Draft For Consultation

Hong Kong Qualifications Framework

Specification of Competency Standards (SCS)-based Training Package for the Human Resource Management

Training Guide for Staffing and Workforce Continuity

<Trainers>

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List of Contributors

Sincere gratitude to a group of seasoned professional human resource practitioners who contributed their experience, views, comments, and ideas for the package content and exercises. There are anonymous interviewees with over ten years human resource working experience in managerial roles, from industries of information technology, engineering, telecommunications, and healthcare who have provided invaluable comments. Special thanks to the following who contributed further extra time in the focus group discussion of the package (list in alphabetical order of the organisation names): -

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Chapter 1 Introduction

Training Packages are based on the Specification of Competency Standards (SCS), with learning and assessment materials derived from the selected Units of Competency (UoCs) which correspond to the job role and function. The performance requirements in the UoCs are applied in the learning outcomes of the Training Package. The learning and assessment materials correspond to the learning outcomes. The contents are developed for the specific learner profile, mode of learning and assessment method, which can be used as a reference in module designs.

This Training Package outlines the essential elements for a module, using the following three UoCs which were identified as the core competencies in the Vocational Qualification Specifications for the Officers focusing on Human Resource, Talent Management, and Workforce Risk Management:

- Collect information of employment market trend and issues that affect employment (Code: 107075L4)
- Execute necessary actions to mitigate or reduce people risks (Code: 107077L4)
- Complete and communicate business continuity plan (BCP) to maintain smooth human resource (HR) related operation (Code: 107078L4)

These three UoCs serve as a reference for the contents of learning, assessment guidelines as well as supporting and reference materials. It exemplifies the design of module structure, and comes with suggestions on teaching, learning and assessment materials. Assessment materials include sample tasks or activities, methods and contexts of assessment, outcome standards and performance rubric that are appropriate to the contents of learning.

This Training Package is not meant to be a complete learning programme by itself. Enterprises and education and training providers who wish to use it as a blueprint for module development should adjust the relevant teaching learning and assessment contents for any variations in learning objectives, target learners, entry requirements such as academic level and experience, etc. In addition, users are advised to check and adopt the latest update of the references to ensure their currency, validity, and accuracy when using it.

For any learning programme developed by drawing reference to this Training Package to become QF-recognised, it must successfully pass the quality assurance process of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications or the self-accrediting institutions.

Chapter 2 Mapping of Learning Topics to Performance Requirements

This chapter shows three tables, each focusing on one UoC, that map the key topics in the training package of the respective UoC to their corresponding intended learning outcomes.

The following tables show the correlation between the package content and the specific performance requirements of the respective UoCs. The Category and Scope / Domain columns list the key topics of the content, and a tick mark indicates the associated Performance Requirements / Intended Learning Outcomes".

Table 1: Mapping of Learning Topics to Performance Requirements of UoC 107075L4

Unit of Competency (UoC)							
Title: Collect information of employment market trend and issues that affect employment **Code:** 107075L4 **Range:** Collecting and interpreting data about the employment market trend and issues in respective operating markets and jurisdictions into meaningful information. This applies to the process of collection of employment market information and identification of impact of changes on the organisation, as an integral part of risk management. **Level:** 4 **Credit:** 4		**Performance Requirement / Intended Learning Outcome**					
		Knowledge in Subject Area		Applications & Processes			Behaviour & Attitude
		Understand the importance of effective risk management in minimising the probability and impact of employment issues affecting organisation success and business results (e.g. employee unrest and undesirable employee turnover)	Understand different sources that provide information on employment market trend	Search for and maintain strong network with external consultants specialised in manpower resourcing, human resource (HR) professional bodies, government departments and regulatory bodies to understand the latest employment market trend	Collect the latest employment market trend and interpret the impact of change in employment related ordinances on the organisation	Interpret market data into meaningful information to enable accurate risk assessment	Search for and use new channels (e.g. following related blogs, participating in related forums and communities) to possess updated knowledge of changes in employment market, human capital risks and issues that affect employment
Category	**Scope / Domain**	**Mapping of Learning Topic**					
1. Introduction	• Overview of Staffing and Workforce Continuity • Value of Staffing and Workforce Continuity and their Risk Factors	✓	✓				

<table>
<tr><th colspan="8">Unit of Competency (UoC)</th></tr>
<tr><td colspan="2" rowspan="3">Title: Collect information of employment market trend and issues that affect employment

Code: 107075L4

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Level: 4

Credit: 4</td><th colspan="6">Performance Requirement / Intended Learning Outcome</th></tr>
<tr><td colspan="2">Knowledge in Subject Area</td><td colspan="3">Applications & Processes</td><td>Behaviour & Attitude</td></tr>
<tr><td>Understand the importance of effective risk management in minimising the probability and impact of employment issues affecting organisation success and business results (e.g. employee unrest and undesirable employee turnover)</td><td>Understand different sources that provide information on employment market trend</td><td>Search for and maintain strong network with external consultants specialised in manpower resourcing, human resource (HR) professional bodies, government departments and regulatory bodies to understand the latest employment market trend</td><td>Collect the latest employment market trend and interpret the impact of change in employment related ordinances on the organisation</td><td>Interpret market data into meaningful information to enable accurate risk assessment</td><td>Search for and use new channels (e.g. following related blogs, participating in related forums and communities) to possess updated knowledge of changes in employment market, human capital risks and issues that affect employment</td></tr>
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<tr><td>2. Employment Market Information</td><td>• Overview of Employment Market Information (EMI)
• Source of EMI
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○ Interpretation of Quantitative WI
• Qualitative WI
○ Format of Qualitative WI
○ Insights from Qualitative WI</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>4. Integration of Information from Employment Market and Workforce</td><td>• Insights from Integrated Information</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr>
</table>

Table 2: Mapping of Learning Topics to Performance Requirements of UoC 107077L4

Unit of Competency (UoC)								
Title: Execute necessary actions to mitigate or reduce people risks **Code:** 107077L4 **Range:** Reducing risks associated with workforce for risk management and business continuity. This applies to the business process review and maintenance of business continuity and people risk profile in collaboration with departmental representatives. **Level:** 4 **Credit:** 4		**Performance Requirement / Intended Learning Outcome**						
		Knowledge in Subject Area		Applications & Processes				Behaviour & Attitude
		Understand the importance of talent management and succession planning strategy in terms of risk management and business continuity	Understand the potential, performance and readiness of high potential employees / successors in the organisation	Coordinate with department representatives to review business process and identify the key roles at every level that are critical to business operation and future development of the organisation	Confirm job requirements, competencies and performance standards for each key position	Maintain effective operation of performance management system in order to identify and retain high potential employees and successors	Update the talent pool on a regular basis	Benchmark and adopt as appropriate best practices in the market for the identification and development of high potential employees / successors
Category	**Scope / Domain**	**Mapping of Learning Topic**						
1. Introduction	• Overview of Talent Management and Succession Planning • Value of Talent Management and Succession Planning	✓	✓					✓
2. Key Elements of Talent Management and Succession Planning	• Talent Strategy & Planning • Competency Framework • Critical Positions • Acquisition • Performance Management • Succession Planning • Learning & Development • Engagement & Retention • Total Rewards	✓	✓	✓	✓	✓	✓	✓
3. Source of Information	• Information Within the Organisation • Information From the Market	✓	✓	✓	✓	✓	✓	✓

Table 3: Mapping of Learning Topics to Performance Requirements of UoC 107078L4

Unit of Competency (UoC)

Title: Complete and communicate business continuity plan (BCP) to maintain smooth human resource (HR) related operation

Code: 107078L4

Range: Completing and communicating BCP that enables HR related operation without interruption. This applies to the maintenance of smooth HR related operation by completing and making a BCP accessible to all employees. The BCP, that contains a governance structure and implementation methods, will help the organisation get prepared to moderate risks and to maintain business in case of unexpected disruption or emergency.

Level: 4

Credit: 4

		Performance Requirement / Intended Learning Outcome										
		Knowledge in Subject Area		Applications & Processes							Behaviour & Attitude	
		Understand the importance of BCP to handle business disruption or emergency (e.g. a fire at the office, network connectivity breakdown)	Understand key elements of a BCP	Confirm potential issues, threats or risks that the BCP needs to address	Check the key job functions that are crucial to maintain the business operation running	Complete a list of manpower and backups to fill the critical positions in an emergency situation	Complete a list of hardware (e.g. critical equipment / documents / temporary operating facilities) and identify the most effective ways to secure their access in the event of business disruption or emergency	Provide adequate training and support to the BCP designated committee / members	Communicate the roles and responsibilities in BCP with relevant employees and make BCP accessible to all employees	Contact relevant departments (e.g. customer service, information technology, security) to nominate representatives to join the BCP designated committee	Maintain updated record of all HR service providers, and provide necessary HR information and regular updates to the BCP designated committee / members in a timely manner	Regularly communicate with all employees of the BCP especially on emergency evacuation procedures
Category	**Scope / Domain**	**Mapping of Learning Topic**										
1. Introduction	• Overview of Business Continuity Plan (BCP) • Value of BCP	✓	✓	✓	✓	✓	✓	✓	✓	✓		
2. Key Elements of a BCP	• Business Impact Analysis • Business Continuity Team • Communication • Training • Business Restoration • Testing, Update and Documentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Source of Information	• Information Within the Organisation • Information From the Market	✓	✓	✓	✓	✓	✓				✓	

Chapter 3 Scope of Application and Coverage

The three UoCs of the Human Resource Management sector covered by this training package are cross-industry competencies. This package aims to provide content material that should be fundamental to most, if not all, industries. It is not meant to be exhaustive. Some elements of the training content need to be adjusted and adapted by users according to the specific requirements of particular industry.

3.1 Target Users *(i.e. trainers)*

3.1.1 Suggested Profile and Experience for Trainers

This training package is intended for use as basic material for training providers and educational institutes in human resource courses on the topic of Staffing and Workforce Continuity. In situations of in-house training, where there may not be an optimal number of human resource officers for group training, the workshop can be facilitated by in-house trainers from the learning and development function, human resource managers, or senior officers for a small group or individual learners.

For training institutes and in-house training by the learning and development function, the following trainer profile is recommended: -

- At least 5 years of experience conducting training on human resource subjects; or
- At least 7 years of practical experience in human resource functions; or
- Qualification equivalent to QF Level 5 or above.

For in-house training led by human resource managers or senior officers, the following profile is recommended: -

- At least 7 years of practical experience in human resource functions; or
- Qualification equivalent to QF Level 5 or above.

In all training situations, trainers need to ensure the accuracy and appropriateness of the content based on the latest regulations and market practices at the time of class commencement.

3.1.2 Suggested Requirements, Prior Learning, and Experience for Learners

This training package is pitched at QF Level 4. For learners of training offered by training providers and educational institutes, they are likely in a class with other learners who are currently working in human resource roles or are interested in human resource roles. The following requirement for learners is recommended for effective learning: -

- Five HKDSE subjects at Level 2 or above, including English Language and Chinese Language or equivalent; or
- Completion of Level 3 QF-recognised qualifications in related disciplines; or
- One year working experience in a human resource role.

For learners of in-house training, they should already be employees of an organisation, requirements for these learners are not relevant. If in-house learners have a year of previous working experience in human resource roles or have attended short courses in human resource subjects, they may find it easier to understand the content of the course.

3.1.3 Suggested Optimal Ratios of Trainers and Learners

The ideal ratio for a training class is one trainer to 20 learners. This provides ample opportunities for learners to interact with each other and learn practices in other companies or industries. This number also makes it easy for the trainer to arrange group activities and change group members for different activities so that learners can meet and work with different learners in each activity.

If the number of learners exceeds 20, training providers and educational institutes can decide if additional trainer(s) is (are) required to lead the training course. If the number of learners is less than 20, it is up to the training providers and educational institutes to decide whether to proceed with the training course. The ratio of one trainer to 20 learners is a general recommended ratio for typical training situations, though the ratio may vary depending on the trainer's experience in leading similar learning classes.

Trainer and learner ratio is not relevant for in-house training with only one or two learners. In such situations, the trainer needs to engage the learners for sharing of their previous experience or to ask questions.

3.1.4 Training Administration Guide

In preparation of training, the following facilities and materials are recommended: -

- For open programmes - training room
- For in-house individual or small group training - a small training room or a conference room and with space for activities
- Projector or cable for casting laptop material on screen and/or monitors
- Copy of Learner Guide for learners can also be provided before the training
- Pre-prepared score board on flip chart or slide
- Internet access

3.2 Structure of Package Content

This training package covers three UoCs. Each UoC is structured in a way that can be used individually. The content for each UoC includes an introduction providing an overview of the relevant human resource topic and process. It then continues with an elaboration of each element of the topic and process. The chapter titled "Epilogue" covers additional learning topics that elevate human resource professionalism and facilitate practical application of acquired knowledge in a professional context. Training course designers can refer to this structure as a reference for developing respective training workshops.

This content structure aims to facilitate more effective learning by helping learners understand the complete process before focusing to the specifics. Understanding the process overview is part of the learning that may extend beyond the current job scope of learners' role. Knowing the reasoning behind a process and each of its elements can better inspire motivation for further learning and strengthen learners' sense of ownership in their human resource roles.

Training course designers may also refer to the chapter on Training Method, which outlines the suggested total number of learning hours, in learning modes including classroom training, self-learning and research, and on-the-job training. The content of each UoC has a recommended training session plan as a basis for training course designers to adapt for use. There are 13 recommended classroom activities covering all three UoCs, which can be applied for learning as well as assessment purposes. An overall assessment of all three UoCs is provided at the end to evaluate learners' understanding of the subject matter covered in the training. A PowerPoint presentation deck is also prepared for trainers' reference use.

3.3 Overall Intended Learning Outcome (ILO) for Learners

On completion of the three UoC learning using the training package, learners will be able to:

- identify network with relevant information sources (e.g. external consultants specialised in manpower resourcing, HR professional bodies, government departments and regulatory bodies) in order to possess updated knowledge of changes in employment market, human capital risks and issues that affect employment;
- identify the impact of changes in employment market on the organisation;
- implement business process review in collaboration with department representatives to identify and execute necessary actions to mitigate or reduce people risks;
- identify job requirements, competencies and performance standards for each key position with reference to the talent management and succession planning strategy;
- implement regular review and update of the organisation's talent pool;
- establish centralised information and resources for effective coordination (e.g. compilation of manpower list and resource list) in the event of business disruption or emergency; and

- execute two-way communication with the BCP designated committee / members for the implementation of BCP for maintaining smooth HR related operation (e.g. training).

Chapter 4 Training Method

Trainer needs to facilitate learners through lectures and exercises to expand their perspective across different time frames from the past to the current and future, with consideration of both internal and external environments. This helps learners develop an overall understanding of the relevant human resource function before focusing on specific tasks. The following learning methods are recommended for this purpose.

There are a total of 12 credits for the 3 UoCs. The notional learning hours for learners to acquire the competencies for the 3 UoCs should be 120 hours. Trainers may divide the learning among classroom training, self-study and research, on-the-job learning, and assessment activities. The proportion of time spent on each learning method depends on the backgrounds and experiences of learners. Table 4 provides one approach as a reference.

Table 4: Reference Training Mode

Learning Mode	**Suggested Duration**	**Scope**
Classroom Training	36 hours	• Trainer's presentation and discussion • Classroom activities with learning assessments • Overall assessment
Self-study and Research	48 hours	• Reviewing content covered in training • Using information in training for further self-study and research online and via mobile applications • Learning from Additional Learning Materials online or via mobile applications
On-the-job Training	36 hours	• Coaching by manager for the application of learned content face-to-face or through virtual channels • Applying learned content on the job with feedback from the manager

In addition to classroom training, this package includes lists of supplementary learning materials and a Learner Guide to aid learners in self-study and gain a further understanding of respective topics. Learning is more effective through practical application at work, with coaching and feedback from managers. Table 4 illustrates, as a reference, one learning approach that encompasses all these elements, along with suggested time allocations for each.

Chapter 5 Recommendations on the Training Content of Unit of Competency (UoC)

This training package offers content for three UoCs as foundational material for training providers, educational institutes, and in-house human resource or training officers seeking to develop courses on the topic of Staffing and Workforce Continuity. The first UoC, 107075L4, explores the collection of employment market and workforce information, enabling participants to analyse and understand the dynamics of the employment market and workforce needs. Shifting the focus to actions in the organisation to mitigate or reduce people risks, UoC 107077L4 covers key elements of talent management and succession planning. Finally, UoC 107078L4 delves into business continuity plan to maintain smooth human resource related operation.

5.1 Collect information of employment market trend and issues that affect employment (Code: 107075L4)

5.1.1 Intended Learning Outcome of this UoC

This section aims to help learners achieve the following outcomes by covering important topics on collecting and interpreting employment market information and workforce information. On completion of this section, learners will be able to:

- understand the importance of effective risk management in minimising the probability and impact of employment issues affecting organisation success and business results;
- understand different sources that provide information on employment market trend;
- search for and maintain strong network with external consultants specialised in manpower resourcing, human resource professional bodies, government departments and regulatory bodies to understand the latest employment market trend;
- collect the latest employment market trend and interpret the impact of change in employment related ordinances on the organisation;
- interpret market data into meaningful information to enable accurate risk assessment; and
- search for and use new channels to possess updated knowledge of changes in employment market, human capital risks and issues that affect employment.

5.1.2 Training Content

Introduction

Staffing and workforce continuity are of critical importance to an organisation. Staffing is the process to find and hire the right person with the appropriate qualifications and experience to fill a position. A competent workforce needs to be one where all positions are filled with the most qualified employees. Staffing is more than just having a workforce in place. It requires ongoing, active management to ensure the organisation can function with continuity in any planned or unplanned business situations.

Information and data are among the primary tools for effective staffing and workforce continuity. Quantitative data and qualitative information, with proper analysis, provides valuable insights for staffing and workforce risk management.

This UoC focuses on collecting and interpreting employment market information and data. However, the analysis of the data needs to consider the context of the organisation to derive meaningful and specific insights useful for the organisation. Therefore, this UoC also discusses internal information and data about the organisation and the workforce in order to make sense of information and data in context.

Learners of this UoC often occupy positions in human resource roles that provide support in the staffing process and activities concerning workforce management. Examples of their responsibilities in various staffing processes may include preparing job postings for hiring, coordinating the selection process, arranging onboarding activities, maintaining employee training records, providing general administrative support including scheduling meetings and interviews, and managing paperwork and documentation. The specific responsibilities may vary depending on the business nature, size of the organisations and structure of the human resource departments.

Below are some examples of the responsibilities related to gathering and comprehending employment market and workforce information that human resource officers and learners in similar roles may undertake: -

- Collect respective market information from various channels
- Maintain accurate and up-to-date employee records in systems and/or other records
- Act as an administrator of human resource system, HR apps and/or records
- Generate and/or prepare reports as required
- Update the human resource page on the intranet
- Maintain an updated list of human resource external partners

The content of this UoC covers a broader scope of content beyond the specific responsibilities applicable to learners in their human resource roles within the topic. The purpose is to foster learning, enhance performance, and increase motivation through a comprehensive understanding of the subject matter and its associated processes. Furthermore, it aims to assist learners in their career development.

Trainers may use the content discussed in the sections as the ***basic material*** to help learners understand the importance of information and data, and the way to use them in their work to support effective staffing and workforce continuity. Trainers may need to adjust the content and relate examples of respective industries of the learners participating in the workshop.

5.1.2.1 Overview of Staffing and Workforce Continuity

Staffing is the process of filling positions with qualified individuals, and it is crucial for the organisation. It involves planning, recruitment, selection, placement, training, and promotion. Staffing is a recurring process due to employee turnover and various situations that impact the workforce. COVID-19 is an example of an unforeseen situation that requires effective staffing management. Recruitment is influenced by market trends, such as hybrid work arrangements, and it is important to understand these trends for effective workforce risk management. Overall, understanding staffing processes and workforce continuity issues is essential for learning about risk management.

5.1.2.2 Value of Staffing and Workforce Continuity and their Risk Factors

Effectively managing workforce risks is essential for staffing and maintaining workforce continuity. Properly addressing risks is necessary both to comply with regulations and to succeed. Risk management is about identifying potential risk situations and applying actions to resolve or even prevent problems from ever happening. Workforce risks can be labour issues, employee grievances and complaints, disputes in employment terms, and a serious shortage of people for work. Effective risk management is crucial in minimising the probability and impact of employment issues affecting organisation success and business results.

For example, high turnover disrupts workflow and results in a loss of institutional knowledge. A shortage of skills in the workforce leads to lower-quality output, increased rework, and potential damage to the organisation's reputation. Effective risk management concerning health and safety issues is crucial in industries like construction, healthcare, and catering services. Problems in these workplaces can result in injuries and legal liabilities. A negative work environment and culture can influence teamwork and innovation within the organisation, thereby hampering its ability to compete effectively in the market. All such issues may negatively impact organisations' ability to attract talents and risk workforce continuity.

Workforce risks can arise from internal or external sources. The following are some factors of workforce risk: –

- Resource and turnover – issues in hiring, retention, and engagement of talents and associated skills, and succession planning for critical roles
- Performance and productivity – issues due to skills shortage, absenteeism, low workforce engagement, and wellbeing
- Onboarding process of new employees – issues due to inadequate onboarding of new employees, contributing to high turnover rates and frequent hiring

- Health and safety – issues relating to workplace health and safety, physical and mental health of employees
- Workforce data and technology – issues with information security, and data privacy
- Compliance and regulations – issues from meeting current and new industry rules, and labour cases
- Social and work environment – issues with work practices and culture, and impacts from social events

Risks from the workforce can also relate to issues of work stress, heavy work volume, high turnover, workforce conflict and also softer issues of weak engagement, poor employee relations, and others, all of which if not properly handled might potentially have a negative impact on organisation success. Changes in work practice, like remote work and hybrid work arrangements bring new risk factors, like communications failure and more serious engagement issues. Effective risk management can resolve issues, prevent problems, even enhance organisation performance, protect employee well-being, add value to employer branding and organisation reputation.

Trainers can facilitate a discussion with learners on issues from the above risks factors in various industries, in particular those of the learners. In the discussion, trainers can ***highlight the dynamics*** of these risk factors and emphasise the importance of continuously scanning ***internal and external employment market trends*** to interpret the potential impact of changes on the organisation. The same applies to awareness of ***changes in employment-related ordinances and industry-specific regulations*** whenever they occur, all of which have an impact on the workforce and the business.

Employment Market Information

5.1.2.3 Overview of Employment Market Information

The challenge today is managing an abundance of information. Applying information correctly is crucial. Effective staffing and workforce risk management requires a deep understanding of the employment market. Information on recruitment trend, skills demand, regulations, and other factors impact talent acquisition, retention, and day-to-day workforce management. This section covers sources and formats of employment market information and how to interpret it for respective human resource actions.

5.1.2.4 Source of Employment Market Information

Employment market information can be grouped into quantitative information and qualitative information. Quantitative information typically takes the form of reports, publications, news, and announcements. In contrast, qualitative information is more diverse in its formats and is often less structured. It includes best practices, personal experiences, feedback, and other forms of insights. Listed below are a few of the most common sources of information: -

- **Professional human resource institutions**

  Example: - Hong Kong Institute of Human Resource Management
  - Hong Kong People Management Association

- **Professional associations of respective industry**

  Example: - Hong Kong Construction Association
  - Hong Kong Retail Management Association
  - Hong Kong Institution of Engineers

- **Government departments**

  Example: - Census and Statistics Department
  - Labour Department
  - Immigration Department

- **Regulatory bodies**

  Example: - Estate Agents Authority
  - Securities and Futures Commission
  - The Mandatory Provident Fund Schemes Authority

- **News media**

  Example: - Television networks
  - Newspapers
  - Magazines

- **Consulting firms**
  - Many big consulting firms conduct surveys and research by their in-house research teams or by external partners

- **Social media**
  - Social media can issue own reports and share information as platform for posting reports or quoting numbers from other information sources

Examining data formats and reports helps learners achieve learning outcomes in collecting and interpreting market trend data.

5.1.2.5 Quantitative Employment Market Information

This section focuses on interpreting quantitative employment market information collected from various sources. Proper analysis and interpretation of data is crucial for meeting several intended learning outcomes.

a. Format of Quantitative Employment Market Information

Quantitative information from the above sources refers to information in numeric terms and is most commonly available in the formats illustrated below. The websites of many organisations and institutions commonly feature sections such as “Resources,” “Newsroom,” “Publications,” and “Services,” where these reports can be accessed.

Trainers to note that Exercise 1, recommended at the end of this section, involves learners to seek and locate this information from diverse online sources.

- **Survey and research reports, publications –**

  Many organisations conduct and publish various surveys and research reports on the employment market. Some reports are available for free, some require a fee, and others can be accessed through a subscription. For example:

  - The HK Institute of Human Resource Management conducts surveys and publishes reports on various topics including pay trends, pay levels, benefits, and employee experience.
  - The Census and Statistics Department publishes reports related to the employment market, such as “Employment and Unemployment”, “Persons Engaged and Job Vacancies in Establishments” and others on industry basis.
  - An online job board published the “Hiring, Compensation & Benefits Report 2024”in early 2024.
  - The Hong Kong Retail Management Association published “HKRMA Report on Manpower Situation of the Hong Kong Retail Industry – Salary Trends”.

- **News and announcement –**

  Information may also come in the form of specific numbers reported in news articles and publications rather than full statistical reports. For example, news articles relating to the unemployment rate with headlines like “Hong Kong’s jobless rate drops to 2.8 percent” in the South China Morning Post, and “Hong Kong Hiring Seen Picking Up in 2023 as Bonuses Slide” from Bloomberg.

Some reports compare metrics by years and provide an indication of the general employment market trend, direction, and possibly potential issues. Others give details by industry. Such quantitative information can provide meaningful insights useful for organisations in staffing and managing potential risk in the workforce to minimise the probability and impact affecting the organisations. Therefore, it is critical to have updated information in order for the analysis to be relevant and meaningful.

Trainers can facilitate learners to share examples of the above information they have read or are aware of most recently. Learners from different industries can share specific examples they learned of from respective sources. Sharing need not be exhaustive; the recommended classroom activity that follows will require more input from learners. The objective of the discussion at this point is to raise learners' awareness and relate the content to their work context.

Recommended Classroom Activity

Exercise 1 – Getting Employment Market Information

Refer to section 8.1.4 for exercise details

Learners are asked to identify the professional associations of their respective business industry, relevant regulatory bodies if available, specific organisations under each category of information source listed above, and types of information available. Learners are allowed to search online to understand the nature and background of the associations, types of membership and employment market information available from these organisations.

b. Interpretation of Quantitative Employment Market Information

Information and data about the employment market are useful only if they are interpreted into meaningful insights that are positively useful for the organisation and alert potential risks for early attention and action. An article posted on the website of The Society for Human Resource Management (SHRM) stated that employment market data can help human resource practitioners better understand trends in new role creation and direction of changes, demand and supply of talents, and critical market intelligence on competitiveness and wages.

Some relevant terms commonly seen in data interpretation and reports are as follows: -

- **Data** – raw numbers, which mean simply random pieces of information
- **Metrics** – structured data, for example on a spreadsheet, with stated dimensions and aspects, including frequency, percentage, average, and more
- **Analytics** – insights drawn from analysing metrics

Trainers can bridge discussion of quantitative employment market information from Exercise 1 to this section on the interpretation of information and data. Highlight to learners the importance of staying ***in touch with the employment market*** all the time in order to understand the market environment and be able to respond promptly to the rapidly changing market environment. Help learners relate the content and classroom activities in this section to understand how quantitative market information is relevant to their roles, to human resource functions, and the organisation.

Help learners to identify and locate ***relevant market reports***, particularly those specific to their industries and businesses, ***trainers*** can encourage a general discussion on the potential usage of quantitative information. Later in this section, learners can engage in activities that involve working on specific samples provided.

When interpreting data, it is essential to consider subject areas of interest, such as economic factors and industry-specific details. Key areas of concern in the employment market include the size of the labour force, labour force participation rate, unemployment rate, distribution by major industry sector, average turnover rate, turnover rate by major industry sector, average wage level, and rate of average annual salary increment.

While having updated quantitative information is essential, it is important to go beyond relying solely on the most current data. By analysing current and past data, valuable patterns, relationships, and directional indicators of market trends can be identified, providing insights into future workforce needs or risks.

Some market reports provide insights from their findings, while in other cases, learners may need to conduct their own comparisons with previous market data or reports. Attention with prompt and early actions based on these analyses support effective workforce planning and mitigate potential issues that could impact organisational success and business results.

Trainers can bridge the discussion to the next recommended classroom activity which is an exercise for learners to interpret for meaningful messages from various numerical reports.

Recommended Classroom Activity

Exercise 2 - Interpretation of Market Information

Refer to section 8.1.4 for exercise details

Sample reports and numerical information are provided to learners in groups to interpret the meanings conveyed / messages. The samples are sourced from posted articles, news, a government department, a professional institution, and a commercial consulting firm. Trainers should strive to provide the most updated reports for the exercise during training.

5.1.2.6 Qualitative Employment Market Information

This section focuses on interpreting qualitative employment market information collected from various sources. Proper analysis and interpretation of data are crucial for meeting several intended learning outcomes.

a. Format of Qualitative Employment Market Information

Besides data and reports, there is a significant amount of employment-related information and market information available in non-number formats.

Trainers can relate learners back to the sources of employment market information mentioned earlier and shift the focus to the next section on Qualitative Information.

Besides quantitative information, each of the major sources of employment market information listed previously may also share information relevant to the employment market directly or indirectly via various channels and in different formats. Some common channels and formats of this information include: -

- **Human resource events**
  Example: - programme kick-off, mentoring programme, gala dinner of special occasions

- **Industry events**
  Example: - general meetings, annual dinners, awards presentations

- **Publications**
  Example: - newsletters, journals, interviews with industry figureheads

- **News and announcements**
  Example: - research report announcements, press conferences, announcements of new or changes in employment related ordinances

- **Seminars and conferences**
  Example: - annual conferences, training courses and workshops

- **Postings**
  Example: - articles, mission and value statements

- **Job postings**
  Example: - market trends reflected in responsibilities and requirements of posted jobs

- **Information from professional networks**
  Example: - shared feedback and observations of employment market trends

In conferences and events, speakers and guests may share practices of human resource processes or learnings from new initiatives. Government departments and regulatory bodies host press conferences to announce key changes in rules and regulations. Legal firms organise seminars that share labour cases for attention of human resource practitioners. Newsletters published by professional associations provide information about industry-relevant market trends and updates on industry rules.

Virtual exchanges are important for understanding global trends and emerging values. The impact of artificial intelligence (AI), specifically ChatGPT, on the job market has been a topic of debate. Initially, there were concerns about AI replacing human workers and changing hiring practices. However, as more information and insights became available through online forums and expert opinions, the tone shifted to a more positive outlook. AI is now being used to enhance various roles, such as automating administrative tasks in human resource systems. This allows more time and resources for other important functions like applicant sourcing and screening. Overall, AI shows promise in recruiting and retaining talent in a competitive environment. The discussion around ChatGPT and AI's employment impact has evolved constructively, highlighting the value of qualitative market data. Staying informed in fast-paced business conditions requires engagement with virtual information streams.

Trainers can share more examples of market information relevant to learners' industries and facilitate learners to share and discuss their personal experiences.

b. Insights from Qualitative Employment Market Information

Similar to quantitative information, qualitative information also needs to be translated into meaningful insights to be useful for the organisation. However, unlike data and metrics, qualitative information may not be structured or formatted according to specific dimensions.

Trainers can help learners to recognise that the value of qualitative information extends ***beyond mere participation*** in activities or superficially skimming through publications. It requires active participation in training activities and events, critical thinking, and thoughtful reflection to comprehend and internalise the information. Additionally, sharing and discussing insights with others can stimulate new perspectives and deeper understanding.

In addition to direct information and message, qualitative information can be embedded in various formats, including: -

- Personal learnings from seminars and conferences
- Speakers' opinions and comments of a subject shared in conferences, forums, and other events
- Industry leaders' input and opinion discussed in physical or virtual interviews
- Sharing of in-company and industry-specific practices
- Industry or company information from publications, news, and announcements

- Market trends reflected in vacancies and position requirements of various job postings
- Global trends reflected in themes and subjects of conferences and publications
- Observations and insights from search consultants

For example, the engineering association invites scholars and practitioners to talk about engineering advancements and industry applications in their annual seminar. This may imply potential new hiring requirements and employee learning needs.

Media events of a news publisher talk about the challenges in upskilling the workforce due to the transformation from print to digital publication. This can inspire thinking about potential risks in the workforce when many organisations are undergoing or planning for digitisation.

Announcements from relevant government departments may highlight new or changes in talent admission schemes. This involves major information relevant to staffing and workforce management that organisations in the concerned industry need to take note of.

Though qualitative information may not be of direct used in the way as data analytics, it helps to understand the dynamics of changes and gives insights to practical implications. The information, therefore, is certainly important reference in staffing and risk management of the workforce. Human resource officers must stay closely connected to this type of market information and share and discuss it with colleagues in the team.

All in all, a professional network is essential for accessing to more qualitative information. Further discussion on Professional Networks is covered in a separate section under the ***Epilogue***.

Workforce Information

5.1.2.7 Overview of Workforce Information

Both employment market information and internal workforce information of the organisation are essential for effective staffing and risk management in order to ensure workforce continuity. In the world of big data and digitisation, workforce analytics has become indispensable in human resource planning and management.

As mentioned before, analysis of employment market information and data needs to be considered in the context of the organisation to be meaningful and of value to the organisation. Organisations have records of workforce data and information for workforce planning. Together, they provide valuable insights for staffing and workforce continuity.

This section first discusses sources and formats of workforce information and data; then the interpretation and drawing insights for use in respective human resource actions.

5.1.2.8 Source of Workforce Information

Like employment market information, workforce information can also be grouped into quantitative information and qualitative information. The most common sources of workforce information are the following: –

- **Human resource systems** –
  Example:
  - various human resource management systems (HRMS), human resource information systems (HRIS), and human capital management (HCM) tools with modules for different human resource functions, including keeping employee data, performance management ratings and comments, payroll, leave administration, turnover etc.
  - in-house developed systems for employee data and key human resource administrative functions
  - human resource applications (HR apps) that can generate reports and analytics of recruitment related metrics, such as the number of applications received, and time-to-fill open positions

- **Files and records** –
  Example:
  - documents that record information including exit interviews, talent pools, participation numbers of events and activities etc.
  - results of employee survey, opinions from employee suggestion boxes, records of complaints and grievances

- **Organisation websites** –
  Example:
  - website open to the public
  - intranet for internal use

- **Town hall meetings** –
  Example:
  - organisation town hall meetings hosted by CEO
  - department town hall meetings hosted by department heads

- **News and announcements** –
  Example:
  - annual reports, messages from senior management
  - messages to employees

- **Social media** –
  Example:
  - business or product promotion messages
  - branding messages

- **Employees** –
  Example: - information and experience from employees about previous events and initiatives
  - voices from employees and employee groups not officially recorded in surveys

5.1.2.9 Quantitative Workforce Information

a. Format of Quantitative Workforce Information

Both quantitative and qualitative information are available from the listed sources above. This section first discusses the formats of quantitative workforce information and then the interpretation of the information.

Quantitative workforce information refers to numerical information from the above sources, and it can be available in various formats (e.g. reports, records, numbers, analyses).

- **Records and Reports** –

  Most organisations keep track of basic and critical information about the workforce and numbers relating to human resource operations. Examples are

  - Headcounts
  - Demographics (age, gender, ethnicity, and education level)
  - Leave
  - Payroll
  - Bonus
  - Overtime hours
  - Overtime expenses
  - Turnover
  - Open positions
  - Performance ratings

  These numbers can be further translated into reports by various dimensions, including headcount distribution by department / function / branch / outlet, and by management structure; overtime hours and overtime expense by month, by department, by team; outstanding leave days by department, by team, and more. These reports help to identify workforce needs and risks. High overtime hours for example may reflect shortage of resources, issues in work structure, and/or management practice in concerned team(s). It draws attention for further understanding and action to improve or to resolve issues as early as possible.

  Other reports include recruitment expenses, various employee survey reports, feedback reports on specific initiatives and processes, and more.

Some organisations using sophisticated human resource systems can generate different forms of reports and real-time dashboards of all or some of the above quantitative information. Most HR apps are able to provide respective analytics. Other companies may keep such data in a self-developed system or simple worksheets and generate simpler reports for use.

- **Numbers in Files –**

  Some quantitative information is specific numbers in electronic or paper files. They may not be in the format of a report but are critical numbers for human resource management. For example, business targets announced by senior management in town hall meetings, Key Performance Indicators (KPIs) and Objectives and Key Results (OKRs) in number terms shared in department meetings, lists of recruitment partners and contractual terms, and training vendors and agreement terms.

- **Analyses –**

  Recorded numbers and reports can be further reviewed and analysed to a deeper level of quantitative information. Some of these are projections and forecasts based on current and previous numbers. For example, monthly and quarterly turnover reports leading to year-to-date turnover percentage and full year turnover forecast. Other examples are business projections, and overtime expense projections.

  Learners are likely responsible for managing these records and generating reports for use by human resource seniors. ***Trainers*** can facilitate learners to share the types of data and metrics available in their organisations, the frequency at which reports are generated, and lead a forum discussion regarding the utilisation of these reports and their respective roles in the overall processes. Emphasise to learners the significant importance of the information and the valuable contributions they make in their roles.

b. Interpretation of Quantitative Workforce Information

Proper interpretation of quantitative workforce information is essential for its usefulness to the organisation.

- **Needs and risks revealed from current data**: –

  For example, turnover numbers can reveal important needs and risks that require attention. These may include:

- Dealing with high turnover in specific roles or teams
- Hiring to fill open positions
- Retaining high-performing employees who resign
- Defining or redefining job requirements for open positions
- Reviewing compensation for open positions
- Checking the employment market for qualified candidates

It is important to determine whether the attrition and subsequent replacement openings are part of a normal human resource change or if they indicate unusual situations. High turnover can lead to a shortage of workforce and have a ripple effect on other employees, potentially affecting morale and employer branding. Analysing turnover data from various dimensions, such as time period, job nature, organisation structure, reasons for resignation, and demographics of resignees, can provide further insights and help identify patterns and relationships.

- **Projection of needs and risks from current and past data**

  Additionally, interpreting past data alongside current information allows for projections and forecasts of future needs and risks. By comparing and contrasting data over an extended period of time, organisations can identify trends and indicators for attention. For example, comparing turnover rates with previous reporting periods or the same period last year, analysing quarterly and annual turnover, and examining turnover rates over multiple years can provide valuable insights.

  Proper analysis of workforce data can help identify red flags, such as a shortage of human resources, increased hiring expenses, heavier workloads for certain functions, potential management issues in high turnover areas, negative impact on business results, and effects on employee morale and employer branding. In response to these red flags, appropriate actions can be taken, such as proactive hiring, salary and compensation reviews, retention strategies, cultural initiatives, strengthening of onboarding processes, and enhancing employer branding.

Trainers can facilitate learners to share their experience and examples where issues are identified from reports and/or special actions are taken to address those issues. Bridge the discussion to the following recommended classroom activity.

Recommended Classroom Activity

Exercise 3 - Interpretation of Workforce Reports

Refer to section 8.1.4 for exercise details

This exercise is for learners to identify patterns and red flags reflected from the reports provided, then to discuss on potential impacts and risks to the workforce if not attended to, and to consider potential actions to manage or minimise the risks and impacts on the organisation.

Trainer needs to prepare in advance industry specific turnover reports in a typical format commonly used by the industry.

5.1.2.10 Qualitative Workforce Information

a. Format of Qualitative Workforce Information

Some very useful information in the organisation exists in non-number format. ***Trainers can relate*** learners back to the ***sources of workforce information*** stated earlier and focus the next section on Qualitative Information.

Each and all of the common sources of workforce information may have non-numerical information about the organisation and the workforce directly or indirectly via various channels and formats. Sone common channels and formats of the information include: -

- **Internal communications**
  Example: - business strategies and value statements, business updates, newsletters, employee handbook and comment boxes

- **Recordings**
  Example: - video recordings of town hall meetings, interviews of senior management by external parties

- **Feedback and comments**
  Example: - comments and opinions in employee surveys and comment boxes; feedback on initiatives and events; feedback and comments from exit interviews

- **News and announcements**
  Example: - in town hall meetings, annual kick-off meetings, press conferences, annual reports and announcements to the public

- **Postings**
  Example: - marketing and branding postings

- **Information from internal network**
  Example: - shared observations and feedback from employees not in official records

Organisation website and intranet have information about the organisation's objectives and goals, long-term direction to pursue, values and culture. Senior management usually articulates organisation vision, missions, and values in interviews. People policies are shared in employee handbook. Postings and announcements provide updates on major organisation activities and directions.

Some organisations collect exit information through exit questionnaire and systematically record in system for analysis. Other organisations collect the information through exit interviews, and comments filed are descriptive statements for review. Such information may include reasons of attrition, possibly names of new employers, salary premium, comments on organisation work environment and practices.

Employee surveys, comment boxes, new processes, changes, and some organisation activities collect feedback from employees in terms of both number format and qualitative comments. Sometimes employees may not share all their comments in written documents but will talk about them on a relationship basis with colleagues and human resource officers.

Trainers can explain to learners the importance of noting information and activities beyond the human resource department but over ***the entire organisation***. All functions, including human resource, are meant to support the business objectives of the organisation. Therefore, it is critical to have an understanding of the organisation in order to provide the necessary support that aligns with its objectives.

<u>Learners</u> may find it challenging to read organisational strategies and understand business activities**.** ***Trainers*** can use the recommended classroom activity below to help learners better comprehend specific messages through a game format.

<u>Recommended Classroom Activity</u>

Exercise 4 - "From Strategies to Actions" Quiz

Refer to section 8.1.4 for exercise details

This quiz is intended to help learners alleviate the pressure of understanding complex topics on strategies and values. It aims to help learners identify key points and relate them to their roles and responsibilities in human resource.

b. Insights from Qualitative Workforce Information

Similar to quantitative information, qualitative information needs to be translated into meaningful insights to be useful for the organisation. Unlike data and metrics, qualitative information may not be structured or formatted by a specific dimension.

Trainers can help learners understand that the value of qualitative information within the organisation needs to be comprehended in relation to the learners' role and responsibilities for contributing on the job. It requires ***initiatives*** to think, review, sometimes ask, share and discuss with other people for better understanding and to inspire insights.

Besides explicit information and messages, qualitative information can also be conveyed through various formats, including: -

- Verbal expressions of senior management in town hall meetings and interviews
- Consistent patterns or concerns reflected from feedback and surveys
- Personal learnings gained from training and employee activities
- Inputs and insights shared by colleagues
- Observations regarding the organisation's direction based on internal communications
- Changes in organisation priorities reflected in marketing and promotional communications

For example, senior management talks about the focus of transformation in the annual kick-off meeting. This provides insights into staffing plan and candidate requirements for all open positions.

If common comments from exit interviews are negative about work environment, it may reflect a need to look into corporate culture, managers' practices, office set-up and other relevant areas.

New employees share their observations and comments over coffee breaks in induction activities or new employee forums. Appropriate actions to address new employees' feedback within the first month of employment can prevent potential attrition and contribute to employee satisfaction. The feedback can also provide valuable input for other assimilation and employee engagement programmes.

Some employees share their feelings in a conversation about a new initiative, which is echoed by others. These serve as additional reference to the feedback collected in surveys.

Such information may not be available from formal surveys but can have a powerful influence in the organisation. They are often shared and communicated only through informal channels.

Trainers need to highlight to learners that such information is not structured nor complete, yet it might be insightful. Therefore, it can be treated as ***supplementary reference*** to formally collected information.

Integration of Information from Employment Market and Workforce

5.1.2.11 Insights from Integrated Information

To effectively staff and manage workforce risks, consider both internal and external factors. Analyse employment market data, internal workforce metrics, and qualitative information. External data provides insights into internal circumstances. Interpreting internal data against market benchmarks adds meaning. For example, turnover rates should be compared to the market average. Consider normal turnover rates when market trends indicate increased demand and talent shortages.

When interpreting data, look beyond the present and include past information. Integrating past data helps identify additional indicators. This approach enables projecting and forecasting future workforce needs and risks.

Integrating external market data and internal workforce data enables human resource to make data-driven decisions and project future needs and actions. Combining these data sources helps to gain insights into talent trends, industry dynamics, and internal workforce dynamics. This holistic view helps human resource anticipate future talent requirements, identify skill gaps, and align strategic actions to meet those needs proactively. It empowers human resource to make informed decisions about talent acquisition, development programs, and succession planning, ensuring the organisation is well-prepared for future challenges and opportunities.

Diagram 1: Integrated Approach to Data and Information Interpretation

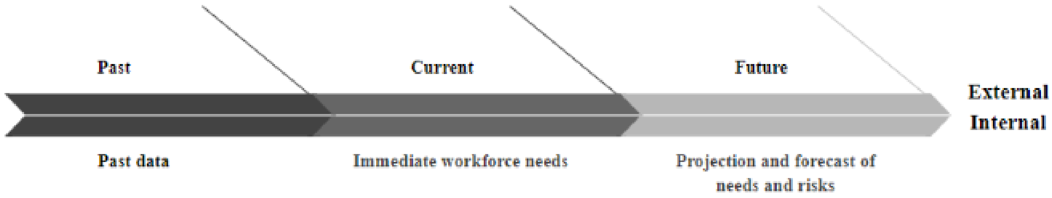


Diagram 1 illustrates the integrated approach to interpreting data and information by analysing historical and present data related to the employment market and the workforce. This analysis helps identify patterns that can uncover future workforce needs and potential risks.

Below are some examples of reading and interpreting information from the employment market and the workforce, enabling the identification of areas that require attention and facilitating appropriate actions to mitigate the issues.

Sample scenario 1

Workforce information:

- Organisation's strategy is digital transformation, and it is expanding the data analytics department
- The organisation has quite a few open positions posted for hiring
- Line managers reiterate the need for staff with skills in analytics to meet increasing needs in more complex reporting and analysis
- All new employees are required to have competencies and/or some experience in data analytics for functional analytics duties
- The data analytics competency is added to job requirements for almost all open positions

Employment market information:

- Employment market data reflects a high demand for talents with data analytics training and experience
- Search firm consultants have shared challenges in matching the compensation package with identified candidates, even for middle-level positions

Potential areas of attention from integrated information:

- Longer hiring time is expected due to competition for candidates
- Proactive retention actions are needed for staff in data analytics functions and those with relevant competencies, especially for identified talents on the succession plan
- Higher compensation needs to be offered to attract the identified candidates
- The screening and selection process needs to be more efficient

Sample scenario 2

Workforce information:

- Internal reports reflect an upward trend of turnover in the functions of finance, accounting, and business analysis
- There are challenges in replacement hiring, with a lower number of applications, and most applications do not meet the job requirements
- HR business partners heard of noises about heavy workload and long work time in concerned functions

Employment market information:

- More open positions in financial analysis have recently been posted on various job boards
- Publications from local universities show a lower number of fresh student intakes in related disciplines of study
- Reports from the Census and Statistics Department reflect a shrinking population in certain age range over the last few years and persistently lower birth rate over the last decade

Potential areas of attention from integrated information:

- A retention plan should be developed, and actions should be taken to retain staff in respective disciplines, especially identified talents in the succession plan
- The need for short-term work arrangements should be reviewed due to a shortage of human resources
- Compensation for relevant positions needs to be reviewed
- Job analysis should be conducted to streamline relevant tasks and roles
- Employee engagement actions should be strengthened
- A development plan needs to be implemented to groom internal talents

Sample scenario 3

Workforce information:

- The turnover rate remains consistently high for the roles of Health Worker and Care Worker, with 2 positions of Enrolled Nurse vacant for over 9 months
- Exit interviews with resignees reflected that the main reasons for resignation are heavy workload and work-related stress

Employment market information:

- There is increasing demand for care workers in various roles of residential elderly homes, as reflected in the aging population and as featured in news media
- Reports from the Census and Statistics Department Government reflect a shortage of resources in the medical and healthcare industries
- The Immigration Department has announced the launch of the Special Scheme to Import Care Workers for Residential Care Homes

Potential areas of attention from integrated information:

- The organisation should thoroughly understand the eligibility and application details of the Special Scheme
- The organisation should review its staffing plan to address the high turnover and vacancies in the Health Worker and Care Worker roles, and consider participation in the Special Scheme
- The organisation should review its budget plan to accommodate any necessary changes (e.g. increased compensation or benefits) to improve staff retention
- The organisation should seriously consider participating in the Special Scheme

Trainers should note the following classroom activity as a ***consolidation of content*** on employment market and workforce information.

Recommended Classroom Activity

Exercise 5 – A Mini Case

Refer to section 8.1.4 for exercise details

A short scenario relating to front-line staffing and potential workforce risks of a restaurant group is provided to leaners to discuss relevant data and information to collect for analysis.

Trainers should note there is a chapter of ***Epilogue*** following the content of the three UoCs, which covers the topics of ***Professional Network and Human Resource Mindset & Attitude***. These topics provide valuable insights that enhance the effectiveness of the discussed competencies. Additionally, trainers may want to direct learners' attention to the ***Additional Learning Materials*** in section 5.1.6 for further reading.

5.1.3 Recommended Training Session Plan

The training session plan below can be adopted for a training workshop of 12 hours' continuous training over 1.5 days, with the flexibility of separating it into 3 sections, each of 4 hours spread over a period of time. Time is reserved for the assessment of this UoC at the end. This applies if training for each UoC is conducted individually, or if assessment of individual UoCs is preferred post-training. Alternatively, the Overall Assessment can be completed after training for all three UoCs.

Trainers can adapt the plan according to the class size, the learning needs of learners and their work requirements.

Table 5: Recommended Training Session Plan for UoC 107075L4

Duration	Learning Activities	Training Content
40 minutes	• Trainer's introduction • Getting to know each other • Trainer's presentation	• Introduction to staffing and workforce continuity • Value of staffing and workforce continuity and their risk factors
120 minutes	• Trainer's presentation • Classroom activity - Exercise 1 – Getting Employment Market Information • Group sharing • Debriefing	• Overview of employment market information • Source of employment market information • Quantitative employment market information • Format of quantitative employment market information
90 minutes	• Trainer's presentation • Classroom activity - Exercise 2 – Interpretation of Market Information • Group sharing • Debriefing	• Interpretation of quantitative employment market information
40 minutes	• Trainer's presentation • Forum discussion	• Qualitative employment market information • Format of qualitative employment market information • Insights from qualitative employment market information
120 minutes	• Trainer's presentation • Classroom activity - Exercise 3 – Interpretation of Workforce Reports • Group sharing • Debriefing	• Overview of workforce information • Source of workforce information • Quantitative workforce information • Format of quantitative workforce information • Interpretation of quantitative workforce information
100 minutes	• Trainer's presentation • Classroom activity - Exercise 4 – "From Strategies to Actions" Quiz • Group sharing • Debriefing	• Qualitative workforce information • Format of qualitative workforce information • Insights from qualitative workforce information

Duration	Learning Activities	Training Content
30 minutes	• Trainer's presentation • Forum discussion	• Integration of information from employment market and the workforce • Insights from integrated information
100 minutes	• Trainer's presentation • Classroom activity - Exercise 5 – A Mini Case • Group sharing • Debriefing	Professional network • Internal network • External network • Virtual network
20 minutes	• Trainer's presentation • Forum discussion	• Human resource mindset & attitude
60 minutes	• UoC Assessment	Adopting relevant sections of multiple-choice questions, short questions, and long question on this UoC from the Overall Assessment.

Table 5 serves as a reference training plan, listing key topics of training content along with corresponding training activities. The time allocated to each topic is an estimation and can be adjusted by the trainer depending on the class size and the profile of the learners.

5.1.4 Recommended Classroom Activity

The exercises are designed as group activities, with the optimal group size varying based on the nature of the exercise. For activities emphasising individual participation, smaller groups of 2-3 learners are recommended to ensure each learner has ample opportunities to contribute. Conversely, exercises that necessitate shared roles and inputs benefit from larger group sizes of 4-5 learners, fostering rich discussions and diverse perspectives. Learners may also work individually or in pairs for in-house training with a small class size.

There is a scoring system for all exercises to evaluate learners' understanding of the UoC. Further information is provided in the subsequent section of Topic Assessment. Group scores for the activities reinforce teamwork and add interests in the exercises.

Exercise 1 – Getting Employment Market Information

- Learners can work individually or in pairs to complete the table below for the columns of "Name of Organisation" and "Types of Employment Market Information". In the case of a big group, the trainer can modify it to work in groups of 3 learners at maximum. Grouping more than 3 learners for this exercise may limit the participation of each learner in this case.
- Trainer can prepare a handout of the following table for the exercise or ask learners to refer to the relevant page in the Learner Guide. Trainer can also draw the table in advance on a flip chart, which helps explain the exercise.
- Learners are allowed to search online for relevant and comprehensive employment market information pertaining to the context as specified by the trainer to complete the exercise.
- Allow 20 minutes for learners to work on the table and invite each group to share.

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded
- 1 point for completing each box with input accepted by the trainer
- 12 points in maximum for completing all boxes with input accepted by the trainer

Category	Name of Organisation	Types of Employment Market Information
HR organisation(s)		
Professional association(s) of the industry		
Government department(s)		
Regulatory body(ies)		
Social media		
Consultant firm(s)		

Examples for debriefing:

Category	Name of Organisation	Types of Employment Market Information
HR organisation(s)	Example: HK Institute of Human Resource Management	Examples: • Training, seminars, conferences on topics of employment market trend and/or workforce management • Survey reports on compensation trend • Reports on benefits survey
Professional association(s) of the industry	Example: HK Institute of Bankers	Examples: • Professional development programmes, regulatory updates • Posting of banking jobs
Government department(s)	Examples: - Labour Department - Census and Statistics Department	Examples: • Labour regulations • Statistical reports on labour force, age and sex distribution
Regulatory body(ies)	Examples: - Securities and Futures Commission - Insurance Authority	Examples: • Guidelines for investment consultants, insurance consultants and other roles
Social media	Examples: - LinkedIn - Instagram - Snapchat	Examples: • Openings in the market • Job requirement of openings • Potential source of candidates
Consultant firm(s)		

Debriefing

Trainer can ask learners the following questions after sharing of their inputs:

- How easy is it to complete the table?
- Which section of the table is the easiest to complete?
- Which section(s) of the table(s) is (are) the most difficult to complete?
- For the box(es) that are not yet filled, what can you do to find appropriate input?

- How do you determine what information is relevant for potential use?
- How do you choose what to read and which event or function to join?
- If the (annual year-end exercise) is approaching, what information is potentially relevant?
- What can be done to stay updated on this information?
- How many of you have read any one of these reports?
- How many of you have attended any one of the events and functions?
- Name one action that you have not done before but will do in the future?

Expected duration: 45 minutes

Notes to Trainers

Learning focus is for learners to note the bulk of information available in the market, the nature, and the value of the information. However, the bulk might intimidate learners and discourage them from acknowledging its existence at all. Discuss the relevance and comprehensiveness of available information to learners' industries to facilitate application. Help them understand the rule of "need-to-know" and priority. Having said that, highlight the need for active participation in events and functions; and emphasise the requirement for self-discipline and initiative to search and stay updated. Then, bridge to briefly talk about the value of networking, which will be covered in Epilogue.

Exercise 2 – Interpretation of Market Information

- Arrange learners into groups of 4-5
- Prepare in advance some reports related to the employment market. Four examples are included in the Appendix here for illustration
- Each group of learners will work on one of the reports; each learner in the group is provided with a copy of the assigned report
- In-house learners can work in pairs or individually and work on one or more of the reports
- Allow 20 minutes for learners to answer some questions set by the trainer by studying the reports and discussing within the group
- A representative from each group to present their answers.

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded
- 6 points for correctly answering all discussion questions assigned
- 4 points for correctly answering at least half of the discussion questions assigned
- 2 points for correctly answering less than half of the discussion questions assigned
- Acceptance of answers to be decided by the trainer

Report A: Article "Average annual salary for Hong Kong's fresh graduates at HK$300,000 but job markets remain challenging", from South China Morning Post, Aug 2023 (link)

Discussion questions:

- What is the average salary of engineering undergraduates with one year experience? (265k annual)
- What are the implications for your organisation if it is hiring fresh graduates and those who graduated within the last two years?
- Graduates from which discipline(s) of study are of the highest demand according to the article, and what are the reasons? (Science and business, trend of digital transformation across almost all industries)
- What potential opportunities and risks are these findings relevant to your organisation?

Remarks: the discipline for discussion can be changed according to the industry that learners are from

Report B: A report on "Composite Employment Estimates (CEE) by industry, 2017 to 2022" by Census and Statistics Department, HKSAR, 2023 (Appendix)

Discussion questions:

- Comparing 2022 with 2021, what is the change in the number of people employed in the construction industry?
- For the wholesale industry, what is the pattern of people employed from 2017 to 2022?
- Comparing 2022 with 2021, which industry has experienced the biggest increase? Which industry has experienced the biggest decrease?
- Comparing 2022 with 2017, which industry has experienced the biggest increase over these 5 years? Which industry has experienced the biggest decrease over these 5 years?
- What message do you gain from this report about the workforce in your own industry?
- If you were to raise a point of attention to your manager / the HR department, what would that be?

Remarks: the discipline for discussion can be changed according to the industry that learners are working in

Report C: "Hong Kong Employees Enjoy 3.5% Pay Rise, Highest Since Pandemic" (Appendix)

Report D: "Salaries in Hong Kong Continue to Rise in 2023", Mercer, Nov 2022 (Appendix)

Discussion questions:

- According to report C, what was the average salary increase in 2022?
- According to report D, what is the projected average salary increase in 2023?
- What is your observation about the pattern of average salary increase after reading the two reports?
- What is the impact of COVID on average salary issues?
- If you were to raise a point of attention to your manager / the HR department about salary increase, what would that be?

Debriefing

Trainer can facilitate a brief discussion about the exercise using the following questions after learners have made their presentations:

- Do you find reading the reports easier than you thought? What are the reasons?
- Do you find reading the reports more difficult than you thought? What are the reasons?
- Do you find the level of ease or difficulty in reading the reports about the same as you expected?

- What benefits do you find in these reports for your personal learning in human resources?
- What can be done to keep updated on similar information?

Expected duration: 50 minutes

Notes to Trainers

Learning focus is for learners to experience the use of market information and relate the information to potential implications relevant to the organisation. Surveys and reports could appear complicated for young human resource officers. The exercise is also for them to experience that it is not complex to read the reports as long as there is a focus and an objective in mind.

Content aside, the exercise is for learners to experience reading data and information in various formats and sources, i.e. numbers embedded in a descriptive article, data in table format, and from sources such as news, a government department, a professional body and a commercial consulting firm.

Exercise 3 – Interpretation of Workforce Reports

- Arrange learners in groups of 4-5 for public workshops
- In-house learners can work in pairs or individually
- Each group or individual learner is given an industry-specific sample turnover report for a defined period*, and along with supporting data of previous year, turnover rates by department and function
- The content of the report for the exercise should be adjusted according to experience level and number of learners in the class
- Learners are required to review the report to:
  - identify turnover patterns reflected
  - identify red flags
  - name potential impact and risk to the workforce
  - determine potential actions to take
- Allow 30 minutes for learners to work on the exercise
- A representative from each group to present their findings.

* *Remarks: Trainer needs to prepare turnover reports, and the reports should be typical report commonly used in the specific industry*

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded
- 6 points for correctly answering all discussion questions assigned
- 4 points for correctly answering at least half of the discussion questions assigned
- 2 points for correctly answering less than half of the discussion questions assigned
- Acceptance of answers to be decided by the trainer

Debriefing

Trainer can guide learners with the following questions when they share their inputs:

Some debriefing questions are:

- What are the patterns revealed? How did you identify the patterns?
- How do the numbers differ from other time periods?
- What observations did you make from the information?
- Can you elaborate on the reasoning behind your projection?
- What is the basis of your forecast?

- What are some possible actions that you can take?

Expected duration: 60 minutes

<u>Notes to Trainers</u>

The learning focus is for learners to understand the value of historical data and information. Facilitate learners to share the reasoning behind their interpretations, and the logic of forecasts and projections.

Being the third exercise at this point, this exercise is intended to be slightly more complex and with have fewer specific instructions. Reinforce the principles of dissecting complex reports into smaller parts and reading with focus and objectives.

** Trainers need to prepare turnover reports in an industry-specific or organisation-specific format and structure in advance.

Exercise 4 – "From Strategies to Actions" Quiz

- Learners are to participate in this exercise individually. The arrangement can be the same for public training programmes as well as in-house training.
- It can also be modified to work in pairs, depending on the group size and the time available for this exercise.
- Learners take turns answering questions from the trainer, one-by-one in row, with one question per turn.
- Trainer can add the rule for learners to choose the question number themselves.
- If the learner in turn is unable to answer, the trainer can ask the next learner to respond.
- The questions revolve around topics such as organisational strategies, goals, values, culture, people policies, and the market environment, including news about the industry, technology advancements, and changes in employment-related ordinances and regulations. The expected "answers" are potential implications of these subjects on workforce needs and/or risks.

Scoring system:

- Only individual scores are awarded for this exercise
- 2 points for accepted answers from the learner
- 1 point for a secondary answer from another learner
- Acceptance of answers to be decided by the trainer

Question Pool
1. If an organisation wants to be more digital, name 2 competencies required when hiring new employees? 2. If your organisation is open to hiring from overseas, what immigration process do you need to be familiar with? 3. If you work in the retail industry, market reports reflect a shortage of people in this industry, what possible risks do you face when hiring? 4. If the organisation wants to improve internal cross-team communication, name 2 requirements you would put in a job posting to support this? 5. If the organisation wants to improve internal cross-team communication, name 2 topics of training that can support this? 6. If the retirement age of an organisation is 60 and can extend employment on contract basis, what would you do if there is an employee approaching the retirement age in a year? 7. If diversity is one of the values of the organisation, what are the implications when looking for candidates for an opening? 8. If the turnover of the sales team has been higher than usual in the last few months, what potential risks in the workforce do you see?

Question Pool
9. Government census shows that the population at the age group between 25-40 has shrunk over the last 5 years. The average age of the workforce in organisation where you work is 35. What potential risks do you see in the workforce? 10. You work in a construction company. Management is positive about the Enhanced Supplementary Labour Scheme. What is one possible effect of this scheme on workforce supply? 11. You work in an elderly residential care home. Management is positive about the Enhanced Supplementary Labour Scheme. What is one point to note about hiring time? 12. If the organisation has a policy to sponsor employees for further education, what do you think is the organisation's expectation on learning. 13. Employees of your organisation can choose to work from home two days every week. Name two topics of training that are relevant for team managers due to this arrangement. 14. If an organisation wants to expand operation to the Greater Bay Area, which labour regulation(s) do you need to pay attention to? 15. If teamwork, creativity, passion, client-first are some of the values of an organisation, what personality traits will better fit the corporate culture? * The trainer can add additional questions relevant to respective business and industries of the learners

Suggested Answers
1. Familiar with online job posting App or platform; data visualisation 2. Work permit application process 3. Long hiring time, challenges to hire the most suitable persons 4. Outspoken, good communication skills 5. Leading or participating in cross-team projects, storytelling skills 6. May need to understand if employee is interested in continuing to work in the company on contract basis; review experience and performance record to consider if staying in same or other positions 7. Open to hiring candidates from overseas, and candidates of diverse ethnicity 8. Shortage of sale resources if unable to replace on a timely basis 9. Challenges in hiring candidates with relevant years of experience corresponding to those within the age range, may boost up compensation expenses for those with more experience, or to hire those with less experience 10. Should help with workforce supply, although there are considerations for individual companies in terms of rules and logistics related to the Scheme 11. May take longer for workers to report duty due to requirements of the immigration process

12. Continuous learning, growth, and development
13. Leading virtual team, leading virtual meetings, reading body language
14. Need to pay attention to relevant labour regulations and tax of China / Guangdong for hiring locals in the Greater Bay Area; if hiring employees from HK as a China enterprise, need to note requirements on social insurance participation; need to note tax and insurance coverage for sending HK employees to the Greater Bay Area.
15. Outgoing, creative with a lot of ideas, outspoken, a team player, open-minded, flexible, high emotional intelligence (EQ), good problem-solving skills, friendly, empathic.

* The trainer can prepare answers that correspond to business and industry specific questions

Debriefing

Trainer can ask the following questions after the quiz:

- Have you ever thought of reading strategies this way?
- What are the questions you find most difficult?
- What are the questions you find easy?
- How useful is it to relate the strategies to the needs of the workforce?
- How useful is it to relate the strategies to your job?
- Share one point you learn from this activity.
- Share one action you will take based on what you learned from the activity.

Expected duration: 45 minutes

Notes to Trainers

Understanding strategies is challenging for people working in corporate functions like human resources who do not directly engage in business activities. The level of challenge is heightened for human resource officers who are new entrants or have only limited experience.

This activity is intended to ease learners' worries about complex topics on strategies and values. Complex topics can be understood if carefully read and properly dissected. The learning focus is for learners to understand the reasons for needing to understand high-level strategies, goals, culture, and values of the organisation. They should not be read just as information but to comprehend for implication to the potential workforce risks and needs now and in the future.

Exercise 5 – A Mini Case

- Arrange learners into groups of 4-5
- In-house learners can work in pair or individually
- Prepare handouts of the case and discussion questions in advance
- Each group is to read and discuss the listed questions
- Allow 30 minutes for the group discussion
- Allow learners to search for online information during discussion
- A representative from each group is to share their recommendation

The Case

You work in the human resource team of a restaurant group. The group operates a chain of restaurants offering Cantonese, Japanese, Thai and American cuisine at a mid-range price level. The group faces challenges in staffing front-line employees in all restaurants. Turnover has been at high level. There are difficulties in hiring replacements, qualified candidates ask for higher compensation, and the cost of recruitment has increased. There are grievances from employees, and this will impact service quality in restaurants if the situation continues.

If you were asked to collect relevant information for a basic analysis, discuss the following in the group.

Discussion questions:

About the employment market:

- What data and information will you collect to understand the employment market trend and issues that affect the catering service industry?
- Where and how will you get the data and information?
- What basic analysis will you do?

About the workforce:

- What internal workforce data and information will you collect and review?
- What basic analysis will you do to identify risks and gaps?

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

- 1 point for each answer accepted by the trainer, with a maximum of 10 points for each group
- Acceptance of answers to be decided by the trainer, with the following considerations:
- Sources of data and information are appropriate
- Data and information are relevant for the analysis and review
- Types of analysis are appropriate
- Reasoning explained can illustrate clear understanding of the data and information required and the analysis to conduct in order to understand the issues and risks of the case

Debriefing

After group sharing, trainer can ask learners the following questions for a brief discussion:

- How does a case context help you better understand the use of data and information?
- Which data and information are the easiest to locate? And the most difficult to locate?
- What are some of the challenges while discussing the case?

Expected duration: 60 minutes

Notes to Trainers

This classroom activity is a consolidation of the content on data and information. The context of a case is to help learners with applications closest to real life situation. Struggles are expected from learners and trainer may need to provide support during their group discussion.

5.1.5 Topic Assessment

There are five recommended classroom activities included in the content of this UoC. Each activity provides exercise instructions, debriefing questions, and learning focus of the activity which is mentioned in "Notes to Trainer". Suggested responses are provided for most exercises, but they are not meant to be exhaustive, as different industries may have various appropriate responses. Trainers are free to adapt the guidelines and responses as relevant.

The classroom activities, with a scoring system, serve as part of the topic assessment for each UoC. Upon finishing each UoC, a UoC Assessment, adopting relevant sections from the Overall Assessment, can be conducted. Alternatively, the Overall Assessment, administered at the end of the programme, aims to comprehensively assess learners' understanding of the content across all three UoCs.

This section elaborates on learners' assessment in various classroom activities. Information about the scoring of the pen-and-paper UoC Assessment, a component of the Overall Assessment is provided under the Overall Assessment section.

The topic assessments are accomplished through various classroom activities. In other words, the classroom activities function as both learning activities and assessments of learners' understanding of the content in the section. The exercises aim to reinforce key concept covered and are recommended to be carried out right after the relevant topic. This arrangement of the activities strengthens learning by allowing learners to visualise and experience the topic in actions. The activities required in each exercise, including assigned questions and discussions stimulate learners for further and deeper thoughts on respective topics. The scoring system for the activities helps learners understand their level of proficiency in comprehending the content and their capability of translating the content discussed to the exercises that involve some levels of work-related application. The scoring system also adds interest for learners throughout the process. ***Trainers*** can consider giving simple awards to the group or individual with the highest scores.

On completing the training content of this UoC, the trainer summarises all the scores from the five classroom activities. The group score earned is applied to every member within that group. The trainer can consider adding a category of the trainer's input. In this category, the trainer can input up to 5 points based on the observation of individual learner's participation in group activities and the understanding of the respective content.

Learner	Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	(Trainer's Input)	Total
A							
B							
C							
Other learners							

The following table illustrates the potential full score a learner can achieve from all classroom activities in this section.

Learner	Exercise 1	Exercise 2	Exercise 3	Exercise 4*	Exercise 5	(Trainer's Input)	Total
x	12	6	6	1	10	5	40

* *Remarks: Score for Exercise 4 assumes a training class of 15 learners, and each provided a correct answer to the single question asked by the trainer and with no score for secondary answers.*

Due to the nature of the exercise, potential variations in class size, exercise content and arrangement based on specific requirements of the training institution, or learners' organisations, the assessment rubrics below are based on the percentage scores rather than absolute scores. An example is given below for illustration purposes.

Example: In a class of 15 learners, one learner has a score of 36 from all 5 exercises in this learning section. This represents an outstanding performance standard at Grade A

Grade	Score Range	Score out of full score of 40	Performance Standard	Description
A	85% - 100%	e.g. 36	Outstanding	able to complete all exercises accurately, provide logical reasoning to elaborate answers, analyse and interpret data accurately, identify potential workforce risks and suggest insightful actions

The following assessment rubric can be used as a reference guide for evaluating learners' achievement in the competency.

Grade	Score Range	Performance Standard	Description
A	85% - 100%	Outstanding	able to complete all exercises accurately, provide logical reasoning to elaborate answers, analyse and interpret data accurately, identify potential workforce risks and suggest insightful actions
B	65% - 84%	Good	able to complete most exercises accurately, provide logical reasoning to elaborate answers, analyse and interpret most data accurately, identify some potential workforce risks and suggest appropriate actions
C	50% - 64%	Satisfactory	able to complete most exercises accurately with errors in some, provide logical reasoning to elaborate answers, analyse and interpret some data accurately, and identify some potential risks and suggest some actions
D	below 50%	Inadequate	able to complete exercises accurately with errors in some, unable to provide logical reasoning to elaborate answers, have difficulty in analysing and interpreting some data, unable to identify unable to suggest actions.

Mapping of Classroom Activities to Intended Learning Outcomes and Assessment Criteria

Table 6: Mapping of Classroom Activities in this Section to
Intended Learning Outcomes and Assessment Criteria of UoC 107075L4

Performance Requirement / Intended Learning Outcome	**Exercise 1**	**Exercise 2**	**Exercise 3**	**Exercise 4**	**Exercise 5**
	Getting Employment Market Information	**Interpretation of Market Information**	**Interpretation of Workforce Reports**	**"From Strategies to Actions" Quiz**	**A Mini Case**
Understand the importance of effective risk management in minimising the probability and impact of employment issues affecting organisation success and business results		✓	✓	✓	✓
Understand different sources that provide information on employment market trend	✓	✓	✓	✓	✓
Search for and maintain strong network with external consultants specialised in manpower resourcing, human resource professional bodies, government departments and regulatory bodies to understand the latest employment market trend	✓			✓	✓
Collect the latest employment market trend and interpret the impact of change in employment related ordinances on the organisation	✓	✓	✓	✓	✓
Interpret market data into meaningful information to enable accurate risk assessment		✓	✓	✓	✓
Search for and use new channels to possess updated knowledge of change in employment market, human capital risks and issues that affect employment	✓	✓			✓
Integrated Outcome Requirements of this UoC					
Identification of network with relevant information sources (e.g. external consultants specialised in manpower resourcing, HR professional bodies, government departments and regulatory bodies) in order to possess updated knowledge of changes in employment market, human capital risks and issues that affect employment	✓				✓
Identification of the impact of changes in employment market on the organisation		✓			✓

The package content of this UoC includes five recommended classroom activities. Table 6 illustrates the correlation between each activity and the Performance Requirement / Intended Learning Outcome, as well as the correlation between each activity and the Assessment Criteria of this UoC.

5.1.6 Additional Learning Materials

- Ambition (2022). *Hong Kong Market Insights 2023*. Ambition.com. (link)
- Career Advice Experts (2021, June 29). *Research Skills: What They Are and Why They're Important*. Glassdoor.com. (link)
- Census and Statistics Department (2023). *Labour Force, Employment and Unemployment*. Censtatd.gov.hk. (link)
- Census and Statistics Department (2023). *Persons Engaged and Job Vacancies in Establishments*. Censtatd.gov.hk. (link)
- Centraleyes (2023, June 12). *Workforce Risk Management: Strategies for Mitigating Employee-Related Risks*. Centraleyes.com. (link)
- Deloitte Insights (2020, May 15). *Workforce Metrics, Governing Workforce Strategies*. Deloitte.com. (link)
- Fuller, J., & Kerr, W. (2022, March 23). *The Great Resignation Didn't Start with the Pandemic*. Hbr.com. (link)
- Garg, V. (2023, May 30). *Transforming Workforce Planning with Data-driven Insights*, LinkedIn (link)
- Indeed (2022, July 22). *A Guide to Analytical Skills: Definition, Examples and Tips*. HK.indeed.com. (link)
- Indeed for Employers (n.d.). *What is the Definition of Staffing?* Indeed.com. (link)
- JobsDB by Seek (n.d.). *Hiring, Compensation & Benefits Report 2023*. HK.employer.seek.com. (link)
- Mallon, D., & Forsythe, J. (2023, January 8). *Elevating the Focus on Human Risk*. Deloitte.com. (link)
- Maurer, R. (2017, January 11). *Improve Workforce Planning by Applying Labor Market Context*. Shrm.org. (link)
- Randstad (2023, May 22). *Better work-life balance, tops list of reasons hongkongers resign: 2023 employer brand research*. Randstad.com.hk. (link)
- Trimble, B., (2021). *Data Analytics: Interpreting Business Data.* Sk.Sagepub.com. (link)
- Verlinden, N. (n.d.). *Skills Gap Analysis: All You Need To Know*. Aihr.com. (link)
- [CareerFoundry]. *A Beginners Guide To The Data Analysis Process* [Video]. YouTube. (link)

Useful Links for Collecting Information of Employment Market Trend and Issues that Affect Employment

- Census and Statistics Department, Statistics (link)
- Figures and Statistics, Education Bureau (link)
- Equal Opportunity Commission (link)
- Immigration Department, Visas / Entry Permits (link)
- Labour Department, Labour Legislation (link)
- Office of the Privacy Commissioner for Personal Data, Hong Kong, Data Privacy Law (link)
- Social Service Department, Special Scheme to Import Care Workers for Residential Care Homes (link)

5.2 Execute necessary actions to mitigate or reduce people risks (Code: 107077L4)

5.2.1 Intended Learning Outcome of this UoC

This section aims to help learners achieve the following outcomes by covering important topics on talent management and succession planning process and its contribution to staffing and workforce risk management. On completion of this section, learners will be able to:

- understand the importance of talent management and succession planning strategy in terms of risk management and business continuity;
- understand the potential, performance and readiness of high potential employees / successors in the organisation to workforce risk management;
- coordinate with department representatives to review business process and identify the key roles at every level that are critical to business operation and future development of the organisation;
- confirm job requirements, competencies and performance standards for each key position;
- maintain effective operation of performance management system in order to identify and retain high potential employees and successors;
- update the talent pool on a regular basis; and
- benchmark and adopt as appropriate best practices in the market for the identification and development of high potential employees / successors.

5.2.2 Training Content

Introduction

Talent management, staffing, and workforce risk management are interrelated components of workforce management. Talent management sets the strategy and framework for managing the workforce, including recruitment and selection. Staffing deals with the practical aspects of acquiring and deploying employees. Staffing decisions are influenced by talent management strategies and considerations. Workforce risk management identifies and addresses potential risks and challenges in the workforce, which can impact talent management and staffing decisions.

Workforce risk management involves identifying and mitigating risks associated with the workforce. Such risks include shortage of people resources, skill gaps, turnover and other issues. Talent management and succession planning help reduce these risks by attracting, developing, and retaining skilled employees and preparing potential successors for key positions. Effective talent management ensures a capable workforce, while succession planning minimises disruption and maintains continuity. Together, they mitigate workforce challenges and enhance organisation's competitiveness.

The objective of this UoC is to provide learners with a foundational understanding of talent management and succession planning. The content begins with an introduction to talent management and succession planning, highlighting their significance to workforce management and risk mitigation. It then explores in more detail the key elements of talent management and succession planning.

The responsibility for talent management and succession planning primarily lies with the head of human resources, head of organisation development, and senior human resource leaders in collaboration with heads of business units. Learners typically hold positions in human resource roles that assist in these activities. The specific duties may differ based on the organisation's business nature, size, and the structure of its human resource departments. Below are some examples of the responsibilities that human resource officers and learners in similar roles may undertake: -

- Conduct research to gather information on different models of talent management, assessment tools, and processes related to succession planning.
- Maintain an accurate and up-to-date employee records in systems and/or other records
- Generate and/or prepare reports from systems and/or HR apps as required
- Coordinate for talent discussions and succession planning meetings
- Update records following talent meetings
- Provide general administrative support, including scheduling meetings and interviews, and managing paperwork and documentation
- Maintain an updated list of human resource external partners
- Serve as the primary point of contact for employees

The content of this UoC covers a broader scope of content beyond the specific responsibilities applicable to learners in their human resource roles within the topic. The purpose is to foster learning, enhance performance, and boost motivation by providing a comprehensive understanding of the subject matter and its associated processes. Furthermore, it aims to assist learners in their career development.

Trainers can use the content discussed in the sections as the ***basic material*** to help learners understand the critical importance of talent management and succession planning, and how to apply them in their work to support effective staffing and workforce continuity. Trainers may need to adjust the content and provide examples relevant to the respective industries of the learners participating in the workshop.

5.2.2.1 Overview of Talent Management and Succession Planning

The purposes of talent management and succession planning include pipeline management and workforce risk mitigation. This comprehensive process involves attracting, selecting, and retaining employees through various human resource actions across the employee life cycle. It includes recruiting, onboarding, employee engagement, learning and development, performance management, succession planning, retention, and rewards management.

In today's dynamic market, organisations face significant changes and transformations, such as the rise of AI for some execution tasks and shifts in work culture towards work-life balance and flexibility. Effective talent management and succession planning strategies must adapt to these trends to ensure success. Ignoring these trends poses risks and impacts both the employment market and internal workforce management. Recognising and adapting to these changes is essential for human resource professionals to build a future-ready workforce and minimise workforce-related risks.

Technology greatly enhances talent management and succession planning process, offering centralised databases, automated tracking systems, and other advanced tools. However, it is important to note that these processes can still be effectively carried out using less sophisticated systems or records. By leveraging manual records, spreadsheets, and basic communication channels, organisations can identify high-potential individuals, track performance, and develop succession plans. While technology streamlines and enhances these processes, it is crucial to adapt the approach based on available resources and capabilities. The core principles of talent management and succession planning remain valuable regardless of the level of technological sophistication.

5.2.2.2 Value of Talent Management and Succession Planning

Talent management is a systematic approach aimed at effectively onboarding skilled individuals, harnessing their strengths, fostering their growth, and maximizing their potential to bolster organisational success. Succession planning is pipeline management by a systematic process to groom replacement for critical positions. Talent management and succession planning can be considered two parts of the same process and thus always go hand-in-hand in workforce management.

From the perspective of workforce risk management, talent management and succession planning work together to ensure that the right people are hired or groomed to fill at least the critical positions. In times of changes and disruptions, there are suitable people in the pipeline for replacement within the shortest possible time to ensure business continuity with minimal impact on the business operation.

For example, if a department head is promoted to become the business head, an organisation that is well prepared has a successor identified on the list, trained with multiple development actions, and has appropriate network and industry exposure, ready to take up the management role as department head right away.

Talent management and succession planning form the backbone of organisational growth strategies by ensuring a pipeline of skilled individuals ready to drive expansion into new business areas and markets. By nurturing and developing talent internally, companies can seamlessly transition key roles, innovate, and adapt to the demands of evolving industries, ultimately facilitating successful inroad into uncharted territories.

Effective talent management and succession planning enable organisations to ensure that they have the right individuals in the right positions at the right time, thereby minimising workforce gaps and enhancing growth potential. It also provides numerous additional values and benefits to organisations. Some of these include: -

For the organisation -

- Raise productivity and enhance results
- Enhance competitiveness for sustainable growth
- Accomplish organisation's vision
- Establish a strong human capital as a whole
- Enhance employer branding
- Improve engagement and retention
- Foster a participative decision-making process and culture
- Drive staff cost efficiency

For employees -

- Have better learning and development opportunities
- Enhance skills and knowledge through learning and development
- Gain recognition for good performance
- Have better prospects through performance
- Increase motivation for better performance
- Greater engagement and willingness to stay in the organisation
- Work in a positive result-oriented culture

From the perspective of recruitment, movement of employees within the organisation to take up new roles and positions through talent management and succession planning exercise is internal hiring. ***Trainers can bridge*** this point to the next recommended classroom activity for learners to understand more about internal hiring and external hiring.

Recommended Classroom Activity

Exercise 6 - Pros and Cons of Internal and External Hiring

Refer to section 8.2.4 for exercise details

This exercise requires learners to discuss the pros and cons of internal hiring and external hiring, and the debriefing will highlight the values of each for both employees and the organisation.

Key Elements of Talent Management and Success Planning

Talent management involves numerous human resource activities, from talent strategy and staffing plans to competency framework development, identification of critical positions, talent acquisition activities, performance management structures, talent identification in succession planning, talent learning and development, engagement activities, retention actions and total rewards management. The primary objective of talent management is to cultivate a motivated workforce that will stay and remain committed and engaged with vision, mission, value (VMV) and the entire organisation in the long run.

Diagram 2: Key Elements of Talent Management and Succession Planning

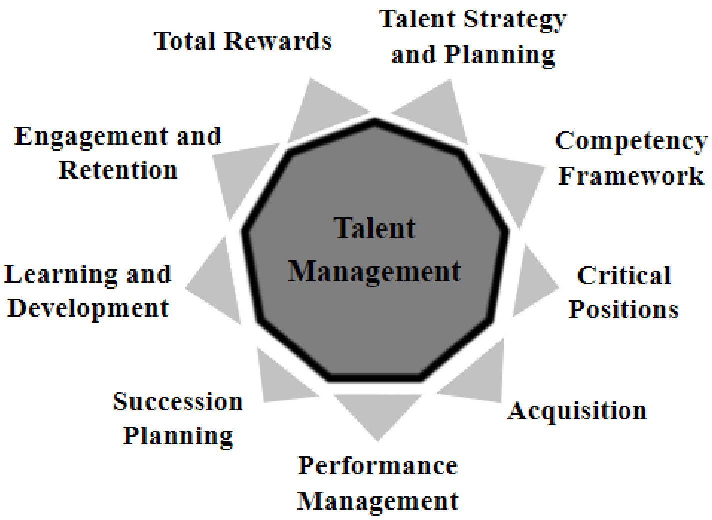


Diagram 2 depicts the key elements in talent management and succession planning, reflecting the imperative of collaboration with other human resource functions, such as learning and development, as well as rewards management. The content of this section discusses each of these key elements and their implications for workforce continuity and risk management.

<u>5.2.2.3 Talent Strategy and Planning</u>

A comprehensive manpower planning considers organisation workforce needs and employment market trends and issues that may impact employment. The staffing plan produced entails core requirements of the workforce. This is the principal step in talent management and is used as the basis to further develop talent acquisition plans, and specific job requirements for hiring activities. The core workforce requirements incorporated with specific needs of a position are used as the fundamental criteria in job interviews with candidates and the selection process, which are further applied as the key dimensions for performance review.

Diagram 3: Inter-relationship of Human Resource Functions

Diagram 3 above illustrates the way that various human resource functions collaborate, and how strategic guidelines are enforced in all functions.

It can be seen that all these human resource processes work independently but are closely interconnected. Talent strategy and planning set the direction for all human resource activities to work in collaboration, with the aim of building a workforce with the necessary competencies to meet present and future requirements. By identifying gaps and risks at an early stage, interventions can be implemented to bridge those gaps and minimise associated risks. For example, when talents of specific competencies are needed to meet upcoming business objectives, the human resource team not only focuses on recruitment but also strengthens the culture and engagement activities to attract talents, enforce performance management actions to maintain a high-performing workforce, and more.

Trainers can help learners recognise the ***fundamental importance of talent strategy*** in driving various human resource activities. By understanding and internalising the strategy, learners can develop a more comprehensive understanding of their roles and responsibilities within different human resource activities, gaining clarity on the objectives that guide their work.

5.2.2.4 Competency Framework

Competencies refer to the knowledge, skills, abilities, behaviours, and attitude that an employee needs to possess or acquire in order to perform effectively at work. From the perspective of performance, competencies act as performance indicators and reflect the expected level of performance from employees in the organisation.

A competency framework is a structure that outlines and defines the competencies required by employees working in a specific function or category of functions. By utilising the competency framework in talent management, organisations can streamline their recruitment and selection processes by aligning candidate qualifications with specific competencies. The framework also assists in designing targeted training and development programmes to enhance employee capabilities and competencies.

In succession planning, the competency framework serves as the guide to identify high-potential employees who possess the necessary competencies to assume leadership roles in the future. The framework helps organisations identify and groom successors, ensuring a smooth transition and continuity in critical positions.

Some organisations have a framework of competency structuring categories of competencies required for each defined group of employees in the entire organisation. These groupings can be in terms of grade, position level, leadership role or other structure as defined by the organisations. Categories of competencies typically include functional or technical proficiencies, business competencies, leadership abilities, and people skills. Some industries also include ethics, integrity, and professionalism. Moreover, digital competency has become an essential category for most industries nowadays. Each competency is elaborated in relevance to the specific group of employees. In other words, one competency has different descriptions for different employee groups in the framework. Below is an illustrative example of a framework structure.

Diagram 4: Example of a Leadership Competency Framework Structure

	Ethics, Integrity, & Professionalism	**Technical**	**Business**	**Digital**	**Leadership**	**People**
Leading Business (Leading Function)	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx
Leading Leaders	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx
Leading Others	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx
Leading Self	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx	* Xxx * Xxx * Xxx * Xxx

Diagram 4 illustrates the competency framework at different leadership levels. Below are some examples of competencies under the “Leadership” category: –

- At level of Leading Self – displays drive and purpose at work
- At level of Leading Others – provides coaching to support employee development
- At level of Leading Leaders – leads the team through changes and transformation
- At level of Leading Business (Function) – sets and shares compelling vision and strategy for the business

A framework of competencies, with all items in full description, is much more elaborate than this example. The above serves as an illustration of one form of employee grouping based on leadership roles. Whether it is an elaborated competency framework or a staffing plan outlining core requirements, it represents organisation-wide requirements used to support talent strategy and guide practices for recruitment, talent development and performance management.

Having a workforce with the right competencies matched with appropriate positions or functional groups is one of the ways to enhance productivity, improve business results and strengthen employee engagement. Job requirements for hiring are developed based on the defined competencies, clear work expectations are provided to employees, and the criteria for progression are transparent.

A well-developed competency framework serves as one of the foundational pillars in workforce risk management and ensures business continuity. On one hand, it identifies the workforce needs, and on the other hand, it serves as the criteria to identify competency gaps in the workforce, enabling appropriate actions to be taken early.

Some organisations further cascade the framework into functional competency frameworks or those specific to particular professional paths. For example, based on the organisation's core competencies, there can be competency frameworks for structures of sales, operations, logistics, customer service and other areas.

Trainers can bridge the discussion to the following recommended classroom activity, connecting the general description to learners' own roles.

Recommended Classroom Activity

Exercise 7 - Competencies of Human Resource Officer

Refer to section 8.2.4 for exercise details

The exercise requires leaners to work in groups to identify relevant competencies for the role of a Human Resource Officer. This activity will help learners understand and apply the concept of the competency framework in a real-life context.

5.2.2.5 Critical Positions

In ideal situations, organisations would want to manage and avoid gaps and risk across the entire workforce at all times. However, practically, prioritisation is required to ensure effective and efficient resources utilisation. As a result, attention is directed towards key positions that require preparation for significant changes and disruptions. By identifying these positions, organisations can prioritise their talent management efforts and focus on developing and retaining employees capable of fulfilling these roles.

Understanding which roles are crucial for the organisation's long-term success allows organisations to identify potential successors and create development plans to groom them for future leadership positions. This proactive approach ensures a smooth transition of key responsibilities and minimises disruptions in case of unexpected departures or changes.

These key positions are identified as critical as they are those roles with the most influence on the organisation's key results. Critical positions are identified based on factors that vary depending on the organisation's business nature, industry requirements and relevant regulations. There is no one-size-fits-all rule for naming specific positions as critical positions. However, below are some common guidelines that can be applied.

Critical positions are those: -

- Positions that have an influential impact on business operations and results
- Positions that make high-value contributions to the business and
  - require specific skills, knowledge, or experience
  - are difficult to replace
  - are at high risk of turnover
- Positions that have relevance to specific strategy and future directions of the organisation
- Positions that are required by regulations to ensure smooth business operation

There may not be critical positions in each function and across all levels in an organisation. Human resource officers need to collaborate with department heads or representatives to review the business process and identify any positions that may be defined as critical. This assessment should be based on the above guidelines or other specific rules defined by the organisations or the industry. The human resource roles of business partners, organisation development leaders, and talent development specialists typically play integral roles in these activities alongside respective departments.

During this process, human resource officers in various roles must remain vigilant in effectively communicating the identification guidelines. It is common for line managers to perceive all positions within the team as critical, as they often equate critical positions with importance. However, a position that is difficult to replace is not necessarily a critical position, but is a position that may take a longer time and much extra effort to hire. It is a critical position if it also makes high-value contribution to the business. It is crucial to assist line managers in comprehending that the goal is not to prioritise important roles, but rather to identify positions that are essential for maintaining business continuity. Human resource officers should patiently guide managers through the review process, helping them understand the criticality of different positions.

The next step is to establish job requirements and performance standards for these critical positions. Organisations that have a comprehensive competency framework already have the core requirements defined for all positions within the structure, including these critical positions. Department heads or representatives need to collaborate with human resource to further identify position-specific requirements, functional competencies, and performance standards for the specific critical positions.

These elements form an integral part of the talent management process for pipeline preparation, succession planning and minimise potential risks associated with these positions.

This review process to identify critical positions should be conducted regularly, typically to align with the talent review and succession planning exercise. One must note that the important impact of a position on business results may change over time or due to specific reasons. For example, with technology advancement, some business functions previously performed by a position might have been automated. Therefore, the process to identify critical positions is not a one-time endeavour but should be conducted regularly to recognise changes in the organisation, the market, the industry, and the environment as a whole.

Recommended Classroom Activity

Exercise 8 - Identify Critical Positions

Refer to section 8.2.4 for exercise details

The exercise requires learners to work in groups and identify the critical position (s) from a list of positions provided. They need to explain the reasoning and logic behind considering certain position(s) as critical in their sharing and exercise debriefing. The focus is on thinking and reasoning rather than the position(s) themselves.

5.2.2.6 Acquisition

Core requirements in the competency framework must be encompassed as requirements in hiring, learning and performance assessment to be effective for talent management.

In talent management, effective talent acquisition ensures that the organisation has a pool of qualified candidates to fill critical positions as the minimum. This helps build a strong talent pipeline and ensures the availability of suitable candidates for future succession planning. Talent acquisition also ensures a continuous supply of talent for succession planning, reducing the risk of leadership gaps and enabling a smooth transition when vacancies arise.

In addition to core competency requirements, each job has specific functional requirements and an expected level of proficiency that form the job description for recruitment. Confirmation of job description with the hiring manager before commencing the recruitment process is essential. This should be done every time even if it is hiring for the same position.

As an illustration, the job prerequisites for the sales director role encompass core competencies aligned with the organisation’s competency framework. Referring to the provided sample competency framework in the "Competency Framework” section, these requirements consist of competencies in the categories of business, digital skills, leadership, people, as well as those pertaining to ethics, integrity, and professionalism. Furthermore, there are specific competency requirements for sales roles, along with additional requisites tailored specifically to the sales director position.

Sometimes, it is possible to change the requirements of a position that is open for replacement hire. For example, feedback from exit interviews of departing employee(s) may provide useful information about the position’s responsibilities and job requirements. In collaboration with the responsible human resource officer, line managers can incorporate relevant inputs to revise the job description to hire for replacement.

- Internal Hiring

  In the case of a critical position, or a middle to senior-level position, there is a high likelihood that a successor has been identified in the pipeline. The job description, developed based on core competencies and required position competencies, can be used as the criteria for assessing internal candidate(s). The responsible human resource business partner can collaborate with the hiring manager to understand readiness of the identified talent(s) against the most updated position requirements and suitability for placement in the position at this time. Afterwards, they can communicate with the talent for agreement to take up the role.

  In a situation where the position is not critical and there is no identified internal talent pipeline, the opening can still be posted both internally for employee applications and externally for external sourcing simultaneously. Some organisations have the policy to offer priority to the finalised internal candidate who is equally qualified for the position compared to the identified external candidate.

- External Hiring

  Whether there are changes in job requirements or not, confirming the job description of a position with the hiring manager before starting the recruitment process is critical. This control process aims to avoid the risk of posting an incorrect job description. Hiring with an erroneous job description literally means inviting applications for a “non-existent” job. If this becomes known to candidates, search agencies, job posting platforms or the market as a whole, in the worst case, it could have a negative impact on the organisation’s branding as an employer.

  The competency requirements established should be applied as criteria for application screening, assessments and interviews, and selection of the most suitable candidate. Only through this collaborative process can staffing consistently match with organisation needs, and prevent the risks of a workforce with unmatched competency requirements going forward.

Trainers may need to make an ***interim summary*** here helping learners follow the training progress. Relate them back to the key elements of talent management and succession planning process, highlight the elements discussed and the remaining elements to be covered.

5.2.2.7 Performance Management

Employees hired based on a specific set of job requirements should have their performance assessed using a similar set, if not exactly the same, set of requirements. This helps to determine if the hire was appropriate. This set of requirements or job expectations also helps reveal gaps for improvement or employee development.

In talent management context, performance management helps identify high-performing employees with the potential for growth and advancement. By setting clear performance expectations, providing regular feedback, and conducting performance evaluations, organisations can identify top performers who demonstrate the competencies required for critical roles. This information is valuable for succession planning as it helps identify potential candidates for future leadership positions.

Additionally, performance management facilitates the development of employees' skills and competencies. Through performance discussions, goal setting, and developmental feedback, organisations support the growth and improvement of their employees. This focus on development enhances the talent pool available for succession planning by nurturing employees' capabilities and preparing them for future leadership roles.

Within succession planning, performance management data provides insights into employees' readiness for advancement. Evaluating their performance, strengths, and areas for improvement helps organisations assess their potential as successors for critical positions. Performance management also enables organisations to identify any performance gaps or development needs that can be addressed through targeted training and development initiatives.

Properly documented performance ratings and comments are therefore critical in talent management, succession planning and other human resource processes, such as performance-based decisions regarding bonuses and promotions.

The performance management process and performance records are primarily executed with the use of a performance management system. In the market, there are sophisticated human resource management systems with a performance management module, or an independent module specifically for performance management purposes. Some organisations utilise simpler self-developed systems. All these systems have various levels of capability for customisation by organisations' needs. Regardless of the system type and level of capability, human resource officers must take ownership to learn to operate major functions of the system independently. If assigned the responsibilities, they may also be required to assume the accountability for ensuring the proper operation of the system. Some important areas required attention are as below: -

- Work with the system vendor or in-house technical department to confirm system specifications relevant to the performance management process and any requirements or changes in specifications
- Be fully familiar with the system operation
- Be fully familiar with the system administration if assigned as the administrator
- Confirm the performance management process and schedule
- Prepare or ensure the communication of various messages according to the process schedule, e.g. commencement and reminders
- Track and update completion status
- Follow up and/or bring up issues that may arise
- Ensure completion by all parties within the required timeframe

Continued monitoring of the performance progression of identified successors is also important in talent management. Such information is available and can be retrieved from a performance management system in proper operation. Effective use of performance records enables prompt actions for employee career development, training, retention, as well as respective actions to timely manage risks identified before impacting on results and morale that could lead to attrition.

Trainers can facilitate a brief discussion with learners regarding their familiarity with their organisations' current performance management process and system. Invite them to share how they learned to use the performance management system, and particularly if they know how to generate various reports from it. Then bridge to the recommended classroom activity.

Recommended Classroom Activity

Exercise 9 - Risks Associated with Poor Performance Management System

Refer to section 8.2.4 for exercise details

This exercise requires learners to work in groups to discuss and identify issues associated with the case scenario provided to each group. The scenarios are related to performance management completion and records.

5.2.2.8 Succession Planning

Succession planning is one of the actions in pipeline management and workforce risk management aimed at ensuring continuity of business operation with minimal impact in the event of changes and disruptions. The major objectives of the exercise include safeguarding the following: -

- Fill critical roles promptly or not left vacant for extended periods of time
- Fill critical roles with the most suitable individuals
- Develop a bench strength for critical positions
- Identify and groom potential successors for critical positions

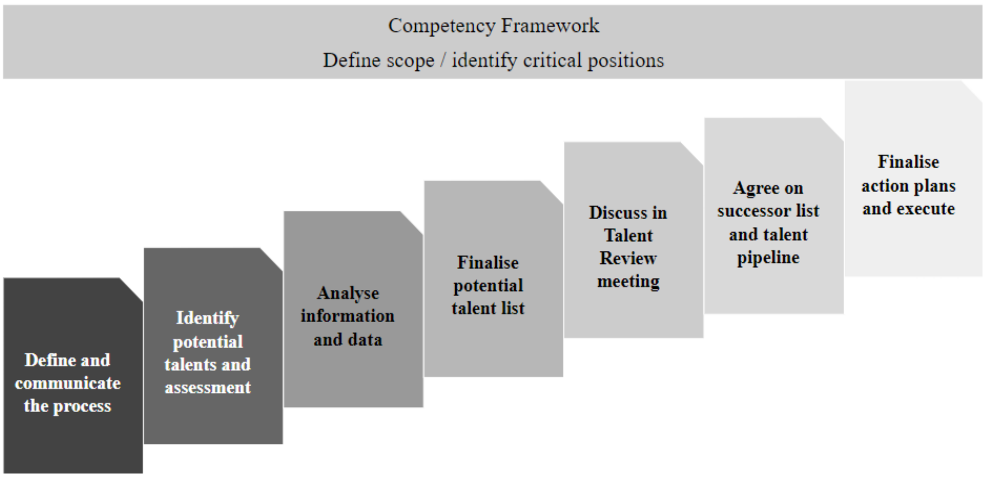
Apart from the above key objectives, the exercise brings added value to the organisation. Some of these benefits are:

- Business continuity and success
- Provision of career paths and prospects for employees
- Healthy competition for career progression
- Enhanced employee engagement and commitment
- Added values to employer branding
- Enhanced organisation reputation as a whole

Within the succession planning exercise, performance is the initial consideration for talent identification. High-performing employees are selected and further reviewed or assessed to better understand their potentials. In other words, employees need to be high performers to be considered as high-potential talents or successors. However, being a high performer does not necessarily guarantee consideration as a high-potential talent or successor.

Succession planning serves as both a workforce pipeline management exercise and a measure to avoid or manage risks to business operation resulting from workforce gaps, particularly in critical positions.

Diagram 5: A Typical Succession Planning Process



Succession planning processes vary across organisations, with each adapting their approach to align with their unique structure, culture, and business requirements. Diagram 5 exemplifies one typical process employed in succession planning.

- Define and communicate the process –

  After setting the competency framework and pinpointing critical roles, the human resource head and/or organisation development leader oversee succession planning, outlining and sharing the process with senior management stakeholders.
- Identify potential talents and assessment –

  Within the scope of the critical positions, high performers are identified based on their performance records and assess for alignment with necessary core competencies for advancement. Assessments, including pen and paper exercises, questionnaires, assessment centres and structured interviews by industrial psychologists, along with qualitative feedback from multiple perspectives, may be utilised.

  Performance reviews are assessment of the results and work process effectiveness of previous years, while assessments of potentials examine the expected proficiency in competencies required for the next and future roles.

- Analyse information and data –

  Department heads, in partnership with human resource business partners, use performance records, assessment tools, qualitative feedback, and input from managers to develop the initial succession profile for departmental talents. Some individuals may be excluded during this selection process. These profiles include information in the following areas:
  - Strengths
  - Areas of development
  - Talent status within the adopted structure e.g. performance / potential status
  - Position(s) identified as potential successors
  - Next potential position
  - Readiness timeline for the next targeted position
  - Recommended development actions

- Finalise potential talent list –

  Human resource department consolidates the list of potential talents for critical positions within each department, along with the corresponding succession profiles, for use in the talent review meeting.

- Discuss in Talent Review meeting –

  The senior management team convenes in a talent conference facilitated by human resource leader(s) to share succession profiles of identified talents, discuss, and agree on the successor list and pipeline for critical positions, and key actions for talents.

- Agree on successor list and talent pipeline –

  The human resource department consolidates the finalised list of successors and pipeline talents for critical positions, meticulously documenting details of the discussions in systems or records for future reference.

- Finalise action plans and execute –

  Human resource business partners and organisation development officer follow up with respective department heads and managers of identified talents to finalise the details of action plans and execute further appropriate steps accordingly.

The succession planning exercise and talent review meeting are usually conducted annually. Being the major activity in talent management, the talent pool and actions from the talent conference must be maintained accurately and kept in high confidence. Any changes in the talent pool, such as turnover of identified talents, and changes in the successor list due to turnover, promotion, or job movement, must be promptly updated. Records of updated and accurate information are crucial for measuring effectiveness and serving as a baseline for the next round of the exercise.

5.2.2.9 Learning and Development

In talent management, learning and development initiatives help identify and nurture high-potential employees. By providing opportunities for continuous learning and skill development, organisations can enhance the capabilities of the workforce, preparing employees for advancement and potential succession into critical roles. Focusing on learning and development ensures a strong talent pool for succession planning, reducing the risk of leadership gaps.

Succession planning relies on learning and development to groom potential successors for key positions. Through targeted training programmes and development actions, organisations can develop the specific skills, knowledge, and competencies required for future leadership roles. Learning and development initiatives help employees acquire the necessary expertise, broaden their perspectives, and build confidence to take on greater responsibilities.

By investing in learning and development, organisations also enhance employee engagement and retention. Offering growth opportunities and skill enhancement demonstrates a commitment to employees' professional development, fostering loyalty and motivation. This contributes to a positive talent management and succession planning environment, as employees are more likely to remain within the organisation and aspire to higher-level positions.

The curriculum for employee training and specific development programmes for successors and high-potential individuals are designed based on the competency framework. Similar to other human resource activities, the training curriculum and programmes undergo an annual review to ensure relevancy and currency. This regular review process ensures that appropriate learning and development opportunities are provided to bridge competency gaps through upskilling and/or reskilling the workforce. By doing so, the organisation effectively manages potential risks associated with competency gaps and enhances overall workforce capability.

Training is one of the most commonly applied employee development actions. Effective learning also occurs through direct experience. The most effective development design incorporates an integrated approach of training, work experience and exposure.

- Training
    - classroom training
    - virtual training

  For example, providing training on public speaking skills to an identified talent who is currently a team manager. The skill is relevant for seniors at the function head level who has the duty of leading department town hall meetings and speaking at conferences. Training the identified talent on a skill required in the potential next role prepares them early for the duties involved.

- Work experience
    - special projects
    - short-term assignments
    - internships
    - secondments
    - rotations

  For example, assigning the identified talent with a cross-department project to drive a new initiative. This provides opportunities for the identified talent to collaborate with colleagues from various departments and drive a strategic project. This prepares the talent for the next role at a more senior level.

- Exposure
    - internal networking
    - external networking
    - mentoring programmes

- learning groups

  For example, supporting an identified talent to participate in functions of the professional association in the industry. This offers opportunities to meet and mingle with industry players, and to learn best practices and insights of respective operations.

The competency framework provides the basic requirements and guidelines for talent and workforce development. Training and development serves as methods to bring the workforce’s competency level closer to the requirements in the framework.

5.2.2.10 Engagement and Retention

In talent management, engagement plays a vital role in attracting and retaining top talent. Engaged employees, characterised by their commitment, motivation, and productivity, not only contribute to operational excellence and customer satisfaction but also strengthen organisational competitiveness and sustainability. By fostering a culture of engagement, organisations can attract high-quality candidates and build a strong talent pipeline for succession planning. Engaged employees are also more likely to seek growth opportunities within the organisation, thereby increasing the pool of potential successors for critical roles.

Retention is equally important in talent management and succession planning. High employee turnover can disrupt succession plans and create gaps in leadership positions. By implementing strategies to retain identified successors, high-potential employees, and top performers, organisations can ensure continuity and stability in their talent pipeline.

Many organisations have recently placed an increased emphasis on employee engagement and retention strategies. Recognising the importance of retaining top talent, efforts are being made to enhance employee satisfaction, foster a positive work environment, and implement measures to effectively retain and engage key individuals within the organisation. Some examples of these actions include: -

- Strengthen employer branding
- Develop an engaging corporate culture
- Design an open work environment
- Practise flexible work policies
- Offer a competitive benefits package
- Provide learning and development opportunities
- Enhance career opportunities
- Provide a visible career path

More organisations now operate with a hybrid work arrangement. This arrangement allows employees to have the flexibility to work both from home and from the office, typically following a 2:3 ratio, where they spend two days working remotely and three days working in the office each week. This approach increases work flexibility for employees, reduces commuting time, maintains in-person collaboration and face-to-face interactions in the office environment.

Many organisations also have the position of a culture and engagement officer within the human resource department. These positions have the mission to drive a stronger corporate culture and to strengthen employee engagement.

5.2.2.11 Total Rewards

In talent management, total rewards are a critical factor in attracting and recruiting high-quality candidates. A competitive and comprehensive rewards package, including competitive salaries, performance-based incentives, and attractive benefits, can help organisations stand out in the job market and attract top talents. By offering enticing total rewards, organisations can create a positive employer brand and build a strong talent pipeline for succession planning.

Rewards that contribute to talent management and succession planning go beyond just compensation for their work; they can also serve as motivation drivers for performance and engagement. When employees feel that their contributions are recognised and rewarded, they are more likely to be engaged and committed to their roles. Rewards can be both monetary and non-monetary. Motivated and engaged employees tend to be more stable, focused on results and achievements, and eager for continuous learning. Such as workforce is more likely to operate with continuity. Below are some examples of rewards: -

Table 7: Examples of Monetary and Non-monetary Rewards

Monetary Rewards	Non-monetary Rewards
▪ Salary ▪ Bonus ▪ Commission ▪ Allowance ▪ Stock option ▪ Profit sharing ▪ Medical insurance ▪ Tuition reimbursement	▪ Recognition ▪ Status ▪ Visibility ▪ Career opportunity ▪ Attention ▪ Award ▪ Experiential reward ▪ Time off

Table 7 above lists examples of monetary and non-monetary rewards. An effective total reward programme is also one of the actions to mitigate or reduce risks from the workforce.

At this point, ***Trainers*** can make an ***interim summary*** of the talent management and succession planning process. They can reinforce key points on how these processes contribute to workforce risk management.

Source of Information

Talent management and succession planning is a structured process for the workforce, ensuring that critical positions are filled by the most suitable individuals, and reducing the risks of prolonged vacancies of these positions. This process has gained increased significance, particularly during times of intense competition for talented individuals. It is an internal process within the organisation, encompassing various activities specific to each organisation and dealing with highly sensitive information. However, when it comes to determining the appropriate talent management model, applying the process, and incorporating industry best practices, valuable references can be obtained from the market. Thus, information can be derived from within the organisation, as well as from external sources such as the market and social media.

5.2.2.12 Information within the Organisation

The information required has been described in the respective process. To recap, it includes: -

- Core and functional competency framework
- Position requirements
- Employees information
- Performance records
- Open positions
- Various analyses and assessment records
- Talent and successor lists

Furthermore, it is crucial to regularly update any changes in information to ensure that upcoming talent meetings and succession planning sessions are based on the latest data. These updates encompass various aspects, such as headcounts, overall employee turnover, turnover rates among identified talents, and promotions within the talent pool. By staying abreast of these changes, organisations can make informed decisions and effectively align their talent management strategies with the most current information available.

Trainers need to highlight to learners that such information is internal to the organisation and must be kept confidential irrespective of its nature and content. Even more important is the personal information of employees used in the process. In addition to raw information, there may be reports on talents compiled for an exercise, talent lists generated, individual assessment records, meeting notes with comments on individual employees, successor lists and more. All of this ***information must be treated with strict confidence*** and handled with ***exceptional caution***. For instance, it should never be left unattended on a desk, screens should be turned off when not in use, and care should be taken to avoid leaving papers with the information in a copying machine or similar devices. These are just a few examples of the precautions that need to be taken.

5.2.2.13 Information from the Market

In addition to internal information, there are other information and references that can be obtained from the market. Market insights provide organisations with a comprehensive understanding of the current talent landscape. Market intelligence allows organisations to identify potential successors for critical roles.

Trainers can refer to the last ***UoC 107075L4*** about employment market information to help learners better understand the value and relevance to talent management and succession planning.

Other examples of information and references from the market are: -

- Talent management model appropriate for the organisation
- Succession planning process suitable for adoption
- Relevant assessment tools for the concerned competencies
- External specialists providing qualified assessments on the concerned competencies
- Best practices in the market for talent identification
- Best practices in specific industries for talent identification, and talent management and succession planning processes
- Development ideas for identified talents and high potentials

General information related to talent management and succession planning available on the internet and through various social media platforms can serve as references for the exercise.

The above information requires research, review, and consultation with a professional network for input, exchange of opinion, and comments for references. Sometimes practices from different industries may also spark valuable ideas for use.

Trainers should note that there is a chapter of ***Epilogue*** following the content of the three UoCs, which covers the topics of ***Professional Network and Human Resource Mindset & Attitude***. These topics provide valuable insights that enhance the effectiveness of the discussed competencies. Additionally, trainers may want to direct learners' attention to the ***Additional Learning Materials*** in section 5.2.6 for further reading.

5.2.3 Recommended Training Session Plan

The training session plan below can be adopted for a training workshop of 12 hours' continuous training over 1.5 days, with the flexibility of separating it into 3 sections, each of 4 hours spread over a period of time. Time is reserved for the assessment of this UoC at the end. This applies if training for each UoC is conducted individually, or if assessment of individual UoCs is preferred post-training. Alternatively, the Overall Assessment can be completed after training for all three UoCs.

Trainers can adapt the plan according to the class size, the learning needs of learners and their work requirements.

Table 8: Recommended Training Session Plan for UoC 107077L4

Duration	Learning Activities	Training Content
120 minutes	• Trainer's introduction • Review key points of the previous UoC if relevant and bridge to this UoC • Trainer's presentation • Classroom activity – Exercise 6 – Pros and Cons of Internal and External Hiring • Sharing • Debriefing	• Overview of talent management and succession planning • Value of talent management and succession planning
150 minutes	• Trainer's presentation • Classroom activity – Exercise 7 – Competencies of Human Resource Officer • Sharing • Debriefing	• Key elements of talent management and succession planning • Talent strategy & planning • Competency framework
120 minutes	• Trainer's presentation • Classroom activity – Exercise 8 – Identify Critical Positions • Group sharing • Debriefing	• Critical positions • Acquisition
120 minutes	• Trainer's presentation • Classroom activity – Exercise 9 – Risk Associated with Poor Performance Management System • Group sharing • Debriefing	• Performance management • Succession planning
75 minutes	• Trainer's presentation • Forum discussion	• Learning & development • Engagement & retention • Total Rewards
75 minutes	• Trainer's presentation • Forum discussion	• Source of information • Professional network • Human resource mindset & attitude
60 minutes	• UoC Assessment	Adopting relevant sections of

Duration	Learning Activities	Training Content
		multiple-choice questions, short questions, and long question on this UoC from the Overall Assessment.

Table 8 serves as a reference training plan, listing key topics of training content along with corresponding training activities. The time allocated to each topic is an estimation and can be adjusted by the trainer depending on the class size and the profile of the learners.

5.2.4 Recommended Classroom Activity

The exercises are designed as group activities, with the optimal group size varying based on the nature of the exercise. For activities emphasising individual participation, smaller groups of 2-3 learners are recommended to ensure each learner has ample opportunities to contribute. Conversely, exercises that necessitate shared roles and inputs benefit from larger group sizes of 4-5 learners, fostering rich discussions and diverse perspectives. Learners may also work individually or in pairs for in-house training with a small class size.

There is a scoring system for all exercises to evaluate learners' understanding of the UoC. Further information is provided in the subsequent section of Topic Assessment. Group scores for the activities reinforces teamwork and adds interest in the exercises.

Exercise 6 – Pros and Cons of Internal and External Hiring

- Arrange learners in groups of 4-5. In case of in-house training, learners can work individually or in pairs
- Learners are required to complete a matrix table on the pros and cons of internal hiring and external hiring for any position
- Allow up to 30 minutes for the exercise
- A representative from each group to share their input
- When all points in a group are shared, others with more points can continue to share

	Pros	**Cons**
Internal Hiring	- - -	- - -
External Hiring	- - -	- - -

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded
- 1 point for every input accepted by the trainer, with a maximum of 5 points to a group
- 3 additional points for the group that lists the most points accepted by the trainer
- Acceptance of answers to be decided by the trainer

Debriefing

Below is a sample for debriefing purposes.

	Pros	Cons
Internal Hiring	- Know the organisation - Need no assimilation - Save hiring time - Faster adaptation to new role - High engagement - Better understanding of expectation - Are motivated - Eager to deliver results and achieve success - Lower risk of failure - Strengthen culture of internal opportunities	- Potential challenges from previous peers - Potential challenges from others who competed for the role - May not bring new ideas - Still require replacement for promoted or transferred employees - Unable to get additional skills and experience - Creation of a stagnant culture, if internal movement is based on tenure in the organisation
External Hiring	- Have fresh minds - Bring new ideas - Challenge the status quo - Are motivated - Eager for achievement - Bring new connections with industry practitioners - Inspiring changes	- Take time to hire - Need time to assimilate - Need time to learn about the organisation, culture and work practices - Have higher risk of failure - Need higher recruitment cost - Limits opportunities for current employees

Trainer can ask learners the following questions after sharing their inputs: -

- What are some situations in which internal hiring is more appropriate?
- What are some situations in which external hiring is more appropriate?
- Consider from your own perspective, would you apply for internal positions opened in the company?
- What are the reasons for applying? And for not applying?
- Would you want to work in a company that opens opportunities for current employees?
- What are the reasons for wanting to work in such a company? And for not wanting to?

Expected duration: 50 minutes

Notes to Trainers

Talent management and succession planning is a process related to current employees. Learners may have limited knowledge and exposure to these processes. It is important for learners to understand the objectives and value of this process. This will help them in their roles if they are assigned any tasks related to the exercise, such as coordinating meetings, confirming job requirements, and updating the talent pool.

The learning focus of this exercise about hiring internally and externally is for learners to discuss the subject with an open mind. The discussion, sharing and debriefing help learners gain a balanced view from different perspectives. Learners can then better appreciate the value of talent management and succession planning in the content.

<u>Exercise 7 – Competencies of Human Resource Officer</u>

- Arrange learners in groups of 4-5. In case of in-house training, learners can work individually or in pairs
- Learners are required to complete a competency table of their own position, or a Human Resource Officer position
- Allow up to 30 minutes for the exercise
- Learners are allowed to search online for relevant information

Competency Table -

Category of Competency	**Description of Competencies for HR Officer**
Human Resource	
Interpersonal	
Computer & Social Media	
Business	
Ethics & Integrity	

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded
- 8 points for the group that can accurately list the most HR competencies
- 6 points for the group that can accurately list the second most HR competencies
- 3 points for the group that can accurately list the least HR competencies
- Acceptance of answers to be decided by the trainer

Debriefing

Below is a sample for debriefing purposes.

Category of Competency	**Description of competencies for HR Officer**
Human Resource	• Be familiar with the organisation's human resource policies as listed in the employee handbook • Be familiar with the labour laws relevant to the industry
Interpersonal	• Able to communicate messages clearly and precisely • Able to collaborate with team members and other co-workers at work
Computer & Social Media	• Able to use major desktop computer software • Able to post open positions and review candidate applications on major social media recruitment channels
Business	• Be well-versed in the organisation's vision, mission, strategy statement and values • Be familiar with the organisational structure and the senior management team
Ethics & Integrity	• Act in accordance with the organisation's values and code of conduct • Maintain confidentiality of all information regarding the organisation, employees, and candidates

Trainer can ask learners the following questions after sharing their inputs: -

- Which competencies were you not aware of before the exercise?
- What are some competencies you believe you already have?
- What are some competencies you need to learn?
- What are some possible actions you can take in order to learn and develop the competencies you need?
- If you need to set a priority to learn and develop the competencies, what are the first and the second competencies you want to focus on?
- Are there any competencies you find difficult to acquire? What are the reasons?

Expected duration: 60 minutes

Notes to Trainers

The term "competency" may be new to learners who are new to human resource roles have no experience at all. Trainers may need to provide additional guidance on this. However, it is important for learners interested in the human resource career to understand the definition and value of competencies and be able to use the term appropriately.

The learning focus of this exercise is for learners to gain experience with competencies. It is acceptable if they are unable to complete the entire table or if the language used is not perfect. Highlight the point that there are competencies they need to develop on the job.

Trainers can also refer learners to the competencies of human resource officers in the Vocational Qualification Specification (VQP) for HRM sector under the Qualification Framework (QF).

Exercise 8 – Identify Critical Positions

- Arrange learners in groups of 2-3. In case of in-house training, learners can work individually or in pairs
- Learners are required to discuss and answer the following questions about critical positions
- Allow up to 30 minutes for the exercise
- Learners are allowed to search online for relevant information
- Have a representative from each group to share the answers

Discuss if the following are critical positions

- Head of Legal
- Shop manager of a retail store
- Head of PR
- Head of learning
- Receptionist at the Front Desk

Explain why or why not?

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded
- 6 points for the group that correctly identified the critical positions and elaborated with good logical reasoning
- 4 points for the group that correctly identified the critical positions and elaborated with somewhat logical reasoning
- 2 points for the group that correctly identified the critical positions but failed to elaborate with reasoning
- Acceptance of answers to be decided by the trainer

Debriefing

Trainer can ask learners the following questions when they share their inputs: -

- Which roles do you consider critical positions?
- How did you arrive at this assessment?
- Which roles that do you not consider as critical positions?
- How did you arrive at this assessment?

- What are some of the challenges you faced in the process of evaluating different positions?
- If you could ask for input from someone, whose input would you want to hear from regarding assessing these positions?

Trainer can reiterate the point that critical positions are not defined solely by job titles but the influential impact on the business. And this is to be defined by the organisation. Human resource officers should coordinate with department representatives to review the business processes to identify critical positions.

Expected duration: 50 minutes

Notes to Trainers

Job titles can be appealing to young workers. This exercise is designed to encourage learners to think beyond titles and understand the requirements from different perspectives. It also helps them comprehend the contributions of functions or roles within an organisation. These are also the key objectives of the exercise on critical positions.

Another learning focus is to reinforce the need for learners to understand the business, regardless of how basic it may seem, in order to be effective in any roles. Learners must reach out to coworkers and collaborate with line managers for this, as well as for all processes.

Exercise 9 – Risks Associated with Poor Performance Management System

- Arrange learners in groups of 4-5. In case of in-house training, learners can work individually or in pairs
- Learners are required to discuss and answer the following questions related to the performance management process
- Allow up to 30 minutes for the exercise
- Learners are allowed to search online for relevant information

Assign the following questions to each group for discussion:

Group 1 -

- What are the issues with incomplete employee performance reviews by managers?
- What are the consequences of late completion of employee performance reviews by some managers?
- In the annual salary review exercise, guidelines for salary increase are based on performance results. However, the performance management system indicates a high percentage of incomplete performance reviews (e.g. 20%). What are the risks associated in this case? What actions would you recommend?

Group 2 -

- What are the issues with incomplete employee performance reviews by managers, for example, 25% of managers?
- What are the issues related to improperly documented performance reviews?
- If an employee is being considered for promotion, but the performance management system shows no record of the last annual performance review and no mid-year review, what would you do? What are the pros and cons of each approach? What are the risks associated in this case?

Group 3 -

- How significant are the problems and issues to the workforce and the organisation due to poor operation of the performance management process and work system?
- If a hiring manager is about to confirm an external candidate selected for a position, and the candidate had worked for the company before but left a few years ago. What are the risks associated with this case where the performance management system shows that previous performance assessments were either not done or incomplete? What actions would you recommend?

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded
- 6 points for the group that can fully illustrate the reasoning and with good, recommended action(s)
- 4 points for the group that can partly illustrate the reasoning and with acceptable recommended action(s)
- 2 points for the group that can only partly or unable to illustrate the reasoning and has no viable recommended actions
- Acceptance of answers to be decided by the trainer

Debriefing

Trainer listens to the groups' sharing and facilitates learners to understand the chain effect of one action on another. Help learners understand that even a simple or single flaw in the performance review process will lead to potentially serious consequences in other processes and eventually impact the workforce and the organisation.

Trainer can ask learners the following questions when they share their inputs:

- What are the reasons for the action(s) that you recommend?
- What are the reasons that you think the action(s) will work?
- What are the conditions for the recommended action(s) to work?
- In what situations will the recommended action(s) not work?
- What lesson(s) have you learned about the performance management process?
- If you were assigned as the performance management system administrator, what are two actions that you would definitely take?

Expected duration: 60 minutes

Note to Trainers

The learning focus here is for learners to understand that although the performance management system is an operational system, maintaining its effective operation is of critical importance.

The discussion questions are slightly complex for the learners, so trainers will need to circulate among the groups during discussion to provide support. As all learners should have experience in doing performance review themselves, with guidance, they will be able to follow the chain of thoughts to answer the questions.

5.2.5 Topic Assessment

There are four recommended classroom activities included in the content of this UoC. Each activity provides exercise instruction, debriefing questions, and learning focus of the activity which is mentioned in "Notes to Trainers". Suggested responses are provided for most exercises, but they are not meant to be exhaustive, as different industries may have various appropriate responses. Trainers are free to adapt the guidelines and responses as relevant.

The classroom activities, with a scoring system, serve as part of the topic assessment for each UoC. Upon finishing each UoC, a UoC Assessment, including relevant sections from the Overall Assessment, can be conducted. Alternatively, the Overall Assessment, administered at the end of the programme, aims to comprehensively assess learners' understanding of the content across all three UoCs

This section elaborates on learners' assessment in various classroom activities. Information about the scoring of the pen-and-paper UoC Assessment, a component of the Overall Assessment is provided under the Overall Assessment section.

The topic assessment is accomplished through various classroom activities. In other words, the classroom activities function as both learning activities and assessments of learners' understanding of the content of this section. The exercises aim to reinforce key concepts covered, are recommended to be carried out right after the relevant topic. This arrangement of the activities strengthens learning by allowing learners to visualise and experience the topic in actions. The activities required in each exercise, including assigned questions and discussions, stimulate learners for further and deeper thoughts on respective topics. The scoring system for the activities helps learners understand their level of proficiency in comprehending the content and their capability of translating the content discussed to the exercises that involve some level of work-related application. The scoring system also adds interest for learners throughout the process. ***Trainers*** can consider giving simple awards to the group or individual with the highest scores.

On completing the training content of this UoC, the trainer summarises all the scores from for the four classroom activities. The group score earned is applied to every member within the group. The trainer can consider adding a category of the trainer's input. In this category, the trainer can input up to 5 points based on observation of individual learner's participation in group activities and the understanding of the respective content.

Learner	Exercise 6	Exercise 7	Exercise 8	Exercise 9	(Trainer's Input)	Total
A						
B						
C						
Other learners						

The following table illustrates the potential full score a learner can achieve from all classroom activities in this section.

Learner	Exercise 6	Exercise 7	Exercise 8	Exercise 9	(Trainer's Input)	Total
x	8	8	6	6	5	33

Due to the nature of the exercise, potential variation in class size, exercise content and arrangement based on specific requirements of the training institution, or learners' organisations, the assessment rubrics below are based on the percentage scores rather than absolute scores. An example is given below for illustration purposes.

Example: In a class of 15 learners, one learner has a score of 29 from all 4 exercises in this learning section. This represents an outstanding performance standard at Grade A

Grade	Score Range	Score out of full score of 33	Performance Standard	Description
A	85% - 100%	e.g. 29	Outstanding	able to complete all exercises accurately, provide logical reasoning to elaborate answers, analyse and interpret information accurately, identify major workforce issues and suggest insightful actions

The following assessment rubric can be used as a reference guide for evaluating learners' achievement in the competency.

Grade	Score Range	Performance Standard	Description
A	85% - 100%	Outstanding	able to complete all exercises accurately, provide logical reasoning to elaborate answers, analyse and interpret information accurately, identify major workforce issues and suggest insightful actions
B	65% - 84%	Good	able to complete most exercises accurately, provide logical reasoning to elaborate answers, analyse and interpret most information accurately, identify most workforce issues and suggest appropriate actions
C	50% - 64%	Satisfactory	able to complete most exercises accurately with errors in some, provide logical reasoning to elaborate answers, analyse and interpret some information accurately, identify some workforce issues and suggest some actions
D	below 50%	Inadequate	able to complete exercises accurately with errors in some, unable to give logical reasoning to elaborate answers, have difficulty in analysing and interpreting some information, unable to identify workforce issues and unable to suggest actions

Mapping of Classroom Activities to Intended Learning Outcomes and Assessment Criteria

Table 9: Mapping of Classroom Activities in this Section to
Intended Learning Outcomes and Assessment Criteria of UoC 101077L4

Performance Requirement / Intended Learning Outcome	**Exercise 6**	**Exercise 7**	**Exercise 8**	**Exercise 9**
	Pros and Cons of Internal and External Hiring	**Competencies of Human Resource Officer**	**Identify Critical Positions**	**Risks Associated With Poor Performance Management System**
Understand the importance of talent management and succession planning strategy in terms of risk management and business continuity	✓		✓	✓
Understand the potential, performance and readiness of high potential employees / successors in the organisation		✓		✓
Coordinate with department representatives to review business process and identify the key roles at every level that are critical to business operation and future development of the organisation		✓	✓	
Confirm job requirements, competencies and performance standards for each key position		✓	✓	✓
Maintain effective operation of performance management system in order to identify and retain high potential employees and successors		✓		✓
Update the talent pool on a regular basis		✓		
Benchmark and adopt as appropriate best practices in the market for the identification and development of high potential employees / successors.	✓			✓
Integrated Outcome Requirements of this UoC				
Implementation of business process review in collaboration with department representatives to identify and execute necessary actions to mitigate or reduce people risks			✓	
Identification of job requirements, competencies and performance standards for each key position with reference to the talent management and succession planning strategy		✓		
Implementation of regular review and update of the organisation's talent pool				✓

The package content of this UoC includes four recommended classroom activities. Table 9 illustrates the correlation between each activity and the Performance Requirement / Intended Learning Outcome, as well as the correlation between each activity and the Assessment Criteria of this UoC.

5.2.6 Additional Learning Materials

- [AIHR - Academy to Innovate HR]. (2023). *What is Talent Management? Definition, Process and Strategy* [Video]. Youtube.com. (link)
- The Chartered Institute of Personnel and Development (2024, January 4). *Competence and Competency Framework*. Cipd.org. (link)
- Chellappa, S. (2023, November 2). *8 Best Practices to Improve Your Talent Management*. Engagedly.com. (link)
- [Executive Velocity]. *Replaceable Chapter 5: Identifying Key Positions* [Video]. Youtube.com. (link)
- [Eye on Tech]. *Talent Management vs. Talent Acquisition vs. Recruitment* [Video]. Youtube.com. (link)
- [GreggU]. *HR Basics, Succession Planning* [Video]. Youtube.com. (link)
- [The HR Congress]. *Effective Leadership Succession Planning* [Video]. Youtube.com. (link)
- HRM Handbook (n.d.). *Talent Management*. Hrmhandbook.com. (link)
- Indeed Editorial Team (2023, March 11). *Competency Framework: Definition and How to Develop One*. Indeed.com. (link)
- Marsh (2021, August 27). *Making Sure Talent Management Strategies Mitigate Workforce Risk*. Marsh.com. (link)
- McKinsey & Company (2023, May 22). *What is Talent Management?* Mckinsey.com. (link)
- McKinsey & Company (2018, August 7). *Winning with your Talent Management Strategy*. Mckinsey.com. (link)
- The Peak Performance Center (n.d.). *Analytical Thinking and Critical Thinking*. Thepeakperformancecenter.com. (link)
- Ryan, E. (2019, September 24). *The Verdict On Mentoring Programs for 'High Potentials'*. Mentorloop.com. (link)
- Tutorialspoint (n.d.). *Talent Management - Do's & Don'ts*. Tutorialspoint.com. (link)
- Vulpen, E. V. (n.d.). *Succession Planning, Essential Guide for HR*. Aihr.com. (link)
- The Intact One (2019, June 24). *Concept, Meaning & Objectives of Talent Management*. Theintactone.com. (link)

Useful Links of Some Professional Human Resources Institutes for More Information on Staffing, Talent Management and Succession Planning.

- Association for Talent Management, US (link)
- Australian HR Institute, Australia (link)
- Chartered Institute of Personnel and Development, UK (link)
- European Association for People Management (link)
- Hong Kong Institute of Human Resource Management, HK (link)
- Hong Kong People Management Association (link)
- Society for Human Resource Management, US (link)

5.3 Complete and communicate business continuity plan (BCP) to maintain smooth human resource (HR) related operation (Code: 107078L4)

5.3.1 Intended Learning Outcome of this UoC

This section aims to help learners achieve the following outcomes by covering important topics on business continuity plan. On completion of this section, learners will be able to:

- understand the importance of business continuity plan (BCP) to handle business disruption or emergency (e.g. a fire at the office, network connectivity breakdown);
- understand key elements of a BCP;
- confirm potential issues, threats or risks that BCP needs to address;
- check for the key job functions in human resource that are crucial to maintain the business operation running;
- complete a list of manpower and backups to fill the critical positions in an emergency situation;
- complete a list of hardware and identify the most effective ways to secure access in the event of disruption;
- work with BCP team to provide adequate training and assistance to team members and all employees;
- work with BCP team to support communication of roles and responsibilities in BCP with relevant employees;
- ensure relevant BCP information be accessible to all employees;
- contact relevant departments to nominate representatives or replacement representatives to join the BCP team;
- regularly communicate with all employees of the BCP especially on emergency evacuation procedures; and
- maintain an updated record of all HR service providers and necessary human resource information, and update the BCP team in a timely manner.

5.3.2 Training Content

Introduction

A business continuity plan (BCP) is a strategic framework designed to ensure critical business operations continue during and after a disruptive event. It involves identifying potential risks and implementing strategies to mitigate their impact, including natural disasters and technological failures. Human resource plays a crucial role in BCP by preparing the workforce and collaborating with other departments. Human resource establishes policies like remote work or flexible schedules for business continuity. The function also supports employees during disruptions, including offering counselling services and addressing welfare issues. Typically, organisations establish a BCP committee or team, with human resource being a key member responsible for carrying out BCP responsibilities.

The objective of this UoC is to provide learners with an understanding of the fundamental aspects and roles involved in BCP. The content begins by introducing the concept of BCP and its significance, then delves deeper into each essential elements, providing comprehensive coverage.

Human resource officers, usually those with more experience and longer tenure within the organisation, are primarily responsible for participating in BCP initiatives. Learners typically hold positions in human resource roles that assist in related activities. The specific duties may differ based on the organisation's business nature, size, and the structure of its human resource department. Below are some examples of the responsibilities that human resource officers and learners in similar roles may undertake: -

- Conduct research to gather information on different BCP practices
- Maintain accurate and up-to-date employee records in systems and/or other records
- Act as administrator of human resource system, HR apps and/or records
- Generate and/or prepare reports and documents as required
- Provide support in BCP meetings, training, and communication sessions
- Consolidate inputs and notes for documentation
- Maintain an updated list of human resource external partners and records of relevant agreements, contracts, and licenses
- Update relevant BCP information in the intranet
- Serve as the primary point of contact for employees

The content of this UoC covers a broader scope of content beyond the specific responsibilities applicable to learners in their human resource roles within the topic. The purpose is to foster learning, enhance performance, and boost motivation by providing a comprehensive understanding of the subject matter and its associated processes. Furthermore, it aims to assist learners in their career development.

Trainers can use the content discussed in the sections as the ***basic material*** to help learners understand the critical importance of BCP, and how to apply it in their work to support effective staffing and workforce continuity. Trainers may need to adjust the content and provide examples related to respective industries of learners participating in the workshop.

5.3.2.1 Overview of Business Continuity Plan

A business continuity plan (BCP) is a structured and documented process that outlines the mechanisms and information that an organisation needs to continue operating during unplanned disruption or emergency situations. It is a proactive process to keep the business in operation even in crisis.

A BCP specifies the essential functions, people, systems, and processes that must be sustained during times of disruption and crisis. These unplanned events could include fires, floods, natural disasters, major technology failures, cyber-attacks, and pandemics. A BCP needs to spell out the specific situations and risks that the plan is to address. Without an effective BCP, business operations could be forced to a halt.

COVID exemplifies the vital importance of a BCP. A 2020 survey by the Economic Times reveals that 51% of global companies lacked a BCP. The pandemic led to the closure of 100,000 small businesses in the US, underscoring the need for preparedness. The diverse risks and significant impact of such events highlight the necessity of having a BCP in place.

Organisations that aim to establish and effectively manage a BCP often form a dedicated BCP team to enhance preparedness and response to business disruptions or emergencies. The human resource function closely collaborates with this team, or as a member of the team, to facilitate employee training and ensure all staff members are well-informed about emergency procedures. Additionally, Human resource supports the communication of roles, responsibilities, and information access as specified in the BCP.

5.3.2.2 Value of Business Continuity Plan

A well-crafted BCP enhances an organisation's resilience. While it may not be able to prevent unplanned events from happening, and especially those caused by nature, its purpose is to ensure that business is able to respond quickly, and maintain operations, as much as possible if not fully, during such events, sustain through the events and recover at the soonest possible time.

The value of an effective BCP includes: -

- Prioritising the continuity and recovery of critical business functions (e.g. by maintaining backups and alternatives for essential roles)
- Reducing time to recover or restore systems and resume operations
- Minimising losses and costs due to the disruptions
- Protecting people and assets by implementing emergency evacuation procedures to safeguard employee safety and wellbeing during times of crisis

For example, if the office building is closed for an extended period of time due to unforeseen circumstances, an organisation can continue operations remotely by executing the BCP right away. Without it, management may need to invest significant time resolving issues stemming from the disruptive situation before business operations can resume. The time gap represents costs and negative impacts on the business, customers or clients, employees, and reputation. With a BCP, the organisation can systematically resume normal operations in the shortest possible time when the disruption is over, such as when the office building is re-opened.

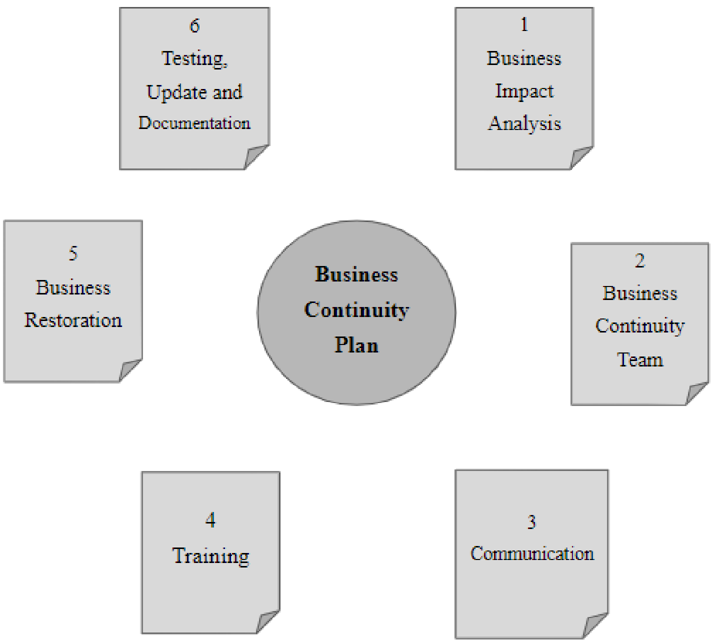
Key Elements of a BCP

Human resource usually plays multiple roles in the BCP exercise. Firstly, human resource participates in the BCP team by providing a representative who contributes human resource expertise and ensures alignment between the BCP and human resource policies. Secondly, human resource, like other functions, is responsible for preparing a specific plan or complete specific steps related to human resource activities, guided by the BCP team's overall strategy. Lastly, the function often takes on additional role during disruptive events, actively communicating with and supporting employees as needed, ensuring their well-being, and facilitating a smooth transition to maintain business continuity.

Human resource plays a crucial role in various key elements of the business continuity plan (BCP) as illustrated below, regardless of the specific role undertaken. This involvement underscores the significance of human resource's contribution to ensuring the organisation's resilience and preparedness in the face of disruptions.

A comprehensive BCP includes several key elements as presented in Diagram 6 below. This section discusses the importance of each of these elements and highlights key points to note in the arrangement.

Diagram 6: Key Elements of a Business Continuity Plan



<u>5.3.2.3 Business Impact Analysis (Step 1 of 6)</u>

The first step in creating a BCP for an organisation is conducting a business impact analysis. This step involves several tasks, including: -

- Identifying the risks that could lead to disruptions
- Identifying the critical functions within the business that must continue during unplanned disruptions and emergency situations, and
- Prioritising the functions for recovery

As stated earlier, unplanned events that could cause disruptions may include fires, floods, natural disasters, major technology failures, cyber-attacks, and pandemics. The initial task of a business impact analysis is to determine the specific situations or risks that the BCP needs to address.

In addition to conducting a centralised analysis at the organisational level, it can sometimes be beneficial to performing an initial analysis at the department level. Each function or department identifies critical activities that must be sustained and prioritises functions for recovery. The lists from various functions and departments are then consolidated to analyse the critical functions at the organisational level.

A BCP is prepared for more serious disruptions and emergencies. For example, a day or two-days typhoon may not require the execution of a BCP. The work-from-home arrangements that are now prevalent in most work environments enable business operations to continue almost as normal during such situations. Businesses of some industries that must operate on-site may have the option, though reluctantly, to temporarily halt operations during typhoons. However, selected essential and urgent business activities may continue during typhoons on need and ad hoc basis. The step of identifying the risks that could prompt disruptions to execute the BCP allows the organisation to consider various possible situations in advance.

The next step in the analysis is to establish a list of resources required to maintain the operations of the identified critical functions. For example, if payroll and related operations are identified as a critical human resource function in the BCP, the next step is to establish a list of resources needed to maintain payroll operations.

In the context of an emergency situation, resources should be considered at a minimum level necessary for business continuity. With this principle in mind, the minimum resources to consider in a BCP include:

- Manpower and backups to fill positions –

  This refers to the minimum number of people required to carry out the identified critical activities during the disruptive period. It is also necessary to consider whether these activities require a maker / checker role in the processes and if backup personnel are required in the minimum resource list.

  For example, in the human resource department, the minimum manpower may include the head of human resource, business partners, team head and team members of payroll administration (including maker and checker roles), and the administrator of the human resource system. Certain activities such as recruitment, training and development, certain non-critical shared services and benefits administration may not be top priorities to include initially, but this may change if the disruptive situation persists. Association to the situation during COVID is an ideal example to illustrate.

Trainers can facilitate learners to share their experience during COVID or other disruptive situations at work that they may have experienced, including but not limited to activities held at early stage and those resumed subsequently.

- Hardware required –

  This includes a range of items, such as larger technical hardware like computers, equipment, tools, vehicles, devices, apparatus, as well as smaller items like the number of seats at an alternate site, fixed-line phones (other than mobile phones used by employees), and documents. It is usually recommended to account for computers other than laptop computers that employees have been using, as they may be left in the office premises and unavailable during disruptive situations. Fixed-line phones other than mobile phones should be considered as necessary equipment for planning purpose, since web phones or mobile phones could be disrupted in some emergency situations. Contracts, agreements, or other operating manuals may also be essential documents for critical functions' operation in the BCP. Bundled with this hardware are the application software, licenses, access rights and management to the hardware.

- Locations where critical business functions can take place –

  This refers to alternative site(s) where critical functions can be carried out or where employees can work. With the increasing prevalence of work-from-home or remote work, organisations have greater flexibility in determining work locations during disruptions. Depending on the nature of the disruptive events, most employees can likely continue to work remotely as necessary, enabling business operations to continue with minimal impact. However, certain critical functions may need be performed on-site, and some businesses may require a physical contact point for their clients or customers. In such situations, the work location(s) needs to be included in the BCP. These locations may encompass alternative sites, temporary displacement sites, and business centres.

Trainers can initiate a short conversation with learners about their experiences with remote work during the COVID or other disruptive events they may have encountered previously. Trainers can also prompt learners to share their insights on the additional equipment required while setting up a home office. Trainers can then ***bridge*** to the classroom activity and position the exercise like a simulated business impact analysis.

<u>Recommended Classroom Activity</u>

Exercise 10 - Critical Human Resource Functions

Refer to section 8.3.4 for exercise details

This exercise requires learners to work in groups and review all core activities of major human resource functions, and identify those to be included in the BCP. Learners also need to include the minimum resources required.

5.3.2.4 Business Continuity Team (Step 2 of 6)

A business continuity team is a committee comprising representatives from various functions across the organisation responsible for establishing and executing the BCP. In many situations, organisations have a steering committee composed of senior management. The steering committee defines the business continuity strategy, and acts as the sponsor of BCP, while the BCP team develops the content of the BCP in detail. The steering committee supports the team in the execution of the BCP.

Members of the BCP team typically include finance, human resource, technology, operations, legal, facilities, security, and customer service. The specific membership depends on the business nature and structure of the organisation. Each member is also responsible for leading their respective functions through the disruptive period.

Some of the roles and responsibilities of the BCP team as a committee include:

- Defining situations in which the BCP is to be executed
- Reviewing the budget required or to be maintained for the BCP
- Ensuring that the BCP is kept up to date
- Arranging and/or conducting communication and training sessions of the BCP plan
- Coordinating internal and external communication during disruptions or emergency situations
- Ensuring that the BCP is tested, all test results are reviewed and documented
- Reviewing BCP-related issues, documenting messages learned and/or actions taken
- Conducting post-disruption review and documenting review points

The leader of the BCP team is usually a more senior person who will make high level decisions when needed. The leader also:

- Ensures that team members well represent their departments with the necessary experience and knowledge of the functions and operations

- Ensures that all members understand the expectation of their roles in the BCP team
- Defines the roles and responsibilities of BCP team members in terms of accountability, responsibilities, and control, including record keeping, communication, training, internal contact, external contact and more
- Leads the team to perform and takes actions on the BCP and recovery

At times, the BCP team is formed before the BCP is developed and the first task of the team is to establish the plan. It is quite common for human resource to provide support from the beginning by contacting all relevant departments for the nomination of representatives to join the team, including having one from human resource.

In some large organisations, there is an enterprise risk management team, led by risk management specialists that guide departments and functions on business continuity processes. Regardless of the situation, the BCP is an integral part of the overall risk management of organisations.

Trainers can invite learners to share their involvement in any BCP activities, such as coordinating meetings, communicating with department representatives for necessary documents, or updating information on the intranet. This discussion can then smoothly transition into the classroom activity.

Recommended Classroom Activity

Exercise 11 - Roles and responsibilities of BCP team

Refer to section 8.3.4 for exercise details

This exercise requires learners to first work individually to propose criteria for nomination of department representatives to the BCP team. Then learners will be engaged in group discussion to assign all the potential roles of the BCP team to a group consisting of eight members. The objective is for learners to gain an understanding of the valuable contributions of the BCP team as a whole and appreciate individual contributions of each team member.

5.3.2.5 Communication (Step 3 of 6)

A BCP is relevant to all employees in the organisation. If it is to be executed, it is during times of emergency and unexpected disruptions. It is essential for all employees to be familiar with the existence of the plan well in advance of any emergency situations. For instance, during a fire incident, the primary action would be to evacuate following a pre-defined and rehearsed process and route. While employees may not need to be aware of every minute detail of the plan, it is vital for each employee to comprehend their respective roles and responsibilities during disruptive scenarios.

a. Communication About the Plan

For organisations that have a BCP team, the responsibility to communicate the plan internally to all employees usually falls on the team leader. A BCP document contains confidential information about the organisation's operations, as well as information about vendors, possibly also clients and the management team. The BCP leader and the entire team must exercise caution in communication.

Communication can be in various formats including written messages, postings on company websites and intranets, training sessions, updates delivered in town hall meetings, and other formats appropriate for respective groups. The focus of communication varies among different groups of people. Some examples of key content for employees, customers and clients, and partners and vendors are as follows: -

- For employees –

  The organisation should inform employees of the existence of the BCP and provide an overview of the plan. It is important to ensure that every employee understands their roles and responsibilities during a disruptive period. This includes guidance on whether they should wait for communication or proactively reach out, as well as the contact person to approach in case of need.

- For customers and clients –

  The organisation should inform customers and clients that a BCP is in place. Besides, posting an extract of the plan on the organisation's website demonstrates transparency and proactive readiness for unexpected events.

- For partners and vendors –

  The organisation should inform partners and vendors about the BCP's presence. Posting an extract of the plan on the organisation's website helps them understand that the organisation is proactively prepared for unexpected events. Additionally, the organisation should provide contact information for key personnel they can reach during a disruptive period.

b. Communication During Disruption

During a period of disruption, effective communication becomes critically important. The success of a BCP relies heavily on it. It is not solely the content of the communication that is significant, but also the act of communicating itself and the manner in which it is conveyed. The way information is communicated can have a substantial impact on the overall outcome.

The objective of communication at this point is to ensure that everyone knows that there is a plan in place, it will be executed as planned, and to provide peace of mind. Both effective internal and external communication are necessary to achieve this purpose.

- External communication –

  A dedicated spokesperson is often responsible for external communication. This spokesperson can be a senior management leader, corporate communication head, or subject matter expert of a particular area depending on the context of the disruption. Assigning one dedicated spokesperson, with a backup, ensures consistent messages are shared, and avoids any confusion or lack of clarity. During disruptions, maintaining timely communication through various appropriate channels is crucial for organisations to preserve confidence among clients, customers, business partners, and uphold their reputation and business operations.

- Internal communication –

  During a disruption, it is crucial to keep employees well-informed about the situation and provide regular updates on the status. Employees should be aware that the BCP is or will be executed as defined. Typically, the BCP designates a specific individual (e.g. the BCP leader, the head of human resource, the head of risk management, or a senior member of management) to serve as the internal communication spokesperson. This spokesperson is responsible for providing consistent, transparent, and honest updates that demonstrate genuine care for the well-being of the employees. For example, at later stage of the COVID pandemic, many organisations communicated regularly with employees regarding updated arrangements for medical consultation, sick leave policies, remote work and others.

  Organisations should place a high priority on maintaining communication with employees through all available channels, including telephone, websites, and various social media platforms. This multi-channel approach ensures that employees receive consistent updates and enables them to stay connected and confident during critical times. However, it is crucial for organisations to exercise exceptional caution when using public communication channels, especially when sharing internal organisational information. In certain instances, organisations prioritise secure channels over a wide array of communication options.

Trainers can emphasise to learners that despite having a defined process and dedicated spokesperson(s) outlined in the BCP, employees often turn to the human resource department as their primary point of contact during disruptions. In such situations, employees are likely to reach out to any human resource officer available to obtain relevant information. Therefore, it is essential for all individuals in every role within the human resource department, including the learners, to have a ***thorough understanding of the BCP***. This familiarity ensures that they play the appropriate role, effectively address employee inquiries that they are pre-endorsed to and provide the necessary assistance during times of disruption.

5.3.2.6 Training (Step 4 of 6)

A BCP, no matter how comprehensive, must be made known to all employees, and personnel concerned should receive proper training for the plan to be truly effective. The scope of training content and level of detail should be adjusted to cater to different groups of audiences.

a. Training for BCP Team

- BCP team members –

  BCP team members must be trained to ensure a good understanding of the objectives of the BCP, and the operational processes of the plan. While the BCP team responsible for developing the details of the plan, the level of contribution and understanding may vary throughout the process. As a critical document with responsibilities for executing the plan, all team members must have a thorough understanding of the plan and their respective roles.

  In an effective BCP, each member has specific roles to play, such as managing communication, handling resources, supporting technical systems etc. Training ensures a clear understanding of these roles and responsibilities, especially each team member's roles within respective departments when the plan is put into action during emergency situations.

- Dedicated spokespersons –

  The dedicated spokespersons serve as the core, if not the only, channel of communication both externally and internally at times of disruption. They require training to have knowledge about the plan and the recovery process, enabling them to convey accurate information in a timely manner.

  The BCP Team Leader is usually responsible for the training, or leading the training process, with team members delivering relevant parts of the training.

b. Training for All Employees

Training of all employees serves dual purposes: awareness and education. It helps employees understand the critical importance and value of a BCP, as well as the role of every employee in unplanned disruptive situations. Training raises employees' awareness of potential threats and the importance of being prepared.

- Training content –

  The content needs to be simple and easily understandable for employees. At the minimum it should cover the core elements of the BCP applicable to the workforce, including specific details on the processes relevant to all employees. For example, topics like building evacuation, employee accountability, and crisis communications are crucial for all employees to understand. Prior knowledge of these processes is essential in implementing a coordinated business continuity effort during a disruptive situation.

  An example of potential content for BCP training for all employees could include: –

  - Objectives of the BCP
  - Examples of disruption, threats, and emergency situations
  - The critical importance of the BCP to the organisation and employees
  - Introduction of the BCP team and its members
  - Roles and responsibilities of the BCP team
  - Expectation of employees during disruptive situations
  - Roles and responsibilities of every employee during disruption situations
  - Communication and contact points during disruptions
  - Employees' preparation for potential disruptions
  - Relevant simulation and practices such as using a fire extinguisher, and/or evacuation routes

- Training format –
  Employee training can be conduct in trainer-led classroom or virtual sessions. It can also take the form of simulations and practices, such as fire drills. BCP members can act as trainers for these employee training sessions, serving the purpose of training the workforce while deepening the knowledge of the BCP-member trainer.

- Post training review –

  Feedback should be collected at the end of all training sessions. Apart from comments on the training sessions, valuable input about the BCP itself may also be gathered. All training materials should be available and easily accessible by all employees, and regular refresher courses should be conducted to keep employees vigilant on the subject matter.

To bridge to the next recommended classroom activity, ***trainers can relate*** the special ***roles and responsibilities of the human resource team*** before and during disruptions in the BCP. For example, supporting the nomination actions of BCP team members, communicating with employees, and answering queries from employees and more. The human resource team may require additional training to acquire the necessary information and skills to fulfil these roles.

Recommended Classroom Activity

Exercise 12 – BCP Training Session for Human Resource

Refer to section 8.3.4 for exercise details

Learners are given a scenario to provide a special training for human resource team. Learners discuss in groups to propose an agenda for the training session.

5.3.2.7 Business Restoration (Step 5 of 6)

This refers to the recovery phase of the BCP. The restoration step encompasses a detailed outline of the processes, procedures, measures, and timelines aimed at reinstating critical functions and all other operations to their pre-disruption levels as swiftly as possible. The restoration plan is a proactive arrangement and a risk management measure that should be established in advance, before any unexpected events occur. Its purpose is to facilitate a prompt and efficient recovery of operations, minimising the impact of disruptions on the organisation.

The restoration plan encompasses several major categories, including:

- Manpower
- Equipment
- Facilities
- Systems and data
- Documents
- Other resources

Business and relevant teams may also need to restore relationship with business partners, vendors, clients, and customers after the disruption.

In addition to the above categories, the restoration step may also involve conducting a risk assessment and implementing preventive measures to address potential risks within the restoration process. For instance, this may involve mitigating risks associated with system restoration, such as technical functionalities and data security. Furthermore, the transfer of critical documents necessitates a special and specific process, requiring dedicated manpower and arrangements to ensure information security.

5.3.2.8 Testing, Update and Documentation (Step 6 of 6)

Testing BCP processes and procedures is essential to ensure their smooth operation during disruptions. Fire drills, computer backup systems testing, dry runs of backup devices and apparatus, and testing operational processes are common examples of such testing. Fire drills are testing, training and simulations that help assess the efficiency of evacuation procedures and emergency response protocols. Testing computer backup systems ensures the preservation of critical data in case of system failures. Dry runs of backup devices and apparatus verify their functionality and readiness for use. Testing operational processes helps identify any gaps or areas that require improvement. Regular testing of these elements enhances organisational preparedness and ensures the effectiveness of the BCP during real-world disruptions.

Testing and simulations need to be conducted regularly and documented. Any gaps identified in the process are reviewed, and necessary changes are made to address them.

The full BCP, including every element of the BCP such as minimum resource identified, manpower, hardware, work sites, recovery plan and all information should be documented and kept centrally. It should be accessible by the BCP team and senior management, ensuring effective coordination and efficiency when the BCP needs to be put into action.

Regular reviews of the full BCP are necessary to identify gaps, new risks, or changes in the organisation. It must be regularly updated to maintain effectiveness and relevance at all times.

Recommended Classroom Activity

Exercise 13 - Documentation for fire drill

Refer to section 8.3.4 for exercise details

Learners are provided with a scenario for fire drill. The exercise requires learners to discuss in groups about items to be documented about the drill.

Source of Information

The development and implementation of a BCP is a unique undertaking for each organisation, involving various aspects of internal and confidential business and personal information. However, certain aspects of the plan structure, processes, key elements of the content, operational procedures, and industry-specific best practices can be obtained or referenced from the market. There are specialised companies that offer BCP planning and execution services as a business, making valuable information accessible. Therefore, organisations can gather information from their internal resources, the market, and even social media platforms.

5.3.2.9 Information within the Organisation

The information required has been described in respective process. To recap, it includes information related to the following: -

- Critical business operations
- Manpower planning for BCP
- Resources planning for BCP
- Employee information
- Personal information of senior management
- Employee compensation
- Business assets
- Contracts and agreements with business partners and vendors
- Information of key clients and customers

Trainers must emphasise to learners that the information related to the BCP is internal to the organisation and must be treated as confidential, regardless of its nature or content. Additionally, the personal information of senior management, employees, clients/customers, and vendors, which may be included in the process, is of utmost importance and must be handled with care. This includes not only raw information but also documents such as contracts and agreements that may be utilised during exercises or simulations. All such information must be treated in ***strict confidentiality and handled responsibly***. Learners should be reminded to never leave sensitive information unattended on their desks, ensure their screens are turned off when not in use, and take precautions to avoid leaving confidential documents in copying machines or other vulnerable areas. These measures help maintain the confidentiality and security of the information.

5.3.2.10 Information from the Market

In addition to internal information, there are several other types of information and references that can be sourced from the market. Examples include:

- Appropriate BCP structure or template for organisational use
- Availability of BCP services and service providers in the market
- Specialised BCP services and service providers, particularly for IT-related needs
- Critical BCP content specific to different businesses or industries (e.g., financial services, retail, catering services, etc.)
- Market best practices for BCP implementation
- Industry-specific best practices for effective BCP execution

The above information requires research, review, and consultation with professional network for input, opinion exchange, and comments for reference. Sometimes practices from different industries may also spark valuable ideas for use.

To utilise this information effectively, it is necessary to conduct research, review the available resources, and consult with a professional network. This allows for input, exchange of opinions, and the collection of valuable comments for reference. Additionally, practices from different industries can often inspire and provide valuable ideas that can be adapted and implemented in the organisation's BCP.

Trainers should note that there is a chapter of ***Epilogue*** following the content of the three UoCs, which covers the topics of ***Professional Network and Human Resource Mindset & Attitude***. These topics provide valuable insights that enhance the effectiveness of the discussed competencies. Additionally, trainers may want to direct learners' attention to the ***Additional Learning Materials*** in section 5.3.6 for further reading.

5.3.3 Recommended Training Session Plan

The training session plan below can be adopted for a training workshop of 12 hours' continuous training over 1.5 days, with the flexibility of separating it into 3 sections, each of 4 hours spread over a period of time. Time is reserved for the assessment of this UoC at the end. This applies if training for each UoC is conducted individually, or if assessment of individual UoCs is preferred post-training. Alternatively, the Overall Assessment can be completed after training for all three UoCs.

Trainers can adapt the plan according to the class size, the learning needs of learners and their work requirements.

Table 10: Recommended training session plan for UoC 107078L4

Duration	Learning Activities	Training Content
45 minutes	• Trainer's introduction • Review key points of last UoC as relevant and bridge to this UoC • Trainer's presentation	• Introduction • Overview of BCP • Value of BCP • Key elements of BCP
150 minutes	• Trainer's presentation • Classroom activity – Exercise 10 – Critical Human Resource Functions • Group sharing • Debriefing	• Business impact analysis
135 minutes	• Trainer's presentation • Classroom activity – Exercise 11 – Roles and Responsibilities of BCP Team • Group sharing • Debriefing	• Business continuity team • Communication
135 minutes	• Trainer's presentation • Classroom activity – Exercise 12 – BCP Training Session for Human Resource • Group sharing • Debriefing	• Training • Business restoration
120 minutes	• Trainer's presentation • Classroom activity – Exercise 13 – Documentation for Fire Drill • Group sharing • Debriefing	• Testing, updates, and documentation
75 minutes	• Trainer's presentation	• Source of information • Professional network • Human resource mindset & attitude
60 minutes	• UoC Assessment	Adopting relevant sections of multiple-choice questions, short questions, and long question on this UoC from the Overall Assessment.

Table 10 serves as a reference training plan, listing key topics of training content along with corresponding training activities. The time allocated to each topic is an estimation that can be adjusted by the trainer depending on the class size and the profile of the learners.

5.3.4 Recommended Classroom Activity

The exercises are designed as group activities, with the optimal group size varying based on the nature of the exercise. For activities emphasising individual participation, smaller groups of 2-3 learners are recommended to ensure each learner has ample opportunities to contribute. Conversely, exercises that necessitate shared roles and inputs benefit from larger group sizes of 4-5 learners, fostering rich discussions and diverse perspectives. Learners may also work individually or in pairs for in-house training with a small class size.

There is a scoring system for all exercises to evaluate learners' understanding of the UoC. Further information is provided in the subsequent section of Topic Assessment. Group scores for the activities reinforce teamwork and add interest in the exercises.

Exercise 10 – Critical Human Resource Functions

- Arrange learners in groups of 4-5. In case of in-house training, learners can work individually or in pairs
- Learners are required to complete a table listing major human resource functions, core activities of each function, and identifying if any functions are core functions for BCP and the reasons for the selection
- Allow up to 30 minutes for the exercise
- Learners are allowed to search online for relevant information

Human Resource functions	Core activities of the function	Is this a core function? If yes, list the core activities and minimum resources required

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded
- 6 points for the group able to list all major activities of HR functions, and able to elaborate on reasons for the selection of the core function(s)
- 4 points for the group able to list most activities of HR functions, and partly able to elaborate on reasons for the selection of the core function(s)
- 2 points for the group able to list only a few activities of HR functions, and partly able or unable to elaborate on reasons for the selection of the core function(s)
- Acceptance of answers to be decided by the trainer

Debriefing

Below is a sample for debriefing purposes.

Human Resource functions	**Core activities of the function**	**Is this a core function? If yes, list the core activities and minimum resources required**
Business partnership	people related guidance and advice to business	support to business as relevant
Resourcing	recruitment	
Learning & development	training talent management activities performance management	
Culture & engagement	employee activities, sustainability activities	
Reward management	payroll salary review bonus management	payroll - processor and backup, access to system or backup system, contact channel with approver (s)
Human resource management & administration	human resource direction and strategies employee records	access to employee records, update status of employees, contractors, or visitors, communication

Trainer can ask learners the following questions after they share their inputs:

- Are there any human resource functions not included in the table?
- What are the reasons for not being included?
- What are the reasons for selecting the listed functions as critical human resource function(s)?
- What would happen if the critical function(s) was (were) not in operation at disruptive times?
- Imagine you were an employee, what do you most want to know during unplanned disruptions?
- Imagine you were the family of an employee, contractors, or visitors who happened to be at the work premise(s) when an unforeseen disruption occurs. What do you most want to know at such times?

Expected duration: 60 minutes

Notes to Trainers

The learning focus is for learners to understand the role of human resource during disruptive times and the importance of being prepared. Through this exercise, learners can also gain a better and deeper understanding of the various functions and roles of a typical human resource department. Learners may not be very well-versed in the specific activities of human resource functions. Trainer may need to provide guidance when circulating among the groups during the exercise.

Highlight to learners that at times of disruption, apart from following guidelines and the planned BCP processes, tendering care to employees and approaching the situation with humane consideration for employees are also key principles.

Exercise 11 – Roles and Responsibilities of BCP Team

- Learners first work individually on the first question
- Then, they form groups of 4-5. In case of in-house training with fewer learners, learners can continue to work individually or in pairs
- Learners then work in groups to discuss and complete the second question
- Allow up to 15 minutes for individual work on the first question
- Then allocate another 25 minutes for the group exercise
- Learners are allowed to search online for relevant information

Individual work –

Question 1 - List the requirements for departments to make nominations of department representatives as BCP team members.

Group work –

Question 2 - If there are 8 members in the BCP team, list all possible roles for members and assign these roles to each BCP team member.

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded
- 6 points for the group able to list all relevant nomination criteria to the BCP team, and able to illustrate the reasonings behind role assignments
- 4 points for the group able to list all or most relevant nomination criteria to the BCP team, and partly able to illustrate the reasonings behind role assignments
- 2 points for the group able to list just a couple of nomination criteria to the BCP team, and partly or unable to illustrate the reasonings behind role assignments
- Acceptance of answers to be decided by the trainer

Debriefing

Below is a sample for debriefing purposes.

Nomination criteria for BCP team members–

- Have good, basic understanding of the organisational structure
- Have good, basic understanding of the key roles and responsibilities of the department they represent
- Be able to communicate clearly with employees at all levels
- Have good relationships or be able to establish good relationship with co-workers
- Able to remain calm in sudden incidents
- Able to skilfully use the most common social media platforms
- Be independent, reliable, attentive to details, outspoken
- Ideally have previous experience and/or knowledge of BCP, or have been a BCP team member before

Roles for BCP members –

- As leader of the BCP team
- As secretary responsible for meeting minutes, key action items, and documentation
- To update the BCP regularly or as needed
- As trainer(s) of BCP training sessions
- To post relevant information in company website for employees and for the public
- As the BCP team administrator to coordinate for meetings and activities
- Responsible for testing or coordinating all required testing
- Responsible for technical aspects of the BCP, including arrangement of all hardware required during disruption, or coordinating with IT department on this
- Responsible for actions and decisions relating to alternate site(s) during disruption time
- Responsible for internal and external communication about the BCP, or coordinating with the BCP team leader, senior management and corporate communication team on this
- Responsible for overseeing business operation during disruption, or coordinating with department heads and representatives to ensure smooth operation

Trainer can ask learners the following questions after they have shared their inputs:

- Explain the reasons for the listed requirements for BCP team members.
- What are the responsibilities for the role(s) of xxx (and xxx) on the list?
- Is it acceptable to have just one person performing the role of xxx?
- How do you determine which roles to retain from the discussed roles and keep those listed here?
- What are the differences between role xxx and role xxx?
- Do you consider yourself a suitable nominee for the BCP team? What are the reasons?
- What would make you a suitable nominee for the BCP team?

Expected duration: 75 minutes

Notes to Trainers

The learning focus is for learners to appreciate the contribution of each BCP member through this exercise. By considering the responsibilities of each role, learners can understand and empathise with the effort of the BCP team and its team members.

There is no model answer as requirements will depend on the size of organisation, business nature and industry practices. The sample provided is for reference purposes. The focus of this exercise is for learners to think through the process and effectively articulate their reasoning for their responses.

Exercise 12 – BCP Training Session for Human Resource

- Arrange learners into groups of 4-5. In case of in-house training with fewer learners, learners can work individually or in pairs
- Discuss the following question as a group
- Allocate up to 30 minutes for the exercise
- Learners are allowed to search online for relevant information
- Request a representative from each group to share points from their group

Discussion question –

If you are asked to arrange a special BCP training session specifically for the human resource department, discuss with your group and come up with an agenda for the training. Note that it is a special arrangement for the human resource department, and the content is expected to differ from that of training sessions for all employees.

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded
- 6 points for the group that comes up with a comprehensive training agenda and able to illustrate with good reasonings
- 4 points for the group that comes up with a comprehensive training agenda and partly able to illustrate the reasonings
- 2 points for the group that comes up with a comprehensive training agenda but partly or unable to illustrate the reasonings
- Acceptance of answers to be decided by the trainer

Debriefing

Below is a sample for debriefing purposes.

- Objectives of the BCP
- Examples of disruptions, threats, and emergency situations
- Critical importance of BCP to the organisation and its employees
- About the BCP team, team members, roles and responsibilities of the team
- Role of a human resource representative in the BCP team
- Expectations of employees during disruptive situations
- Supports required from human resource to employees during disruptive situations

- Communication strategies during disruptions
- Appropriate communication between human resource and employees during disruptions
- Communication required from human resource with the BCP team, senior management and external partners during disruptions
- Documentation required from human resource during disruptions
- Reminders of the DON'Ts from human resource during disruptions
- Process for escalation and approvals of special requests from employees or any parties during disruptions

Trainer can ask learners the following questions after they have shared their inputs:

- Explain the thoughts behind the agenda.
- What are the differences between a session for all employees and a session for the human resource department?
- What are the reasons for these differences?
- What are the reasons for including this (these) topic(s) in the training for human resource?
- Who should attend this training session?
- Do you recommend the head of human resource join the training? Why or why not?
- What are some ideas to help your fellow human resource co-workers to remember the content of the training?
- Who will be the trainer for this training?

Expected duration: 60 minutes

Notes to Trainers

The learning focus is for learners to review key content about BCP and reinforce their understanding of key learning content. Human resource can often be the first and primary point of contact for most employees. The topic of the exercise helps learners appreciate the crucial role of human resource officers, sometimes going beyond the rules to provide the best support to employees. It reinforces the considering human factors in the execution of rules and procedures.

There is no model answer as requirements will depend on the size of organisation, business nature and industry practices. The sample provided is only for reference purpose. The focus of this exercise is for learners to think through the process and effectively articulate their reasonings for their responses.

Exercise 13 – Documentation for Fire Drill

- Arrange learners into groups of 4-5. In case of in-house training with fewer learners, learners can continue to work individually or in pairs
- Discuss the assigned question
- Allow up to 20 minutes for the discussion
- Learners can search online for information
- Request a representative from each group to share the points from their group

Discussion question: -

You are one of the members of the BCP team. The team has arranged a fire drill in two weeks. Assume the fire drill involves 300 employees including senior management and 6 departments, occupying 3 floors in a commercial building. It is important to document key items after the drill. Come up with a list of key items that must be documented for the exercise.

Key elements for documentation
Example: All employees evacuated from the office by the defined route (Yes / No) - - - - -

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded
- 8 points for the group that lists 8 or more items and provide proper reasoning
- 6 points for the group that lists 6-7 items and provide proper reasoning
- 3 points for the group that lists 4-5 items and provide proper reasoning
- Acceptance of answers to be decided by the trainer

Debriefing

Below is a sample for debriefing purposes.

Key elements for documentation
1. All employees evacuated from the office by the defined route to the assembly point (Yes / No) 2. Total number of employees evacuated 3. Total number of guests evacuated 4. Fire alarm raised (Yes / No) 5. All lifts were locked during evacuation (Yes / No) 6. Total time taken from fire alarm raised to employees dismissed from the assembly point back to the office 7. Total time taken for all employees to gather at the assembly point 8. Department that took the shortest time for all to gather at the assembly point 9. Time taken by this department, number of employees and guests evacuated from this department 10. Department that took the longest time for all to gather at the assembly point 11. Time taken by this department, number of employees and guests evacuated from this department 12. Employees or guests hurt during evacuation (Yes / No), and how many 13. Department fire wardens checked responsible area to ensure evacuation (Yes / No) 14. Doors of all exit points are opened for evacuation (Yes / No) 15. All toilets and conference rooms checked (Yes / No)

Trainer can ask the learners the following questions after they have shared their inputs:

- Is it easy to come up with the list?
- What are the reasons for recording these and more items?
- What if there are no records of these and more items?
- What will such information be used for?
- What are the reasons for keeping records for each fire drill?
- After this exercise, what is your comment about the preparation for a fire drill?

Expected duration: 40 minutes

Notes to Trainers

The learning focus is to place learners in the shoes of the BCP team and its team members so that they can appreciate their work and contribution.

The exercise also offers learners a simulated experience of the preparation and emotions involved in conducting an exercise, such as fire drill. Though the drill that may take only a few minutes, it requires significant preparation beforehand. Moreover, the exercise does not end with the activity itself, but involves follow-up tasks after the activity. This concept applies to other types of work as well. The most important takeaway for learners is to understand the significance of preparation, attention to details, teamwork, and post-activity tasks through this exercise. Trainer help learners to recognise that these elements are the essence of proactive risk management.

5.3.5 Topic Assessment

There are four recommended classroom activities included in the content of this UoC. Each activity provides exercise instruction, debriefing questions, and learning focus of the activity which is mentioned in "Notes to Trainers". Suggested responses are provided for most exercises, but they are not meant to be exhaustive, as different industries may have various appropriate responses. Trainers are free to adapt the guidelines and responses as relevant.

The classroom activities, with a scoring system, serve as part of the topic assessment for each UoC. Upon finishing each UoC, a UoC Assessment, adopting relevant sections from the Overall Assessment, can be conducted. Alternatively, the Overall Assessment, administered at the end of the programme, aims to comprehensively assess learners' understanding of the content across all three UoCs.

This section elaborates on learners' assessment in various classroom activities. Information about the scoring of the pen-and-paper UoC Assessment, a component of the Overall Assessment is provided under the Overall Assessment section.

The topic assessment is accomplished through various classroom activities. In other words, the classroom activities function as both learning activities and assessments of learners' understanding of the content of this section. The exercises aim to reinforce key concepts covered, are recommended to be carried out right after the relevant. This arrangement of the activities strengthens the learning by allowing learners to visualise and experience the topic in actions. The activities required in each exercise, including assigned questions and discussions, stimulate learners for further and deeper thoughts on respective topics. The scoring system for the activities helps learners understand their level of proficiency in comprehending the content and their capability of translating the content discussed to the exercises that involve some level of work-related application. The scoring system also adds interest in learners throughout the process. ***Trainers*** can consider giving simple awards to the group or individual with highest scores.

On completing the training content of this UoC, the trainer summarises all the scores from the four classroom activities. The group score earned is applied to every member within the group. The trainer can consider adding a category of trainer's input. In this category, the trainer can input up to 5 points based on observation of individual learner's participation in group activities and the understanding of the respective content.

Learner	Exercise 10	Exercise 11	Exercise 12	Exercise 13	(Trainer's Input)	Total
A						
B						
C						
Other learners						

The following table illustrates the potential full score a learner can achieve from all classroom activities in this section.

Learner	Exercise 10	Exercise 11	Exercise 12	Exercise 13	(Trainer's Input)	Total
x	6	6	6	8	5	31

Due to the nature of the exercise, potential variation in class size, exercise content and arrangement based on specific requirements of the training institution, or learners' organisations, the assessment rubrics below are based on the percentage scores rather than absolute scores. An example is given below for illustration purposes.

Example: In a class of 15 learners, one learner has a score of 27 from all 4 exercises in this learning section. This represents an outstanding performance standard at Grade A

Grade	Score Range	Score out of full score of 31	Performance Standard	Description
A	85% - 100%	e.g. 27	Outstanding	able to complete all exercises accurately, provide logical reasoning to elaborate answers, analyse and interpret information accurately, identify major issues and suggest insightful actions

The following assessment rubric can be used as a reference guide on learners' achievement in the competency.

Grade	Score Range	Performance Standard	Description
A	85% - 100%	Outstanding	able to complete all exercises accurately, provide logical reasoning to elaborate answers, analyse and interpret information accurately, identify major issues and suggest insightful actions
B	65% - 84%	Good	able to complete most exercises accurately, provide logical reasoning to elaborate answers, analyse and interpret most information accurately, identify most issues and suggest appropriate actions
C	50% - 64%	Satisfactory	able to complete most exercises accurately with errors in some, provide logical reasoning to elaborate answers, analyse and interpret some information accurately, identify some issues and suggest some actions
D	below 50%	Inadequate	able to complete exercises accurately with errors in some, unable to provide logical reasoning to elaborate answers, have difficulty in analysing and interpreting some information, unable to identify issues and to suggest actions

Mapping of Intended Learning Outcomes to Classroom Activities with Assessment

Table 11: Mapping of Classroom Activities in this Section to
Intended Learning Outcomes and Assessment Criteria of UoC 101078L4

Performance Requirement / Intended Learning Outcome	Exercise 10 Critical Human Resource Functions	Exercise 11 Roles and Responsibilities of BCP Team	Exercise 12 BCP Training Session for Human Resource	Exercise 13 Documentation for Fire Drill
Understand the importance of business continuity plan (BCP) in handling business disruption or emergency	✓	✓	✓	✓
Understand key elements of a BCP	✓	✓	✓	✓
Confirm potential issues, threats or risks that BCP needs to address		✓	✓	✓
Check the key job functions that are crucial to maintain the business operation running	✓			
Complete a list of manpower and backups to fill the critical positions in an emergency situation	✓			
Complete a list of hardware and identify the most effective ways to secure access in the event of disruption or emergency	✓			
Provide adequate training and support to the BCP designated committee / members		✓	✓	✓
Communicate the roles and responsibilities in BCP with relevant employees and make BCP accessible to all employees		✓	✓	
Contact relevant departments to nominate representatives to join the BCP designated committee		✓		
Maintain updated record of all HR service providers, and provide necessary HR information and regular updates to the BCP designated committee / members in a timely manner	✓		✓	
Regularly communicate with all employees of the BCP especially on emergency evacuation procedures		✓	✓	✓
Integrated Outcome Requirements of this UoC				
Establishment of centralised information and resources for effective coordination (e.g. compilation of manpower list and resource list) in the event of business disruption or emergency	✓			✓
Execution of two-way communication with the BCP designated committee / members for the implementation of BCP for maintaining smooth HR related operation (e.g. training)			✓	

The package content of this UoC includes four recommended classroom activities. Table 11 illustrates the correlation between each activity and the Performance Requirement / Intended Learning Outcome, as well as the correlation between each activity and the Assessment Criteria of this UoC.

5.3.6 Additional Learning Materials

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Chapter 6 Epilogue

This Epilogue discusses two pivotal aspects essential for human resource practitioners: establishing professional networks and cultivating a critical mindset and attitude. The section on professional networking explores the significance and methods for building internal, external, and virtual networks, fostering collaborations and knowledge sharing. The section on mindset and attitude emphasises the vital role of staying connected to the market, embracing open-mindedness, upholding ethical standards, and preserving confidentiality within the realm of human resources. This addition provides insights that enhance effectiveness and professionalism in human resource practices.

6.1 Professional Network

All three UoCs in this package emphasise the importance of a strong professional network comprising external partners and colleagues within the organisation. Professional networking is of mutual benefits. It can be the channel of career support to each other, and favours tendered are reciprocal.

According to *Indeed*, professional networking involves building relationships with professionals in the same and related fields. It enables mutually beneficial connections that contribute to career growth. The primary aim is to seek assistance from network members and offer help in return.

A professional network is invaluable for understanding the external job market and internal workforce. Connecting with individuals from different industries provides insights into industry trends, job opportunities, and required skills. It also offers a deeper understanding of colleagues' expertise, career paths, and collaboration prospects within the organisation. This comprehensive understanding aids in effective navigation of the employment landscape.

6.1.1 Internal Network

Internal networks involve connecting with colleagues within the organisation, expanding professional relationships beyond one's own department. By connecting with individuals from different departments, valuable insights and knowledge can be readily shared, facilitating efficient information exchange within the organisation.

An internal network allows human resource professionals to tap into the collective knowledge and experiences of employees, enabling them to gather valuable information on industry trends, competitor practices, and emerging job roles. In addition, an internal network fosters closer connections between human resource and employees, facilitating open communication channels for gathering feedback, conducting internal surveys, and gaining insights into the career aspirations and skills of the workforce. This information helps human resource teams align their talent acquisition strategies, develop targeted training programs, and implement effective retention initiatives based on a deep understanding of the employment market.

In the context of BCP, an internal network enables efficient communication, collaboration, and coordination among different departments and individuals involved in the BCP. For example, an informal conversation with department heads or team heads may be more effective than an official email invitation when soliciting nominations for representative to the BCP team. Relationships also facilitate more and more effective exchange of information and collaboration which is critical for the BCP activities that encompass various functions and cross departments.

Trainers should highlight to learners that having a network can facilitate the smooth flow of work processes, but it is important to note that ***established procedures cannot be bypassed*** solely based on relationships. It is also crucial to recognise that informally obtained information often lacks a structured format. Therefore, it should be handled with great care and used only as an appropriate point of ***reference***.

To establish and nurture an internal network, below are some tips with a genuine attitude for consideration: -

- Be proactive to attend company events, join employee interest groups, and participate in cross-functional projects to expand the network
- Develop genuine relationships with colleagues
- Be a team player to build a reputation as a dependable and supportive team member
- Utilise technology (e.g. email, chat platforms, collaboration software) to stay connected with colleagues
- Attend networking events (e.g. employee activities, workshops, conferences) to meet new people, exchange ideas, and strengthen the professional connections
- Follow up and maintain relationships with contacts after initial interactions or meetings

Establishing a professional internal network requires dedication and effort. It is essential to approach it with patience, consistency, and authenticity in the interactions. Over time, network within the organisation will naturally grow and become stronger as a result.

6.1.2 External Network

The internal network expands to an external network when employees transition to other organisations, forming connections outside the company. An external network encompasses various individuals and groups beyond former colleagues, including active involvement in industry associations, professional organisations, conferences, seminars, trade shows, professional development programmes, government bureau events, social and community gatherings, regular communication with search partners, service vendors, and alumni networks. The tips for developing internal network are also applicable externally.

Networking and periodic contact with human resource practitioners in the market are good opportunities to better understand the employment market and exchange valuable work practices. For example, sharing of industry insights, market trends, talent management practices such as frequency of talent review meetings, models for talent identification, talent assessment tools used and comments, development programmes for high potentials and successors, and more. Besides, exchanges can revolve BCP practices, including the content of BCP communication, frequency of drills and tests, critical functions of human resource, and more. These are valuable references as they are practical, realistic and have sometimes already been tested as useful by industry professionals.

Trainers can facilitate an open discussion with learners to share ***examples*** of internal or external activities, and their experience in these activities. Prompt for their learning from the activities and improvement ideas for more and wider networking opportunities in the future.

Then bridge the discussion to virtual network and facilitate for examples, experience and values.

6.1.3 Virtual Network

Professional networking on social media is more a norm now than a choice. Social media overcomes the limitations from physical meetings and geographical locations. It removes boundaries, raises interaction, and can expand network with more and more diverse professionals. It helps build more extensive professional contacts and get timely updates on trends and practices. A rule of thumb is the need to research for the relevant sites to use and stay active on the sites. Although there are both positive and negative voices on the popular use of social media personally and professionally, it does have added value to professional networking. Examples of some positive values of social media networking include the following: -

- Create a personal professional brand
- Increase interaction
- Ease connection with experts
- Stay informed of events and happenings across boarders
- Heighten awareness of the surrounding
- Serve as tools for learning
- Build communities of specific interests or goals
- Facilitate more knowledge and experience sharing
- Enable employer branding

Professional networking facilitates regular interaction with professionals, exchanges information, shares insights and can also solicit and extend professional assistance as appropriate. The relationships established need to be ***authentic and genuine***. Support and assistance tendered are reciprocal to be mutually beneficial. Although information shared is open information, they are valuable and may not be easily accessible for people, like human resource practitioners not in the same industries. Everyone including human resource officers, must practise a high level of the professional code of conduct and confidentiality on the information and the source of information gathered.

6.2 Human Resource Mindset & Attitude

Having an appropriate mindset and attitude are essential in human resource roles. It sets the tone for effective communication, fosters trust, enables problem-solving, and supports professional human resource practices. Some key mindsets and attitudes include: -

- Be updated and in touch with market –
  - Be at pace with, if not ahead of, market changes, practices, and technology advancements.
  - Keep up to date with market information, talent management models, new talent assessment tools, potential disruptive factors and adopt market best practices on the job.

- Be open-minded –
  - Be receptive to new ideas and consider all possibilities within the dynamic employment market, talent progression, as well as in the domain of BCP.
  - Be creative with staffing actions, being open-minded also helps with data and information interpretation.
  - Approach talent development reviews and succession planning objectively.
  - Adopt an open attitude to facilitate innovative talent development actions, and BCP practices.

- Uphold ethical standard and professional conduct –
  - Be the role model as human resource professionals with appropriate work practices and behaviour.
  - Remember that all interactions with employees and participation in networking activities are more than personal involvement; they are a representation of the organisation.
  - Always practise the highest level of professional conduct and comply with all laws and regulations.
  - Prioritise employee wellbeing and business continuity at times over rigid adherence to pre-set protocols when taking actions under the BCP.

- Preserve confidentiality –
    - Keep all information, whether officially or informally learned of, in full confidence. Examples are employee and workforce information, personal and confidential information and data involved in the talent management and succession planning exercise, and in BCP process.
    - Make known of personal and confidential information and records only on a need-to-know basis and should not be shared or discussed even within the human resource team.
    - Keep all information relating to personal and confidential information about candidates and hired employees, employment offers and compensation packages, agreements, and terms and conditions with external recruitment partners, whether officially or informally learned of, in full confidence.
    - Use internal data and qualitative information from external sources and professional network only for analysis purposes and should be reviewed without association with specific personnel. Human resource officers should seek advice from the manager or the human resource department head in situations needing advice and assistance.

Chapter 7 Overall Assessment

An assessment formatted with multiple-choice questions, short questions for point-form answers, and scenario-based long questions are designed to evaluate learners' overall understanding of the three UoCs. The questions are divided in three sections, each with 8 multiple-choice questions, 2 short questions and a long question with one or two parts. The assessment is structured with increasing levels of complexity to assess learners' understanding of the UoC content. Beginning with aided recall in the multiple-choice section, it progresses to unassisted recall in the short-answer section, further to a long question that gauge comprehension and application abilities.

Trainers from training institutes or in-house training can use all sections in one final overall assessment. Alternatively, the three sections can also be used separately after training of each UoC depending on the training schedule, to meet the needs of learners.

The following assessment time allocation is recommended for reference. It can be adjusted depending on the profile of the learners.

Assessment section	Time proposed for each UoC	Time proposed for 3 UoCs
Multiple-choice questions	15 minutes	45 minutes
Short questions	15 minutes	45 minutes
Long question	30 minutes	90 minutes
Total	60 minutes	180 minutes

7.1 Multiple Choice Questions

Multiple choice questions 1-8 related to UoC 107075L4
Multiple choice questions 9-16 related to UoC 107077L4
Multiple choice questions 17-24 related to UoC 107078L4

Multiple Choice Questions	
1. What is the appropriate work attitude in a human resource career?	
☐ A. Focus on responsible tasks every day	☐ C. Focus attention in responsible function
☐ B. Understand the overall process as well as to focus on specific tasks	☐ D. Participate external activities as much as possible
2. Which of the following is an example of potential workforce risk?	
☐ A. An underperforming employee	☐ C. An outdated employee handbook
☐ B. A broken staircase not fixed	☐ D. Insufficient supply of stationery

3. Which of the following is relevant to the staffing process: - i. Recruitment iii. Mid-year review to enhance performance ii. Training to enhance some skills iv. Transfer to another department	
☐ A. i, ii, and iii	☐ C. ii, iii, and iv
☐ B. i, ii, and iv	☐ D. All of the above
4. Which of the following is the best indicator among the four to understand an organisation's corporate direction?	
☐ A. Number of employees in last 3 years	☐ C. Percentage change of sales target from last year
☐ B. Rate of bonus for the last 3 years	☐ D. Corporate values
5. Which of the following is likely to be more meaningful to understand potential workforce needs or risk?	
☐ A. Number of new hires for current month	☐ C. Turnover rate for the last half year
☐ B. Number of employees in each department	☐ D. Government statistics showing a decreasing number of people employed in your industry
6. Which is an appropriate method to collect employee feedback about new policies?	
☐ A. Ask directly from close colleagues	☐ C. Postings on public chat box
☐ B. Opinion in employee comment box	☐ D. Employee survey
7. Which of the following are sources of employment market information: - i. Networking luncheon of HR Managers iii. General Meeting of a professional association ii. Conversations with search consultants iv. Reports of Census and Statistics Department	
☐ A. i, ii, and iii	☐ C. ii, iii, and iv
☐ B. i, ii, and iv	☐ D. All of the above
8. Which of the following are sources of workforce information? i. Recruitment expenses in the last 3 years iii. Messages in chat groups of employees ii. To join town hall meetings of Operations iv. Record of exit interviews	
☐ A. i, ii, and iii	☐ C. ii, iii, and iv
☐ B. i, ii, and iv	☐ D. All of the above
9. Which of the following are examples of development actions for identified talents? i. Executive development training iii. Promote to a more senior position ii. 6-month overseas assignment iv. As mentor of a trainee	
☐ A. i, ii, and iii	☐ C. i, ii, and iv
☐ B. ii, iii, and iv	☐ D. All of the above

10. Which of the following is NOT relevant to the talent management process?	
☐ A. Talent acquisition	☐ C. Learning and development
☐ B. Information security	☐ D. Engagement and retention
11. Which of the following is TRUE about a competency framework?	
☐ A. Is only relevant for senior employees	☐ C. It reflects organisation's expectation on core skills, experience, and behaviours relevant to identified critical positions
☐ B. Categories of competencies are universal for all organisations	☐ D. Examples of competency framework can be found from The Labour Department website
12. Which of the following are common criteria to identify critical positions of an organisation?	
☐ A. Of influential impact to business operation and result	☐ C. That requires highly specific skills
☐ B. That are difficult to hire	☐ D. That are at high risk of turnover
13. How often is the talent review exercise usually conducted?	
☐ A. One-off exercise	☐ C. Every year
☐ B. No specific schedule	☐ D. Every five years
14. What are the reasons for confirming job description with the hiring manager for every posting?	
☐ A. Hiring manager to take responsibility for wrong posting	☐ C. A routine process
☐ B. Hire manager to proofread all requirements	☐ D. Job requirements can be changed even for replacement hire
15. Which of the following is NOT what employee performance results used for?	
☐ A. Assessment of performance	☐ C. Basis of promotion
☐ B. Indicate areas for development	☐ D. Define performance review schedule
16. What are some of the areas for attention relating to performance management process of an organisation? i. Have a defined process and schedule ii. Be completed by the deadline iii. Record rating and comments properly	
☐ A. i and ii	☐ C. ii and iii
☐ B. i and iii	☐ D. All of the above
17. Business Continuity Plan (BCP) is for use in unplanned disruption and emergency situations like …	
☐ A. when typhoon no. 8 is hoisted	☐ C. when the management team is on 2-day off-

	site meeting
☐ B. pandemic	☐ D. during an extended public holiday
18. Key elements of a BCP includes: i. Business impact analysis iii. BCP team ii. Training iv. Documentation	
☐ A. i, ii, and iii	☐ C. ii, iii, and iv
☐ B. i, ii, and iv	☐ D. All of the above
19. Which of the following statement is correct about the BCP and documentation of related information?	
☐ A. Each department should keep relevant BCP information of their own department	☐ C. All BCP information should be kept by the BCP team leader
☐ B. All BCP information should be kept centrally	☐ D. All BCP information should be kept by the senior management team
20. Communication of BCP to employees does NOT include the following:	
☐ A. The organisation has a BCP in place	☐ C. Overview of the plan
☐ B. Phone numbers of all BCP team members	☐ D. Role and responsibilities of employees during disruptive times
21. Which of the following is NOT included in BCP training for all employees?	
☐ A. Reasons to have a BCP	☐ C. Guidelines for Typhoon No. 8
☐ B. Communication channels	☐ D. Examples of emergency situations
22. Who should be included for BCP training?	
☐ A. All employees	☐ C. Only senior management
☐ B. Only BCP team	☐ D. Only dedicated spokespersons
23. Which of the following is true about BCP training for all employees? i. For awareness of potential threats iii. Content needs to be simple ii. Role of employees at disruptive times iv. Be detailed on important processes	
☐ A. i, ii, and iii	☐ C. ii, iii, and iv
☐ B. i, ii, and iv	☐ D. All of the above
24. Which of the following is NOT included in Business Impact Analysis of BCP?	
☐ A. Identify critical functions	☐ C. Identify disruptive situations
☐ B. List of resources required for the critical functions	☐ D. Time analysis of critical tasks

Scoring system:

- 1 point for each correct answer for multiple choice question

7.2 Short Questions

Short questions 1-2 related to UoC 107075L4
Short questions 3-4 related to UoC 107077L4
Short questions 5-6 related to UoC 107078L4

Short Questions
1. Name 3 sources of workforce risks. 2. Name 3 sources to get market information. 3. List 3 values of talent management and succession plan for employees. 4. List 4 objectives and values of succession planning. 5. List 4 key roles and responsibilities of a BCP team. 6. Give 4 potential training topics for BCP employee training.

Scoring system:

- 1 point for each correct point listed for each short question

7.3 Long Questions

Long questions 1a and b related to UoC 107075L4
Long questions 2a and b related to UoC 107077L4
Long question 3 related to UoC 107078L4

You work in the HR department of a technology company, ABC Systems, with about 600 employees. The company currently faces several challenges due to the rapidly changing employment market trend in the technology industry.

There are issues related to high employee turnover, difficulty to get qualified candidates, longer hiring time, increasing cases of offer decline, and changing employee expectations. These issues are affecting the company's ability to attract and retain top talents. If it continues, it could have more serious impact to business operation. Your Human Resource Department Head has asked you to do some reviews, basic analysis and propose preparation work as below.

Question 1 –

1a. You are asked to collect relevant data and information about the employment market trends and issues that affect employment in the technology industry. Propose an action plan stating what data and information you will collect, where and how you will get the data and information, and what basic analysis you will do with the data and information. Consider factors of salary trends, benefit expectations, work policies, demand and supply and labour force.

1b. You also need to review relevant internal workforce data and information to identify risks and gaps. Propose an action plan on what internal workforce data and information you will collect and review, and what basic analysis you will conduct to identify gaps and risks. Take into account both quantitative data and qualitative information, and specify the time frame for conducting the review.

Question 2 –

If the highest turnover has been in the sales department, which has influential impacts on the operations and results of the company. Turnover is equally high for both sales specialists and sales team leaders. Recently, two sales team leaders have resigned.

2a. What potential risks does the company face if the situation continues? Please explain your reasoning.

2b. Propose an action plan to mitigate or reduce these risks. Include both short-term and long-term actions in your plan.

Question 3 –

In the case of an emergency situation, such as a cyber-attack to the company's system, it is important to have a business continuity plan (BCP) to ensure uninterrupted human resource (HR)-related operations. Propose a draft BCP for the Human Resource Department. The plan should list critical HR functions and all associated activities of the functions, key content to communicate with department employees, with vendors and service partners of HR. The Plan must also be sufficient to ensure compliance with labour laws.

7.4 Answer Keys

Multiple Choice Questions			
1. B	2. B	3. D	4. D
5. D	6. D	7. B	8. B
9. C	10. B	11. C	12. A
13. C	14. D	15. D	16. D
17. B	18. D	19. B	20. B
21. C	22. A	23. D	24. D

Short Questions	
1.	• Work stress • Heavy workload • High turnover • Conflict with people at work • Low engagement • Week employee relations
2.	• Human resource institutions • Professional associations of the industry • Government departments • Regulatory bodies • Consulting firms • Social media
3.	• Better learning and development opportunity • Enhance skills and knowledge from learning and development • Gain recognition for good performance • Have better prospect by performance • More motivated for better performance • More engaged and willing to stay in the organisation • To work in a positive result-oriented culture
4.	• Critical roles are filled in shortest time • Critical roles be filled by the most suitable persons • Build bench strength for critical roles • Groom potential successors • For business continuity and success • Provision of career path / prospect for employees • Healthy competition vs. power struggle for career progression • Employee engaged enhanced by available career prospect • Add value to employer branding • Add value to organisation reputation
5.	• Define situations when BCP is to be executed • Review budget required or to be maintained for BCP • Ensure that BCP is kept up to date • Communication and training of BCP plan

	• Coordinate internal and external communication during disruptions or emergency situations • Ensure that BCP is tested, all test results are reviewed and documented • Review BCP related issues, document messages learned and/or actions taken • Post disruption review and documentation
6.	• Objectives of a BCP • Examples of disruption, threats and emergency situations • Critical importance of BCP to the organisation and to employees • Introduce BCP team and members • Roles and responsibilities of the BCP team • Expectation on employees in disruptive situations • Roles and responsibilities of every employee during disruption situations • Communication during disruptions • Employees' preparation for potential disruptions • Relevant simulation and practices e.g. how to use a fire extinguisher, and/or evacuation routes

7.5 Marking Scheme for Long Questions

The assessment will be based on the following criteria:

1a. Collect market data - Demonstrate a clear understanding of the data and information required to analyse for employment market trends and issues that affect employment in the technology sector, clear understanding of the source to collect the data and information and the meaningful message to interpret from the analysis.

1b. Collect workforce data - Demonstrate a clear understanding of the internal workforce data and information required to analyse workforce risks and gaps, and the meaningful message to understand from the analysis.

2a. Identification of People Risks: Demonstrate the capability to identify logically and accurately potential people risks that ABC Systems might face.

2b. Risk Mitigation Plan: The risk mitigation plan should be comprehensive, realistic, and actionable. It should include both short-term and long-term actions.

3. Business Continuity Plan (BCP): The BCP should be able to identify the critical HR function(s) and outline steps to take to maintain operations in the event of disruptions. It should include key actions to address all aspects in the questions including communication with employees in the department, with vendors and service partners of HR, and ensuring compliance with labour laws.

In the scenario that learners need to answer all the long questions in the Overall Assessment, the marking scheme could be as follows. In situations when training section of each UoC is used individually, the marking scheme may need to be adjusted accordingly.

Question 1a. Collect market data:	15%
Question 1b. Collect workforce data:	10%
Question 2a. Identification of People Risks:	10%
Question 2b. Risk Mitigation Plan:	10%
Question 3. Business Continuity Plan (BCP):	10%
Total for long questions:	55%

The above is a suggested marking scheme and it can be adjusted based on the specific requirements of the training package.

7.6 Assessment Criteria

Total score for all sections of the Overall Assessment:

Questions	Score
Multiple choice questions	24
Short question No. 1	3
Short question No. 2	3
Short question No. 3	3
Short question No. 4	4
Short question No. 5	4
Short question No. 6	4
Long question No. 1a	15
Long question No. 1b	10
Long question No. 2a	10
Long question No. 2b	10
Long question No. 3	10
Total score	100

Share of Classroom Activities and Overall Assessment to Total Score

Assessment	Highest total score	Weighting Percentage to Overall Total Score
Classroom Activities	100	40%
Overall Assessment	100	60%

Example of total score calculation from Classroom Activities and Overall Assessment

Score from Classroom Activities	example: 32 + 29 + 27 = 92 (out of 104) i.e. 88%	x 40%	= 35.20

Score from Overall Assessment	Example: 75 out of 100 i.e. 75%	x 60%	= 45
Overall Total Score			80.20

The following assessment rubric can be used as a reference guide on learners' achievement on the competency.

Percentage of score	Performance Standard	Description
85% - 100%	Outstanding	Have learned and displayed good understanding of most of the training content covering the essential elements of the three UoCs in this training package
65% - 84%	Good	Have learned and displayed adequate understanding of most of the training content covering the essential elements of the three UoCs in this training package
50% - 64%	Satisfactory	Have learned and displayed sufficient understanding of the training content covering the essential elements of the three UoCs in this training package
35% - 49%	Marginal	Have learned and displayed understanding only of some of the training content covering the essential elements of the three UoCs in this training package
Below 35%	Inadequate	Limited learning and understanding of the training content covering the essential elements of the three UoCs in this training package

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Appendix

Report B: A report on "Composite Employment Estimates (CEE) by industry, 2017 to 2022" by Census and Statistics Department, HKSAR, 2023 (link – Select Report of 2022, released Aug 2023, pages 4-5)

表 1　2017 年至 2022 年按行業劃分的就業綜合估計數字

Table 1　Composite Employment Estimates (CEE) by industry, 2017 to 2022

行業 Industry	人數 Number of persons						2022 年與下列年份比較的變動百分率 (1) % change in 2022 over the year below (1)	
	2017	2018	2019	2020	2021	2022	2017	2021
製造 Manufacturing	**94 900 (2.5%)**	**90 900 (2.3%)**	**88 600 (2.3%)**	**85 200 (2.3%)**	**80 300 (2.2%)**	**76 200 (2.1%)**	**-19.8**	**-5.2**
電力、燃氣和自來水供應及廢棄物管理 Electricity, gas and water supply, and waste management	**15 300 (0.4%)**	**15 400 (0.4%)**	**15 700 (0.4%)**	**15 600 (0.4%)**	**15 800 (0.4%)**	**16 100 (0.4%)**	**+5.5**	**+2.0**
電力及燃氣供應 Electricity and gas supply	7 900 (0.2%)	8 000 (0.2%)	8 100 (0.2%)	7 900 (0.2%)	7 900 (0.2%)	8 000 (0.2%)	+1.4	+1.1
自來水供應；污水處理、廢棄物管理及污染防治服務 Water supply; sewerage, waste management and remediation services	7 400 (0.2%)	7 400 (0.2%)	7 600 (0.2%)	7 800 (0.2%)	7 900 (0.2%)	8 100 (0.2%)	+9.8	+2.9
建造 Construction	**337 900 (8.8%)**	**343 900 (8.9%)**	**333 400 (8.6%)**	**310 800 (8.4%)**	**323 800 (8.8%)**	**327 400 (9.1%)**	**-3.1**	**+1.1**
服務行業 Service industries	**3 381 100 (88.2%)**	**3 431 900 (88.3%)**	**3 431 000 (88.6%)**	**3 277 500 (88.8%)**	**3 248 100 (88.5%)**	**3 191 000 (88.3%)**	**-5.6**	**-1.8**
進出口貿易、批發及零售 Import/export, wholesale and retail trades	871 000 (22.7%)	873 800 (22.5%)	818 300 (21.1%)	727 900 (19.7%)	699 300 (19.0%)	684 600 (18.9%)	-21.4	-2.1
進出口貿易 Import and export trade	*488 600 (12.7%)*	*485 200 (12.5%)*	*444 800 (11.5%)*	*394 500 (10.7%)*	*374 500 (10.2%)*	*366 200 (10.1%)*	*-25.0*	*-2.2*
批發 Wholesale	*59 600 (1.6%)*	*59 200 (1.5%)*	*56 100 (1.4%)*	*50 700 (1.4%)*	*48 200 (1.3%)*	*49 800 (1.4%)*	*-16.4*	*+3.5*
零售 Retail trade	*322 800 (8.4%)*	*329 300 (8.5%)*	*317 400 (8.2%)*	*282 700 (7.7%)*	*276 700 (7.5%)*	*268 600 (7.4%)*	*-16.8*	*-2.9*
住宿 (2) 及膳食服務 Accommodation (2) and food services	275 700 (7.2%)	280 600 (7.2%)	275 800 (7.1%)	236 400 (6.4%)	239 400 (6.5%)	240 600 (6.7%)	-12.7	+0.5
運輸、倉庫、郵政及速遞服務 Transportation, storage, postal and courier services	313 500 (8.2%)	308 400 (7.9%)	310 600 (8.0%)	291 900 (7.9%)	289 200 (7.9%)	279 600 (7.7%)	-10.8	-3.3
資訊及通訊 Information and communications	113 100 (3.0%)	112 800 (2.9%)	114 000 (2.9%)	112 000 (3.0%)	108 900 (3.0%)	106 800 (3.0%)	-5.6	-2.0

金融及保險、地產以及專業及商用服務 Financing and insurance, real estate, and professional and business services	788 700 (20.6%)	806 700 (20.8%)	828 200 (21.4%)	831 900 (22.5%)	836 400 (22.8%)	819 100 (22.7%)	+3.9	-2.1
金融及保險 *Financing and insurance*	*259 000* *(6.8%)*	*264 300* *(6.8%)*	*274 400* *(7.1%)*	*276 200* *(7.5%)*	*277 500* *(7.6%)*	*269 700* *(7.5%)*	*+4.1*	*-2.8*
地產 *Real estate*	*135 800* *(3.5%)*	*140 000* *(3.6%)*	*144 500* *(3.7%)*	*146 500* *(4.0%)*	*150 900* *(4.1%)*	*149 500* *(4.1%)*	*+10.1*	*-0.9*
專業及商用服務 *Professional and business services*	*393 900* *(10.3%)*	*402 400* *(10.4%)*	*409 200* *(10.6%)*	*409 200* *(11.1%)*	*408 000* *(11.1%)*	*399 900* *(11.1%)*	*+1.5*	*-2.0*
專業、科學及技術服務 *Professional, scientific and technical services*	*192 900* *(5.0%)*	*198 000* *(5.1%)*	*205 600* *(5.3%)*	*207 900* *(5.6%)*	*209 400* *(5.7%)*	*206 300* *(5.7%)*	*+7.0*	*-1.5*
行政及支援服務 *Administrative and support services*	*201 100* *(5.2%)*	*204 400* *(5.3%)*	*203 700* *(5.3%)*	*201 300* *(5.5%)*	*198 600* *(5.4%)*	*193 500* *(5.4%)*	*-3.7*	*-2.5*

表 1（續） 2017 年至 2022 年按行業劃分的就業綜合估計數字
Table 1 (cont'd) Composite Employment Estimates (CEE) by industry, 2017 to 2022

行業 Industry	人數 Number of persons 2017	2018	2019	2020	2021	2022	2022 年與下列年份比較的變動百分率 (1) % change in 2022 over the year below (1) 2017	2021
公共行政以及社會及個人服務 Public administration, and social and personal services	1 019 100 (26.6%)	1 049 700 (27.0%)	1 084 100 (28.0%)	1 077 300 (29.2%)	1 074 700 (29.3%)	1 060 200 (29.3%)	+4.0	-1.4
公共行政 *Public administration*	*113 000* *(2.9%)*	*115 800* *(3.0%)*	*119 600* *(3.1%)*	*121 400* *(3.3%)*	*128 600* *(3.5%)*	*126 700* *(3.5%)*	*+12.1*	*-1.5*
教育 *Education*	*209 600* *(5.5%)*	*217 600* *(5.6%)*	*226 200* *(5.8%)*	*220 600* *(6.0%)*	*215 100* *(5.9%)*	*218 300* *(6.0%)*	*+4.1*	*+1.5*
人類保健及社會工作服務 *Human health and social work services*	*199 700* *(5.2%)*	*202 800* *(5.2%)*	*212 500* *(5.5%)*	*218 800* *(5.9%)*	*221 300* *(6.0%)*	*225 400* *(6.2%)*	*+12.9*	*+1.9*
藝術、娛樂及康樂活動 *Arts, entertainment and recreation*	*55 500* *(1.4%)*	*56 900* *(1.5%)*	*58 500* *(1.5%)*	*52 200* *(1.4%)*	*52 000* *(1.4%)*	*50 800* *(1.4%)*	*-8.6*	*-2.3*
其他社會及個人服務 *Other social and personal services*	*441 200* *(11.5%)*	*456 600* *(11.8%)*	*467 300* *(12.1%)*	*464 300* *(12.6%)*	*457 700* *(12.5%)*	*439 000* *(12.1%)*	*-0.5*	*-4.1*
其他 (3) **Others (3)**	**3 900** **(0.1%)**	**3 400** **(0.1%)**	**3 600** **(0.1%)**	**2 600** **(0.1%)**	**3 100** **(0.1%)**	**3 500** **(0.1%)**	**-11.8**	**+12.4**
總就業人數 **Total employment**	**3 833 100** **(100.0%)**	**3 885 400** **(100.0%)**	**3 872 200** **(100.0%)**	**3 691 700** **(100.0%)**	**3 671 100** **(100.0%)**	**3 614 200** **(100.0%)**	**-5.7**	**-1.6**

Source: Hong Kong Monthly Digest of Statistics, Aug 2023, Census and Statistics Department, HKSAR

Report C: "Hong Kong Employees Enjoy 3.5% Pay Rise, Highest Since Pandemic"
Hong Kong Institute of Human Resource Management (link - select 2022)

Below is a clipping of the article

香港人力資源管理學會
Hong Kong Institute of Human Resource Management

PRESS RELEASE

[For immediate release]

Hong Kong Employees Enjoy 3.5% Pay Rise

Highest Since Pandemic

[20 October 2022 – Hong Kong] Hong Kong employees received an average salary increase of 3.5% in 2022, hitting the highest level since the COVID-19 outbreak, according to the survey findings released today by the Hong Kong Institute of Human Resource Management (HKIHRM).

HKIHRM's 2022 Pay Trend Survey collected data from 178 companies on pay adjustment and bonus incentives provided for employees in the period between January and September this year. The companies that participated in the survey spanned 12 business sectors, employing a total of around 120,700 full-time salaried employees. Below are the survey's key findings:

Report D: Salaries in Hong Kong Continue to Rise in 2023, Mercer, Nov 2022 (link)

Below is a clipping of the article. Click the link to see the full article.

- **Overall median salary increments still below pre-pandemic levels, but projected to hit 3.8% next year, up from 3.6% this year**
- **Talent attraction and retention biggest challenge for companies as voluntary turnover for 2022 could potentially double pre-pandemic levels**

Employees in Hong Kong SAR can look forward to a median 3.8% increase in their salaries next year, according to Mercer's annual Total Remuneration Survey (TRS) 2022. The TRS polled 544 organizations across 13 industries in Hong Kong between April and June this year.

While salary increments have been steadily rising from the low 3% seen during the peak of the pandemic in 2021, it has yet to reach the pre-pandemic level of 4% seen in 2019. Hong Kong SAR's median salary increment is below the Asia Pacific average[1] of 4.4%. Across Asia Pacific, the overall average salary increases reflect a divergence in pay progression between emerging and developed economies, with estimates as high as 7.1% in Vietnam to 2.2% in Japan, the lowest in the region.

(part of the articles not included here, click the link to read the full article)

Attraction and retention of talent remain companies' biggest challenge

Talent attraction and retention continues to be a top priority for companies in Hong Kong as they grapple with higher than usual voluntary turnover this year. The average turnover rate is already at 10.5% as of mid-2022. In comparison, the full year voluntary turnover rate for companies in Hong Kong was 14.6% in 2019. The high turnover is due primarily to prevailing pandemic restrictions and a more challenging business environment which has resulted in a talent outflow. According to Hong Kong SAR's Census and Statistics Department[2], the city saw an outflow of 113,200 residents between mid-2021 and mid-2022, which resulted in a 1.6% decrease in overall population. This is also the biggest drop in population on record.

The challenge is more pronounced in certain industries like Hospitality and Retail as they are still affected by the lack of tourists from Mainland China. Moreover, the nature of the work in these industries does not align with many employees' present expectations of having more flexible work arrangements.

Source: Salaries in Hong Kong SAR continue to rise in 2023 but companies are cautiously optimistic: Mercer Survey, 2022

Draft For Consultation

Hong Kong Qualifications Framework

Specification of Competency Standards (SCS)-based Training Package for the Human Resource Management

Learner Guide for Staffing and Workforce Continuity

<Learners>

November 2024

List of Contributors

Sincere gratitude to a group of seasoned professional human resource practitioners who contributed their experience, views, comments, and ideas for the package content and exercises. There are anonymous interviewees with over ten years human resource working experience in managerial roles, from industries of information technology, engineering, telecommunications, and healthcare who have provided invaluable comments. Special thanks to the following who contributed further extra time in the focus group discussion of the package (list in alphabetical order of the organisation names): -

- Head of HR Business Partner Team, Chong Hing Bank
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- Mr. Julius LUI, Head of Human Resources, Kum Shing Group
- Human Resources Manager of a professional services firm

Table of Content

Chapter 1 Introduction

Training Packages are based on the Specification of Competency Standards (SCS), with learning and assessment materials derived from the selected Units of Competency (UoCs) which correspond to the job role and function. The performance requirements in the UoCs are applied in the learning outcomes of the Training Package. The learning and assessment materials correspond to the learning outcomes. The contents are developed for the specific learner profile, mode of learning and assessment method, which can be used as a reference in module designs.

This Learner Guide is designed to accompany the Training Package of the same title, which outlines the essential elements of the module. It is structured around the following three UoCs which were identified as the core competencies in the Vocational Qualification Specifications for the Officers focusing on Human Resource, Talent Management, and Workforce Risk Management:

- Collect information of employment market trend and issues that affect employment (Code: 107075L4)
- Execute necessary actions to mitigate or reduce people risks (Code: 107077L4)
- Complete and communicate business continuity plan (BCP) to maintain smooth human resource (HR) related operation (Code: 107078L4)

These three UoCs serve as a reference for the contents of learning, assessment guidelines as well as supporting and reference materials.

Chapter 2 Mapping of Learning Topics to Performance Requirements

This chapter shows three tables, each focusing on one UoC, that map the key topics in the training package of the respective UoC to their corresponding intended learning outcomes.

The following tables show the correlation between the package content and the specific performance requirements of the respective UoCs. The Category and Scope / Domain columns list the key topics of the content, and a tick mark indicates the associated Performance Requirements / Intended Learning Outcomes".

Table 1: Mapping of Learning Topics to Performance Requirements of UoC 107075L4

Unit of Competency (UoC)							
Title: Collect information of employment market trend and issues that affect employment **Code:** 107075L4 **Range:** Collecting and interpreting data about the employment market trend and issues in respective operating markets and jurisdictions into meaningful information. This applies to the process of collection of employment market information and identification of impact of changes on the organisation, as an integral part of risk management. **Level:** 4 **Credit:** 4		**Performance Requirement / Intended Learning Outcome**					
		Knowledge in Subject Area		Applications & Processes			Behaviour & Attitude
		Understand the importance of effective risk management in minimising the probability and impact of employment issues affecting organisation success and business results (e.g. employee unrest and undesirable employee turnover)	Understand different sources that provide information on employment market trend	Search for and maintain strong network with external consultants specialised in manpower resourcing, human resource (HR) professional bodies, government departments and regulatory bodies to understand the latest employment market trend	Collect the latest employment market trend and interpret the impact of change in employment related ordinances on the organisation	Interpret market data into meaningful information to enable accurate risk assessment	Search for and use new channels (e.g. following related blogs, participating in related forums and communities) to possess updated knowledge of changes in employment market, human capital risks and issues that affect employment
Category	**Scope / Domain**	**Mapping of Learning Topic**					
1. Introduction	• Overview of Staffing and Workforce Continuity • Value of Staffing and Workforce Continuity and their Risk Factors	✓	✓				

<table>
<tr><th colspan="8">Unit of Competency (UoC)</th></tr>
<tr><td colspan="2" rowspan="3">Title: Collect information of employment market trend and issues that affect employment

Code: 107075L4

Range: Collecting and interpreting data about the employment market trend and issues in respective operating markets and jurisdictions into meaningful information. This applies to the process of collection of employment market information and identification of impact of changes on the organisation, as an integral part of risk management.

Level: 4

Credit: 4</td><th colspan="6">Performance Requirement / Intended Learning Outcome</th></tr>
<tr><td colspan="2">Knowledge in Subject Area</td><td colspan="3">Applications & Processes</td><td>Behaviour & Attitude</td></tr>
<tr><td>Understand the importance of effective risk management in minimising the probability and impact of employment issues affecting organisation success and business results (e.g. employee unrest and undesirable employee turnover)</td><td>Understand different sources that provide information on employment market trend</td><td>Search for and maintain strong network with external consultants specialised in manpower resourcing, human resource (HR) professional bodies, government departments and regulatory bodies to understand the latest employment market trend</td><td>Collect the latest employment market trend and interpret the impact of change in employment related ordinances on the organisation</td><td>Interpret market data into meaningful information to enable accurate risk assessment</td><td>Search for and use new channels (e.g. following related blogs, participating in related forums and communities) to possess updated knowledge of changes in employment market, human capital risks and issues that affect employment</td></tr>
<tr><th>Category</th><th>Scope / Domain</th><th colspan="6">Mapping of Learning Topic</th></tr>
<tr><td>2. Employment Market Information</td><td>• Overview of Employment Market Information (EMI)
• Source of EMI
• Quantitative EMI
○ Format of Quantitative EMI
○ Interpretation of Quantitative EMI
• Qualitative EMI
○ Format of Qualitative EMI
○ Insights from Qualitative EMI</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>3. Workforce Information</td><td>• Overview of Workforce Information (WI)
• Source of WI
• Quantitative WI
○ Format of Quantitative WI
○ Interpretation of Quantitative WI
• Qualitative WI
○ Format of Qualitative WI
○ Insights from Qualitative WI</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>4. Integration of Information from Employment Market and Workforce</td><td>• Insights from Integrated Information</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr>
</table>

Table 2: Mapping of Learning Topics to Performance Requirements of UoC 107077L4

Unit of Competency (UoC)								
Title: Execute necessary actions to mitigate or reduce people risks **Code:** 107077L4 **Range:** Reducing risks associated with workforce for risk management and business continuity. This applies to the business process review and maintenance of business continuity and people risk profile in collaboration with departmental representatives. **Level:** 4 **Credit:** 4		**Performance Requirement / Intended Learning Outcome**						
		Knowledge in Subject Area		Applications & Processes				Behaviour & Attitude
		Understand the importance of talent management and succession planning strategy in terms of risk management and business continuity	Understand the potential, performance and readiness of high potential employees / successors in the organisation	Coordinate with department representatives to review business process and identify the key roles at every level that are critical to business operation and future development of the organisation	Confirm job requirements, competencies and performance standards for each key position	Maintain effective operation of performance management system in order to identify and retain high potential employees and successors	Update the talent pool on a regular basis	Benchmark and adopt as appropriate best practices in the market for the identification and development of high potential employees / successors
Category	**Scope / Domain**	**Mapping of Learning Topic**						
1. Introduction	• Overview of Talent Management and Succession Planning • Value of Talent Management and Succession Planning	✓	✓					✓
2. Key Elements of Talent Management and Succession Planning	• Talent Strategy & Planning • Competency Framework • Critical Positions • Acquisition • Performance Management • Succession Planning • Learning & Development • Engagement & Retention • Total Rewards	✓	✓	✓	✓	✓	✓	✓
3. Source of Information	• Information Within the Organisation • Information From the Market	✓	✓	✓	✓	✓	✓	✓

Table 3: Mapping of Learning Topics to Performance Requirements of UoC 107078L4

Unit of Competency (UoC)

Title: Complete and communicate business continuity plan (BCP) to maintain smooth human resource (HR) related operation

Code: 107078L4

Range: Completing and communicating BCP that enables HR related operation without interruption. This applies to the maintenance of smooth HR related operation by completing and making a BCP accessible to all employees. The BCP, that contains a governance structure and implementation methods, will help the organisation get prepared to moderate risks and to maintain business in case of unexpected disruption or emergency.

Level: 4

Credit: 4

		Performance Requirement / Intended Learning Outcome										
		Knowledge in Subject Area		Applications & Processes							Behaviour & Attitude	
		Understand the importance of BCP to handle business disruption or emergency (e.g. a fire at the office, network connectivity breakdown)	Understand key elements of a BCP	Confirm potential issues, threats or risks that the BCP needs to address	Check the key job functions that are crucial to maintain the business operation running	Complete a list of manpower and backups to fill the critical positions in an emergency situation	Complete a list of hardware (e.g. critical equipment / documents / temporary operating facilities) and identify the most effective ways to secure their access in the event of business disruption or emergency	Provide adequate training and support to the BCP designated committee / members	Communicate the roles and responsibilities in BCP with relevant employees and make BCP accessible to all employees	Contact relevant departments (e.g. customer service, information technology, security) to nominate representatives to join the BCP designated committee	Maintain updated record of all HR service providers, and provide necessary HR information and regular updates to the BCP designated committee / members in a timely manner	Regularly communicate with all employees of the BCP especially on emergency evacuation procedures
Category	**Scope / Domain**	**Mapping of Learning Topic**										
1. Introduction	• Overview of Business Continuity Plan (BCP) • Value of BCP	✓	✓	✓	✓	✓	✓	✓	✓	✓		
2. Key Elements of a BCP	• Business Impact Analysis • Business Continuity Team • Communication • Training • Business Restoration • Testing, Update and Documentation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Source of Information	• Information Within the Organisation • Information From the Market	✓	✓	✓	✓	✓	✓				✓	

Chapter 3 Scope of Application and Coverage

The three UoCs of the Human Resource Management sector covered by the training package are cross-industry competencies. The package aims to provide content material that should be fundamental to most, if not all, industries. It is not meant to be exhaustive. Some elements of the training content need to be adjusted and adapted by training providers and educational institutes in human resource course users according to the specific requirements of their particular industry.

3.1 Target Users *(i.e. learners)*

3.1.1 Suggested Requirements, Prior Learning, and Experience for Learners

This training package is pitched at QF Level 4. For learners of training offered by training providers and educational institutes, they are likely in a class with other learners who are currently working in human resource roles or are interested in human resource roles. The following requirement for learners is recommended for effective learning: -

- Five HKDSE subjects at Level 2 or above, including English Language and Chinese Language or equivalent; or
- Completion of Level 3 QF-recognised qualifications in related disciplines; or
- One year working experience in a human resource role.

For learners of in-house training, they should already be employees of an organisation, requirements for these learners are not relevant. If in-house learners have a year of previous working experience in human resource roles or have attended short courses in human resource subjects, they may find it easier to understand the content of the course.

3.1.2 Learning Preparation Guide

Learners with some relevant experience in human resource roles can better associate training content with work situations. It is however not a mandatory requirement.

A Recommended Learning Plan is included in this Guide for learners to prepare before and after the training. This helps to deepen the learning gained in the classroom.

The Overall Assessment is intended for a better knowledge of one's learning from the training class. The focus of the assessment is on the understanding of the content. Learners can prepare for the assessment by reviewing key points and notes taken of each section, clarifying any unclear areas with the trainer, and reflecting on how the content applies to their roles at work.

3.1.3 Recommended Learning Plan

Classroom training of each UoC may be arranged as 12 hours continuous training over 1.5 days, 3 modules of 4 hours each over a period of time, or other arrangements. It is subject to the decision of training providers and education institutes.

The following learning plan is recommended to help maximise learning and understanding of each 4-hour classroom module.

Table 4: Recommended Learning Plan

Before training	0.5 to 1 hour	• Read the training outline to gain an overview of the content • Note areas of particular interest or sections where there is limited prior knowledge or experience • Prepare for questions to raise in class
During training	4 hours	• Actively participate in training discussions and activities • Seek clarification and/or examples from the trainer when needed by respectfully raising pertinent questions • Take notes to capture important concepts, examples, and answers • Seize opportunities to contribute during training discussions and establish a professional image • Understand work practices in the workplaces of other learners • Mingle with other learners to build professional network
The day after training	1 hour	• Review learning materials and notes taken to consolidate learning • Identify areas that need further understanding and make notes to ask the trainer and/or other learners in next session • Consider discussing the topics with the manager that could be applied within the organisation
Post training	On-going	• Review the "Additional Learning Materials" section • Revisit content and notes regularly to reinforce understanding • Look for opportunities to apply relevant learning at work • Observe how other content is being practised in own organisation • Take initiative to ask for advice about different practices from the manager • Research further on other relevant topics of interest

Table 4 serves as a reference learning plan, listing key actions before, during, and after the classroom training. It corresponds to the learning method of classroom learning, self-study and research, and on-the-job application. The time allocated to respective activities is an estimation and to be adjusted by learners depending on the learning habits of the learners.

3.1.4 Preparation for Classroom Activities and Assessment

Most classroom exercises are designed as group activities, with the optimal group size varying based on the nature of the exercise. Learners may also work individually or in pairs for in-house training with a small class size.

There is a scoring system for all exercises to help learners understand their learning of the UoCs. Be attentive to the trainer's input, take notes as necessary, and ask questions for clarification whenever needed. Active participation in all activities is the best preparation to learn and enjoy the learning process.

3.2 Structure of Package Content

This Learner Guide accompanies a training package of the same title covering three UoCs. Each UoC is structured in a way that can be used for training individually. The content for each UoC includes an introduction providing an overview of the relevant human resource topic and process. It then continues with an elaboration of each element of the topic and process. The chapter titled "Epilogue" covers additional learning topics that elevate human resource professionalism and facilitate the practical application of acquired knowledge in a professional context.

This content structure aims to facilitate more effective learning by helping learners understand the complete process before focusing to the specifics. Understanding the process overview is part of the learning that may extend beyond the current job scope of learners' role. Knowing the reasoning behind a process and each of its elements can better inspire motivation for further learning and strengthen learners' sense of ownership in their human resource roles.

There are 13 recommended classroom activities covering all three UoCs, which can be applied for learning as well as assessment purposes. An overall assessment of all three UoCs is provided at the end to evaluate learners' understanding of the subject matter covered in the training.

3.3 Overall Intended Learning Outcome (ILO) for Learners

On completion of the three UoC learning using the training package, learners will be able to:

- identify network with relevant information sources (e.g. external consultants specialised in manpower resourcing, HR professional bodies, government departments and regulatory bodies) in order to possess updated knowledge of changes in employment market, human capital risks and issues that affect employment;

- identify the impact of changes in employment market on the organisation;
- implement business process review in collaboration with department representatives to identify and execute necessary actions to mitigate or reduce people risks;
- identify job requirements, competencies and performance standards for each key position with reference to the talent management and succession planning strategy;
- implement regular review and update of the organisation's talent pool;
- establish centralised information and resources for effective coordination (e.g. compilation of manpower list and resource list) in the event of business disruption or emergency; and
- execute two-way communication with the BCP designated committee / members for the implementation of BCP for maintaining smooth HR related operation (e.g. training).

Chapter 4 Training and Learning Method

In the training class, learners are guided by the trainer through lectures and exercises to expand their perspective across different time frames from the past to the current and future, with consideration of both internal and external environments. This helps learners develop an overall understanding of the relevant human resource function before focusing on specific tasks. The following learning methods are recommended for this purpose.

There are a total of 12 credits for the 3 UoCs. The notional learning hours for learners to acquire the competencies for the 3 UoCs should include 36 hours of classroom training. Effective learning requires a combination of classroom training, self-revision, on-the-job application, and support of coworkers and seniors. Apart from attending structured classroom training, learners are recommended to set aside dedicated time for self-study and research, apply the learned content on the job, and take the initiative to solicit for support at work. Below is a learning approach for reference.

Table 5: Reference Learning Mode

Learning Mode	**Suggested Duration**	**Scope**
Classroom Training	36 hours	• Trainer's presentation and discussion • Classroom activities with learning assessments • Overall assessment
Self-study and Research	48 hours	• Reviewing content covered in training • Using information in training for further self-study and research online and via mobile applications • Learning from Additional Learning Materials online or via mobile applications
On-the-job Training	36 hours	• Coaching by the manager for the application of learned content face-to-face or through virtual channels • Applying learned content on the job with feedback from the manager

This Learner Guide also includes lists of supplementary learning materials to aid learners in self-study and gain a further understanding of respective topics. Learning is more effective through practical application at work, with coaching and feedback from managers. Table 5 illustrates, as a reference, one learning approach that encompasses all these elements, along with suggested time allocations for each.

Chapter 5 Recommendations on the Training Content of Unit of Competency (UoC)

This Learner Guide supports the training content for the three UoCs on the topic of Staffing and Workforce Continuity. The first UoC, 107075L4, explores the collection of employment market and workforce information, enabling learners to analyse and understand the dynamics of the employment market and workforce needs. Shifting the focus to actions in the organisation to mitigate or reduce people risks, UoC 107077L4 covers key elements of talent management and succession planning. Finally, UoC 107078L4 delves into business continuity plan to maintain smooth human resource related operation.

5.1 Collect information of employment market trend and issues that affect employment (Code: 107075L4)

5.1.1 Intended Learning Outcome of this UoC

This section aims to help learners achieve the following outcomes by covering important topics on collecting and interpreting employment market information and workforce information. On completion of this section, learners will be able to:

- understand the importance of effective risk management in minimising the probability and impact of employment issues affecting organisation success and business results;
- understand different sources that provide information on employment market trend;
- search for and maintain strong network with external consultants specialised in manpower resourcing, human resource professional bodies, government departments and regulatory bodies to understand the latest employment market trend;
- collect the latest employment market trend and interpret the impact of change in employment related ordinances on the organisation;
- interpret market data into meaningful information to enable accurate risk assessment; and
- search for and use new channels to possess updated knowledge of changes in employment market, human capital risks and issues that affect employment.

5.1.2 Training Content

Introduction

Staffing and workforce continuity are of critical importance to an organisation. Staffing is the process to find and hire the right person with the appropriate qualifications and experience to fill a position. A competent workforce needs to be one where all positions are filled with the most qualified employees. Staffing is more than just having a workforce in place. It requires ongoing, active management to ensure the organisation can function with continuity in any planned or unplanned business situations.

Information and data are among the primary tools for effective staffing and workforce continuity. Quantitative data and qualitative information, with proper analysis, provides valuable insights for staffing and workforce risk management.

This UoC focuses on collecting and interpreting employment market information and data. However, the analysis of the data needs to consider the context of the organisation to derive meaningful and specific insights useful for the organisation. Therefore, this UoC also discusses internal information and data about the organisation and the workforce in order to make sense of information and data in context.

Learners of this UoC often occupy positions in human resource roles that provide support in the staffing process and activities concerning workforce management. Examples of the responsibilities in various staffing processes may include preparing job postings for hiring, coordinating the selection process, arranging onboarding activities, maintaining employee training records, providing general administrative support including scheduling meetings and interviews, and managing paperwork and documentation. The specific responsibilities may vary depending on the business nature, size of the organisations and structure of the human resource departments.

Below are some examples of the responsibilities related to gathering and comprehending employment market and workforce information that human resource officers and learners in similar roles may undertake: -

- Collect respective market information from various channels
- Maintain accurate and up-to-date employee records in systems and/or other records
- Act as an administrator of human resource system, HR apps and/or records
- Generate and/or prepare reports as required
- Update the human resource page on the intranet
- Maintain an updated list of human resource external partners

5.1.2.1 Overview of Staffing and Workforce Continuity

Staffing is the process of filling positions with qualified individuals, and it is crucial for the organisation. It involves planning, recruitment, selection, placement, training, and promotion. Staffing is a recurring process due to employee turnover and various situations that impact the workforce. COVID-19 is an example of an unforeseen situation that requires effective staffing management. Recruitment is influenced by market trends, such as hybrid work arrangements, and it is important to understand these trends for effective workforce risk management. Overall, understanding staffing processes and workforce continuity issues is essential for learning about risk management.

<u>5.1.2.2 Value of Staffing and Workforce Continuity and their Risk Factors</u>

Effectively managing workforce risks is essential for staffing and maintaining workforce continuity. Properly addressing risks is necessary both to comply with regulations and to succeed. Risk management is about identifying potential risk situations and applying actions to resolve or even prevent problems from ever happening. Workforce risks can be labour issues, employee grievances and complaints, disputes in employment terms, and a serious shortage of people for work. Effective risk management is crucial in minimising the probability and impact of employment issues affecting organisation success and business results.

Workforce risks can arise from internal or external sources. The following are some factors of workforce risk: –

- Resource and turnover – issues in hiring, retention, and engagement of talents and associated skills, and succession planning for critical roles
- Performance and productivity – issues due to skills shortage, absenteeism, low workforce engagement, and wellbeing
- Onboarding process of new employees – issues due to inadequate onboarding of new employees, contributing to high turnover rates and frequent hiring
- Health and safety – issues relating to workplace health and safety, physical and mental health of employees
- Workforce data and technology – issues with information security, and data privacy
- Compliance and regulations – issues from meeting current and new industry rules, and labour cases
- Social and work environment – issues with work practices and culture, and impacts from social events

Effective risk management can resolve issues, prevent problems, even enhance organisation performance, protect employee well-being, add value to employer branding and organisation reputation.

Note the dynamics of these risk factors and the importance of continuously scanning ***internal and external employment market trends*** to interpret the potential impact of changes on the organisation. The same applies to awareness of ***changes in employment-related ordinances and industry-specific regulations*** whenever they occur, all of which have an impact on the workforce and the business.

Employment Market Information

<u>5.1.2.3 Overview of Employment Market Information</u>

The challenge today is managing an abundance of information. Applying information correctly is crucial. Effective staffing and workforce risk management requires a deep understanding of the employment market. Information on recruitment trend, skills demand, regulations, and other factors impact talent acquisition, retention, and day-to-day workforce management. This section covers sources and formats of employment market information and how to interpret it for respective human resource actions.

5.1.2.4 Source of Employment Market Information

Employment market information can be grouped into quantitative information and qualitative information. Quantitative information typically takes the form of reports, publications, news, and announcements. In contrast, qualitative information is more diverse in its formats and is often less structured. It includes best practices, personal experiences, feedback, and other forms of insights. Listed below are a few of the most common sources of information: -

- **Professional human resource institutions**
  Example: - Hong Kong Institute of Human Resource Management
  - Hong Kong People Management Association

- **Professional associations of respective industry**
  Example: - Hong Kong Construction Association
  - Hong Kong Retail Management Association
  - Hong Kong Institution of Engineers

- **Government departments**
  Example: - Census and Statistics Department
  - Labour Department
  - Immigration Department

- **Regulatory bodies**
  Example: - Estate Agents Authority
  - Securities and Futures Commission
  - The Mandatory Provident Fund Schemes Authority

- **News media**
  Example: - Television networks
  - Newspapers
  - Magazines

- **Consulting firms**
  - Many big consulting firms conduct surveys and research by their in-house research teams or by external partners

- **Social media**
  - Social media can issue own reports and share information as platform for posting reports or quoting numbers from other information sources

Examining data formats and reports helps learners achieve learning outcomes in collecting and interpreting market trend data.

5.1.2.5 Quantitative Employment Market Information

This section focuses on interpreting quantitative employment market information collected from various sources. Proper analysis and interpretation of data is crucial for meeting several intended learning outcomes.

a. Format of Quantitative Employment Market Information

Quantitative information from the above sources refers to information in numeric terms and is most commonly available in the formats illustrated below. The websites of many organisations and institutions commonly feature sections such as “Resources,” “Newsroom,” “Publications,” and “Services,” where these reports can be accessed.

- **Survey and research reports, publications –**

  Many organisations conduct and publish various surveys and research reports on the employment market. Some reports are available for free, some require a fee, and others can be accessed through a subscription. For example:

  - The HK Institute of Human Resource Management conducts surveys and publishes reports on various topics including pay trends, pay levels, benefits, and employee experience.
  - The Census and Statistics Department publishes reports related to the employment market, such as “Employment and Unemployment”, “Persons Engaged and Job Vacancies in Establishments” and others on industry basis.
  - An online job board published the “Hiring, Compensation & Benefits Report 2024” in early 2024.
  - The Hong Kong Retail Management Association published “HKRMA Report on Manpower Situation of the Hong Kong Retail Industry – Salary Trends”.

- **News and announcement –**

  Information may also come in the form of specific numbers reported in news articles and publications rather than full statistical reports. For example, news articles relating to the unemployment rate with headlines like “Hong Kong’s jobless rate drops to 2.8 percent” in the South China Morning Post, and “Hong Kong Hiring Seen Picking Up in 2023 as Bonuses Slide” from Bloomberg.

Some reports compare metrics by years and provide an indication of the general employment market trend, direction, and possibly potential issues. Others give details by industry. Such quantitative information can provide meaningful insights useful for organisations in staffing and managing potential risk in the workforce to minimise the probability and impact affecting the organisations. Therefore, it is critical to have updated information in order for the analysis to be relevant and meaningful.

Recommended Classroom Activity
Exercise 1 – Getting Employment Market Information
Refer to section 8.1.4 for exercise details

b. Interpretation of Quantitative Employment Market Information

Information and data about the employment market are useful only if they are interpreted into meaningful insights that are positively useful for the organisation and alert potential risks for early attention and action. An article posted on the website of The Society for Human Resource Management (SHRM) stated that employment market data can help human resource practitioners better understand trends in new role creation and direction of changes, demand and supply of talents, and critical market intelligence on competitiveness and wages.

Some relevant terms commonly seen in data interpretation and reports are as follows: -

- **Data** – raw numbers, which mean simply random pieces of information
- **Metrics** – structured data, for example on a spreadsheet, with stated dimensions and aspects, including frequency, percentage, average, and more
- **Analytics** – insights drawn from analysing metrics

When interpreting data, it is essential to consider subject areas of interest, such as economic factors and industry-specific details. Key areas of concern in the employment market include the size of the labour force, labour force participation rate, unemployment rate, distribution by major industry sector, average turnover rate, turnover rate by major industry sector, average wage level, and rate of average annual salary increment.

While having updated quantitative information is essential, it is important to go beyond relying solely on the most current data. By analysing current and past data, valuable patterns, relationships, and directional indicators of market trends can be identified, providing insights into future workforce needs or risks.

Some market reports provide insights from their findings, while in other cases, learners may need to conduct their own comparisons with previous market data or reports. Attention with prompt and early actions based on these analyses support effective workforce planning and mitigate potential issues that could impact organisational success and business results.

<u>Recommended Classroom Activity</u>

Exercise 2 - Interpretation of Market Information

Refer to section 8.1.4 for exercise details

5.1.2.6 Qualitative Employment Market Information

This section focuses on interpreting qualitative employment market information collected from various sources. Proper analysis and interpretation of data are crucial for meeting several intended learning outcomes.

a. Format of Qualitative Employment Market Information

Besides data and reports, there is a significant amount of employment-related information and market information available in non-number formats.

Besides quantitative information, each of the major sources of employment market information listed previously may also share information relevant to the employment market directly or indirectly via various channels and in different formats. Some common channels and formats of this information include: -

- **Human resource events**
  Example: - programme kick-off, mentoring programme, gala dinner of special occasions

- **Industry events**
  Example: - general meetings, annual dinners, awards presentations

- **Publications**
  Example: - newsletters, journals, interviews with industry figureheads

- **News and announcements**
  Example: - research report announcements, press conferences, announcements of new or changes in employment related ordinances

- **Seminars and conferences**
  Example: - annual conferences, training courses and workshops

- **Postings**
  Example: - articles, mission and value statements

- **Job postings**
  Example: - market trends reflected in responsibilities and requirements of posted jobs

- **Information from professional networks**
  Example: - shared feedback and observations of employment market trends

In conferences and events, speakers and guests may share practices of human resource processes or learnings from new initiatives. Government departments and regulatory bodies host press conferences to announce key changes in rules and regulations. Legal firms organise seminars that share labour cases for attention of human resource practitioners. Newsletters published by professional associations provide information about industry-relevant market trends and updates on industry rules.

Virtual exchanges are important for understanding global trends and emerging values. The impact of artificial intelligence (AI), specifically ChatGPT, on the job market has been a topic of debate. Initially, there were concerns about AI replacing human workers and changing hiring practices. However, as more information and insights became available through online forums and expert opinions, the tone shifted to a more positive outlook. AI is now being used to enhance various roles, such as automating administrative tasks in human resource systems. This allows more time and resources for other important functions like applicant sourcing and screening. Overall, AI shows promise in recruiting and retaining talent in a competitive environment. The discussion around ChatGPT and AI's employment impact has evolved constructively, highlighting the value of qualitative market data. Staying informed in fast-paced business conditions requires engagement with virtual information streams.

b. Insights from Qualitative Employment Market Information

Similar to quantitative information, qualitative information also needs to be translated into meaningful insights to be useful for the organisation. However, unlike data and metrics, qualitative information may not be structured or formatted according to specific dimensions.

Note that the value of qualitative information extends ***beyond mere participation*** in activities or superficially skimming through publications. It requires active participation in training activities and events, critical thinking, and thoughtful reflection to comprehend and internalise the information. Additionally, sharing and discussing insights with others can stimulate new perspectives and deeper understanding.

In addition to direct information and message, qualitative information can be embedded in various formats, including: -

- Personal learnings from seminars and conferences
- Speakers' opinions and comments of a subject shared in conferences, forums, and other events
- Industry leaders' input and opinion discussed in physical or virtual interviews
- Sharing of in-company and industry-specific practices
- Industry or company information from publications, news, and announcements
- Market trends reflected in vacancies and position requirements of various job postings
- Global trends reflected in themes and subjects of conferences and publications
- Observations and insights from search consultants

For example, the engineering association invites scholars and practitioners to talk about engineering advancements and industry applications in their annual seminar. This may imply potential new hiring requirements and employee learning needs.

Media events of a news publisher talk about the challenges in upskilling the workforce due to the transformation from print to digital publication. This can inspire thinking about potential risks in the workforce when many organisations are undergoing or planning for digitisation.

Announcements from relevant government departments may highlight new or changes in talent admission schemes. This involves major information relevant to staffing and workforce management that organisations in the concerned industry need to take note of.

Though qualitative information may not be of direct used in the way as data analytics, it helps to understand the dynamics of changes and gives insights to practical implications. The information, therefore, is certainly important reference in staffing and risk management of the workforce. Human resource officers must stay closely connected to this type of market information and share and discuss it with colleagues in the team.

All in all, a professional network is essential for accessing to more qualitative information. Further discussion on Professional Networks is covered in a separate section under the ***Epilogue***.

Workforce Information

5.1.2.7 Overview of Workforce Information

Both employment market information and internal workforce information of the organisation are essential for effective staffing and risk management in order to ensure workforce continuity. In the world of big data and digitisation, workforce analytics has become indispensable in human resource planning and management.

Analysis of employment market information and data needs to be considered in the context of the organisation to be meaningful and of value to the organisation. Organisations have records of workforce data and information for workforce planning. Together, they provide valuable insights for staffing and workforce continuity.

This section first discusses sources and formats of workforce information and data; then the interpretation and drawing insights for use in respective human resource actions.

5.1.2.8 Source of Workforce Information

Like employment market information, workforce information can also be grouped into quantitative information and qualitative information. The most common sources of workforce information are the following: –

- **Human resource systems** –
  Example:
  - various human resource management systems (HRMS), human resource information systems (HRIS), and human capital management (HCM) tools with modules for different human resource functions, including keeping employee data, performance management ratings and comments, payroll, leave administration, turnover etc.
  - in-house developed systems for employee data and key human resource administrative functions
  - human resource applications (HR apps) that can generate reports and analytics of recruitment related metrics, such as the number of applications received, and time-to-fill open positions

- **Files and records** –
  Example:
  - documents that record information including exit interviews, talent pools, participation numbers of events and activities etc.
  - results of employee survey, opinions from employee suggestion boxes, records of complaints and grievances

- **Organisation websites** –
  Example:
  - website open to the public
  - intranet for internal use

- **Town hall meetings** –
  Example:
  - organisation town hall meetings hosted by CEO
  - department town hall meetings hosted by department heads

- **News and announcements** –
  Example:
  - annual reports, messages from senior management
  - messages to employees

- **Social media** –
  Example: - business or product promotion messages
  - branding messages

- **Employees** –
  Example: - information and experience from employees about previous events and initiatives
  - voices from employees and employee groups not officially recorded in surveys

5.1.2.9 Quantitative Workforce Information

a. Format of Quantitative Workforce Information

Both quantitative and qualitative information are available from the listed sources above. This section first discusses the formats of quantitative workforce information and then the interpretation of the information.

Quantitative workforce information refers to numerical information from the above sources, and it can be available in various formats (e.g. reports, records, numbers, analyses).

- **Records and Reports** –

  Most organisations keep track of basic and critical information about the workforce and numbers relating to human resource operations. Examples are

  - Headcounts
  - Demographics (age, gender, ethnicity, and education level)
  - Leave
  - Payroll
  - Bonus
  - Overtime hours
  - Overtime expenses
  - Turnover
  - Open positions
  - Performance ratings

  These numbers can be further translated into reports by various dimensions, including headcount distribution by department / function / branch / outlet, and by management structure; overtime hours and overtime expense by month, by department, by team; outstanding leave days by department, by team, and more. These reports help to identify workforce needs and risks. High overtime hours for example may reflect shortage of resources, issues in work structure, and/or management practice in concerned team(s). It draws attention for further understanding and action to improve or to resolve issues as early as possible.

Other reports include recruitment expenses, various employee survey reports, feedback reports on specific initiatives and processes, and more.

Some organisations using sophisticated human resource systems can generate different forms of reports and real-time dashboards of all or some of the above quantitative information. Most HR apps are able to provide respective analytics. Other companies may keep such data in a self-developed system or simple worksheets and generate simpler reports for use.

- **Numbers in Files –**

  Some quantitative information is specific numbers in electronic or paper files. They may not be in the format of a report but are critical numbers for human resource management. For example, business targets announced by senior management in town hall meetings, Key Performance Indicators (KPIs) and Objectives and Key Results (OKRs) in number terms shared in department meetings, lists of recruitment partners and contractual terms, and training vendors and agreement terms.

- **Analyses –**

  Recorded numbers and reports can be further reviewed and analysed to a deeper level of quantitative information. Some of these are projections and forecasts based on current and previous numbers. For example, monthly and quarterly turnover reports leading to year-to-date turnover percentage and full year turnover forecast. Other examples are business projections, and overtime expense projections.

b. Interpretation of Quantitative Workforce Information

Proper interpretation of quantitative workforce information is essential for its usefulness to the organisation.

- **Needs and risks revealed from current data**: –

  For example, turnover numbers can reveal important needs and risks that require attention. These may include:

  - Dealing with high turnover in specific roles or teams
  - Hiring to fill open positions
  - Retaining high-performing employees who resign

- Defining or redefining job requirements for open positions
- Reviewing compensation for open positions
- Checking the employment market for qualified candidates

It is important to determine whether the attrition and subsequent replacement openings are part of a normal human resource change or if they indicate unusual situations. High turnover can lead to a shortage of workforce and have a ripple effect on other employees, potentially affecting morale and employer branding. Analysing turnover data from various dimensions, such as time period, job nature, organisation structure, reasons for resignation, and demographics of resignees, can provide further insights and help identify patterns and relationships.

- **Projection of needs and risks from current and past data**

Additionally, interpreting past data alongside current information allows for projections and forecasts of future needs and risks. By comparing and contrasting data over an extended period of time, organisations can identify trends and indicators for attention. For example, comparing turnover rates with previous reporting periods or the same period last year, analysing quarterly and annual turnover, and examining turnover rates over multiple years can provide valuable insights.

Proper analysis of workforce data can help identify red flags, such as a shortage of human resources, increased hiring expenses, heavier workloads for certain functions, potential management issues in high turnover areas, negative impact on business results, and effects on employee morale and employer branding. In response to these red flags, appropriate actions can be taken, such as proactive hiring, salary and compensation reviews, retention strategies, cultural initiatives, strengthening of onboarding processes, and enhancing employer branding.

Recommended Classroom Activity

Exercise 3 - Interpretation of Workforce Reports

Refer to section 8.1.4 for exercise details

5.1.2.10 Qualitative Workforce Information

a. Format of Qualitative Workforce Information

Some very useful information in the organisation exists in non-number format.

Each and all of the common sources of workforce information may have non-numerical information about the organisation and the workforce directly or indirectly via various channels and formats.

Sone common channels and formats of the information include: -

- **Internal communications**
  Example: - business strategies and value statements, business updates, newsletters, employee handbook and comment boxes

- **Recordings**
  Example: - video recordings of town hall meetings, interviews of senior management by external parties

- **Feedback and comments**
  Example: - comments and opinions in employee surveys and comment boxes; feedback on initiatives and events; feedback and comments from exit interviews

- **News and announcements**
  Example: - in town hall meetings, annual kick-off meetings, press conferences, annual reports and announcements to the public

- **Postings**
  Example: - marketing and branding postings

- **Information from internal network**
  Example: - shared observations and feedback from employees not in official records

Organisation website and intranet have information about the organisation's objectives and goals, long-term direction to pursue, values and culture. Senior management usually articulates organisation vision, missions, and values in interviews. People policies are shared in employee handbook. Postings and announcements provide updates on major organisation activities and directions.

Some organisations collect exit information through exit questionnaire and systematically record in system for analysis. Other organisations collect the information through exit interviews, and comments filed are descriptive statements for review. Such information may include reasons of attrition, possibly names of new employers, salary premium, comments on organisation work environment and practices.

Employee surveys, comment boxes, new processes, changes, and some organisation activities collect feedback from employees in terms of both number format and qualitative comments. Sometimes employees may not share all their comments in written documents but will talk about them on a relationship basis with colleagues and human resource officers.

Note that it is important to understand the information and activities beyond the human resource department but over ***the entire organisation***. All functions, including human resource, are meant to support the business objectives of the organisation. Therefore, it is critical to have an understanding of the organisation in order to provide the necessary support that aligns with its objectives.

<u>Recommended Classroom Activity</u>
Exercise 4 - "From Strategies to Actions" Quiz
Refer to section 8.1.4 for exercise details

b. Insights from Qualitative Workforce Information

Similar to quantitative information, qualitative information needs to be translated into meaningful insights to be useful for the organisation. Unlike data and metrics, qualitative information may not be structured or formatted by a specific dimension.

Besides explicit information and messages, qualitative information can also be conveyed through various formats, including: -

- Verbal expressions of senior management in town hall meetings and interviews
- Consistent patterns or concerns reflected from feedback and surveys
- Personal learnings gained from training and employee activities
- Inputs and insights shared by colleagues
- Observations regarding the organisation's direction based on internal communications
- Changes in organisation priorities reflected in marketing and promotional communications

For example, senior management talks about the focus of transformation in the annual kick-off meeting. This provides insights into staffing plan and candidate requirements for all open positions.

If common comments from exit interviews are negative about work environment, it may reflect a need to look into corporate culture, managers' practices, office set-up and other relevant areas.

New employees share their observations and comments over coffee breaks in induction activities or new employee forums. Appropriate actions to address new employees' feedback within the first month of employment can prevent potential attrition and contribute to employee satisfaction. The feedback can also provide valuable input for other assimilation and employee engagement programmes.

Some employees share their feelings in a conversation about a new initiative, which is echoed by others. These serve as additional reference to the feedback collected in surveys.

Such information may not be available from formal surveys but can have a powerful influence in the organisation. They are often shared and communicated only through informal channels.

Note that information collected through informal channels may not be structured or complete, yet it might be insightful. Therefore, it can be treated as ***supplementary reference*** to formally collected information.

Integration of Information from Employment Market and Workforce

<u>5.1.2.11 Insights from Integrated Information</u>

To effectively staff and manage workforce risks, consider both internal and external factors. Analyse employment market data, internal workforce metrics, and qualitative information. External data provides insights into internal circumstances. Interpreting internal data against market benchmarks adds meaning. For example, turnover rates should be compared to the market average. Consider normal turnover rates when market trends indicate increased demand and talent shortages.

When interpreting data, look beyond the present and include past information. Integrating past data helps identify additional indicators. This approach enables projecting and forecasting future workforce needs and risks.

Diagram 1: Integrated Approach to Data and Information Interpretation

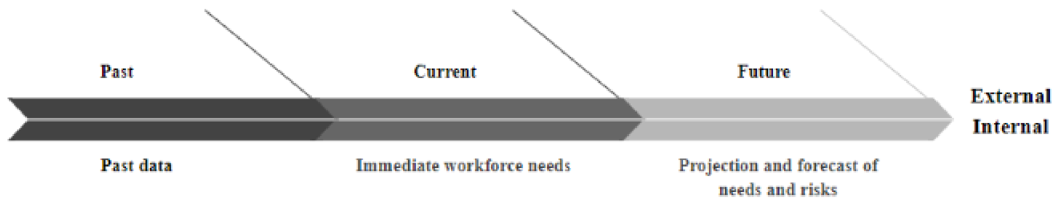


Diagram 1 illustrates the integrated approach to interpreting data and information by analysing historical and present data related to the employment market and the workforce. This analysis helps identify patterns that can uncover future workforce needs and potential risks.

Below are some examples of reading and interpreting information from the employment market and the workforce, enabling the identification of areas that require attention and facilitating appropriate actions to mitigate the issues.

Sample scenario 1

Workforce information:

- Organisation's strategy is digital transformation, and it is expanding the data analytics department
- The organisation has quite a few open positions posted for hiring
- Line managers reiterate the need for staff with skills in analytics to meet increasing needs in more complex reporting and analysis
- All new employees are required to have competencies and/or some experience in data analytics for functional analytics duties
- The data analytics competency is added to job requirements for almost all open positions

Employment market information:

- Employment market data reflects a high demand for talents with data analytics training and experience
- Search firm consultants have shared challenges in matching the compensation package with identified candidates, even for middle-level positions

Potential areas of attention from integrated information:

- Longer hiring time is expected due to competition for candidates
- Proactive retention actions are needed for staff in data analytics functions and those with relevant competencies, especially for identified talents on the succession plan
- Higher compensation needs to be offered to attract the identified candidates
- The screening and selection process needs to be more efficient

Sample scenario 2

Workforce information:

- Internal reports reflect an upward trend of turnover in the functions of finance, accounting, and business analysis
- There are challenges in replacement hiring, with a lower number of applications, and most applications do not meet the job requirements
- HR business partners heard of noises about heavy workload and long work time in concerned functions

Employment market information:

- More open positions in financial analysis have recently been posted on various job boards
- Publications from local universities show a lower number of fresh student intakes in related disciplines of study
- Reports from the Census and Statistics Department reflect a shrinking population in certain age range over the last few years and persistently lower birth rate over the last decade

Potential areas of attention from integrated information:

- A retention plan should be developed, and actions should be taken to retain staff in respective disciplines, especially identified talents in the succession plan
- The need for short-term work arrangements should be reviewed due to a shortage of human resources
- Compensation for relevant positions needs to be reviewed
- Job analysis should be conducted to streamline relevant tasks and roles
- Employee engagement actions should be strengthened
- A development plan needs to be implemented to groom internal talents

Sample scenario 3

Workforce information:

- The turnover rate remains consistently high for the roles of Health Worker and Care Worker, with 2 positions of Enrolled Nurse vacant for over 9 months
- Exit interviews with resignees reflected that the main reasons for resignation are heavy workload and work-related stress

Employment market information:

- There is increasing demand for care workers in various roles of residential elderly homes, as reflected in the aging population and as featured in news media
- Reports from the Census and Statistics Department Government reflect a shortage of resources in the medical and healthcare industries
- The Immigration Department has announced the launch of the Special Scheme to Import Care Workers for Residential Care Homes

Potential areas of attention from integrated information:

- The organisation should thoroughly understand the eligibility and application details of the Special

Scheme

- The organisation should review its staffing plan to address the high turnover and vacancies in the Health Worker and Care Worker roles, and consider participation in the Special Scheme
- The organisation should review its budget plan to accommodate any necessary changes (e.g. increased compensation or benefits) to improve staff retention
- The organisation should seriously consider participating in the Special Scheme

Recommended Classroom Activity
Exercise 5 – A Mini Case
Refer to section 8.1.4 for exercise details

Note that there is a chapter of ***Epilogue*** following the content of the three UoCs, which covers the topics of ***Professional Network and Human Resource Mindset & Attitude***. These topics provide valuable insights that enhance the effectiveness of the discussed competencies. Additionally, learners should pay attention to the ***Additional Learning Materials*** in section 5.1.3 that provides reference for further reading.

Exercise 1 – Getting Employment Market Information

- Learners may work individually, in pairs, or in a group to complete the table below for the columns of “Name of Organisation” and “Types of Employment Market Information
- Each group is required to share their inputs at the end of the exercise

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

Category	Name of Organisation	Types of Employment Market Information
HR organisation(s)		
Professional association(s) of the industry		
Government department(s)		
Regulatory body(ies)		
Social media		
Consultant firm(s)		

Exercise 2 – Interpretation of Market Information

- Learners are arranged in groups for this exercise
- Each group is provided with a report related to employment market information by the trainer
- In-house learners may work in pairs or individually and work on one or more of the reports
- Each group needs to answer some questions set by the trainer by studying the reports and discuss within the group
- Each group needs to present the answers after the discussion.

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

Exercise 3 – Interpretation of Workforce Reports

- Learners will be arranged in groups to do this exercise
- In-house learners can work in pairs or individually
- Each group or individual learner is given an industry-specific sample turnover report for a defined period, and along with supporting data
- Each group is required to review the report to:
  - identify turnover patterns reflected
  - identify red flags
  - name potential impact and risk to the workforce
  - determine potential actions to take
- Each group needs to present their findings at the end.

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

<u>Exercise 4 – “From Strategies to Actions” Quiz</u>

- All learners participate in this exercise individually or in pairs.
- All learners take turns answering questions from the trainer, one-by-one in row, with one question per turn.

Scoring system:

- Only individual scores are awarded for this exercise

<u>Exercise 5 – A Mini Case</u>

- Learners will be arranged in groups to do the exercise
- In-house learners can work in pair or individually
- Each group is provided with a short scenario and discussion questions
- each Each group needs to share their recommendation after the discussion

<u>The Case</u>

You work in the human resource team of a restaurant group. The group operates a chain of restaurants offering Cantonese, Japanese, Thai and American cuisine at a mid-range price level. The group faces challenges in staffing front-line employees in all restaurants. Turnover has been at high level. There are difficulties in hiring replacements, qualified candidates ask for higher compensation, and the cost of recruitment has increased. There are grievances from employees, and this will impact service quality in restaurants if the situation continues.

If you were asked to collect relevant information for a basic analysis, discuss the following in the group.

Discussion questions:

About the employment market:

- What data and information will you collect to understand the employment market trend and issues that affect the catering service industry?
- Where and how will you get the data and information?
- What basic analysis will you do?

About the workforce:

- What internal workforce data and information will you collect and review?
- What basic analysis will you do to identify risks and gaps?

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

5.1.3 Additional Learning Materials

- Ambition (2022). *Hong Kong Market Insights 2023*. Ambition.com. (link)
- Career Advice Experts (2021, June 29). *Research Skills: What They Are and Why They're Important*. Glassdoor.com. (link)
- Census and Statistics Department (2023). *Labour Force, Employment and Unemployment*. Censtatd.gov.hk. (link)
- Census and Statistics Department (2023). *Persons Engaged and Job Vacancies in Establishments*. Censtatd.gov.hk. (link)
- Centraleyes (2023, June 12). *Workforce Risk Management: Strategies for Mitigating Employee-Related Risks*. Centraleyes.com. (link)
- Deloitte Insights (2020, May 15). *Workforce Metrics, Governing Workforce Strategies*. Deloitte.com. (link)
- Fuller, J., & Kerr, W. (2022, March 23). *The Great Resignation Didn't Start with the Pandemic*. Hbr.com. (link)
- Garg, V. (2023, May 30). *Transforming Workforce Planning with Data-driven Insights*, LinkedIn (link)
- Indeed (2022, July 22). *A Guide to Analytical Skills: Definition, Examples and Tips*. HK.indeed.com. (link)
- Indeed for Employers (n.d.). *What is the Definition of Staffing?* Indeed.com. (link)
- JobsDB by Seek (n.d.). *Hiring, Compensation & Benefits Report 2023*. HK.employer.seek.com. (link)
- Mallon, D., & Forsythe, J. (2023, January 8). *Elevating the Focus on Human Risk*. Deloitte.com. (link)
- Maurer, R. (2017, January 11). *Improve Workforce Planning by Applying Labor Market Context*. Shrm.org. (link)
- Randstad (2023, May 22). *Better work-life balance, tops list of reasons hongkongers resign: 2023 employer brand research*. Randstad.com.hk. (link)
- Trimble, B., (2021). *Data Analytics: Interpreting Business Data.* Sk.Sagepub.com. (link)
- Verlinden, N. (n.d.). *Skills Gap Analysis: All You Need To Know*. Aihr.com. (link)
- [CareerFoundry]. *A Beginners Guide To The Data Analysis Process* [Video]. YouTube. (link)

Useful Links for Collecting Information of Employment Market Trend and Issues that Affect Employment

- Census and Statistics Department, Statistics (link)
- Figures and Statistics, Education Bureau (link)
- Equal Opportunity Commission (link)
- Immigration Department, Visas / Entry Permits (link)
- Labour Department, Labour Legislation (link)
- Office of the Privacy Commissioner for Personal Data, Hong Kong, Data Privacy Law (link)
- Social Service Department, Special Scheme to Import Care Workers for Residential Care Homes (link)

5.2 Execute necessary actions to mitigate or reduce people risks (Code: 107077L4)

5.2.1 Intended Learning Outcome of this UoC

This section aims to help learners achieve the following outcomes by covering important topics on talent management and succession planning process and its contribution to staffing and workforce risk management. On completion of this section, learners will be able to:

- understand the importance of talent management and succession planning strategy in terms of risk management and business continuity;
- understand the potential, performance and readiness of high potential employees / successors in the organisation to workforce risk management;
- coordinate with department representatives to review business process and identify the key roles at every level that are critical to business operation and future development of the organisation;
- confirm job requirements, competencies and performance standards for each key position;
- maintain effective operation of performance management system in order to identify and retain high potential employees and successors;
- update the talent pool on a regular basis; and
- benchmark and adopt as appropriate best practices in the market for the identification and development of high potential employees / successors.

5.2.2 Training Content

Introduction

Talent management, staffing, and workforce risk management are interrelated components of workforce management. Talent management sets the strategy and framework for managing the workforce, including recruitment and selection. Staffing deals with the practical aspects of acquiring and deploying employees. Staffing decisions are influenced by talent management strategies and considerations. Workforce risk management identifies and addresses potential risks and challenges in the workforce, which can impact talent management and staffing decisions.

Workforce risk management involves identifying and mitigating risks associated with the workforce. Such risks include shortage of people resources, skill gaps, turnover and other issues. Talent management and succession planning help reduce these risks by attracting, developing, and retaining skilled employees and preparing potential successors for key positions. Effective talent management ensures a capable workforce, while succession planning minimizes disruption and maintains continuity. Together, they mitigate workforce challenges and enhance organisation’s competitiveness.

The objective of this UoC is to provide learners with a foundational understanding of talent management and succession planning. The content begins with an introduction to talent management and succession planning, highlighting their significance to workforce management and risk mitigation. It then explores in more detail the key elements of talent management and succession planning.

The responsibility for talent management and succession planning primarily lies with the head of human resources, head of organisation development, and senior human resource leaders in collaboration with heads of business units. Learners typically hold positions in human resource roles that assist in these activities. The specific duties may differ based on the organisation's business nature, size, and the structure of its human resource departments. Below are some examples of the responsibilities that human resource officers and learners in similar roles may undertake: -

- Conduct research to gather information on different models of talent management, assessment tools, and processes related to succession planning.
- Maintain an accurate and up-to-date employee records in systems and/or other records
- Generate and/or prepare reports from systems and/or HR apps as required
- Coordinate for talent discussions and succession planning meetings
- Update records following talent meetings
- Provide general administrative support, including scheduling meetings and interviews, and managing paperwork and documentation
- Maintain an updated list of human resource external partners
- Serve as the primary point of contact for employees

5.2.2.1 Overview of Talent Management and Succession Planning

The purposes of talent management and succession planning include pipeline management and workforce risk mitigation. This comprehensive process involves attracting, selecting, and retaining employees through various human resource actions across the employee life cycle. It includes recruiting, onboarding, employee engagement, learning and development, performance management, succession planning, retention, and rewards management.

In today's dynamic market, organisations face significant changes and transformations, such as the rise of AI for some execution tasks and shifts in work culture towards work-life balance and flexibility. Effective talent management and succession planning strategies must adapt to these trends to ensure success. Recognising and adapting to these changes is essential for human resource professionals to build a future-ready workforce and minimise workforce-related risks.

Technology greatly enhances talent management and succession planning process, offering centralised databases, automated tracking systems, and other advanced tools. However, it is important to note that these processes can still be effectively carried out using less sophisticated systems or records. By leveraging manual records, spreadsheets, and basic communication channels, organisations can identify high-potential individuals, track performance, and develop succession plans. The core principles of talent management and succession planning remain valuable regardless of the level of technological sophistication.

5.2.2.2 Value of Talent Management and Succession Planning

Talent management is a systematic approach aimed at effectively onboarding skilled individuals, harnessing their strengths, fostering their growth, and maximizing their potential to bolster organizational success. Succession planning is pipeline management by a systematic process to groom replacement for critical positions. Talent management and succession planning can be considered two parts of the same process and thus always go hand-in-hand in workforce management.

From the perspective of workforce risk management, talent management and succession planning work together to ensure that the right people are hired or groomed to fill at least the critical positions. In times of changes and disruptions, there are suitable people in the pipeline for replacement within the shortest possible time to ensure business continuity with minimal impact on the business operation.

For example, if a department head is promoted to become the business head, an organisation that is well prepared has a successor identified on the list, trained with multiple development actions, and has appropriate network and industry exposure, ready to take up the management role as department head right away.

Effective talent management and succession planning enable organisations to ensure that they have the right individuals in the right positions at the right time, thereby minimising workforce gaps and enhancing growth potential. It also provides numerous additional values and benefits to organisations. Some of these include: -

For the organisation -

- Raise productivity and enhance results
- Enhance competitiveness for sustainable growth
- Accomplish organisation’s vision
- Establish a strong human capital as a whole
- Enhance employer branding
- Improve engagement and retention
- Foster a participative decision-making process and culture
- Drive staff cost efficiency

For employees -

- Have better learning and development opportunities

- Enhance skills and knowledge through learning and development
- Gain recognition for good performance
- Have better prospects through performance
- Increase motivation for better performance
- Greater engagement and willingness to stay in the organisation
- Work in a positive result-oriented culture

From the perspective of recruitment, movement of employees within the organisation to take up new roles and positions through talent management and succession planning exercise is internal hiring.

<u>Recommended Classroom Activity</u>
Exercise 6 - Pros and Cons of Internal and External Hiring
Refer to section 8.2.4 for exercise details

Key Elements of Talent Management and Success Planning

Talent management involves numerous human resource activities, from talent strategy and staffing plans to competency framework development, identification of critical positions, talent acquisition activities, performance management structures, talent identification in succession planning, talent learning and development, engagement activities, retention actions and total rewards management. The primary objective of talent management is to cultivate a motivated workforce that will stay and remain committed and engaged with vision, mission, value (VMV) and the entire organisation in the long run.

Diagram 2: Key Elements of Talent Management and Succession Planning

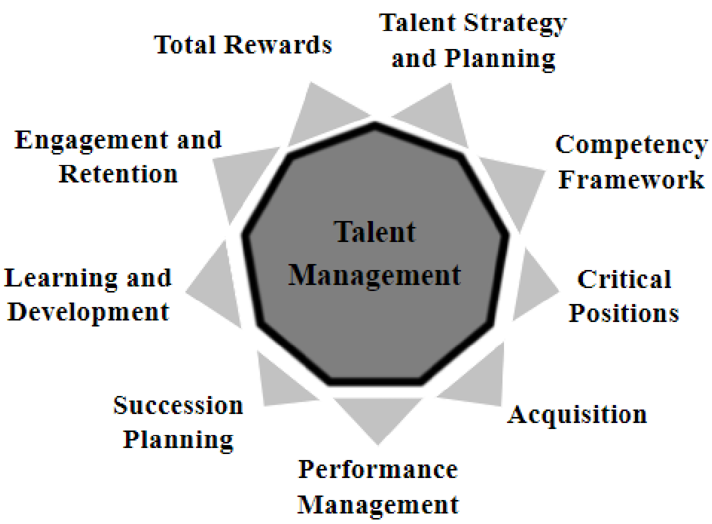


Diagram 2 depicts the key elements in talent management and succession planning, reflecting the imperative of collaboration with other human resource functions, such as learning and development, as well as rewards management. The content of this section discusses each of these key elements and their implications for workforce continuity and risk management.

5.2.2.3 Talent Strategy and Planning

A comprehensive manpower planning considers organisation workforce needs and employment market trends and issues that may impact employment. The staffing plan produced entails core requirements of the workforce. This is the principal step in talent management and is used as the basis to further develop talent acquisition plans, and specific job requirements for hiring activities. The core workforce requirements incorporated with specific needs of a position are used as the fundamental criteria in job interviews with candidates and the selection process, which are further applied as the key dimensions for performance review.

Diagram 3: Inter-relationship of Human Resource Functions

Diagram 3 above illustrates the way that various human resource functions collaborate, and how strategic guidelines are enforced in all functions.

It can be seen that all these human resource processes work independently but are closely interconnected. Talent strategy and planning set the direction for all human resource activities to work in collaboration, with the aim of building a workforce with the necessary competencies to meet present and future requirements. By identifying gaps and risks at an early stage, interventions can be implemented to bridge those gaps and minimise associated risks. For example, when talents of specific competencies are needed to meet upcoming business objectives, the human resource team not only focuses on recruitment but also strengthens the culture and engagement activities to attract talents, enforce performance management actions to maintain a high-performing workforce, and more.

5.2.2.4 Competency Framework

Competencies refer to the knowledge, skills, abilities, behaviours, and attitude that an employee needs to possess or acquire in order to perform effectively at work. From the perspective of performance, competencies act as performance indicators and reflect the expected level of performance from employees in the organisation.

A competency framework is a structure that outlines and defines the competencies required by employees working in a specific function or category of functions. By utilising the competency framework in talent management, organisations can streamline their recruitment and selection processes by aligning candidate qualifications with specific competencies. The framework also assists in designing targeted training and development programmes to enhance employee capabilities and competencies.

In succession planning, the competency framework serves as the guide to identify high-potential employees who possess the necessary competencies to assume leadership roles in the future. The framework helps organisations identify and groom successors, ensuring a smooth transition and continuity in critical positions.

Categories of competencies typically include functional or technical proficiencies, business competencies, leadership abilities, and people skills. Some industries also include ethics, integrity, and professionalism. Moreover, digital competency has become an essential category for most industries nowadays. Each competency has different descriptions for different employee groups in the framework. Below is an illustrative example of a framework structure.

Diagram 4: Example of a Leadership Competency Framework Structure

	Ethics, Integrity, & Professionalism	**Technical**	**Business**	**Digital**	**Leadership**	**People**
Leading Business (Leading Function)	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx
Leading Leaders	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx
Leading Others	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx
Leading Self	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx	✳ Xxx ✳ Xxx ✳ Xxx ✳ Xxx

Diagram 4 illustrates the competency framework at different leadership levels. Below are some examples of competencies under the “Leadership” category: –

- At level of Leading Self – displays drive and purpose at work
- At level of Leading Others – provides coaching to support employee development
- At level of Leading Leaders – leads the team through changes and transformation
- At level of Leading Business (Function) – sets and shares compelling vision and strategy for the business

A framework of competencies, with all items in full description, is much more elaborate than this example. The above serves as an illustration of one form of employee grouping based on leadership roles.

A well-developed competency framework serves as one of the foundational pillars in workforce risk management and ensures business continuity. On one hand, it identifies the workforce needs, and on the other hand, it serves as the criteria to identify competency gaps in the workforce, enabling appropriate actions to be taken early.

<u>**Recommended Classroom Activity**</u>

Exercise 7 - Competencies of Human Resource Officer

Refer to section 8.2.4 for exercise details

<u>5.2.2.5 Critical Positions</u>

In ideal situations, organisations would want to manage and avoid gaps and risk across the entire workforce at all times. However, practically, prioritisation is required to ensure effective and efficient resources utilisation. As a result, attention is directed towards key positions that require preparation for significant changes and disruptions.

Critical positions are those: -

- Positions that have an influential impact on business operations and results
- Positions that make high-value contributions to the business and
    - require specific skills, knowledge, or experience
    - are difficult to replace
    - are at high risk of turnover
- Positions that have relevance to specific strategy and future directions of the organisation
- Positions that are required by regulations to ensure smooth business operation

There may not be critical positions in each function and across all levels in an organisation. Human resource officers need to collaborate with department heads or representatives to review the business process and identify any positions that may be defined as critical. This assessment should be based on the above guidelines or other specific rules defined by the organisations or the industry

It is common for line managers to perceive all positions within the team as critical, as they often equate critical positions with importance. However, a position that is difficult to replace is not necessarily a critical position, but is a position that may take a longer time and much extra effort to hire. It is crucial to assist line managers to identify positions that are essential for maintaining business continuity.

Human resource officers should patiently guide managers through the review process, helping them understand the criticality of different positions.

The next step is to establish job requirements and performance standards for these critical positions. Organisations that have a comprehensive competency framework already have the core requirements defined for all positions within the structure, including these critical positions. Department heads or representatives need to collaborate with human resource to further identify position-specific requirements, functional competencies, and performance standards for the specific critical positions.

This review process to identify critical positions should be conducted regularly, typically to align with the talent review and succession planning exercise. One must note that the important impact of a position on business results may change over time or due to specific reasons. For example, with technology advancement, some business functions previously performed by a position might have been automated. Therefore, the process to identify critical positions is not a one-time endeavour but should be conducted regularly to recognise changes in the organisation, the market, the industry, and the environment as a whole.

Recommended Classroom Activity
Exercise 8 - Identify Critical Positions
Refer to section 8.2.4 for exercise details

5.2.2.6 Acquisition

Core requirements in the competency framework must be encompassed as requirements in hiring, learning and performance assessment to be effective for talent management.

In talent management, effective talent acquisition ensures that the organisation has a pool of qualified candidates to fill critical positions at the minimum. Talent acquisition also ensures a continuous supply of talent for succession planning, reducing the risk of leadership gaps and enabling a smooth transition when vacancies arise.

In addition to core competency requirements, each job has specific functional requirements and an expected level of proficiency that form the job description for recruitment. Confirmation of job description with the hiring manager before commencing the recruitment process is essential. This should be done every time even if it is hiring for the same position.

Sometimes, it is possible to change the requirements of a position that is open for replacement hire. For example, feedback from exit interviews of departing employee(s) may provide useful information about the position's responsibilities and job requirements. In collaboration with the responsible human resource officer, line managers can incorporate relevant inputs to revise the job description to hire for replacement.

- Internal Hiring

  In the case of a critical position, or a middle to senior-level position, there is a high likelihood that a successor has been identified in the pipeline. The job description, developed based on core competencies and required position competencies, can be used as the criteria for assessing internal candidate(s). The responsible human resource business partner can collaborate with the hiring manager to understand readiness of the identified talent(s) against the most updated position requirements and suitability for placement in the position at this time. Afterwards, they can communicate with the talent for agreement to take up the role.

  In a situation where the position is not critical and there is no identified internal talent pipeline, the opening can still be posted both internally for employee applications and externally for external sourcing simultaneously. Some organisations have the policy to offer priority to the finalised internal candidate who is equally qualified for the position compared to the identified external candidate.

- External Hiring

  Whether there are changes in job requirements or not, confirming the job description of a position with the hiring manager before starting the recruitment process is critical. This control process aims to avoid the risk of posting an incorrect job description. Hiring with an erroneous job description literally means inviting applications for a "non-existent" job. If this becomes known to candidates, search agencies, job posting platforms or the market as a whole, in the worst case, it could have a negative impact on the organisation's branding as an employer.

  The competency requirements established should be applied as criteria for application screening, assessments and interviews, and selection of the most suitable candidate. Only through this collaborative process can staffing consistently match with organisation needs, and prevent the risks of a workforce with unmatched competency requirements going forward.

5.2.2.7 Performance Management

Employees hired based on a specific set of job requirements should have their performance assessed using a similar set, if not exactly the same, set of requirements. This helps to determine if the hire was appropriate. This set of requirements or job expectations also helps reveal gaps for improvement or employee development.

In talent management context, performance management helps identify high-performing employees with the potential for growth and advancement. By setting clear performance expectations, providing regular feedback, and conducting performance evaluations, organisations can identify top performers who demonstrate the competencies required for critical roles.

Additionally, performance management facilitates the development of employees' skills and competencies. Through performance discussions, goal setting, and developmental feedback, organisations support the growth and improvement of their employees.

Within succession planning, performance management data provides insights into employees' readiness for advancement. Evaluating their performance, strengths, and areas for improvement helps organisations assess their potential as successors for critical positions. Performance management also enables organisations to identify any performance gaps or development needs that can be addressed through targeted training and development initiatives.

Properly documented performance ratings and comments are therefore critical in talent management, succession planning and other human resource processes, such as performance-based decisions regarding bonuses and promotions.

The performance management process and performance records are primarily executed with the use of a performance management system. In the market, there are sophisticated human resource management systems with a performance management module, or an independent module specifically for performance management purposes. Some organisations utilise simpler self-developed systems. All these systems have various levels of capability for customisation by organisations' needs. Regardless of the system type and level of capability, human resource officers must take ownership to learn to operate major functions of the system independently. If assigned the responsibilities, they may also be required to assume the accountability for ensuring the proper operation of the system. Some important areas required attention are as below: -

- Work with the system vendor or in-house technical department to confirm system specifications relevant to the performance management process and any requirements or changes in specifications
- Be fully familiar with the system operation
- Be fully familiar with the system administration if assigned as the administrator
- Confirm the performance management process and schedule
- Prepare or ensure the communication of various messages according to the process schedule, e.g. commencement and reminders
- Track and update completion status
- Follow up and/or bring up issues that may arise
- Ensure completion by all parties within the required timeframe

Continued monitoring of the performance progression of identified successors is also important in talent management. Such information is available and can be retrieved from a performance management system in proper operation. Effective use of performance records enables prompt actions for employee career development, training, retention, as well as respective actions to timely manage risks identified before impacting on results and morale that could lead to attrition.

Recommended Classroom Activity **Exercise 9 - Risks Associated with Poor Performance Management System** *Refer to section 8.2.4 for exercise details*

5.2.2.8 Succession Planning

Succession planning is one of the actions in pipeline management and workforce risk management aimed at ensuring continuity of business operation with minimal impact in the event of changes and disruptions. The major objectives of the exercise include safeguarding the following: -

- Fill critical roles promptly or not left vacant for extended periods of time
- Fill critical roles with the most suitable individuals
- Develop a bench strength for critical positions
- Identify and groom potential successors for critical positions

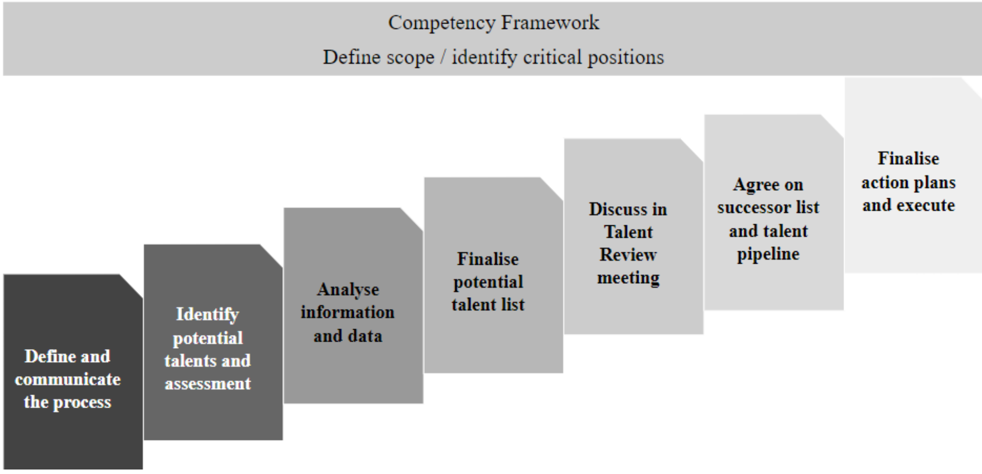
Apart from the above key objectives, the exercise brings added value to the organisation. Some of these benefits are:

- Business continuity and success
- Provision of career paths and prospects for employees
- Healthy competition for career progression
- Enhanced employee engagement and commitment
- Added values to employer branding
- Enhanced organisation reputation as a whole

Within the succession planning exercise, performance is the initial consideration for talent identification. High-performing employees are selected and further reviewed or assessed to better understand their potentials. In other words, employees need to be high performers to be considered as high-potential talents or successors. However, being a high performer does not necessarily guarantee consideration as a high-potential talent or successor.

Succession planning serves as both a workforce pipeline management exercise and a measure to avoid or manage risks to business operation resulting from workforce gaps, particularly in critical positions.

Diagram 5: A Typical Succession Planning Process



Succession planning processes vary across organisations, with each adapting their approach to align with their unique structure, culture, and business requirements. Diagram 5 exemplifies one typical process employed in succession planning.

- Define and communicate the process –

  After setting the competency framework and pinpointing critical roles, the human resource head and/or organisation development leader oversee succession planning, outlining and sharing the process with senior management stakeholders.

- Identify potential talents and assessment –

  Within the scope of the critical positions, high performers are identified based on their performance records and assess for alignment with necessary core competencies for advancement. Assessments, including pen and paper exercises, questionnaires, assessment centres and structured interviews by industrial psychologists, along with qualitative feedback from multiple perspectives, may be utilised.

  Performance reviews are assessment of the results and work process effectiveness of previous years, while assessments of potentials examine the expected proficiency in competencies required for the next and future roles.

- Analyse information and data –

  Department heads, in partnership with human resource business partners, use performance records, assessment tools (if used), qualitative feedback, and input from managers to develop the initial succession profile for departmental talents. Some individuals may be excluded during this selection process. These profiles include information in the following areas:

- Strengths
- Areas of development
- Talent status within the adopted structure e.g. performance / potential status
- Position(s) identified as potential successors
- Next potential position
- Readiness timeline for the next targeted position
- Recommended development actions

- Finalise potential talent list –

  Human resource department consolidates the list of potential talents for critical positions within each department, along with the corresponding succession profiles, for use in the talent review meeting.

- Discuss in Talent Review meeting –

  The senior management team convenes in a talent conference facilitated by human resource leader(s) to share succession profiles of identified talents, discuss, and agree on the successor list and pipeline for critical positions, and key actions for talents.

- Agree on successor list and talent pipeline –

  The human resource department consolidates the finalised list of successors and pipeline talents for critical positions, meticulously documenting details of the discussions in systems or records for future reference.

- Finalise action plans and execute –

  Human resource business partners and organisation development officer follow up with respective department heads and managers of identified talents to finalise the details of action plans and execute further appropriate steps accordingly.

The succession planning exercise and talent review meeting are usually conducted annually. Being the major activity in talent management, the talent pool and actions from the talent conference must be maintained accurately and kept in high confidence. Any changes in the talent pool, such as turnover of identified talents, and changes in the successor list due to turnover, promotion, or job movement, must be promptly updated. Records of updated and accurate information are crucial for measuring effectiveness and serving as a baseline for the next round of the exercise.

5.2.2.9 Learning and Development

In talent management, learning and development initiatives help identify and nurture high-potential employees. By providing opportunities for continuous learning and skill development, organisations can enhance the capabilities of the workforce, preparing employees for advancement and potential succession into critical roles. Focusing on learning and development ensures a strong talent pool for succession planning, reducing the risk of leadership gaps.

Succession planning relies on learning and development to groom potential successors for key positions. Learning and development initiatives help employees acquire the necessary expertise, broaden their perspectives, and build confidence to take on greater responsibilities.

By investing in learning and development, organisations also enhance employee engagement and retention. Offering growth opportunities and skill enhancement demonstrates a commitment to employees' professional development, fostering loyalty and motivation.

The curriculum for employee training and specific development programmes for successors and high-potential individuals are designed based on the competency framework. Similar to other human resource activities, the training curriculum and programmes undergo an annual review to ensure relevancy and currency. By doing so, the organisation effectively manages potential risks associated with competency gaps and enhances overall workforce capability.

Training is one of the most commonly applied employee development actions. Effective learning also occurs through direct experience. The most effective development design incorporates an integrated approach of training, work experience and exposure.

- Training
    - classroom training
    - virtual training

  For example, providing training on public speaking skills to an identified talent who is currently a team manager. The skill is relevant for seniors at the function head level who has the duty of leading department town hall meetings and speaking at conferences. Training the identified talent on a skill required in the potential next role prepares them early for the duties involved.

- Work experience
    - special projects
    - short-term assignments
    - internships
    - secondments
    - rotations

For example, assigning the identified talent with a cross-department project to drive a new initiative. This provides opportunities for the identified talent to collaborate with colleagues from various departments and drive a strategic project. This prepares the talent for the next role at a more senior level.

- Exposure
  - internal networking
  - external networking
  - mentoring programmes
  - learning groups

For example, supporting an identified talent to participate in functions of the professional association in the industry. This offers opportunities to meet and mingle with industry players, and to learn best practices and insights of respective operations.

The competency framework provides the basic requirements and guidelines for talent and workforce development. Training and development serves as methods to bring the workforce's competency level closer to the requirements in the framework.

5.2.2.10 Engagement and Retention

In talent management, engagement plays a vital role in attracting and retaining top talent. Engaged employees, characterised by their commitment, motivation, and productivity, not only contribute to operational excellence and customer satisfaction but also strengthen organisational competitiveness and sustainability. By fostering a culture of engagement, organisations can attract high-quality candidates and build a strong talent pipeline for succession planning.

Retention is equally important in talent management and succession planning. High employee turnover can disrupt succession plans and create gaps in leadership positions. By implementing strategies to retain identified successors, high-potential employees, and top performers, organisations can ensure continuity and stability in their talent pipeline.

Many organisations have recently placed an increased emphasis on employee engagement and retention strategies. Some examples of these actions include: -

- Strengthen employer branding
- Develop an engaging corporate culture
- Design an open work environment
- Practise flexible work policies
- Offer a competitive benefits package

- Provide learning and development opportunities
- Enhance career opportunities
- Provide a visible career path

More organisations now operate with a hybrid work arrangement. This arrangement allows employees to have the flexibility to work both from home and from the office, typically following a 2:3 ratio, where they spend two days working remotely and three days working in the office each week. This approach increases work flexibility for employees, reduces commuting time, maintains in-person collaboration and face-to-face interactions in the office environment.

Many organisations also have the position of a culture and engagement officer within the human resource department. These positions have the mission to drive a stronger corporate culture and to strengthen employee engagement.

5.2.2.11 Total Rewards

In talent management, total rewards are a critical factor in attracting and recruiting high-quality candidates. A competitive and comprehensive rewards package, including competitive salaries, performance-based incentives, and attractive benefits, can help organisations stand out in the job market and attract top talents. By offering enticing total rewards, organisations can create a positive employer brand and build a strong talent pipeline for succession planning.

Rewards that contribute to talent management and succession planning go beyond just compensation for their work; they can also serve as motivation drivers for performance and engagement. When employees feel that their contributions are recognised and rewarded, they are more likely to be engaged and committed to their roles. Rewards can be both monetary and non-monetary. Motivated and engaged employees tend to be more stable, focused on results and achievements, and eager for continuous learning. Such as workforce is more likely to operate with continuity. Below are some examples of rewards: -

Table 6: Examples of Monetary and Non-monetary Rewards

Monetary Rewards	Non-monetary Rewards
▪ Salary ▪ Bonus ▪ Commission ▪ Allowance ▪ Stock option ▪ Profit sharing ▪ Medical insurance ▪ Tuition reimbursement	▪ Recognition ▪ Status ▪ Visibility ▪ Career opportunity ▪ Attention ▪ Award ▪ Experiential reward ▪ Time off

Table 6 above lists examples of monetary and non-monetary rewards. An effective total reward programme is also one of the actions to mitigate or reduce risks from the workforce.

Source of Information

Talent management and succession planning is a structured process for the workforce, ensuring that critical positions are filled by the most suitable individuals, and reducing the risks of prolonged vacancies of these positions. It is an internal process within the organisation, however, when it comes to determining the appropriate talent management model, applying the process, and incorporating industry best practices, valuable references can be obtained from the market. Thus, information can be derived from within the organisation, as well as from external sources such as the market and social media.

5.2.2.12 Information within the Organisation

The information required has been described in the respective process. To recap, it includes: -

- Core and functional competency framework
- Position requirements
- Employees information
- Performance records
- Open positions
- Various analyses and assessment records
- Talent and successor lists

Furthermore, it is crucial to regularly update any changes in information to ensure that upcoming talent meetings and succession planning sessions are based on the latest data. These updates encompass various aspects, such as headcounts, overall employee turnover, turnover rates among identified talents, and promotions within the talent pool. By staying abreast of these changes, organisations can make informed decisions and effectively align their talent management strategies with the most current information available.

Note that such information is internal to the organisation and must be kept confidential irrespective of its nature and content. Even more important is the personal information of employees used in the process. In addition to raw information, there may be reports on talents compiled for an exercise, talent lists generated, individual assessment records, meeting notes with comments on individual employees, successor lists and more. All of this ***information must be treated with strict confidence*** and handled with ***exceptional caution***. For instance, it should never be left unattended on a desk, screens should be turned off when not in use, and care should be taken to avoid leaving papers with the information in a copying machine or similar devices. These are just a few examples of the precautions that need to be taken.

<u>5.2.2.13 Information from the Market</u>

In addition to internal information, there are other information and references that can be obtained from the market. Market insights provide organisations with a comprehensive understanding of the current talent landscape. Market intelligence allows organisations to identify potential successors for critical roles.

Refer to the last ***UoC 107075L4*** about employment market information to better understand the value and relevance to talent management and succession planning.

Other examples of information and references from the market are: -

- Talent management model appropriate for the organisation
- Succession planning process suitable for adoption
- Relevant assessment tools for the concerned competencies
- External specialists providing qualified assessments on the concerned competencies
- Best practices in the market for talent identification
- Best practices in specific industries for talent identification, and talent management and succession planning processes
- Development ideas for identified talents and high potentials

General information related to talent management and succession planning available on the internet and through various social media platforms can serve as references for the exercise.

The above information requires research, review, and consultation with a professional network for input, exchange of opinion, and comments for references. Sometimes practices from different industries may also spark valuable ideas for use.

There is a chapter of ***Epilogue*** following the content of the three UoCs, which covers the topics of ***Professional Network and Human Resource Mindset & Attitude***. These topics provide valuable insights that enhance the effectiveness of the discussed competencies. Additionally, the section of ***Additional Learning Materials*** in section 5.2.3 provides reference for further reading.

Exercise 6 – Pros and Cons of Internal and External Hiring

- Learners are arranged in groups to do this exercise.
- In case of in-house training, learners can work individually or in pairs
- Learners are required to complete a matrix table on the pros and cons of internal hiring and external hiring for any position
- A representative from each group to share their input
- Each group is required to share their inputs

	Pros	**Cons**
Internal Hiring	- - -	- - -
External Hiring	- - -	- - -

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

Exercise 7 – Competencies of Human Resource Officer

- Learners are arranged in groups to do this exercise.
- In case of in-house training, learners can work individually or in pairs
- Learners are required to complete a competency table of their own position, or a Human Resource Officer position
- Each group is required to share their inputs

Competency Table -

Category of Competency	**Description of Competencies for HR Officer**
Human Resource	
Interpersonal	
Computer & Social Media	
Business	
Ethics & Integrity	

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

Exercise 8 – Identify Critical Positions

- Learners are arranged in groups to do this exercise.
- In case of in-house training, learners can work individually or in pairs
- Learners are required to discuss and determine the critical positions from a list provided by the trainer, and the reason for the decision
- Each group is required to share after the discussion

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

Exercise 9 – Risks Associated with Poor Performance Management System

- Learners are arranged in groups to do this exercise.
- In case of in-house training, learners can work individually or in pairs
- Learners are required to discuss and answer the following questions related to the performance management process
- Each group is required to to share their inputs after the discussion

Assign the following questions to each group for discussion:

Group 1 -

- What are the issues with incomplete employee performance reviews by managers?
- What are the consequences of late completion of employee performance reviews by some managers?
- In the annual salary review exercise, guidelines for salary increase are based on performance results. However, the performance management system indicates a high percentage of incomplete performance reviews (e.g. 20%). What are the risks associated in this case? What actions would you recommend?

Group 2 -

- What are the issues with incomplete employee performance reviews by managers, for example, 25% of managers?
- What are the issues related to improperly documented performance reviews?
- If an employee is being considered for promotion, but the performance management system shows no record of the last annual performance review and no mid-year review, what would you do? What are the pros and cons of each approach? What are the risks associated in this case?

Group 3 -

- How significant are the problems and issues to the workforce and the organisation due to poor operation of the performance management process and work system?
- If a hiring manager is about to confirm an external candidate selected for a position, and the candidate had worked for the company before but left a few years ago. What are the risks associated with this case where the performance management system shows that previous performance assessments were either not done or incomplete? What actions would you recommend?

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

5.2.3 Additional Learning Materials

- [AIHR - Academy to Innovate HR]. (2023). *What is Talent Management? Definition, Process and Strategy* [Video]. Youtube.com. (link)
- The Chartered Institute of Personnel and Development (2024, January 4). *Competence and Competency Framework*. Cipd.org. (link)
- Chellappa, S. (2023, November 2). *8 Best Practices to Improve Your Talent Management*. Engagedly.com. (link)
- [Executive Velocity]. *Replaceable Chapter 5: Identifying Key Positions* [Video]. Youtube.com. (link)
- [Eye on Tech]. *Talent Management vs. Talent Acquisition vs. Recruitment* [Video]. Youtube.com. (link)
- [GreggU]. *HR Basics, Succession Planning* [Video]. Youtube.com. (link)
- [The HR Congress]. *Effective Leadership Succession Planning* [Video]. Youtube.com. (link)
- HRM Handbook (n.d.). *Talent Management*. Hrmhandbook.com. (link)
- Indeed Editorial Team (2023, March 11). *Competency Framework: Definition and How to Develop One*. Indeed.com. (link)
- Marsh (2021, August 27). *Making Sure Talent Management Strategies Mitigate Workforce Risk*. Marsh.com. (link)
- McKinsey & Company (2023, May 22). *What is Talent Management?* Mckinsey.com. (link)
- McKinsey & Company (2018, August 7). *Winning with your Talent Management Strategy*. Mckinsey.com. (link)
- The Peak Performance Center (n.d.). *Analytical Thinking and Critical Thinking*. Thepeakperformancecenter.com. (link)
- Ryan, E. (2019, September 24). *The Verdict On Mentoring Programs for 'High Potentials'*. Mentorloop.com. (link)
- Tutorialspoint (n.d.). *Talent Management - Do's & Don'ts*. Tutorialspoint.com. (link)
- Vulpen, E. V. (n.d.). *Succession Planning, Essential Guide for HR*. Aihr.com. (link)
- The Intact One (2019, June 24). *Concept, Meaning & Objectives of Talent Management*. Theintactone.com. (link)

Useful Links of Some Professional Human Resources Institutes for More Information on Staffing, Talent Management and Succession Planning.

- Association for Talent Management, US (link)
- Australian HR Institute, Australia (link)
- Chartered Institute of Personnel and Development, UK (link)
- European Association for People Management (link)
- Hong Kong Institute of Human Resource Management, HK (link)
- Hong Kong People Management Association (link)
- Society for Human Resource Management, US (link)

5.3 Complete and communicate business continuity plan (BCP) to maintain smooth human resource (HR) related operation (Code: 107078L4)

5.3.1 Intended Learning Outcome of this UoC

This section aims to help learners achieve the following outcomes by covering important topics on business continuity plan. On completion of this section, learners will be able to:

- understand the importance of business continuity plan (BCP) to handle business disruption or emergency (e.g. a fire at the office, network connectivity breakdown);
- understand key elements of a BCP;
- confirm potential issues, threats or risks that BCP needs to address;
- check for the key job functions in human resource that are crucial to maintain the business operation running;
- complete a list of manpower and backups to fill the critical positions in an emergency situation;
- complete a list of hardware and identify the most effective ways to secure access in the event of disruption;
- work with BCP team to provide adequate training and assistance to team members and all employees;
- work with BCP team to support communication of roles and responsibilities in BCP with relevant employees;
- ensure relevant BCP information be accessible to all employees;
- contact relevant departments to nominate representatives or replacement representatives to join the BCP team;
- regularly communicate with all employees of the BCP especially on emergency evacuation procedures; and
- maintain an updated record of all HR service providers and necessary human resource information, and update the BCP team in a timely manner.

5.3.2 Training Content

Introduction

A business continuity plan (BCP) is a strategic framework designed to ensure critical business operations continue during and after a disruptive event. It involves identifying potential risks and implementing strategies to mitigate their impact, including natural disasters and technological failures. Human resource plays a crucial role in BCP by preparing the workforce and collaborating with other departments. Human resource establishes policies like remote work or flexible schedules for business continuity. The function also supports employees during disruptions, including offering counselling services and addressing welfare issues. Typically, organisations establish a BCP committee or team, with human resource being a key member responsible for carrying out BCP responsibilities.

The objective of this UoC is to provide learners with an understanding of the fundamental aspects and roles involved in BCP. The content begins by introducing the concept of BCP and its significance, then delves deeper into each essential elements, providing comprehensive coverage.

Human resource officers, usually those with more experience and longer tenure within the organisation, are primarily responsible for participating in BCP initiatives. Learners typically hold positions in human resource roles that assist in related activities. The specific duties may differ based on the organisation's business nature, size, and the structure of its human resource department. Below are some examples of the responsibilities that human resource officers and learners in similar roles may undertake: -

- Conduct research to gather information on different BCP practices
- Maintain accurate and up-to-date employee records in systems and/or other records
- Act as administrator of human resource system, HR apps and/or records
- Generate and/or prepare reports and documents as required
- Provide support in BCP meetings, training, and communication sessions
- Consolidate inputs and notes for documentation
- Maintain an updated list of human resource external partners and records of relevant agreements, contracts, and licenses
- Update relevant BCP information in the intranet
- Serve as the primary point of contact for employees

5.3.2.1 Overview of Business Continuity Plan

A business continuity plan (BCP) is a structured and documented process that outlines the mechanisms and information that an organisation needs to continue operating during unplanned disruption or emergency situations. It is a proactive process to keep the business in operation even in crisis.

A BCP specifies the essential functions, people, systems, and processes that must be sustained during times of disruption and crisis. These unplanned events could include fires, floods, natural disasters, major technology failures, cyber-attacks, and pandemics. A BCP needs to spell out the specific situations and risks that the plan is to address. Without an effective BCP, business operations could be forced to a halt.

COVID exemplifies the vital importance of a BCP. A 2020 survey by the Economic Times reveals that 51% of global companies lacked a BCP. The pandemic led to the closure of 100,000 small businesses in the US, underscoring the need for preparedness. The diverse risks and significant impact of such events highlight the necessity of having a BCP in place.

Organisations that aim to establish and effectively manage a BCP often form a dedicated BCP team to enhance preparedness and response to business disruptions or emergencies. The human resource function closely collaborates with this team, or as a member of the team, to facilitate employee training and ensure all staff members are well-informed about emergency procedures. Additionally, Human resource supports the communication of roles, responsibilities, and information access as specified in the BCP.

5.3.2.2 Value of Business Continuity Plan

A well-crafted BCP enhances an organisation's resilience. While it may not be able to prevent unplanned events from happening, and especially those caused by nature, its purpose is to ensure that business is able to respond quickly, and maintain operations, as much as possible if not fully, during such events, sustain through the events and recover at the soonest possible time.

The value of an effective BCP includes: -

- Prioritising the continuity and recovery of critical business functions (e.g. by maintaining backups and alternatives for essential roles)
- Reducing time to recover or restore systems and resume operations
- Minimising losses and costs due to the disruptions
- Protecting people and assets by implementing emergency evacuation procedures to safeguard employee safety and wellbeing during times of crisis

For example, if the office building is closed for an extended period of time due to unforeseen circumstances, an organisation can continue operations remotely by executing the BCP right away. Without it, management may need to invest significant time resolving issues stemming from the disruptive situation before business operations can resume. The time gap represents costs and negative impacts on the business, customers or clients, employees, and reputation. With a BCP, the organisation can systematically resume normal operations in the shortest possible time when the disruption is over, such as when the office building is re-opened.

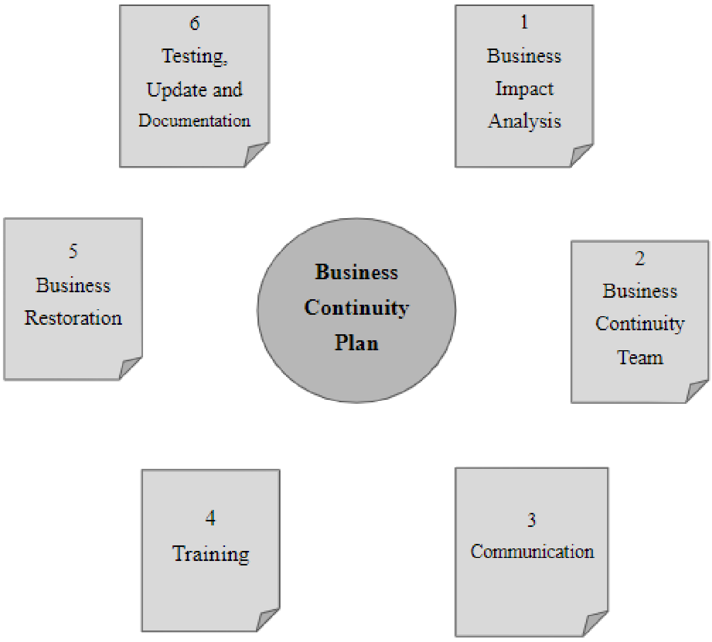
Key Elements of a BCP

Human resource usually plays multiple roles in the BCP exercise. Firstly, human resource participates in the BCP team by providing a representative who contributes human resource expertise and ensures alignment between the BCP and human resource policies. Secondly, human resource, like other functions, is responsible for preparing a specific plan or complete specific steps related to human resource activities, guided by the BCP team's overall strategy. Lastly, the function often takes on additional role during disruptive events, actively communicating with and supporting employees as needed, ensuring their well-being, and facilitating a smooth transition to maintain business continuity.

Human resource plays a crucial role in various key elements of the business continuity plan (BCP) as illustrated below, regardless of the specific role undertaken. This involvement underscores the significance of human resource's contribution to ensuring the organisation's resilience and preparedness in the face of disruptions.

A comprehensive BCP includes several key elements as presented in Diagram 6 below. This section discusses the importance of each of these elements and highlights key points to note in the arrangement.

Diagram 6: Key Elements of a Business Continuity Plan



5.3.2.3 Business Impact Analysis (Step 1 of 6)

The first step in creating a BCP for an organisation is conducting a business impact analysis. This step involves several tasks, including: -

- Identifying the risks that could lead to disruptions
- Identifying the critical functions within the business that must continue during unplanned disruptions and emergency situations, and
- Prioritising the functions for recovery

As stated earlier, unplanned events that could cause disruptions may include fires, floods, natural disasters, major technology failures, cyber-attacks, and pandemics. The initial task of a business impact analysis is to determine the specific situations or risks that the BCP needs to address.

In addition to conducting a centralised analysis at the organisational level, it can sometimes be beneficial to performing an initial analysis at the department level. Each function or department identifies critical activities that must be sustained and prioritises functions for recovery. The lists from various functions and departments are then consolidated to analyse the critical functions at the organisational level.

A BCP is prepared for more serious disruptions and emergencies. For example, a day or two-days typhoon may not require the execution of a BCP. The work-from-home arrangements that are now prevalent in most work environments enable business operations to continue almost as normal during such situations. Businesses of some industries that must operate on-site may have the option, though reluctantly, to temporarily halt operations during typhoons. However, selected essential and urgent business activities may continue during typhoons on need and ad hoc basis. The step of identifying the risks that could prompt disruptions to execute the BCP allows the organisation to consider various possible situations in advance.

The next step in the analysis is to establish a list of resources required to maintain the operations of the identified critical functions. For example, if payroll and related operations are identified as a critical human resource function in the BCP, the next step is to establish a list of resources needed to maintain payroll operations.

In the context of an emergency situation, resources should be considered at a minimum level necessary for business continuity. With this principle in mind, the minimum resources to consider in a BCP include:

- Manpower and backups to fill positions –

  This refers to the minimum number of people required to carry out the identified critical activities during the disruptive period. It is also necessary to consider whether these activities require a maker / checker role in the processes and if backup personnel are required in the minimum resource list.

  For example, in the human resource department, the minimum manpower may include the head of human resource, business partners, team head and team members of payroll administration (including maker and checker roles), and the administrator of the human resource system. Certain activities such as recruitment, training and development, certain non-critical shared services and benefits administration may not be top priorities to include initially, but this may change if the disruptive situation persists. Association to the situation during COVID is an ideal example to illustrate.

- Hardware required –

  This includes a range of items, such as larger technical hardware like computers, equipment, tools, vehicles, devices, apparatus, as well as smaller items like the number of seats at an alternate site, fixed-line phones (other than mobile phones used by employees), and documents. It is usually recommended to account for computers other than laptop computers that employees have been using, as they may be left in the office premises and unavailable during disruptive situations. Fixed-line phones other than mobile phones should be considered as necessary equipment for planning purpose, since web phones or mobile phones could be disrupted in some emergency situations. Contracts, agreements, or other operating manuals may also be essential documents for critical functions' operation in the BCP. Bundled with this hardware are the application software, licenses, access rights and management to the hardware.

- Locations where critical business functions can take place –

  This refers to alternative site(s) where critical functions can be carried out or where employees can work. With the increasing prevalence of work-from-home or remote work, organisations have greater flexibility in determining work locations during disruptions. Depending on the nature of the disruptive events, most employees can likely continue to work remotely as necessary, enabling business operations to continue with minimal impact. However, certain critical functions may need be performed on-site, and some businesses may require a physical contact point for their clients or customers. In such situations, the work location(s) needs to be included in the BCP. These locations may encompass alternative sites, temporary displacement sites, and business centres.

Recommended Classroom Activity

Exercise 10 - Critical Human Resource Functions

Refer to section 8.3.4 for exercise details

5.3.2.4 Business Continuity Team (Step 2 of 6)

A business continuity team is a committee comprising representatives from various functions across the organisation responsible for establishing and executing the BCP. In many situations, organisations have a steering committee composed of senior management. The steering committee defines the business continuity strategy, and acts as the sponsor of BCP, while the BCP team develops the content of the BCP in detail. The steering committee supports the team in the execution of the BCP.

Members of the BCP team typically include finance, human resource, technology, operations, legal, facilities, security, and customer service. The specific membership depends on the business nature and structure of the organisation. Each member is also responsible for leading their respective functions through the disruptive period.

Some of the roles and responsibilities of the BCP team as a committee include:

- Defining situations in which the BCP is to be executed
- Reviewing the budget required or to be maintained for the BCP
- Ensuring that the BCP is kept up to date
- Arranging and/or conducting communication and training sessions of the BCP plan
- Coordinating internal and external communication during disruptions or emergency situations
- Ensuring that the BCP is tested, all test results are reviewed and documented
- Reviewing BCP-related issues, documenting messages learned and/or actions taken
- Conducting post-disruption review and documenting review points

The leader of the BCP team is usually a more senior person who will make high level decisions when needed. The leader also:

- Ensures that team members well represent their departments with the necessary experience and knowledge of the functions and operations
- Ensures that all members understand the expectation of their roles in the BCP team
- Defines the roles and responsibilities of BCP team members in terms of accountability, responsibilities, and control, including record keeping, communication, training, internal contact, external contact and more
- Leads the team to perform and takes actions on the BCP and recovery

At times, the BCP team is formed before the BCP is developed and the first task of the team is to establish the plan. It is quite common for human resource to provide support from the beginning by contacting all relevant departments for the nomination of representatives to join the team, including having one from human resource.

In some large organisations, there is an enterprise risk management team, led by risk management specialists that guide departments and functions on business continuity processes. Regardless of the situation, the BCP is an integral part of the overall risk management of organisations.

Recommended Classroom Activity

Exercise 11 - Roles and responsibilities of BCP team

Refer to section 8.3.4 for exercise details

5.3.2.5 Communication (Step 3 of 6)

A BCP is relevant to all employees in the organisation. If it is to be executed, it is during times of emergency and unexpected disruptions. It is essential for all employees to be familiar with the existence of the plan well in advance of any emergency situations. For instance, during a fire incident, the primary action would be to evacuate following a pre-defined and rehearsed process and route.

While employees may not need to be aware of every minute detail of the plan, it is vital for each employee to comprehend their respective roles and responsibilities during disruptive scenarios.

a. Communication About the Plan

For organisations that have a BCP team, the responsibility to communicate the plan internally to all employees usually falls on the team leader. A BCP document contains confidential information about the organisation's operations, as well as information about vendors, possibly also clients and the management team. The BCP leader and the entire team must exercise caution in communication.

Communication can be in various formats including written messages, postings on company websites and intranets, training sessions, updates delivered in town hall meetings, and other formats appropriate for respective groups. The focus of communication varies among different groups of people. Some examples of key content for employees, customers and clients, and partners and vendors are as follows: -

- For employees –

  The organisation should inform employees of the existence of the BCP and provide an overview of the plan. It is important to ensure that every employee understands their roles and responsibilities during a disruptive period. This includes guidance on whether they should wait for communication or proactively reach out, as well as the contact person to approach in case of need.

- For customers and clients –

  The organisation should inform customers and clients that a BCP is in place. Besides, posting an extract of the plan on the organisation's website demonstrates transparency and proactive readiness for unexpected events.

- For partners and vendors –

  The organisation should inform partners and vendors about the BCP's presence. Posting an extract of the plan on the organisation's website helps them understand that the organisation is proactively prepared for unexpected events. Additionally, the organisation should provide contact information for key personnel they can reach during a disruptive period.

b. Communication During Disruption

During a period of disruption, effective communication becomes critically important. The success of a BCP relies heavily on it. It is not solely the content of the communication that is significant, but also the act of communicating itself and the manner in which it is conveyed. The way information is communicated can have a substantial impact on the overall outcome.

The objective of communication at this point is to ensure that everyone knows that there is a plan in place, it will be executed as planned, and to provide peace of mind. Both effective internal and external communication are necessary to achieve this purpose.

- External communication –

  A dedicated spokesperson is often responsible for external communication. This spokesperson can be a senior management leader, corporate communication head, or subject matter expert of a particular area depending on the context of the disruption. Assigning one dedicated spokesperson, with a backup, ensures consistent messages are shared, and avoids any confusion or lack of clarity. During disruptions, maintaining timely communication through various appropriate channels is crucial for organisations to preserve confidence among clients, customers, business partners, and uphold their reputation and business operations.

- Internal communication –

  During a disruption, it is crucial to keep employees well-informed about the situation and provide regular updates on the status. Employees should be aware that the BCP is or will be executed as defined. Typically, the BCP designates a specific individual (e.g. the BCP leader, the head of human resource, the head of risk management, or a senior member of management) to serve as the internal communication spokesperson. This spokesperson is responsible for providing consistent, transparent, and honest updates that demonstrate genuine care for the well-being of the employees. For example, at later stage of the COVID pandemic, many organisations communicated regularly with employees regarding updated arrangements for medical consultation, sick leave policies, remote work and others.

  Organisations should place a high priority on maintaining communication with employees through all available channels, including telephone, websites, and various social media platforms. This multi-channel approach ensures that employees receive consistent updates and enables them to stay connected and confident during critical times. However, it is crucial for organisations to exercise exceptional caution when using public communication channels, especially when sharing internal organisational information. In certain instances, organisations prioritise secure channels over a wide array of communication options.

Despite having a defined process and dedicated spokesperson(s) outlined in the BCP, employees often turn to the human resource department as their primary point of contact during disruptions. In such situations, employees are likely to reach out to any human resource officer available to obtain relevant information. Therefore, it is essential for all individuals in every role within the human resource department, including the learners, to have a ***thorough understanding of the BCP***. This familiarity ensures that they play the appropriate role, effectively address employee inquiries that they are pre-endorsed to and provide the necessary assistance during times of disruption.

5.3.2.6 Training (Step 4 of 6)

A BCP, no matter how comprehensive, must be made known to all employees, and personnel concerned should receive proper training for the plan to be truly effective. The scope of training content and level of detail should be adjusted to cater to different groups of audiences.

a. Training for BCP Team

- BCP team members –

  BCP team members must be trained to ensure a good understanding of the objectives of the BCP, and the operational processes of the plan. While the BCP team responsible for developing the details of the plan, the level of contribution and understanding may vary throughout the process. As a critical document with responsibilities for executing the plan, all team members must have a thorough understanding of the plan and their respective roles.

  In an effective BCP, each member has specific roles to play, such as managing communication, handling resources, supporting technical systems etc. Training ensures a clear understanding of these roles and responsibilities, especially each team member’s roles within respective departments when the plan is put into action during emergency situations.

- Dedicated spokespersons –

  The dedicated spokespersons serve as the core, if not the only, channel of communication both externally and internally at times of disruption. They require training to have knowledge about the plan and the recovery process, enabling them to convey accurate information in a timely manner.

  The BCP Team Leader is usually responsible for the training, or leading the training process, with team members delivering relevant parts of the training.

b. Training for All Employees

Training of all employees serves dual purposes: awareness and education. It helps employees understand the critical importance and value of a BCP, as well as the role of every employee in unplanned disruptive situations. Training raises employees’ awareness of potential threats and the importance of being prepared.

- Training content –

  The content needs to be simple and easily understandable for employees. At the minimum it should cover the core elements of the BCP applicable to the workforce, including specific details on the processes relevant to all employees. For example, topics like building evacuation, employee accountability, and crisis communications are crucial for all employees to understand. Prior knowledge of these processes is essential in implementing a coordinated business continuity effort during a disruptive situation.

  An example of potential content for BCP training for all employees could include: –

  - Objectives of the BCP
  - Examples of disruption, threats, and emergency situations
  - The critical importance of the BCP to the organisation and employees
  - Introduction of the BCP team and its members
  - Roles and responsibilities of the BCP team
  - Expectation of employees during disruptive situations
  - Roles and responsibilities of every employee during disruption situations
  - Communication and contact points during disruptions
  - Employees' preparation for potential disruptions
  - Relevant simulation and practices such as using a fire extinguisher, and/or evacuation routes

- Training format –
  Employee training can be conduct in trainer-led classroom or virtual sessions. It can also take the form of simulations and practices, such as fire drills. BCP members can act as trainers for these employee training sessions, serving the purpose of training the workforce while deepening the knowledge of the BCP-member trainer.

- Post training review –

  Feedback should be collected at the end of all training sessions. Apart from comments on the training sessions, valuable input about the BCP itself may also be gathered. All training materials should be available and easily accessible by all employees, and regular refresher courses should be conducted to keep employees vigilant on the subject matter.

Recommended Classroom Activity

Exercise 12 – BCP Training Session for Human Resource

Refer to section 8.3.4 for exercise details

5.3.2.7 Business Restoration (Step 5 of 6)

This refers to the recovery phase of the BCP. The restoration step encompasses a detailed outline of the processes, procedures, measures, and timelines aimed at reinstating critical functions and all other operations to their pre-disruption levels as swiftly as possible. The restoration plan is a proactive arrangement and a risk management measure that should be established in advance, before any unexpected events occur. Its purpose is to facilitate a prompt and efficient recovery of operations, minimising the impact of disruptions on the organisation.

The restoration plan encompasses several major categories, including:

- Manpower
- Equipment
- Facilities
- Systems and data
- Documents
- Other resources

Business and relevant teams may also need to restore relationship with business partners, vendors, clients, and customers after the disruption.

In addition to the above categories, the restoration step may also involve conducting a risk assessment and implementing preventive measures to address potential risks within the restoration process. For instance, this may involve mitigating risks associated with system restoration, such as technical functionalities and data security. Furthermore, the transfer of critical documents necessitates a special and specific process, requiring dedicated manpower and arrangements to ensure information security.

5.3.2.8 Testing, Update and Documentation (Step 6 of 6)

Testing BCP processes and procedures is essential to ensure their smooth operation during disruptions. Fire drills, computer backup systems testing, dry runs of backup devices and apparatus, and testing operational processes are common examples of such testing. Fire drills are testing, training and simulations that help assess the efficiency of evacuation procedures and emergency response protocols. Testing computer backup systems ensures the preservation of critical data in case of system failures.

Dry runs of backup devices and apparatus verify their functionality and readiness for use. Testing operational processes helps identify any gaps or areas that require improvement. Regular testing of these elements enhances organisational preparedness and ensures the effectiveness of the BCP during real-world disruptions.

Testing and simulations need to be conducted regularly and documented. Any gaps identified in the process are reviewed, and necessary changes are made to address them.

The full BCP, including every element of the BCP such as minimum resource identified, manpower, hardware, work sites, recovery plan and all information should be documented and kept centrally. It should be accessible by the BCP team and senior management, ensuring effective coordination and efficiency when the BCP needs to be put into action.

Regular reviews of the full BCP are necessary to identify gaps, new risks, or changes in the organisation. It must be regularly updated to maintain effectiveness and relevance at all times.

Recommended Classroom Activity

Exercise 13 - Documentation for fire drill

Refer to section 8.3.4 for exercise details

Source of Information

The development and implementation of a BCP is a unique undertaking for each organisation, involving various aspects of internal and confidential business and personal information. However, certain aspects of the plan structure, processes, key elements of the content, operational procedures, and industry-specific best practices can be obtained or referenced from the market. There are specialised companies that offer BCP planning and execution services as a business, making valuable information accessible. Therefore, organisations can gather information from their internal resources, the market, and even social media platforms.

5.3.2.9 Information within the Organisation

The information required has been described in respective process. To recap, it includes information related to the following: -

- Critical business operations
- Manpower planning for BCP
- Resources planning for BCP
- Employee information

- Personal information of senior management
- Employee compensation
- Business assets
- Contracts and agreements with business partners and vendors
- Information of key clients and customers

Note that the information related to the BCP is internal to the organisation and must be treated as confidential, regardless of its nature or content. Additionally, the personal information of senior management, employees, clients/customers, and vendors, which may be included in the process, is of utmost importance and must be handled with care. This includes not only raw information but also documents such as contracts and agreements that may be utilised during exercises or simulations. All such information must be treated in ***strict confidentiality and handled responsibly***. Never leave sensitive information unattended on their desks, ensure their screens are turned off when not in use, and take precautions to avoid leaving confidential documents in copying machines or other vulnerable areas. These measures help maintain the confidentiality and security of the information.

5.3.2.10 Information from the Market

In addition to internal information, there are several other types of information and references that can be sourced from the market. Examples include:

- Appropriate BCP structure or template for organisational use
- Availability of BCP services and service providers in the market
- Specialised BCP services and service providers, particularly for IT-related needs
- Critical BCP content specific to different businesses or industries (e.g., financial services, retail, catering services, etc.)
- Market best practices for BCP implementation
- Industry-specific best practices for effective BCP execution

The above information requires research, review, and consultation with professional network for input, opinion exchange, and comments for reference. Sometimes practices from different industries may also spark valuable ideas for use.

To utilise this information effectively, it is necessary to conduct research, review the available resources, and consult with a professional network. This allows for input, exchange of opinions, and the collection of valuable comments for reference. Additionally, practices from different industries can often inspire and provide valuable ideas that can be adapted and implemented in the organisation's BCP.

Note that there is a chapter of ***Epilogue*** following the content of the three UoCs, which covers the topics of ***Professional Network and Human Resource Mindset & Attitude***. These topics provide valuable insights that enhance the effectiveness of the discussed competencies. Additionally, the section of ***Additional Learning Materials*** in section 5.3.3 provides reference for further reading.

Exercise 10 – Critical Human Resource Functions

- Learners are arranged in groups to do this exercise.
- In case of in-house training, learners can work individually or in pairs
- Learners are required to complete a table listing major human resource functions, core activities of each function, and identifying if any functions are core functions for BCP and the reasons for the selection
- Each group is required to share their input

Human Resource functions	Core activities of the function	Is this a core function? If yes, list the core activities and minimum resources required

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

Exercise 11 – Roles and Responsibilities of BCP Team

- Learners first work individually on the first question, and are then arranged in groups to complete the exercise.
- In case of in-house training with fewer learners, learners can continue to work individually or in pairs
- Each group is required to share their inputs

Individual work –

Question 1 - List the requirements for departments to make nominations of department representatives as BCP team members.

Group work –

Question 2 - If there are 8 members in the BCP team, list all possible roles for members and assign these roles to each BCP team member.

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

Exercise 12 – BCP Training Session for Human Resource

- Learners are arranged in groups to do the exercise.
- In case of in-house training with fewer learners, learners can work individually or in pairs
- Each group needs to discuss the following question and complete the required task
- Each group is required to share their ideas after the discussion

Discussion question –

If you are asked to arrange a special BCP training session specifically for the human resource department, discuss with your group and come up with an agenda for the training. Note that it is a special arrangement for the human resource department, and the content is expected to differ from that of training sessions for all employees.

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

Exercise 13 – Documentation for Fire Drill

- Learners are arranged in groups to do this exercise
- In case of in-house training with fewer learners, learners can continue to work individually or in pairs
- Each group discuss the assigned question and complete the required task
- Each group is required to share their input after the discussion

Discussion question: -

You are one of the members of the BCP team. The team has arranged a fire drill in two weeks. Assume the fire drill involves 300 employees including senior management and 6 departments, occupying 3 floors in a commercial building. It is important to document key items after the drill. Come up with a list of key items that must be documented for the exercise.

Key elements for documentation
Example: All employees evacuated from the office by the defined route (Yes / No) - - - - -

Scoring system:

- Points are awarded to each group as group score, with each member receiving the same number of points as their individual score
- If learners work individually, only individual scores will be awarded

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Chapter 6 Epilogue

This Epilogue discusses two pivotal aspects essential for human resource practitioners: establishing professional networks and cultivating a critical mindset and attitude. The section on professional networking explores the significance and methods for building internal, external, and virtual networks, fostering collaborations and knowledge sharing. The section on mindset and attitude emphasises the vital role of staying connected to the market, embracing open-mindedness, upholding ethical standards, and preserving confidentiality within the realm of human resources. This addition provides insights that enhance effectiveness and professionalism in human resource practices.

6.1 Professional Network

All three UoCs in this package emphasise the importance of a strong professional network comprising external partners and colleagues within the organisation. Professional networking is of mutual benefits. It can be the channel of career support to each other, and favours tendered are reciprocal.

According to *Indeed*, professional networking involves building relationships with professionals in the same and related fields. It enables mutually beneficial connections that contribute to career growth. The primary aim is to seek assistance from network members and offer help in return.

A professional network is invaluable for understanding the external job market and internal workforce. Connecting with individuals from different industries provides insights into industry trends, job opportunities, and required skills. It also offers a deeper understanding of colleagues' expertise, career paths, and collaboration prospects within the organisation. This comprehensive understanding aids in effective navigation of the employment landscape.

6.1.1 Internal Network

Internal networks involve connecting with colleagues within the organisation, expanding professional relationships beyond one's own department. By connecting with individuals from different departments, valuable insights and knowledge can be readily shared, facilitating efficient information exchange within the organisation.

An internal network allows human resource professionals to tap into the collective knowledge and experiences of employees, enabling them to gather valuable information on industry trends, competitor practices, and emerging job roles. In addition, an internal network fosters closer connections between human resource and employees, facilitating open communication channels for gathering feedback, conducting internal surveys, and gaining insights into the career aspirations and skills of the workforce. This information helps human resource teams align their talent acquisition strategies, develop targeted training programs, and implement effective retention initiatives based on a deep understanding of the employment market.

In the context of BCP, an internal network enables efficient communication, collaboration, and coordination among different departments and individuals involved in the BCP. For example, an informal conversation with department heads or team heads may be more effective than an official email invitation when soliciting nominations for representative to the BCP team. Relationships also facilitate more and more effective exchange of information and collaboration which is critical for the BCP activities that encompass various functions and cross departments.

While having a network can facilitate the smooth flow of work processes, it is important to note that ***established procedures cannot be bypassed*** solely based on relationships. It is also crucial to recognise that informally obtained information often lacks a structured format. Therefore, it should be handled with great care and used only as an appropriate point of ***reference***.

To establish and nurture an internal network, below are some tips with a genuine attitude for consideration: -

- Be proactive to attend company events, join employee interest groups, and participate in cross-functional projects to expand the network
- Develop genuine relationships with colleagues
- Be a team player to build a reputation as a dependable and supportive team member
- Utilise technology (e.g. email, chat platforms, collaboration software) to stay connected with colleagues
- Attend networking events (e.g. employee activities, workshops, conferences) to meet new people, exchange ideas, and strengthen the professional connections
- Follow up and maintain relationships with contacts after initial interactions or meetings

Establishing a professional internal network requires dedication and effort. It is essential to approach it with patience, consistency, and authenticity in the interactions. Over time, network within the organisation will naturally grow and become stronger as a result.

6.1.2 External Network

The internal network expands to an external network when employees transition to other organisations, forming connections outside the company. An external network encompasses various individuals and groups beyond former colleagues, including active involvement in industry associations, professional organizations, conferences, seminars, trade shows, professional development programmes, government bureau events, social and community gatherings, regular communication with search partners, service vendors, and alumni networks. The tips for developing internal network are also applicable externally.

Networking and periodic contact with human resource practitioners in the market are good opportunities to better understand the employment market and exchange valuable work practices. For example, sharing of industry insights, market trends, talent management practices such as frequency of talent review meetings, models for talent identification, talent assessment tools used and comments, development programmes for high potentials and successors, and more. Besides, exchanges can revolve BCP practices, including the content of BCP communication, frequency of drills and tests, critical functions of human resource, and more. These are valuable references as they are practical, realistic and have sometimes already been tested as useful by industry professionals.

6.1.3 Virtual Network

Professional networking on social media is more a norm now than a choice. Social media overcomes the limitations from physical meetings and geographical locations. It removes boundaries, raises interaction, and can expand network with more and more diverse professionals. It helps build more extensive professional contacts and get timely updates on trends and practices. A rule of thumb is the need to research for the relevant sites to use and stay active on the sites. Although there are both positive and negative voices on the popular use of social media personally and professionally, it does have added value to professional networking. Examples of some positive values of social media networking include the following: -

- Create a personal professional brand
- Increase interaction
- Ease connection with experts
- Stay informed of events and happenings across boarders
- Heighten awareness of the surrounding
- Serve as tools for learning
- Build communities of specific interests or goals
- Facilitate more knowledge and experience sharing
- Enable employer branding

Professional networking facilitates regular interaction with professionals, exchanges information, shares insights and can also solicit and extend professional assistance as appropriate. The relationships established need to be ***authentic and genuine***. Support and assistance tendered are reciprocal to be mutually beneficial. Although information shared is open information, they are valuable and may not be easily accessible for people, like human resource practitioners not in the same industries. Everyone including human resource officers, must practise a high level of the professional code of conduct and confidentiality on the information and the source of information gathered.

6.2 Human Resource Mindset & Attitude

Having an appropriate mindset and attitude are essential in human resource roles. It sets the tone for effective communication, fosters trust, enables problem-solving, and supports professional human resource practices. Some key mindsets and attitudes include: -

- Be updated and in touch with market –
  - Be at pace with, if not ahead of, market changes, practices, and technology advancements.
  - Keep up to date with market information, talent management models, new talent assessment tools, potential disruptive factors and adopt market best practices on the job.

- Be open-minded –
  - Be receptive to new ideas and consider all possibilities within the dynamic employment market, talent progression, as well as in the domain of BCP.
  - Be creative with staffing actions, being open-minded also helps with data and information interpretation.
  - Approach talent development reviews and succession planning objectively.
  - Adopt an open attitude to facilitate innovative talent development actions, and BCP practices.

- Uphold ethical standard and professional conduct –
  - Be the role model as human resource professionals with appropriate work practices and behaviour.
  - Remember that all interactions with employees and participation in networking activities are more than personal involvement; they are a representation of the organisation.
  - Always practise the highest level of professional conduct and comply with all laws and regulations.
  - Prioritise employee wellbeing and business continuity at times over rigid adherence to pre-set protocols when taking actions under the BCP.

- Preserve confidentiality –
  - Keep all information, whether officially or informally learned of, in full confidence. Examples are employee and workforce information, personal and confidential information and data involved in the talent management and succession planning exercise, and in BCP process.
  - Make known of personal and confidential information and records only on a need-to-know basis and should not be shared or discussed even within the human resource team.
  - Keep all information relating to personal and confidential information about candidates and hired employees, employment offers and compensation packages, agreements, and terms and conditions with external recruitment partners, whether officially or informally learned of, in full confidence.
  - Use internal data and qualitative information from external sources and professional network

only for analysis purposes and should be reviewed without association with specific personnel. Human resource officers should seek advice from the manager or the human resource department head in situations needing advice and assistance.

Chapter 7 Assessment and Grading Rubrics

There is an overall assessment in the format of multiple-choice questions, short questions for point-form answers, and scenario-based long question with one or two parts at the end. The assessment is intended to help the trainer and learners understand learners' overall understanding of the three UoCs.

The following assessment rubric can be used as a reference guide for evaluating the learning achievements of respective competencies within the package content of the UoCs.

Percentage of score	Performance Standard	Description
85% - 100%	Outstanding	Have learned and displayed good understanding of most of the training content covering the essential elements of the three UoCs in this training package
65% - 84%	Good	Have learned and displayed adequate understanding of most of the training content covering the essential elements of the three UoCs in this training package
50% - 64%	Satisfactory	Have learned and displayed sufficient understanding of the training content covering the essential elements of the three UoCs in this training package
35% - 49%	Marginal	Have learned and displayed understanding only of some of the training content covering the essential elements of the three UoCs in this training package
Below 35%	Inadequate	Limited learning and understanding of the training content covering the essential elements of the three UoCs in this training package

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Appendix

Report B: A report on "Composite Employment Estimates (CEE) by industry, 2017 to 2022" by Census and Statistics Department, HKSAR, 2023 (link – Select Report of 2022, released Aug 2023, pages 4-5)

表 1 2017 年至 2022 年按行業劃分的就業綜合估計數字
Table 1 Composite Employment Estimates (CEE) by industry, 2017 to 2022

行業 Industry	人數 Number of persons						2022 年與下列年份比較的變動百分率 (1) % change in 2022 over the year below (1)	
	2017	2018	2019	2020	2021	2022	2017	2021
製造 Manufacturing	**94 900 (2.5%)**	**90 900 (2.3%)**	**88 600 (2.3%)**	**85 200 (2.3%)**	**80 300 (2.2%)**	**76 200 (2.1%)**	**-19.8**	**-5.2**
電力、燃氣和自來水供應及廢棄物管理 Electricity, gas and water supply, and waste management	**15 300 (0.4%)**	**15 400 (0.4%)**	**15 700 (0.4%)**	**15 600 (0.4%)**	**15 800 (0.4%)**	**16 100 (0.4%)**	**+5.5**	**+2.0**
電力及燃氣供應 Electricity and gas supply	7 900 (0.2%)	8 000 (0.2%)	8 100 (0.2%)	7 900 (0.2%)	7 900 (0.2%)	8 000 (0.2%)	+1.4	+1.1
自來水供應；污水處理、廢棄物管理及污染防治服務 Water supply; sewerage, waste management and remediation services	7 400 (0.2%)	7 400 (0.2%)	7 600 (0.2%)	7 800 (0.2%)	7 900 (0.2%)	8 100 (0.2%)	+9.8	+2.9
建造 Construction	**337 900 (8.8%)**	**343 900 (8.9%)**	**333 400 (8.6%)**	**310 800 (8.4%)**	**323 800 (8.8%)**	**327 400 (9.1%)**	**-3.1**	**+1.1**
服務行業 Service industries	**3 381 100 (88.2%)**	**3 431 900 (88.3%)**	**3 431 000 (88.6%)**	**3 277 500 (88.8%)**	**3 248 100 (88.5%)**	**3 191 000 (88.3%)**	**-5.6**	**-1.8**
進出口貿易、批發及零售 Import/export, wholesale and retail trades	871 000 (22.7%)	873 800 (22.5%)	818 300 (21.1%)	727 900 (19.7%)	699 300 (19.0%)	684 600 (18.9%)	-21.4	-2.1
進出口貿易 Import and export trade	*488 600 (12.7%)*	*485 200 (12.5%)*	*444 800 (11.5%)*	*394 500 (10.7%)*	*374 500 (10.2%)*	*366 200 (10.1%)*	*-25.0*	*-2.2*
批發 Wholesale	*59 600 (1.6%)*	*59 200 (1.5%)*	*56 100 (1.4%)*	*50 700 (1.4%)*	*48 200 (1.3%)*	*49 800 (1.4%)*	*-16.4*	*+3.5*
零售 Retail trade	*322 800 (8.4%)*	*329 300 (8.5%)*	*317 400 (8.2%)*	*282 700 (7.7%)*	*276 700 (7.5%)*	*268 600 (7.4%)*	*-16.8*	*-2.9*
住宿 (2)及膳食服務 Accommodation (2) and food services	275 700 (7.2%)	280 600 (7.2%)	275 800 (7.1%)	236 400 (6.4%)	239 400 (6.5%)	240 600 (6.7%)	-12.7	+0.5
運輸、倉庫、郵政及速遞服務 Transportation, storage, postal and courier services	313 500 (8.2%)	308 400 (7.9%)	310 600 (8.0%)	291 900 (7.9%)	289 200 (7.9%)	279 600 (7.7%)	-10.8	-3.3
資訊及通訊 Information and communications	113 100 (3.0%)	112 800 (2.9%)	114 000 (2.9%)	112 000 (3.0%)	108 900 (3.0%)	106 800 (3.0%)	-5.6	-2.0

金融及保險、地產以及專業及商用服務 Financing and insurance, real estate, and professional and business services	788 700 (20.6%)	806 700 (20.8%)	828 200 (21.4%)	831 900 (22.5%)	836 400 (22.8%)	819 100 (22.7%)	+3.9	-2.1
金融及保險 *Financing and insurance*	*259 000* *(6.8%)*	*264 300* *(6.8%)*	*274 400* *(7.1%)*	*276 200* *(7.5%)*	*277 500* *(7.6%)*	*269 700* *(7.5%)*	*+4.1*	*-2.8*
地產 *Real estate*	*135 800* *(3.5%)*	*140 000* *(3.6%)*	*144 500* *(3.7%)*	*146 500* *(4.0%)*	*150 900* *(4.1%)*	*149 500* *(4.1%)*	*+10.1*	*-0.9*
專業及商用服務 *Professional and business services*	*393 900* *(10.3%)*	*402 400* *(10.4%)*	*409 200* *(10.6%)*	*409 200* *(11.1%)*	*408 000* *(11.1%)*	*399 900* *(11.1%)*	*+1.5*	*-2.0*
專業、科學及技術服務 *Professional, scientific and technical services*	*192 900* *(5.0%)*	*198 000* *(5.1%)*	*205 600* *(5.3%)*	*207 900* *(5.6%)*	*209 400* *(5.7%)*	*206 300* *(5.7%)*	*+7.0*	*-1.5*
行政及支援服務 *Administrative and support services*	*201 100* *(5.2%)*	*204 400* *(5.3%)*	*203 700* *(5.3%)*	*201 300* *(5.5%)*	*198 600* *(5.4%)*	*193 500* *(5.4%)*	*-3.7*	*-2.5*

表 1（續） 2017 年至 2022 年按行業劃分的就業綜合估計數字
Table 1 (cont'd) Composite Employment Estimates (CEE) by industry, 2017 to 2022

行業 Industry	人數 Number of persons 2017	2018	2019	2020	2021	2022	2022 年與下列年份比較的變動百分率 (1) % change in 2022 over the year below (1) 2017	2021
公共行政以及社會及個人服務 Public administration, and social and personal services	1 019 100 (26.6%)	1 049 700 (27.0%)	1 084 100 (28.0%)	1 077 300 (29.2%)	1 074 700 (29.3%)	1 060 200 (29.3%)	+4.0	-1.4
公共行政 *Public administration*	*113 000* *(2.9%)*	*115 800* *(3.0%)*	*119 600* *(3.1%)*	*121 400* *(3.3%)*	*128 600* *(3.5%)*	*126 700* *(3.5%)*	*+12.1*	*-1.5*
教育 *Education*	*209 600* *(5.5%)*	*217 600* *(5.6%)*	*226 200* *(5.8%)*	*220 600* *(6.0%)*	*215 100* *(5.9%)*	*218 300* *(6.0%)*	*+4.1*	*+1.5*
人類保健及社會工作服務 *Human health and social work services*	*199 700* *(5.2%)*	*202 800* *(5.2%)*	*212 500* *(5.5%)*	*218 800* *(5.9%)*	*221 300* *(6.0%)*	*225 400* *(6.2%)*	*+12.9*	*+1.9*
藝術、娛樂及康樂活動 *Arts, entertainment and recreation*	*55 500* *(1.4%)*	*56 900* *(1.5%)*	*58 500* *(1.5%)*	*52 200* *(1.4%)*	*52 000* *(1.4%)*	*50 800* *(1.4%)*	*-8.6*	*-2.3*
其他社會及個人服務 *Other social and personal services*	*441 200* *(11.5%)*	*456 600* *(11.8%)*	*467 300* *(12.1%)*	*464 300* *(12.6%)*	*457 700* *(12.5%)*	*439 000* *(12.1%)*	*-0.5*	*-4.1*
其他 (3) **Others (3)**	**3 900** **(0.1%)**	**3 400** **(0.1%)**	**3 600** **(0.1%)**	**2 600** **(0.1%)**	**3 100** **(0.1%)**	**3 500** **(0.1%)**	**-11.8**	**+12.4**
總就業人數 **Total employment**	**3 833 100** **(100.0%)**	**3 885 400** **(100.0%)**	**3 872 200** **(100.0%)**	**3 691 700** **(100.0%)**	**3 671 100** **(100.0%)**	**3 614 200** **(100.0%)**	**-5.7**	**-1.6**

Source: Hong Kong Monthly Digest of Statistics, Aug 2023, Census and Statistics Department, HKSAR

Report C: "Hong Kong Employees Enjoy 3.5% Pay Rise, Highest Since Pandemic"
Hong Kong Institute of Human Resource Management (link - select 2022)

Below is a clipping of the article

香港人力資源管理學會
Hong Kong Institute of Human Resource Management

PRESS RELEASE

[For immediate release]

Hong Kong Employees Enjoy 3.5% Pay Rise

Highest Since Pandemic

[20 October 2022 – Hong Kong] Hong Kong employees received an average salary increase of 3.5% in 2022, hitting the highest level since the COVID-19 outbreak, according to the survey findings released today by the Hong Kong Institute of Human Resource Management (HKIHRM).

HKIHRM's 2022 Pay Trend Survey collected data from 178 companies on pay adjustment and bonus incentives provided for employees in the period between January and September this year. The companies that participated in the survey spanned 12 business sectors, employing a total of around 120,700 full-time salaried employees. Below are the survey's key findings:

Report D: Salaries in Hong Kong Continue to Rise in 2023, Mercer, Nov 2022 (link)

Below is a clipping of the article. Click the link to see the full article.

- **Overall median salary increments still below pre-pandemic levels, but projected to hit 3.8% next year, up from 3.6% this year**
- **Talent attraction and retention biggest challenge for companies as voluntary turnover for 2022 could potentially double pre-pandemic levels**

Employees in Hong Kong SAR can look forward to a median 3.8% increase in their salaries next year, according to Mercer's annual Total Remuneration Survey (TRS) 2022. The TRS polled 544 organizations across 13 industries in Hong Kong between April and June this year.

While salary increments have been steadily rising from the low 3% seen during the peak of the pandemic in 2021, it has yet to reach the pre-pandemic level of 4% seen in 2019. Hong Kong SAR's median salary increment is below the Asia Pacific average[1] of 4.4%. Across Asia Pacific, the overall average salary increases reflect a divergence in pay progression between emerging and developed economies, with estimates as high as 7.1% in Vietnam to 2.2% in Japan, the lowest in the region.

(part of the articles not included here, click the link to read the full article)

Attraction and retention of talent remain companies' biggest challenge

Talent attraction and retention continues to be a top priority for companies in Hong Kong as they grapple with higher than usual voluntary turnover this year. The average turnover rate is already at 10.5% as of mid-2022. In comparison, the full year voluntary turnover rate for companies in Hong Kong was 14.6% in 2019. The high turnover is due primarily to prevailing pandemic restrictions and a more challenging business environment which has resulted in a talent outflow. According to Hong Kong SAR's Census and Statistics Department[2], the city saw an outflow of 113,200 residents between mid-2021 and mid-2022, which resulted in a 1.6% decrease in overall population. This is also the biggest drop in population on record.

The challenge is more pronounced in certain industries like Hospitality and Retail as they are still affected by the lack of tourists from Mainland China. Moreover, the nature of the work in these industries does not align with many employees' present expectations of having more flexible work arrangements.

Source: Salaries in Hong Kong SAR continue to rise in 2023 but companies are cautiously optimistic: Mercer Survey, 2022

Hong Kong Qualifications Framework

Specification of Competency Standards (SCS)-based Training Package for the Human Resource Management

Training Workshop on Staffing and Workforce Continuity

Three Units of Competency (UoC) of this Package

- **Collect information of employment market trend and issues that affect employment**
  (Code: 107075L4)

- **Execute necessary actions to mitigate or reduce people risks**
  (Code: 107077L4)

- **Complete and communicate business continuity plan (BCP) to maintain smooth human resource (HR) related operation**
  (Code: 107078L4)

The three Units of Competency (UoCs) of the Human Resource sector covered by this training package are cross-industry competencies. This package aims to provide content material that should be fundamental to most, if not all industries. It is not meant to be exhaustive. Some elements of the training content need to be adjusted and adapted by users according to specific requirements of particular industry.

Overall Intended Learning Outcome for Learners

On completion of the learning using the training package, learners will be able to:

- identify network with relevant information sources in order to possess updated knowledge of changes in employment market, human capital risks and issues that affect employment;
- identify the impact of changes in employment market on the organisation;

- implement business process review in collaboration with department representatives to identify and execute necessary actions to mitigate or reduce people risks;
- identify job requirements, competencies and performance standards for each key position with reference to the talent management and succession planning strategy;
- implement regular review and update of the organisation's talent pool;

- establish centralised information and resources for effective coordination in the event of business disruption or emergency; and
- execute two-way communication with the BCP designated committee / members for the implementation of BCP for maintaining smooth HR related operation.

Learning Mode

- Classroom Training
- Self-study and Research
- On-the-job Training

Unit of Competency

Collect information of employment market trend

and issues that affect employment

(Code: 107075L4)

Intended Learning Outcome for UoC 107075L4

- **Understand the importance of effective risk management in minimising the probability and impact of employment issues affecting organisation success and business results;**
- **Understand different sources that provide information on employment market trend;**
- **Search for and maintain strong network with external consultants specialised in manpower resourcing, human resource professional bodies, government departments and regulatory bodies to understand the latest employment market trend;**
- **Collect the latest employment market trend and interpret the impact of change in employment related ordinances on the organisation;**
- **Interpret market data into meaningful information to enable accurate risk assessment; and**
- **Search for and use new channels to possess updated knowledge of changes in employment market, human capital risks and issues that affect employment.**

Content Overview of UoC 107075L4

- Overview of Staffing and Workforce Continuity
- Vaue of Staffing and Workforce Continuity and their Risk Factors

Employment Market Information

Source of Information

- Professional HR institutions
- Professional associations of respective industry
- Government departments
- Regulatory bodies
- News media
- Consulting firms
- Social media

Workforce Information

Source of Information

- HR systems
- Files and records
- Organisation websites
- Town hall meetings
- News and announcements
- Social media
- Employees

Quantitative Information

- Format of information
- Interpretation of information

Qualitative Information

- Format of information
- Insights from information

Integration of Information from Employment Market and Workforce

Staffing and Workforce Continuity

Quantitative Data and Qualitative Information, with Proper Analysis

⇩

Insights for Staffing and Workforce Risk Management

⇩

Workforce Continuity

Employment Market Data and Information

Workforce Data and Information

Workforce Risk Factors

- Resource and Turnover
- Performance and Productivity
- Onboarding Process of New Employees
- Health and Safety
- Workforce Data and Technology
- Compliance and Regulations
- Social and Work Environment

Employment Market Information

Quantitative Information

Qualitative Information

Source of Employment Market Information

- Professional HR Institutions
- Professional Associations of Respective Industry
- Government Departments
- Regulatory Bodies
- News Media
- Consulting Firms
- Social Media

Quantitative Employment Market Information - Format

Survey and Research Reports, Publications

News and Announcement

Exercise 1 – Getting Employment Market Information

- Work in Groups
- Complete the table as in the Learner Guide
- Can search online for information

Category	Name of Organisation	Types of Employment Market Information
HR organisation(s)		
Professional association(s) of the industry		
Government department(s)		
Regulatory body(ies)		
Social media		
Consultant firm(s)		

Quantitative Employment Market Information - Interpretation

- Size of labour force
- Labour force participation rate
- Unemployment rate
- Distribution by major industry sector
- Average turnover rate
- Average turnover rate by major industry sector
- Average wage level
- Rate of average annual salary increment

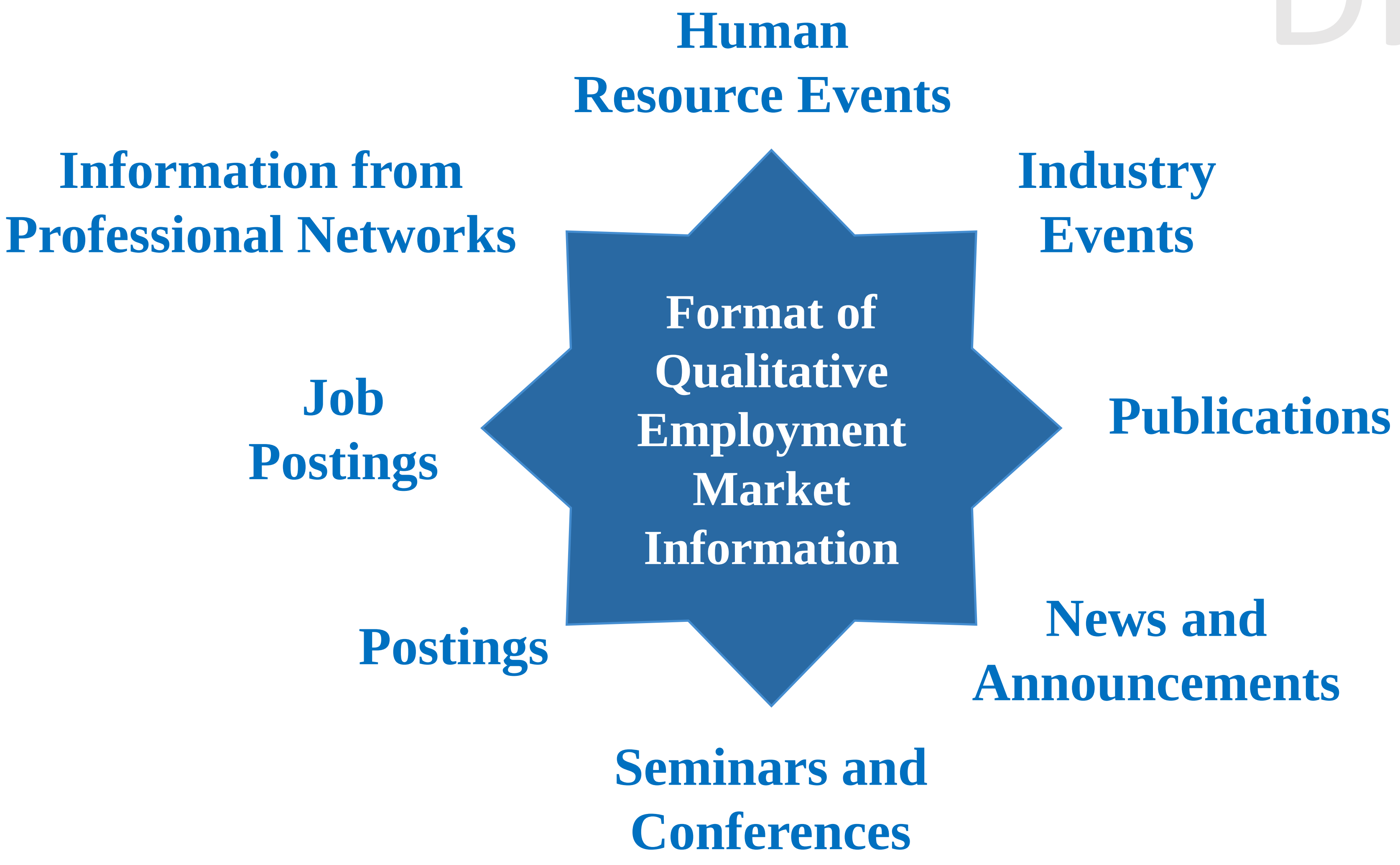
→

- Market average
- Industry average
- Changes over time (from previous year, 3 years, 5 years)
- Changes in market average
- Changes in industry average
- Pattern revealed
- Level of volatility
- Rate and pattern of change

Exercise 2 – Interpretation of Market Information

- Work in groups
- Each group will be given a report to work on
- Answer questions assigned to each group based on information in the report

Qualitative Employment Market Information - Formats



Qualitative Employment Market Information - Insights

Personal Learnings

Observations and Insights from Consultants

Speakers' Opinion and Comments

Global Trends reflected from Events and Publications

Insights from Qualitative Employment Market Information

Industry Leaders' Input and Opinion

Market Trends Reflected from Job Postings

Shared Company or Industry Practices

Information from Publications

Workforce Information

Quantitative Information

Qualitative Information

Source of Workforce Information

Quantitative Workforce Information – Formats and Interpretation

HR Systems

Files and Records

Organisation Websites

Town Hall Meetings

News and Announcements

Social Media

Employees

- Records
- Reports
- Numbers in Files
- Analyses

Reveal and Project

Needs and Risks

Exercise 3 – Interpretation of Workforce Reports

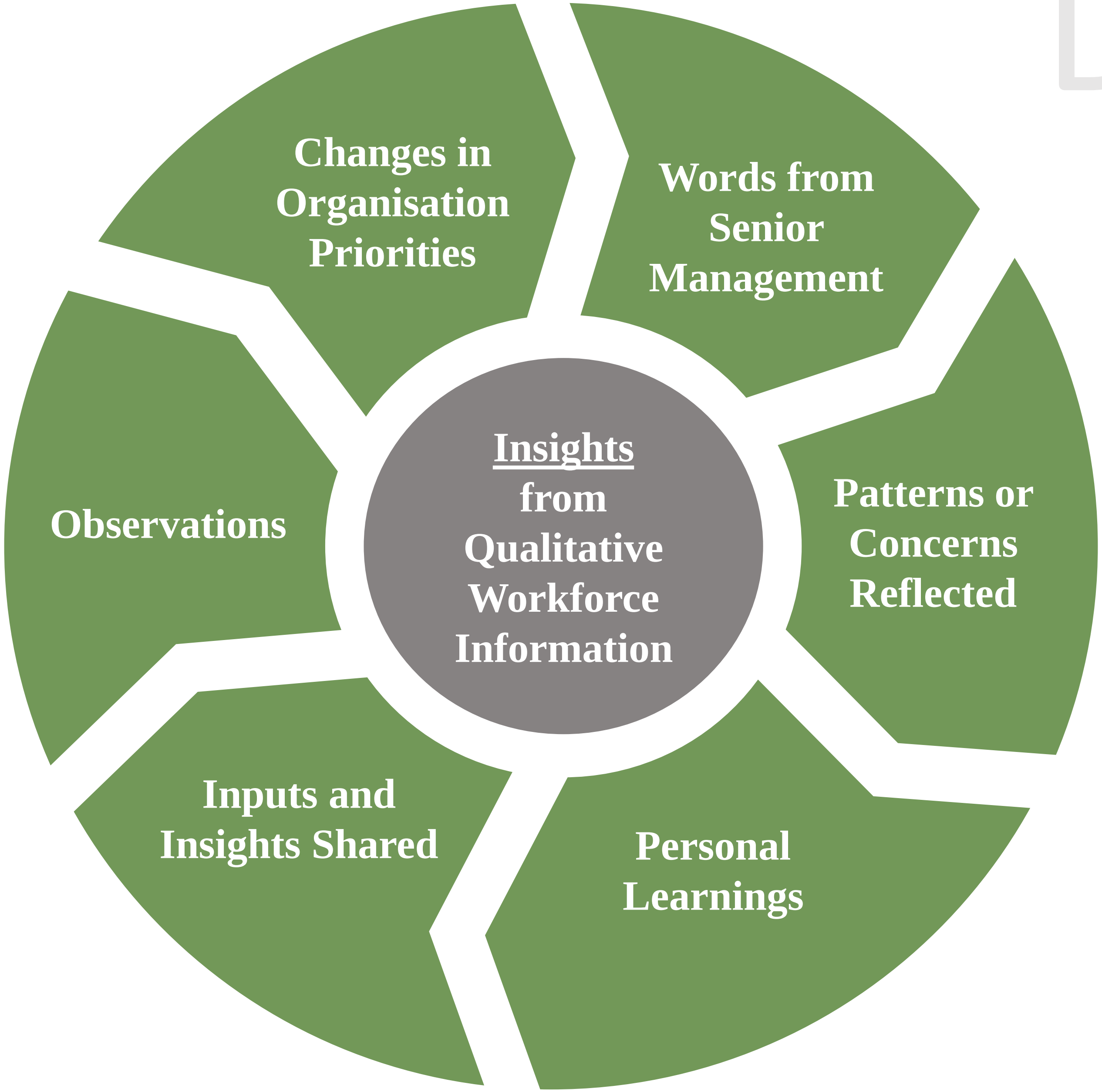
- Work in groups
- Each group is given a sample turnover report, and other supporting data
- Review the report to:
  - identify turnover patterns reflected
  - identify red flags
  - name potential impact and risk to the workforce
  - determine potential actions to take

Qualitative Workforce Information - Formats

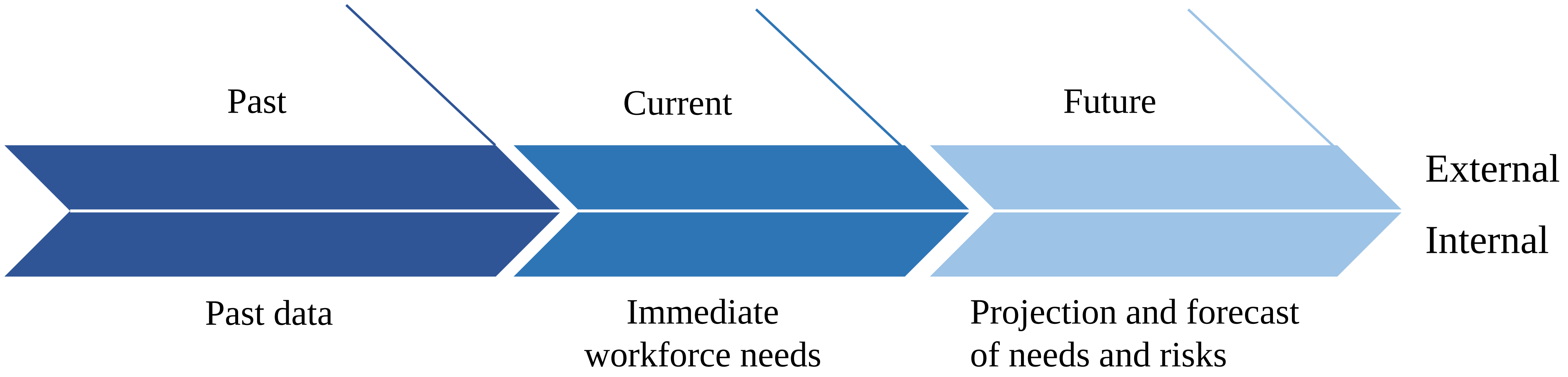
Exercise 4 – "From Strategies to Actions" Quiz

- Work individually
- Take turns to answer questions from the trainer
- One after another
- One question every time

Qualitative Workforce Information - Insights

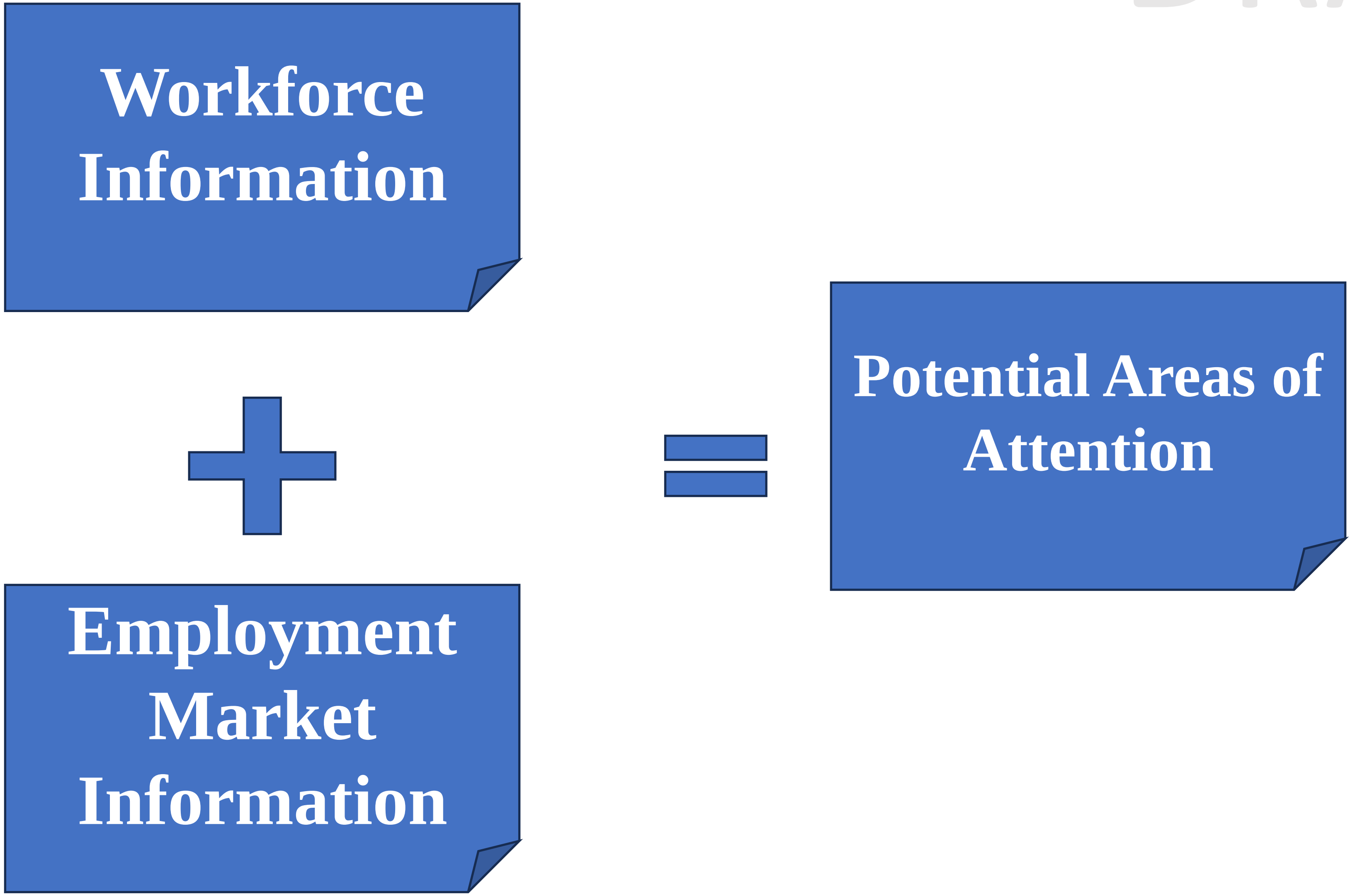


Integration of Information from Employment Market and Workforce



Integrated Approach to Data and Information Interpretation

Integration of Information from Employment Market and Workforce



Exercise 5 – A Mini Case

- Work in groups
- Read the case
- Discuss the listed questions

Unit of Competency

Execute necessary actions to mitigate or reduce people risks

(Code: 107077L4)

Intended Learning Outcome for UoC 107077L4

- Understand the importance of talent management and succession planning strategy in terms of risk management and business continuity;
- Understand the potential, performance and readiness of high potential employees / successors in the organisation to workforce risk management;
- Coordinate with department representatives to review business process and identify the key roles at every level that are critical to business operation and future development of the organisation;
- Confirm job requirements, competencies and performance standards for each key position;
- Maintain effective operation of performance management system in order to identify and retain high potential employees and successors;
- Update the talent pool on a regular basis; and
- Benchmark and adopt as appropriate best practices in the market for the identification and development of high potential employees / successors.

Content Overview of UoC 107077L4

- Overview of Talent Management and Succession Plan
- Value of Talent Management and Succession Planning

Key Elements of Talent Management and Succession Planning Process

- Talent Strategy and Planning
- Competency Framework
- Critical Positions
- Acquisition
- Performance Management
- Succession Planning
- Learning and Development
- Engagement and Retention
- Total Rewards

Source of Information

- Within the Organisation
- From the Market

Value of Talent Management and Succession Planning

To have the right individuals in the right positions at the right time → **Minimise workforce gaps and enhance growth potential**

For the Organisation	For Employees
▪ Raise productivity and enhance results ▪ Enhance competitiveness for sustainable growth ▪ Accomplish organisation’s vision ▪ Establish a strong human capital as a whole ▪ Enhance employer branding ▪ Improve engagement and retention ▪ Foster a participative decision-making process and culture ▪ Drive staff cost efficiency	❖ Have better learning and development opportunities ❖ Enhance skills and knowledge through learning and development ❖ Gain recognition for good performance ❖ Have better prospects through performance ❖ Increase motivation for better performance ❖ Greater engagement and willingness to stay in the organisation ❖ Work in a positive result-oriented culture

Exercise 6 – Pros and Cons of Internal and External Hire

- Work in groups
- Complete the matrix table as in the Learner Guide

	Pros	**Cons**
Internal Hiring		
External Hiring		

Key Elements of Talent Management and Succession Planning

Talent Strategy and Planning

Manpower planning

Staffing plan with core workforce requirement → Core requirements + needs of positions → Job descriptions for talent acquisition → Criteria for Selection → Core dimensions for Performance Review

Competency Framework

	Competencies	Competency Framework
What are they?	Knowledge, skills, ability, behaviour, attitude	A structure that sets out and defines competencies
What are they for?	As performance indicators, and reflect expected level of performance from employees	Support talent strategy and guide practices for recruitment, talent development, and performance management
How will they be used?	As basis to develop job requirements, and criteria for progression	As the guide to identify high-potential employees, and as criteria to identify workforce competency gaps for early actions
Structure	Can be structured by: - ▪ Grade ▪ Position level ▪ Leadership role	Examples of competency category – ▪ Functional ▪ Business ▪ Leadership ▪ People ▪ Digital ▪ Ethics, integrity and professional

Competency Framework - An Example

	Ethics, Integrity, & Professionalism	Functional	Business	Digital	Leadership	People
Leading Business (Leading Function)	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx
Leading Leaders	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx
Leading Others	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx
Leading Self	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx	Xxx Xxx Xxx Xxx

Exercise 7 – Competencies of Human Resource Officer

- Work in groups
- Complete the competency table of HR Officer position as in the Learner Guide
- Can search online for information

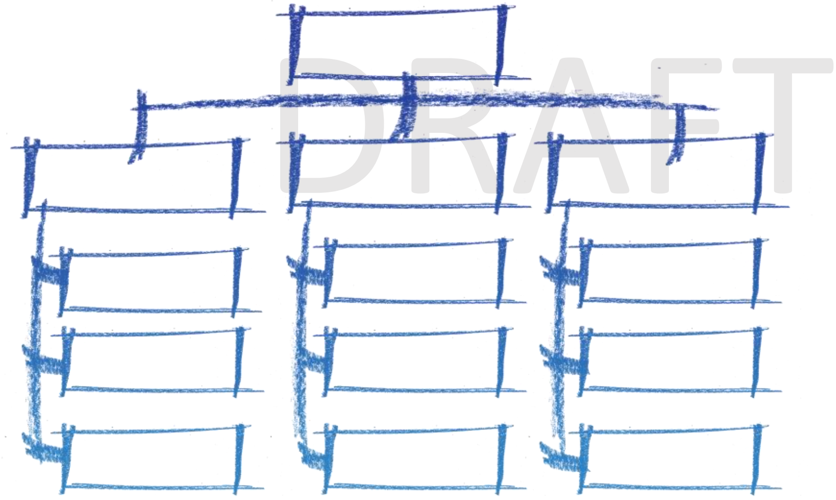
Category of Competency	Description of Competencies for HR Officer
Human Resource	
Interpersonal	
Computer & Social Media	
Business	
Ethics & Integrity	

Critical Positions

Identify by reviewing with department heads or department representatives -

Critical positions are those:

- of influential impact on business operations and results
- of high-value contributions to the business **and**
  - require specific skills, knowledge, or experience
  - are difficult to replace
  - are at high risk of turnover
- that have relevance to specific strategy and future directions of the organisation
- required by regulations for business operation



- Not all functions have critical positions
- May change over time
- Review regularly
- Align with talent review and succession planning schedule

Exercise 8 – Identify Critical Positions

- Work in groups
- Discuss and identify the critical positions from the list
- Share the reasoning
- Can search online for information

Talent Management and Acquisition

Build a strong talent pipeline and reduce gaps in critical positions

Core competency requirement + job requirement + expected level of proficiency

= Job Description

Internal Hiring

External Hiring

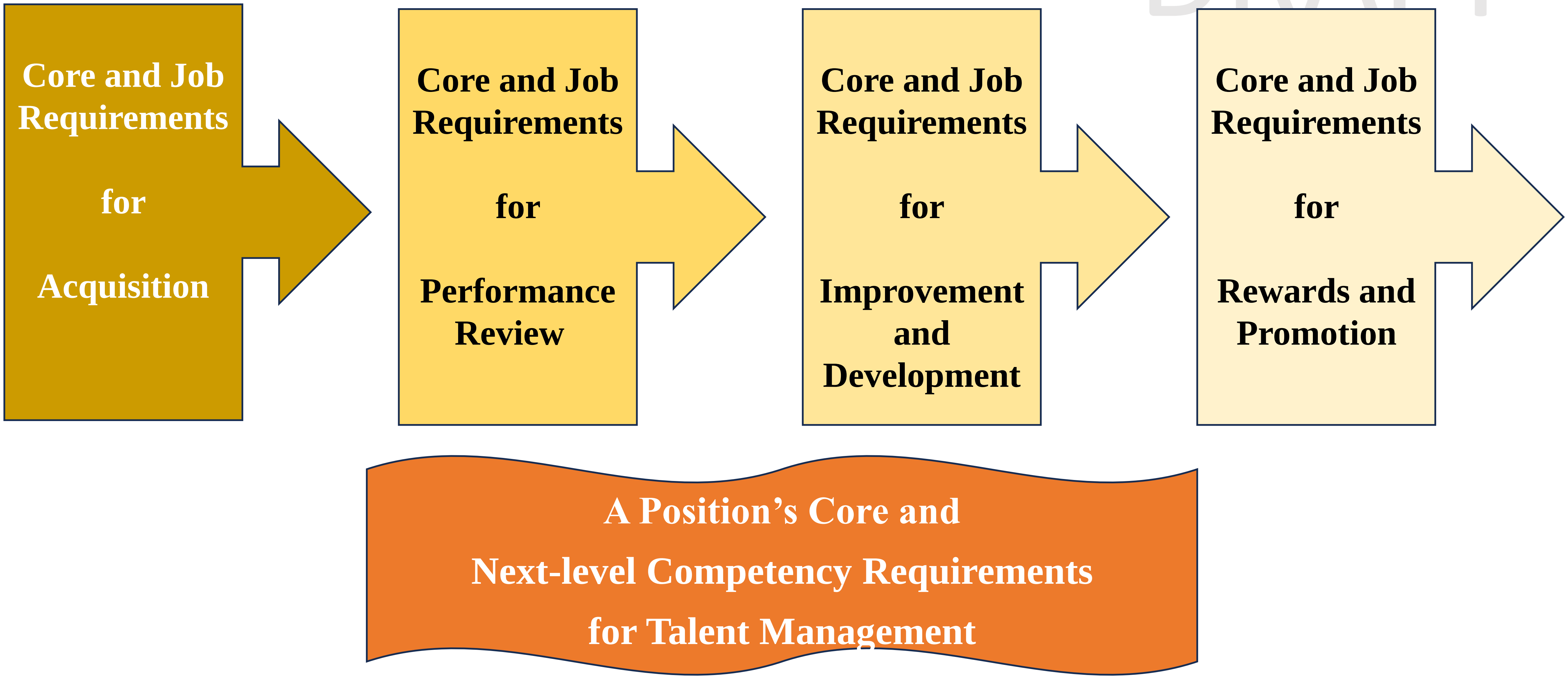
Control step:

✓Confirm job description with the hiring manager every time

✓May have changes even for same position

✓Ensure posting the correct job description

Talent Management and Performance Management



Performance Management Process

Areas of attention to ensure proper operation:

- Work with system vendor or in-house IT to confirm system specifications or changes in specifications
- Be fully familiar with system operation
- Be fully familiar with system administration if assigned as the administrator
- Confirm performance management process and schedule
- Prepare or ensure communication of various messages by process schedule
- Track and update completion status
- Follow up and/or bring up issues that may arise
- Ensure completion by all parties within the required timeframe

Exercise 9 – Risks Associated with Poor Performance Management System

- Work in groups
- Discuss and answer questions assigned to each group
- Can search online for information

Succession Planning

Succession planning

- **pipeline management and workforce risk management actions**
- **to ensure continuity of business operation with minimal impact in case of changes and disruptions**

Objectives:

- Fill critical roles promptly or not left vacant for extended periods of time
- Fill critical roles with the most suitable individuals
- Develop a bench strength for critical positions
- Identify and groom potential successors

Value:

- Business continuity and success
- Provision of career paths and prospects for employees
- Healthy competition for career progression
- Employee engagement
- Employer branding
- Organisation reputation

Succession Planning Process

Competency Framework

Define scope / identify critical positions

1. Define and communicate the process
2. Identify potential talents and assessment
3. Analyse information and data
4. Finalise potential talent list
5. Discuss in Talent Review meeting
6. Agree on successor list and talent pipeline
7. Finalise action plan and execute

Integrated Talent Development Actions

Individual Development Plan

Integrated Development

Training

- Classroom Training
- Virtual Training

Work Experience

- Special Projects
- Short-term Assignments
- Internships
- Secondments
- Rotations

Exposure

- Internal Networking
- External Networking
- Mentoring Programmes
- Learning Groups

Engagement and Retention

Examples of Actions: -

- Strengthen Employer Branding
- Develop Engaging Corporate Culture
- Design Open Work Environment
- Practise Flexible Work Policies
- Offer Competitive Benefits Package
- Provide Learning & Development Opportunities
- Enhance Career Opportunities
- Provide Visible Career Path

Total Rewards

Monetary Rewards	Non-monetary Rewards
▪ Salary	▪ Recognition
▪ Bonus	▪ Status
▪ Commission	▪ Visibility
▪ Allowance	▪ Career Opportunity
▪ Stock Option	▪ Attention
▪ Profit Sharing	▪ Award
▪ Medical Insurance	▪ Experiential Reward
▪ Tuition Reimbursement	▪ Time Off

Source of Information

Within the Organisation

- Core and functional competency framework
- Position requirements
- Employees information
- Performance records
- Open positions
- Various analyses and assessment records
- Talent and successor lists

From the Market

- Talent management model to use
- Succession planning process to adopt
- Assessment tools to use
- Specialists providing assessments
- Market best practices
- Industry best practices
- Talent development ideas

Unit of Competency

Complete and communicate business continuity plan (BCP) to maintain smooth human resource (HR) related operation

(Code: 107078L4)

Intended Learning Outcome for UoC 107078L4

- Understand the importance of business continuity plan (BCP) to handle business disruption or emergency;
- Understand key elements of a BCP;
- Confirm potential issues, threats or risks that BCP needs to address;
- Check for the key job functions in human resource that are crucial to maintain the business operation running;
- Complete a list of manpower and backups to fill the critical positions in an emergency situation;
- Complete a list of hardware and identify the most effective ways to secure access in the event of disruption;
- Work with BCP team to provide adequate training and assistance to team members and all employees;
- Work with BCP team to support communication of roles and responsibilities in BCP with relevant employees;
- Ensure relevant BCP information be accessible to all employees;
- Contact relevant departments to nominate representatives or replacement representatives to join the BCP team;
- Regularly communicate with all employees of the BCP especially on emergency evacuation procedures; and
- Maintain an updated record of all HR service providers and necessary human resource information, and update the BCP team in a timely manner.

Content Overview of UoC 107078L4

- Overview of Business Continuity Plan
- Value of Business Continuity Plan

Key Elements of Business Continuity Plan

- Business Impact Analysis
- Business Continuity Team
- Communication
- Training
- Business Restoration
- Testing, Update and Documentation

Source of Information

- Within the organisation
- From the market

Business Continuity Plan (BCP)

Value of BCP

An effective BCP: -

- prioritises continuity and recovery of critical business functions
- reduces time to recover or restore systems and resume operations
- minimises losses and costs due to the disruptions
- protects people and assets by implementing emergency evacuation procedures to safeguard employee safety and wellbeing during times of crisis

Key Elements of a BCP

Business Impact Analysis

- ➢ **Identify the risks**
- ➢ **Identify the critical functions**
- ➢ **Prioritise the functions for recovery**

- ➢ **List minimum resources to maintain operation of critical functions**
  - **Manpower and backups to fill positions**
  - **Hardware and documents**
  - **Alternate work locations for critical function operations**

Exercise 10 – Critical HR Functions

- Work in groups
- Complete a table of major HR functions, core activities, and if it is a core function for BCP and reasons
- Refer to the table in the Learner Guide
- Can search online for information

Human Resource functions	Core activities of the function	Is this a core function? If yes, list the core activities and minimum resources required

Business Continuity Team

✓ A working committee

✓ Representatives from various functions

✓ Members lead their own function through the disruption period

Some of the roles and responsibilities

- Define situations to execute BCP
- Review budget for BCP
- Ensure that BCP is up to date;
- Arrange communication and training
- Coordinate internal and external communication during disruptions
- Ensure that BCP is tested, results reviewed and documented
- Review BCP-related issues, document messages learned and / or actions taken
- Conduct post-disruption review and documentation

BCP Team Leader

- Makes high level decisions when needed
- Ensures team members well represent their departments
- Ensures that all members understand their roles in BCP team
- Defines roles and responsibilities of BCP team members
- Leads the team to perform and take actions on the BCP and recovery

Exercise 11 – Roles and Responsibilities of BCP Team

- First work individually on Question # 1 as given
- Then work in groups to discuss Question # 2 as given
- Can search online for information

BCP Communication

Employees	Customers and Clients	Partners and Vendors
• That there is a BCP • Overview of the plan • Roles and responsibilities during disruption period	• That there is a BCP in place • Extract of the plan on organisation website • Demonstrate transparency • Organisation is proactively prepared	• That there is a BCP in place • Extract of the plan on organisation website • Contact information during disruption • Organisation is proactively prepared
BCP Information Must Be Kept Confidential		

Communication During Disruption

- Confirm execution of the BCP
- Provide peace of mind to stakeholders

External Communication

- By the designated spokesperson or backup spokesperson
- Ensure consistent messages
- Maintain timely communication through various channels

Internal Communication

- By the designated spokesperson
- Provide timely and accurate information to employees
- Utilise all available channels
- Deliver consistent, transparent, and honest updates

Be cautious using public channels for information security

BCP Training

<u>For BCP Team</u>

- ➢ Objectives of the BCP
- ➢ Operation process of the BCP
- ➢ Each member’s role and responsibilities
- ➢ Specific roles within respective departments

<u>For Dedicated Spokespersons</u>

- ✓ Know the plan
- ✓ Know the recovery process

BCP Employee Training

Relevant simulation and practices

Objectives of BCP

Employees' preparation for potential disruptions

Examples of disruption situations

Communication during disruptions

Employee Training

Importance of BCP

Roles of employees during disruptions

BCP team and members

Expectation of employees during disruptions

Roles and responsibilities of BCP team

Exercise 12 – BCP Training Session for HR

- Work in groups
- Discuss the assigned question and complete the task
- Can search online for information

- **Discussion question:**

  If you are asked to arrange a special BCP training session specifically for the human resource department, discuss with your group and come up with an agenda for the training. Note that it is a special arrangement for the human resource department, and the content is expected to differ from that of training sessions for all employees.

Business Restoration

To reinstate operations to pre-disruption levels soonest possible: -

- ✓ A proactive arrangement
- ✓ A risk management measure
- ✓ Pre-designed plan

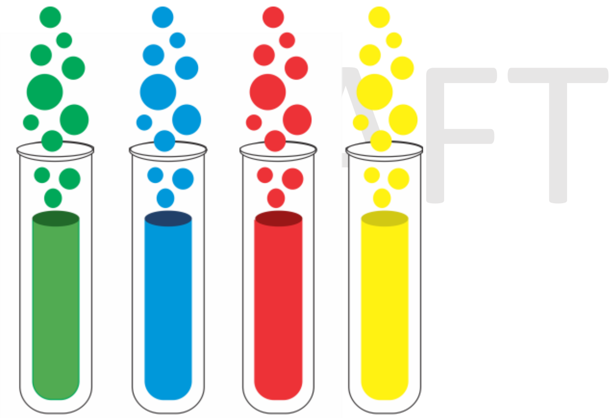
Outlines

- Processes
- Procedures
- Measures
- Timelines

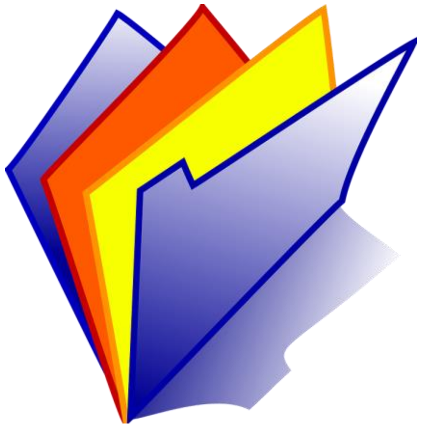
Encompasses

- Manpower
- Equipment
- Facilities
- Systems and data
- Documents
- Other resources

BCP Testing, Update and Documentation



- ❖ BCP processes and procedures must be tested
- ❖ Example: Fire drills, computer backup system tests



- ❖ Conduct testing and simulation regularly and document details
- ❖ Review gaps identified
- ❖ Make changes to bridge the gaps
- ❖ Document full BCP and keep centrally for access by BCP team and senior management

- ❖ Review full BCP regularly to identify gaps, new risks, and changes in the organisation
- ❖ Be updated to be effective and relevant

Exercise 13 – Documentation for Fire Drill

- Work in groups
- Discuss the assigned question
- Can search online for information

Key elements for documentation
Example: All employees evacuated from the office by the defined route (Yes / No) - - - - -

Source of Information

Within the Organisation

- Critical business operations
- BCP manpower planning
- BCP resources planning
- Employee information
- Personal information of senior management
- Employee compensation
- Business assets
- Contracts and agreements
- Information of key clients and customers

IN STRICT CONFIDENCE

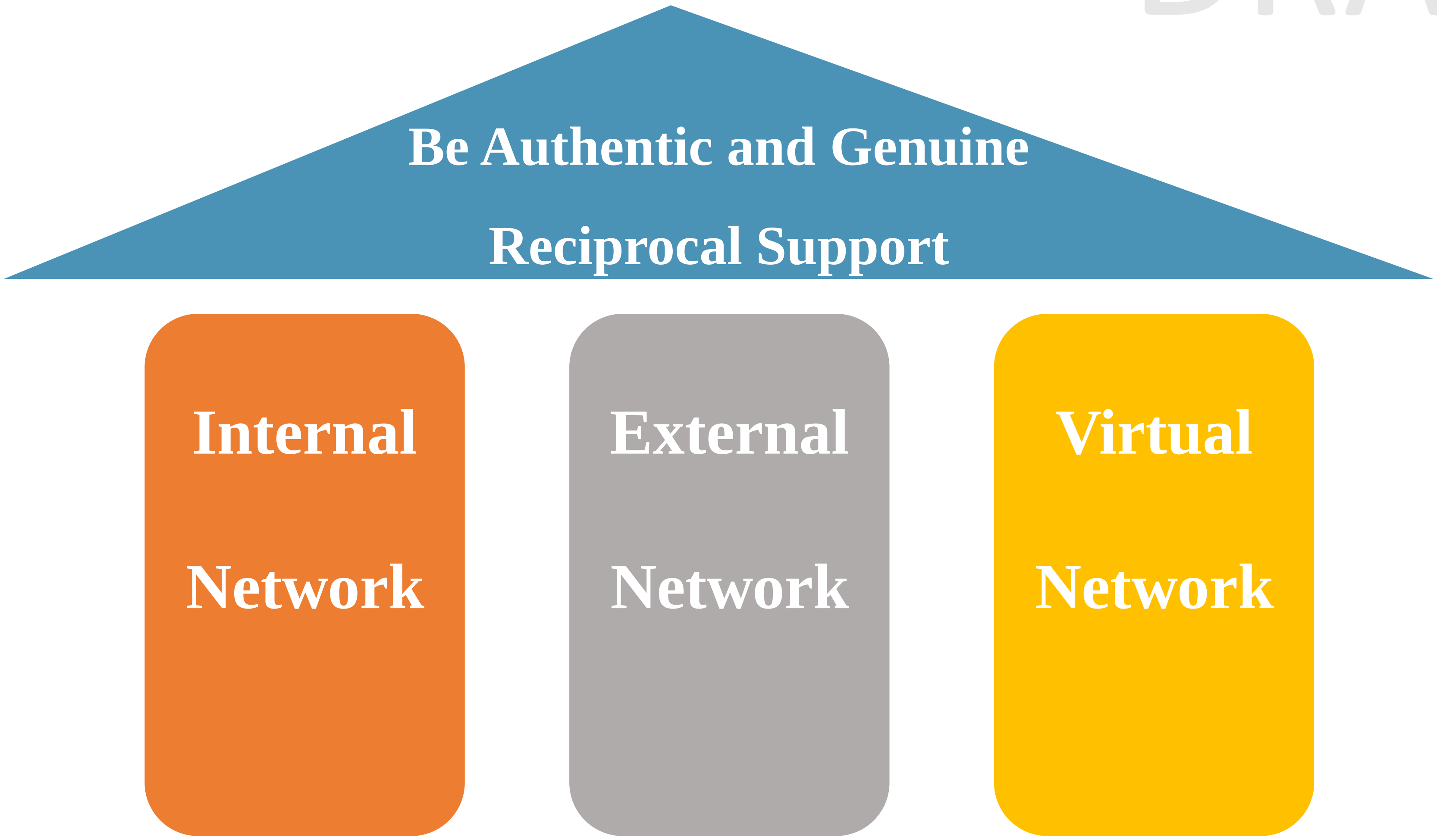
From the Market

- Appropriate BCP structure or template for use
- BCP services and service providers in the market
- Specialised BCP services and service providers
- Critical BCP content specific to business or industry
- Market best practices
- Industry-specific best practices

Epilogue

- ✓ **Professional Network**
- ✓ **HR Mindset & Attitude**

Professional Network



Internal Network

Connect with Colleagues of Own Department and of the Entire Organisation

- Learning of knowledge and experience of employees
- Gathering information on industry trends, competitor practices, emerging job roles
- Fostering closer connections between HR and employees
- Enables communication, collaboration, and coordination for BCP

- Be proactive to join organisation events, interest groups, and cross-functional projects
- Develop genuine relationship with colleagues
- Be a team player
- Utilise technology to stay connected
- Attend networking events, and employee activities
- Follow up and maintain relationships

External Network

- Government Bureau Events
- Social and Community Gatherings
- Search Partners
- Service Vendors
- Alumni Network

External Network

- Industry Associations
- Professional Organisations
- Conferences
- Seminars
- Trade Shows
- Professional Development Programmes

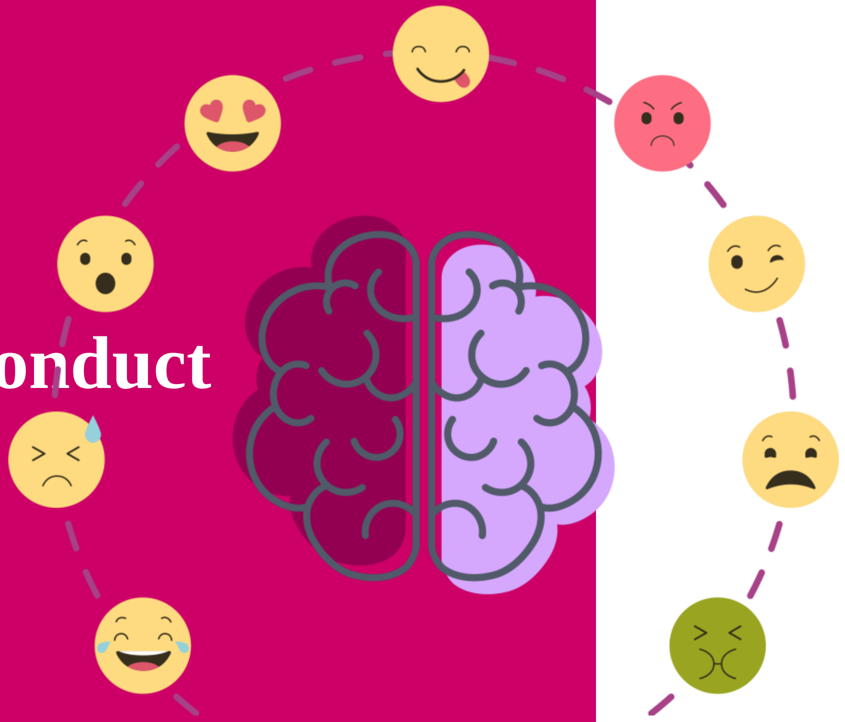
Virtual Network

Positive Values of Social Media Networking: -

- Create a personal professional brand
- Increase interaction
- Ease connection with experts
- Stay informed of events and happenings across boarders
- Heighten awareness of the surrounding
- Serve as tools for learning
- Build communities of specific interests or goals
- Facilitate more knowledge and experience sharing
- Enable employer branding

Human Resource Competencies

- Be Updated and in Touch with Market
- Be Open-minded
- Uphold Ethical Standard and Professional Conduct
- Preserve Confidentiality



Thank You