				
	<ul style="list-style-type: none"> analyses of business and/or operational plans to identify likely future employment requirements (numbers of people, skills levels, employment patterns, etc) 	b, c, f, i	6	20	21,22,23
	<ul style="list-style-type: none"> reviews of current workforce profile (numbers, skill levels, age, etc) to identify any potential shortfalls in requirements 	a, f, i	6	20	21,22,23
	<ul style="list-style-type: none"> notes, emails, memos or other records of discussions with colleagues to identify possible solutions to current or potential workforce requirements 	a, f, i	7	20	21,22,23 29
	<ul style="list-style-type: none"> reports or proposals you have prepared for addressing current or potential workforce requirements (eg recruitment, transfer or promotion, training, redundancy, early retirement, etc) 	a, c, f, g, i	7	20	21,22,23
	<ul style="list-style-type: none"> personal statement (reflection on your role in developing strategies to address current or potential workforce requirements) 	a, c, f	6, 7	20	21,22,23

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O5 O6 O7 O8 O9 O10	Records of your role in the recruitment and selection of new staff:				
	• notes of discussions about, and copies of, job descriptions and person specifications you have developed	a, c, d, f, g	8, 13, 14	19,20	25
	• notes, emails, memos or other records of discussions about the recruitment and selection process for new staff and your proposals for selection criteria	a, d, f, h, i	9, 10, 11 13, 14	19,20	26, 28, 29
	• notes of interviews or records of other selection process you have engaged in	e, f, i	10, 12, 14	19,20	27, 28
O11	• reports, emails, memos or other records of your evaluation of the recruitment and selection process	i	13, 14, 15	19,20	28
	• personal statement (reflection on your role in recruiting and selecting new staff)	a, c, i	8, 9, 10 11, 12 13, 14, 15 16, 17	19,20	26, 27, 28

2. Method of Assessment

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. Context of Assessment

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

4. Links to other units

Nil.