

Recruitment and employability

TASK NUMBER, TASK DETAIL AND GRADING CRITERIA COVERED

Task 1

- (a) Prepare Section 1 of the staff handbook. This should contain information on:
- the need to recruit
 - the purpose of the job description together with an example
 - the purpose of a person specification together with an example
 - different methods of advertising job vacancies
 - procedures for short listing and interviewing applicants
 - the importance of staff retention
 - ways of improving staff retention rates.
- (b) Prepare Section 2 of the handbook. This should:
- describe employability, personal and communication skills
 - describe the skills required by the new customer services executive as an example for the handbook.

Task 1a provides evidence for P1 and Task 1b provides evidence for P2.

Task 2

- (a) Prepare a memorandum addressed to your manager to attach to the first two sections of the handbook. This should provide an analysis of the employability, personal and communication skills required of an ideal applicant for the role of customer services executive.
- (b) Evaluate the advantages for Truck Supplies Ltd in employing someone with suitable communication and personal attributes for the customer services executive post, and the importance of these attributes to the business.

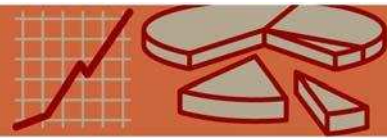
Task 2a provides evidence for M1 and Task 2b provides evidence for D1.

SAMPLE ANSWER

Staff handbook: Section 1

This could be organised into separate parts on recruitment and retention. The material on recruitment should first set out the meaning of recruitment and describe the importance in getting right staff on payroll. It should then detail the recruitment process:

- job role identified
- writing job description and person specification
- job advertising (where, when?) and promoting the business as a place to work
- attracting candidates
- labour market awareness
- short listing
- selection processes
- notifying unsuccessful candidates and making job offer to successful applicant
- contract
- induction.



The material on retention should cover a range of issues including:

- why staff retention is important (costs, morale, continuity)
- how to retain staff
- ways of avoiding high staff turnover
- importance of terms and conditions
- work-life balance
- training and development
- career progression.

Staff handbook: Section 2

The section on skills might be split into two parts covering firstly employability and personal skills and secondly communication skills.

Employability and personal skills should cover:

- relevant experience in similar role
- experience of motor trade (for working with Truck Supplies Ltd)
- professional in approach
- good team player
- good with people
- flexible
- supportive of other staff
- good written skills
- IT literate
- experience in web commerce
- persuasive
- able to build relationships
- focused and task driven.

As well as detailing these generic skills, they should also be related to the specific job role of the customer services executive.

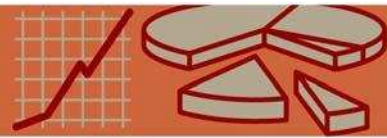
Communication skills should cover:

- can speak and listen well
- persuasive
- good written skills
- good presenter
- good interpersonal skills
- sympathetic and supportive
- people-oriented.

Again, specific examples of the communication skills required for the customer services executive position should be provided.

Memorandum

Learners should structure their responses in the format of a business memorandum, clearly showing who the memo is from [the learner], to whom it is being sent [the HR Manager], the date and the subject [personal and other skills for the customer services executive at Truck Supplies Ltd].



The memo could start with a summary of the job role, focusing on customer service developments such as:

- working with staff to improve customer service
- investigating website developments
- reporting to directors on customer service
- developing relationships with business customers.

It should set out the main personal and communication skills required:

- leading subordinate staff – setting out why this entails particular skills
- persuading staff of the importance of customer service – explaining why skills of persuasion and motivation might be required
- reporting to directors – requiring clarity, confidence, assertiveness, flexibility, responsiveness
- liaising with business partners – requiring an ability to build relationships, to maintain a supportive and professional attitude, and to communicate clearly both in writing and verbally (by telephone and face to face).

To achieve the M1 grading criterion, learners should be capable not only of describing the skills but of analysing them by saying in detail what the skills consist of in the job context. For example: *“Our customer executive should be capable of creating excellent B2B relationships with our most important customers, so that they know they can rely on Truck Supplies Ltd above all competitors. This means being able to create confidence both inside and outside the business.”*

Specific communication skills that could be analysed further include:

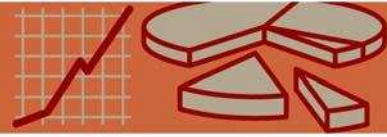
- report writing
- emailing
- SMS messaging
- verbal reporting
- conducting meetings
- video conferencing
- drafting staff training materials.

In the memo’s conclusions, there is an opportunity for learners to sum up the main findings and add their own evaluation of the importance of personal and communication skills relating both to the Truck Supplies scenario and more generally to any organisation. A thoughtful and well-expressed evaluation can lead to the achievement of the D1 criterion.

GRADING COMMENTS

The staff handbook content should cover the P1 and P2 criteria within the main body. This will be descriptive coverage showing good awareness of the important skills required of a customer services executive in a context in which customer relations are regarded as vital. The issues of recruitment and retention should also be well understood and explained. The handbook should be structured and well set out.

M1 evidence is presented as a separate memorandum. This should examine each of the important personal and communication skills required within the role. At this grade level, the learner will be able to show why these skills are important in this context.



D1 could be evidenced within the conclusions in the memorandum. This must be a thoughtful evaluation of the skills required. In other words, does the learner feel that other skills can compensate for, say, inexperience? Does the learner agree that certain skills are necessary? If not, why not? Are some skills more important than others and, if so, why? Credit should be given for original comments offered with sensible justification.