

## Recruit, select and keep colleagues

### WM41 - H2LA 04

*This national occupational standard D3 belongs to the MSC – the standards setting body for management and leadership*

### Area of competence

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

### Who is the unit for?

The unit is recommended for first line managers and middle managers.

### Links to other units

This unit is closely linked to unit **D4. Plan the workforce**, **D7. Provide learning opportunities for colleagues** and **D9. Build and manage teams** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *J4 Recruit staff*, which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or the SFEDI website ([www.sfedi.co.uk](http://www.sfedi.co.uk)).

### Skills

Listed below are the main generic 'skills' that need to be applied in recruiting, selecting and keeping colleagues. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Consulting
- Decision-making
- Information management
- Interviewing
- Negotiating
- Obtaining feedback
- Planning
- Problem-solving
- Reviewing
- Team-building
- Valuing and supporting others

## **Outcomes of effective performance**

*You must be able to do the following:*

1. Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving.
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.
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.
4. Identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow.
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. Ensure that the skills needed by applicants to succeed in the recruitment process are no more than are required to perform the job.
10. Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective.
11. Make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues.
12. Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements.

## **Behaviours which underpin effective performance**

13. You recognise the opportunities presented by the diversity of people.
14. You work to turn unexpected events into opportunities rather than threats.
15. You try out new ways of working.
16. You identify people's information needs.
17. You seek to understand people's needs and motivations.
18. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
19. You take and implement difficult and/or unpopular decisions, if necessary.
20. You act within the limits of your authority.
21. You show integrity, fairness and consistency in decision-making.

## **Knowledge and understanding**

*You need to know and understand the following:*

### **General knowledge and understanding**

- a. Why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively.
- b. The types of reasons colleagues might give for leaving.
- c. How to measure staff turnover.
- d. The causes and effects of high and low staff turnover.
- e. Measures which can be undertaken to address staff turnover problems.
- f. 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.
- g. How to identify actual skills and avoid stereotyping with regard to skills levels and work ethics.
- h. Different options for addressing identified shortfalls and their associated advantages and disadvantages.
- i. What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.
- j. 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.
- k. Different recruitment and selection methods and their associated advantages and disadvantages.
- l. Why it is important to give fair, clear and accurate information on vacancies to potential applicants.
- m. How cultural differences in language, body language, tone of voice and dress can differ from expectations.
- n. How to judge whether applicants meet the stated requirements of the vacancy.
- o. Sources of specialist expertise in relation to recruitment, selection and retention.
- p. How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.
- q. How to review the effectiveness of recruitment and selection in your area.

### **Industry/sector specific knowledge and understanding**

- r. Turnover rates within similar organisations in the industry/sector.
- s. Recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector.
- t. Working culture and practices of the industry/sector.

### **Context specific knowledge and understanding**

- u. Current people resources available to your area, including skills, knowledge, understanding and experience of colleagues.
- v. Work requirements in your area.
- w. Agreed operational plans and changes in your area.
- x. The staff turnover rate in your area.
- y. Job descriptions and person specifications for confirmed vacancies.
- z. Local employment market conditions.



- aa. The organisation's structure, values and culture.
- bb. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.
- cc. Sources of specialist expertise in relation to recruitment, selection and retention used by your organisation