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Qualifications Framework

HR

Essentials of Recruitment Practices

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Human Resource Management Industry Training Advisory Committee

Hong Kong Qualifications Framework

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

Training Guide for Essentials of Recruitment Practices

May 2025

List of Contributors

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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 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, Workforce Planning and Resourcing:

- Collect information of employment market trend and issues that affect employment (Code 107075L4)
- Compile valid job specifications and descriptions (Code: 106933L4)
- Complete recruitment content details and deploy identified recruitment channels and methods (Code: 106943L4)

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 assessment rubrics 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 **Title:** 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	✓	✓				

Unit of Competency (UoC)

Title: Collect information of employment market trend and issues that affect employment

Title: 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**					
2. Employment Market Information	• 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 • Insight from Qualitative EMI	✓	✓	✓	✓	✓	✓
3. Workforce Information	• 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	✓	✓	✓	✓	✓	✓
4. Integration of Information from Employment Market and Workforce	• Insights from Integrated Information	✓	✓		✓	✓	

Table 2: Mapping of Learning Topics to Performance Requirements of UoC 106933L4

Unit of Competency (UoC)

Title: Compile valid job specifications and descriptions

Code: 106933L4

Range: Compiling valid content of a job in terms of activities involved and the human qualities needed to complete the job successfully. This applies to the provision of up-to-date information to the organisation, current and future job holders regarding the duties, roles and responsibilities of the jobs, as well as the characteristics, knowledge and skills of the qualified candidates.

Level: 4

Credit: 4

		Performance Requirement / Intended Learning Outcome						
		Knowledge in Subject Area		Applications & Processes			Behaviour & Attitude	
		Understand key elements of job specification (e.g. characteristics and qualifications required for satisfactory performance of defined duties and responsibilities) and job description (e.g. job title, job summary, reporting line, job duties)	Understand the changing requirements of jobs within the organisation and regional jurisdiction requirements, as needed	Organise job analysis with support from line management	Prepare or update job specifications and descriptions based on the result of job analysis, in collaboration with line management	Confirm the job specifications that are up-to-date with timely tracking of employee movements (e.g. promotions, internal transfer) and recruitment cases	Verify the content in job specifications and descriptions	Proactively contact line management to confirm validity of the updated job specifications and descriptions
Category	**Scope / Domain**	**Mapping of Learning Topic**						
1. Introduction	• Overview of the Recruitment Process ○ Manpower Planning ○ Recruitment and Hiring • Value of An Effective Recruitment Process	✓	✓					
2. Initial Steps in the Recruitment Process	• Understanding Recruitment Requirements • Conducting Job Analysis ○ Values of Job Analysis ○ Process and Methods of Job Analysis ○ Roles of Human Resource in Job Analysis ○ Job Descriptions and Job Specifications	✓	✓	✓	✓	✓	✓	✓
3. Source of Information	• Information Within the Organisation • Information From the Market		✓	✓	✓	✓	✓	✓

Table 3: Mapping of Learning Topics to Performance Requirements of UoC 106943L4

Unit of Competency (UoC)								
Title: Complete recruitment content details and deploy the identified recruitment channels and methods **Code:** 106943L4 **Range:** Providing an overview of the position that summarises key responsibilities and the importance of the role to the overall success of the organisation. This applies to the production of a job posting and a newspaper / social media advertisement to motivate the right kind of candidates to apply for the job. **Level:** 4 **Credit:** 4		**Performance Requirement / Intended Learning Outcome**						
		Knowledge in Subject Area		Applications & Processes				Behaviour & Attitude
		Understand the key elements and requirements of an effective recruitment communication	Understand various sources to locate potential candidates in the market for different job openings	Complete clear and precise recruitment content details based on the organisation’ s job specification and job description	Use content marketing to attract the right candidates by building and showcasing a compelling employer brand to potential candidates	Adopt the most cost-effective recruitment channels and methods	Adjust existing recruitment channels and methods if necessary to maximise recruitment outcome	Proactively search for new recruitment channels and methods to improve cost-effectiveness and recruitment result
Category	**Scope / Domain**	**Mapping of Learning Topic**						
1. Introduction	• Overview of the Recruitment Process • Value of An Effective Recruitment Process	✓	✓					✓

2. Key Steps in the Recruitment Process	• Crafting Job Postings
	• Sourcing
	   ○ External Sourcing
	   ○ Internal Sourcing
	• Screening and Shortlisting
	• Selecting
	• Offering Employment
		✓	✓	✓	✓	✓	✓	✓

3. Other Recruitment-related Activities	• Candidate Tracking • Onboarding • Employer Branding • Stakeholder Management	✓		✓	✓	✓	✓	
4. 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 Essentials of Recruitment Practices. 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: -

- Qualification equivalent to QF Level 5 or above, and
    - At least 3 years of experience conducting training on human resource subjects; or
    - At least 5 years of practical experience in human resource functions

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, and
    - At least 5 years of practical experience in human resource functions

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
- Two years of relevant work experience.

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 one to two years of previous work 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 16-18 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 18, 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 16, 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 16-18 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' roles. 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 at officer or above level, particularly related to recruitment.

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 and self-learning. 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;
- compile valid and up-to-date job specifications and descriptions which are aligned with current performance and future development needs of the business;
- complete recruitment contents in a clear and precise manner; and
- execute candidate search through the identified recruitment channels and methods.

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, research, 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. Trainers need to emphasise to learners the importance of application on the job for sustained learning and encourage learners to solicit feedback from their manager, including the coaching they received.

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	84 hours	• Prepare before classroom training • Review content covered in classroom training • Review self-taken notes, assessment results, and comments from trainers to strengthen understanding • Visit readings and video links from "Additional Learning Materials" for further and deeper understanding of respective topics • Conduct topic-related research by looking up information from "Useful Links" under "Additional Learning Materials" and finding additional references on respective subjects or specific topics to enhance understanding of specific topic

In addition to classroom training, this package includes lists of additional learning materials and a Learner Guide to aid learners in self-study and gain a further understanding of respective topics. Table 4 illustrates, as a reference, one learning approach that encompasses 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 Essentials of Recruitment Practices. 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 the initial stages of recruitment, UoC 106933L4 covers essential steps such as understanding recruitment requirements, conducting job analysis, and crafting job descriptions and specifications. Finally, UoC 106943L4 delves into broader aspects of the recruitment process, encompassing crafting job postings, onboarding, employer branding, stakeholder management, and more.

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;
- interpret internal workforce data into meaningful information for 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

The role of the human resource department within an organisation is crucial and multifaceted. Effective staffing and workforce management are examples. 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, provide 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

Through their roles in various human resource positions, learners contribute to business success, shape the organisation's culture, enhance workforce satisfaction, and make a positive impact on the community.

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 well-being
- 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

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 recruitment require a deep understanding of the employment market. Information on recruitment trends, skills demand, regulations, and other factors impact talent acquisition and retention. This section covers sources and formats of employment market information and how to interpret it for 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 are 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 risks 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 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) 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 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 use 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 management.

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

<u>5.1.2.9 Quantitative Workforce Information</u>

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. Some 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, possible 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.

Learners 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 exercise 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 resources.

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 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

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 programmes, and succession planning, ensuring the organisation is well-prepared for future challenges and opportunities.

Diagram 1: Integrated Approach to Data and Information Interpretation

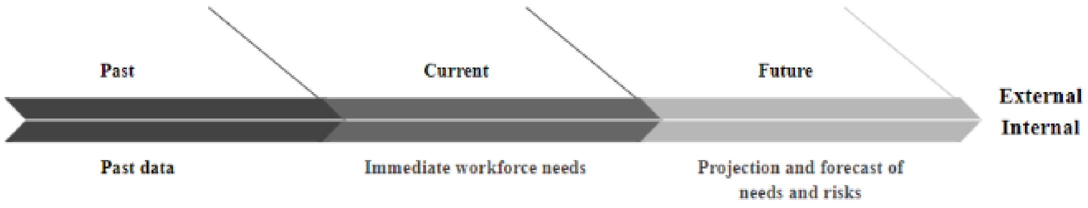

Diagram 1 illustrates the integrated approach to interpreting data and information by analysing historical and present data related to the employment market and the workforce. This analysis helps identify patterns that can uncover future workforce needs and potential risks.

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 ranges over the last few years and a 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.

<u>**Recommended Classroom Activity**</u> **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 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 5.1.6 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 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	• Qualitative workforce information • Format of qualitative workforce information

Duration	Learning Activities	Training Content
	• Group sharing • Debriefing	• Insights from qualitative workforce information
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 that 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)		

<u>Debriefing</u>

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?

<u>Debriefing</u>

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*, 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 projections and forecasts. Being the third exercise at this point, this exercise is intended to be slightly more complex and 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
- 1 point 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 with 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 implications 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 pairs 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 situations. 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 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 the section. The exercises aim to reinforce key concepts 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: The score for Exercise 4 is based on a training class of 15 learners, where each provided one correct answer to the trainer's single question. Secondary answers were not scored.*

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 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, 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 major workforce risks and 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**	**Trainer's Input**
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		✓			✓	
Activity Weighting in UoC Total Assessment Score						
Percentage weighting (Total 100%)	30%	15%	15%	2.5%*	25%	12.5%

* *Remarks: The score for Exercise 4 is based on a training class of 15 learners, where each provided one correct answer to the trainer's single question.*

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 Compile valid job specifications and descriptions (Code: 106933L4)

5.2.1 Intended Learning Outcome of this UoC

On completion of this section, learners will be able to:

- understand key elements of job specification and job description;
- understand the changing requirements of jobs within the organisation and regional jurisdiction requirements, as needed;
- organise job analysis with support from line management;
- prepare or update job specifications and descriptions based on the result of job analysis, in collaboration with line management;
- confirm the job specifications that are up-to-date with timely tracking of employment movements and recruitment cases;
- verify the content in job specifications and descriptions; and
- proactively contact line management to confirm validity of the updated job specifications and descriptions.

5.2.2 Training Content

Introduction

The human resource department plays a crucial role in effective staffing and workforce management, ensuring all positions are filled with qualified employees. It also shapes a positive organisational culture by implementing inclusive, diverse, and employee-centric policies and practices in the staffing plan and recruitment activities.

To optimise human resource functions, it is crucial to consider current and future needs in both internal and external environments. The goal is to establish a competent workforce that meets present and future business objectives. Recruitment officers should possess a comprehensive understanding of the organisation's workforce requirements, as well as the employment market and industry dynamics.

The recruitment process and related activities are outlined in this UoC, 106933L4, and the next UoC, 106943L4.

Trainers should note that the package content of this UoC, 106933L4, provides an overview of the recruitment process, including key terms and definitions of essential recruitment terminology. It then discusses in more detail the specific actions and activities associated with the initial steps of the recruitment process. Subsequent steps will be covered in the content of the next UoC.

Learners of this UoC often occupy positions in human resource roles that provide support in the recruitment process and activities. 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 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, turnover data in systems and/or other records
- Act as the administrator of human resource system and/or records
- Generate and/or prepare reports as required
- Coordinate job analysis activities
- Consolidate and keep records of findings from job analysis
- Consolidate recruitment requirements from hiring managers
- Provide general administrative support, including paperwork and documentation
- Update the human resource page on the intranet
- Serve as the primary point of contact for employees

Through their roles in various human resource positions, learners contribute to business success, shape the organisation's culture, enhance workforce satisfaction, and make a positive impact on the community.

The content of this UoC goes beyond learners' responsibilities to promote comprehensive learning, performance enhancement, motivation, and career development.

Trainers can use the content discussed in the package content of this UoC as the ***basic material*** to help learners understand the recruitment process and respective actions in their work to support effective staffing and workforce management. Trainers may need to adjust the content and relate examples of respective industries of the learners participating in the workshop.

5.2.2.1 Overview of the Recruitment Process

The objective of recruitment is to attract, select, and hire the most suitable candidates who meet the organisation's workforce requirements and contribute to its success. It is a process of attracting qualified individuals to apply for open positions while conveying the organisation's requirements and values through recruitment messages. An effective recruitment process ensures the timely onboarding of qualified candidates, resulting in cost and time savings. Conversely, an inefficient process incurs extra expenses, wastes time, and can have negative impacts on morale and the organisation's reputation due to incorrect hires.

a. Manpower Planning

The staffing process involves an important step of manpower planning. Its purpose is to align the number and distribution of employees with the organisation's short-term needs and long-term goals. Manpower planning evaluates the current and future workforce requirements in terms of quantity, quality, and skills. It provides guidance for recruitment planning and serves as the basis for specific recruitment activities.

One of the main objectives of manpower planning is to determine the appropriate employment types needed to meet workforce requirements. These may include full-time employees, part-time employees, temporary workers, contractors, freelancers, and others. This planning process guides subsequent recruitment activities, allowing organisations to build their workforce effectively with the right mix of employment types.

Examples of employment types include:

- **Full-time permanent employees** - These employees work under continuous employment contracts and are entitled to statutory benefits as per the Employment Ordinance. They may also receive additional benefits from their respective organisations. Full-time permanent employees provide a dedicated workforce with long-term commitment.

- **Part-time employees** - These employees work fewer hours or on a flexible schedule. Part-time employment offers cost-effective solutions and flexibility in managing workload fluctuations. The employment can be continuous or fixed term, depending on organisational needs. Industries and roles such as customer service, retail, catering service, and property management frequently hire a significant number of part-time employees.

According to the Employment Ordinance, employees who work for the same employer for at least 18 hours a week for four or more consecutive weeks are considered to have a "continuous contract" of employment (the 4-1-8 requirements) and are entitled to benefits under the Employment Ordinance.

Trainers to highlight to learners that the proposed arrangement of using ***aggregate working hours*** of four weeks as a counting unit and setting the four-week hour ***threshold at 68 hours*** needs to go through legislative procedures and is yet to come into effect. Leaners should stay updated on the progress of this development. Emphasise to learners that they should always pay attention to ***changes in jurisdiction requirements*** relevant to employment.

- **Temporary workers** – These workers are hired for a specific duration or short-term basis to meet project needs or internships. They can work full-time or part-time and are under a "continuous contract" if they meet the 4-1-8 requirements. They support organisations during busy periods and fill skill gaps. Industries and roles include customer service, security guards, retail sales, exhibition helpers, and servicing roles in hotel and hospitality business often engage many temporary workers.

- **Independent contractors and freelancers** – These workers are hired on a project basis for specialised services. They offer flexibility and expertise to organisations. Independent contractors can be self-employed individuals or entities that are contracted to perform work for an organisation. Freelancers are self-employed individuals. They have no employment contract with the organisation and are not entitled to statutory benefits. Photographers, designers, training service providers, drivers, copywriters, carpenters, and web developers are common examples.

- **Agency workers** – These workers have a contractual relationship with the agency that hires them, and not the organisation itself. They are brought in for short-term gaps or urgent manpower needs. The organisation and agency have a business-to-business contract, and the agency recruits suitable workers based on the requirements of the organisation.

Choosing the right employment type depends on an organisation's strategy, budget, and legal considerations. Manpower planning helps make informed decisions about the appropriate mix of employment types.

Trainers can facilitate a discussion with learners on the employment types available within their respective organisations and encourage them to share their experiences, observations and insights in their human resource roles related to these employment types.

<u>Recommended Classroom Activity</u>

Exercise 6 – Determine the Suitable Employment Types

Refer to section 8.2.5 for exercise details

Learners are provided with a scenario and are required to engage in group discussions to identify the most suitable employment types for staffing, aligning with the situation described in the given scenario.

b. Recruitment and Hiring

The terms "recruitment" and "hiring" are frequently used and occasionally used interchangeably. However, within the context of human resource management, these terms possess distinct meanings. To provide clarity in the content of this UoC, below is a distinction of the two terms and concepts.

Table 7: Definition of Recruitment and Hiring

Recruitment	Hiring
• Recruitment is the broader process of actively searching for and attracting potential candidates to fill open positions in the organisation. • It involves identifying the organisation's staffing needs, developing job descriptions and requirements, advertising the job openings, and attracting a pool of qualified applicants. • The recruitment process typically includes activities such as sourcing candidates, screening resumes, conducting interviews, and shortlisting candidates for further consideration. • The primary objective is to identify and attract qualified candidates who align with the organisation's workforce requirements.	• Hiring refers specifically to the act of selecting and appointing a candidate for a specific job position within the organisation. • It represents the ultimate goal of the recruitment process and involves making a final decision on the most suitable candidate to fill an open position. • Hiring encompasses activities such as extending a job offer, negotiating terms of employment, conducting background checks or reference checks, and completing the necessary paperwork to officially bring the selected candidate onboard. • Hiring is the final step in the process and resulting the candidate becoming an employee of the organisation.

Table 7 illustrates that recruitment is the broader process of attracting and identifying potential candidates, whereas hiring is the specific action of selecting and appointing a candidate to fill a job position within the organisation.

Distinguishing between recruitment and hiring may not be critically important in daily work. However, ***trainers can emphasise*** to learners that understanding the definitions of these terms helps them recognise that recruitment involves more than reactive operational tasks to fill open positions. It encompasses ***proactive*** manpower planning, collaboration with stakeholders, and process management. This understanding provides learners with a developmental path for their career growth.

The human resource function is typically responsible for recruitment activities. In some organisations, there is a dedicated recruitment team responsible for these tasks. In larger organisations, this team often falls under the umbrella of talent acquisition. For smaller companies, such as small and medium-sized enterprises (SMEs) and non-governmental organisations (NGOs), where the human resource department consists of only a few staff members or a small team, human resource officers are generally also responsible for managing the recruitment activities.

Additionally, line managers play a significant role in the recruitment process. In certain industries that demand highly specialised skills or have a tradition of informal apprenticeships, hiring managers may be actively involved in the recruitment process. For example, electricians, technicians, dental assistants, paralegals, chefs, hairdressers, and more.

The recruitment process involves a series of activities to bring in the right people for open positions. The specific recruitment process varies depending on the size of organisation and the nature of operation. A typical recruitment process includes the steps as illustrated in the diagram below: -

Diagram 2: A Typical Recruitment Process

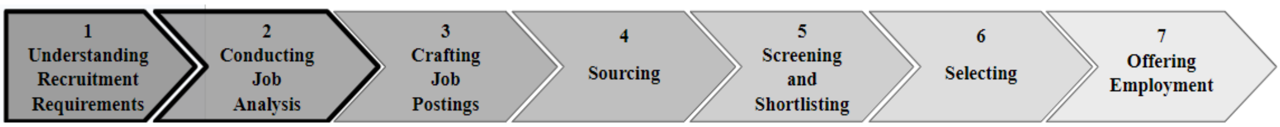

Diagram 2 depicts a typical recruitment process. The content of this UoC focuses on the initial two steps highlighted in the diagram and their related activities. The subsequent steps will be covered in the next UoC.

1. Understanding recruitment requirements –
   Identify the different circumstances that require recruitment, differentiate the needs for replacement or proactive recruitment in anticipation of openings, and the employment type of the positions.

2. Conducting job analysis –
   Conduct job analysis to identify updated job responsibilities and requirements of positions, based on which to develop job descriptions and job specifications.

3. Crafting job postings –
   Prepare job postings based on the job descriptions and job specifications, including information of job title, reporting line, responsibilities, required qualifications, company information, values, work location and other details that are ready to advertise on appropriate channels.

4. Sourcing –
   Attract and motivate qualified people to apply for the position by advertising externally on popular social networking sites, job boards and other channels, and internally as relevant.

5. Screening and shortlisting –
   Identify the right candidates from a pool of applicants by using different tools and methods according to required qualifications.

6. Selecting –

Finalise a few prospective hires with the closest match to requirements and the best fit to the organisation culture. Conduct various background checks and complete required regulatory procedures before making an employment offer.

7. Offering employment –
   Prepare the letter of employment offer which clearly states the position offered, compensation and benefits package, and all other employment terms. The letter should be legally reviewed and approved for use. There might be negotiation with the finalised candidate on the terms at this stage.

The next step is to onboard the newly hired employees. This is a critical step to build early engagement. According to an online article published by *Gallup* in 2021, 70% of employees who had an exceptional onboarding experience said that they have "the best possible job". These employees are also 2.6 times as likely to be extremely satisfied with their workplace; and consequently, far more likely to stay. Onboarding is more challenging now when remote work arrangements have become more common, especially in sizable organisations with global operations. Onboarding is also arranged in a virtual approach like all other work activities.

5.2.2.2 Value of an Effective Recruitment Process

Effective recruitment goes beyond simply hiring the right individuals for job roles. It plays a crucial role in saving an organisation's time and money through proper candidate selection. Unfilled positions can have a negative impact on business revenues and outcomes, in addition to the tangible costs associated with recruitment. By successfully hiring the most appropriate candidates for job vacancies, the likelihood of future turnover is reduced. This contributes to cost savings and also promotes stability and engagement within the organisation.

Some of the values of an effective recruitment process include:

- Attracting top talent
- Retaining quality employees
- Improving productivity and performance
- Building a diverse workforce
- Enhancing organisational culture
- Minimising recruitment costs
- Promoting employer branding
- Facilitating succession planning
- Ensuring legal compliance
- Supporting organisational growth

Overall, the key objectives of recruitment revolve around acquiring and retaining the right talents to drive organisational success, while ensuring fairness, compliance, and a positive employer brand.

First Two Steps in the Recruitment Process

5.2.2.3 Understanding Recruitment Requirements (Step 1 of 7)

Recruitment needs arise within organisations under various circumstances. Some common examples are illustrated below.

- Replacement for resigned or transferred employee –
  - Reactive recruitment in response to employee resignations or transfers
  - Recruitment team collaborates with line managers to fill vacant positions

- Open position due to business or functional changes –
  - New or expanded roles from strategic initiatives (example – a new position created to oversee cross-border operations)
  - Upgraded or re-designed positions to better achieve the organisational goals (example – a position with added responsibilities requiring specific skills and experience)
  - Recruiters must be mindful in recruitment as some of these changes are kept confidential until they are effective or are officially announced

- Position of high turnover -
  - Roles with inherent high turnover rates or with multiple positions (example - positions in healthcare, sales, customer service, catering service, and other frontline roles)
  - Recruitment team can proactively engage in advanced hiring in anticipation of future openings by analysing internal data and reports

Proactive recruitment is often necessary when there is a high demand for skilled talents or intense competition for specific competencies. One example of high demand for talent is in the field of data analytics. Another example is the significant need for experienced labour in the catering service industry.

<u>Recommended Classroom Activity</u>

Exercise 7 – Job Roles Prone to Continuous Recruitment

Refer to section 8.2.5 for exercise details

Learners to discuss in groups on positions that consistently require recruitment. They are required to elaborate on the reasons behind, and consider key characteristics associated with these positions.

Recruitment and Talent Acquisition

Some organisations refer to recruitment as Talent Acquisition and Resourcing, representing a strategic shift beyond tactical filling. Recruitment meets immediate needs while acquisition focuses on long-term workforce planning.

The "refined" function description reflects the critical requirement for proactive and forward-looking actions, as well as the necessity to stay connected with the market. It emphasises the importance for all human resource professionals to expand their mindset, moving beyond addressing internal needs and actively engaging with the industry and market externally. This shift in focus extends the time of concern from the past to the present and future, fostering a more comprehensive approach.

The increasing prevalence of talent acquisition in organisations reinforces the significance of this mindset and its practical necessity. It highlights the importance of aligning recruitment strategies with long-term workforce needs to ensure the organisation's success in the future.

Trainers can briefly ***discuss*** real-life scenarios of reactive and proactive recruitment to connect concepts to practice.

Roles and responsibilities of talent acquisition are usually performed by more experienced and senior human resource leaders. Sometimes the human resource head, senior line managers or department heads are actively engaged in the process, for example in cases of senior management positions.

Example: Succession planning indicates the need for successors in the pipeline for senior positions, or when business direction and workforce planning reveals the requirement for specific high-demand competencies. Sourcing candidates for these cases can be challenging and often involves a lengthy process. In such situations, human resource and at times also line managers proactively look for potential candidates and nurture relationships with candidates for future opportunities.

Below are some of the differences between recruitment and talent acquisition: -

Table 8: Recruitment and Talent Acquisition

Recruitment	Talent Acquisition
• Short-term hiring for immediate needs • Filling instant openings • Regular recruitment, including volume hiring • Filling open positions efficiently • Maintaining positive relationships with candidates for current openings • Creating a favourable employer branding • Utilising reactive approach through job postings • Employing passive sourcing methods relying on candidate applications from through various channels	• Long-term workforce planning • Proactive people strategy • Developing talent pipeline for future needs • Focusing on hard-to-fill senior and specialised skills positions • Considering employment market trends • Nurturing relationships with potential candidates for future opportunity • Promoting long-term employer branding • Proactively source passive candidates • Actively "hunting" top talents through various channels and events

Table 8 illustrates that recruitment and talent acquisition play separate roles in staffing and workforce planning. While recruitment can be seen as a subset of talent acquisition, both contribute to the overall goal of acquiring and onboarding new employees.

5.2.2.4 Conducting Job Analysis (Step 2 of 7)

In this step of the recruitment process, three terms or documents are of significant relevance. These are the "job description," "job specification," and "job posting." While these terms are sometimes used interchangeably, they are distinct from each other in the domain of human resource management.

- Job description – A document of duties, responsibilities, and other information about a job for internal use by an organisation.

- Job specification – A document that outlines the qualifications and requirements necessary for an individual to succeed in a specific job in an organisation. Job requirements are sometimes derived from duties on job descriptions. It is for internal use by an organisation.

- Job posting – A document typically derived from the job description and job specification, added with information about the organisation. It is used to advertise job openings for recruitment purposes. It includes information about the organisation, job responsibilities and requirements.

Trainers can emphasise to learners the significance of recognising the technical definitions within the field of human resource functions, as certain work processes and tasks require a clear understanding of these distinctions. However, it is important for learners to acknowledge that these terms may be used interchangeably in casual conversations by individuals outside the field. Learners should ***be flexible*** when engaging in conversations with line managers and colleagues, understanding that as long as the meaning is clear, the usage of these terms may vary.

In the context of human resource function, the best way to collect detailed information for these documents is through a systematic job analysis. The exercise identifies the most current or latest changes in job responsibilities, workload, updated qualifications, skills, and levels of proficiencies, as well as future expectations. This step is crucial for recruitment as the findings form the foundation for subsequent steps.

Diagram 3: Job Analysis and Its Products

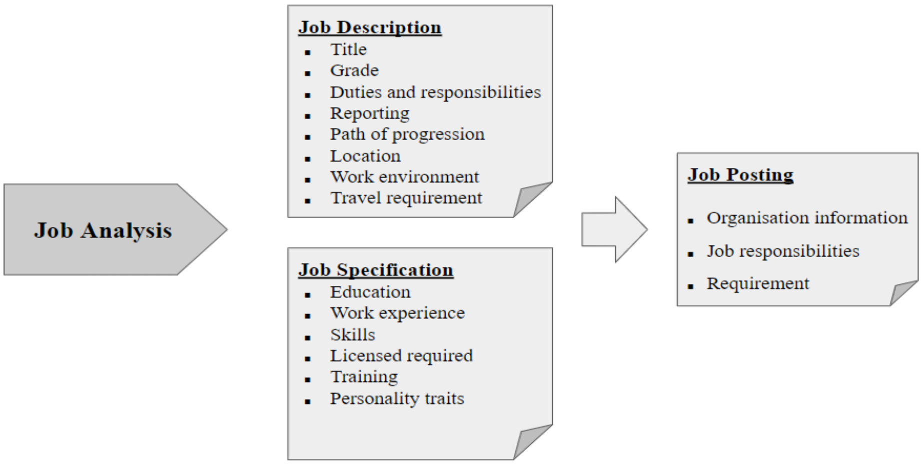

Diagram 3 illustrates that a systematic job analysis identifies crucial details regarding job responsibilities and requirements documented in job descriptions and job specifications, respectively, for internal use. The two documents serve as the fundamental sources of information for creating job postings to advertise and recruit for open positions.

a. Values of Job Analysis

Job analysis is a systematic approach that involves various methods to gather information to understand the details of a job. This includes examining the roles, responsibilities, tools, and skills required and the outcomes to achieve. The process comprises dissecting the job into smaller units based on duties, tasks, and activities, and then collecting information and data about each unit.

Data and information collected are then analysed to determine the necessary competencies and tools needed for the job. It is important to note that while some information may be obtained from the job holder, the analysis primarily focuses on the job itself rather than the individual performing it.

In a dynamic environment, the tasks performed by an employee may differ from the original job description provided during recruitment. Job descriptions need to be updated to align with evolving organisational and market expectations, and changes in jurisdiction requirements. For example, the Mandatory Reporting of Child Abuse Ordinance will impact all childcare roles.

Conducting a practical and realistic review of employees' actual responsibilities through job analysis can have a significant impact on various areas within the context of human resource functions.

Here are some examples of the purposes served by job analysis: -

- Recruitment – provides valuable information for developing job specifications, job descriptions, and job postings used in the recruitment process. It is also the basis for screening and selecting suitable candidates.
- Workforce planning – helps in understanding the roles, responsibilities, and requirements of various positions, revealing any gaps and potential risks in the workforce.
- Employee development – gaps identified from the exercise form the basis for employee development plans and addressing competency deficiencies.
- Performance management – serves as a benchmark to identify potential skill gaps among employees, aligning their skills to meet job expectations and objectives. It also provides a foundation for feedback, performance reviews, and, if necessary, initiating termination procedures.
- Compensation design – information on responsibilities and required qualifications supports the design of appropriate compensation packages for different positions.
- Grading structure – the scope of responsibilities and required qualification form the basis to decide the job grade of the positions.
- Assessment tools – information can be used by specialists to design specific assessment tools for hiring, identification of high-potential talents, and in some cases, for promotion in larger organisations.
- Compliance – some industries mandate job analysis to be done by specific time frames, with updated job descriptions and job specifications, to meet regulatory or industry requirements, as well as new or revised jurisdiction requirements.
- Job holders' self-review – the process facilitates job holders' self-review, enabling them to identify areas for improvement and growth.

Thorough and meticulous job analysis is crucial as it directly influences a position's job scope, job grade and compensation structure. It provides value beyond its place in recruitment. It plays a crucial role in gaining an in-depth understanding of the accountabilities and day-to-day responsibilities of jobs. By conducting job analysis, organisations can assess whether their employees possess the necessary skills, abilities, and tools to meet both current and evolving needs resulting from organisational and market changes. This process serves as a means to support process improvement, optimise operations, and enhance overall effectiveness and efficiency within the organisation.

Additionally, job analysis acts as a tool for workforce risk management, as it enables organisations to identify any potential gaps or deficiencies in employee capabilities, allowing them to proactively address these risks.

Trainers can facilitate a brief discussion with learners who have prior involvement in job analysis exercises to share their experience and insights. Others can express their initial understanding and perceptions of the exercise. While job analysis may appear tedious and time-consuming at first, it is crucial for learners to develop a basic understanding to fully appreciate its value. Trainers can then transit the discussion to job analysis methods.

b. Process and Methods of Job Analysis

Job analysis is a practical and realistic review of the detailed tasks and responsibilities that employees actually perform in a job. The exercise can be performed by human resource, organisation development, or line managers. Employees who are performing the jobs being analysed are often involved in the process. In some cases, especially in larger organisations, external specialists may be engaged in job analysis. Regardless of who conducts the analysis, it is a highly collaborative exercise involving human resource and line management.

Various methods can be employed to conduct job analysis, and the chosen method(s) determine how data is gathered. Different analysts (or groups) using different methods result in varying levels of detail in the analysis. For example, analysis conducted by external specialists tends to gather the most detailed information. The selection of method(s) depends on the specific purpose of the analysis. While the methods may differ, the overall processes involved in job analysis are similar.

The main focus of the analysis is to identify and examine job duties and tasks in detail, understand the work environment, determine the tools and equipment used, assess relationships with internal and external stakeholders, and identify the necessary requirements to perform the job duties effectively.

A typical job analysis process encompasses the following steps: -

1. Data Collection by Various Job Analysis Methods

Some commonly used job analysis methods include: -

- **Observation –**
  This method involves observing an employee performing job-related tasks over several consecutive days. The observation can be conducted in real-life situations or through video, with no interruptions during the observation period. Detailed information about specific tasks, time spent on each task, tools used, and interaction with other individuals is recorded. This can be repeated with other employees performing the same job.

- **Interview –**
  Interviews are conducted with employees, supervisors or managers to gain an accurate understanding of job roles, tools used, process followed, and skills applied to achieve results. It is important to interview multiple individuals to gather different perspectives, as supervisors and managers may have different viewpoints from the job holders. It sometimes may also be biased by their own preferences when defining the requirements to perform a specific position. It is therefore essential to interview several people in order to have more than one sources of information.

- **Questionnaire –**
  Through open-ended or structured questionnaires, employees, supervisors or managers complete surveys to collect data and information about job duties, tasks, priority of tasks, time spent on tasks, and how they are performed. This method can also inquire about perceptions of the role to identify any gaps between expectations.

- **Work diary or tasks log sheet** –
  A work diary or task log sheet requires employees to record their daily activities over a period, usually ranging from a few days to a week. Employees also record the amount of time spent on each task, reflecting how they prioritise activities perceived as more important or more urgent.

- **Task inventory** –
  Job responsibilities are dissected into a structured list of specific tasks for employees to check the frequency of doing, perceived importance, and level of difficulty. The structured checklist is derived from the current job description, input from employees themselves or management expectation. This method can confirm if certain duties are performed and tools are applied.

- **Job performance** –
  This method involves the analysts themselves actively performing the job or specific activities to gain a firsthand understanding of the job and experience the contextual factors and scenarios that job holders face in their daily work. These factors include emotional pressures, physical risks, mental demands, and others.

Depending on the purposes and skill levels of the individual(s) conducting the analysis, sometimes more than one method is used to gather a broader range of information for a more objective, accurate and reliable analysis. Besides the methods listed above, there are other and more sophisticated methods, such as Functional Job Analysis method, Critical Incident Technique, Ability Requirements Scale, Job Elements Method, among others. These and other more complex methods are mostly used by the specialists for in-depth analysis for specific purposes.

Recommended Classroom Activity

Exercise 8 – Pros and Cons of some Job Analysis Methods

Refer to section 8.2.5 for exercise details

Learners are required to work in groups to share and discuss the advantages and disadvantages of several commonly employed methods in the job analysis exercise. They also need to provide justification for their reviews when they present their inputs.

2. Data Analysis

The next step after data and information collection is analysis. The extent of the data and information collected is contingent upon the purposes and methods used during the process. The depth of analysis and the time required for it correspond to the amount of data collected. In any case, data collection and analysis are time-consuming steps in the job analysis process.

The analysis of quantitative data includes, for example, computing the mean, standard deviation, standard error of the mean, and more. Sometimes, more sophisticated data analytical techniques are used by the specialists to ensure validity, reliability, and consistency.

The analysis identifies time required to complete tasks and activities, tools used, importance and priority, patterns, changes from previous analysis, gaps from existing job descriptions and expectations, and more. The findings enable human resource department, line managers or external analysts to identify work patterns and evaluate whether changes should be made in the job content and process. The summarised findings form the core of establishing job descriptions and job specifications.

3. Benchmark Similar Positions in the Industry

Before concluding findings from the job analysis for job descriptions and job specifications, the human resource department and / or line managers should also compare similar positions in the market to evaluate if the scope of a job aligns with industry standards. One of the channels is to browse job descriptions for similar positions on online hiring platform. Inputs from a professional network also provide valuable insights.

Trainers can refresh or refer learners to sources of ***market information*** discussed in the content of the previous UoC**.** Additionally, trainers can also reinforce the importance and value of a ***professional network***, which is discussed in the ***Epilogue*** chapter of the package.

4. Continuous Review

Job analysis is a systematic and comprehensive process to understand a job. In a dynamic environment, job responsibilities and requirements in jobs are prone to change, with some jobs experiencing more prominent changes than others. Employee movements and jurisdictional requirements, as well as factors like technological advancements, can necessitate updates or new analysis. Automation may also lead to alterations in job responsibilities and requirements of some jobs.

For example, the digitisation of numerous industries has made data literacy and related skills essential requirements for most jobs. Frontline and customer service positions may require additional language proficiency due to diverse customer bases. Marketing positions now require digital marketing knowledge and experience rather than traditional marketing expertise. Given these and other changes, job analysis needs to be reviewed continuously to adapt to evolving job demands, market trends and industry developments.

Trainers can highlight to learners that it may ***not be necessary to conduct a complete analysis for every hiring need***, and it is not practical in particular for positions with many openings or frequent hiring needs. In such situations, responsible human resource officers and hiring managers can review current job descriptions and job specifications for updates. However, a more comprehensive ***job analysis is required periodically***.

c. Roles of Human Resource in Job Analysis

Job analysis can be conducted by human resource, line managers and external specialists. Collaboration between human resource and line managers is often essential, and the involvement of external specialists may be required depending on the scope and specific objectives of the analysis. This collaboration can take the form of work committees, project teams or task forces. For large-scale analyses, a steering committee with senior management as sponsors may ensure smooth operation of the exercise. Regardless of the format, successful job analysis necessitates close collaboration between human resource, line managers, and relevant external specialists.

The roles of learners as human resource officers in job analysis may vary depending on whether the exercise is conducted internally or by external specialists.

- **Job Analysis Conducted by Human Resource**

  Job analysis is commonly conducted or led by senior human resource officers or organisational development officers. Learners may have several roles and responsibilities in supporting the process, including: -

  - Research and benchmarking –
    This involves gathering information about industry best practices or emerging trends in job analysis methodologies and techniques, compiling and presenting this information for the exercise leader.

  - Exercise administration –
    This role is to coordinate and organise the job analysis process. This may involve scheduling meetings and interviews, preparing materials, distributing surveys or questionnaires, and managing communication with employees or other stakeholders involved in the analysis.

  - Data collection and documentation –
    This involves taking notes during interviews, administering surveys with employees, observing job tasks, and documenting the gathered information accurately and comprehensively.

  - Data analysis support –
    This may involve organising and categorising the information, inputting data into analysis tools or software, and preparing reports or summaries for the exercise leader.

  - Record keeping –
    This includes filing documents, updating databases or systems, and ensuring that all relevant information is properly documented.

  - Job description development –
    This includes organising the collected data, summarising key responsibilities and qualifications, and ensuring that the job descriptions are clear, consistent, and aligned with organisational standards.

  - Collaboration and communication –
    This involves coordinating meetings or focus groups, providing updates to employees regarding the progress of the analysis, and addressing any questions or concerns raised by employees.

- Compliance and confidentiality –
  Th role is to ensure that the job analysis process adheres to legal and ethical guidelines. This involves maintaining confidentiality and data protection, ensuring that employee information is handled securely and in compliance with privacy regulations.

Overall, learners contribute to the overall efficiency and quality of the job analysis by executing relevant duties and assisting in various tasks throughout the process.

- **Job Analysis Conducted by Line Managers**

In small organisations with limited human resource support, job analysis is conducted by line managers. However, in some cases, job analysis is conducted by line managers due to their subject matter expertise, even though human resource still plays an integral role in supporting a rigorous, strategic process. For example, roles requiring highly technical skills and expertise in engineering, design, copywriting, and kitchen operation, etc.

Human resource collaborates closely with line managers in the process by providing the following: -

- Guidance and resources –
  Human resource provides guidance to line managers on the exercise process and methodologies. This may include sharing job analysis templates, data collection methods, and examples of job descriptions or competency frameworks.

- Ensuring consistency and standardisation –
  This may include providing guidelines and checklists to line managers to ensure that relevant job elements are considered and evaluated consistently.

By partnering with line managers, human resource helps ensure the effectiveness and consistency of the job analysis process conducted by line managers. This collaborative approach yields robust job data for staffing and workforce management.

- **Job Analysis Conducted by External Specialists**

Organisations engage external specialists for job analysis when there is a need for specific expertise and objectivity in the analysis. Human resource works closely with the external specialists in defining the specific objectives and scope of the analysis, providing information on organisational structure and other areas for the exercise. Human resource provides assistance in coordinating and facilitating the process in the following ways: -

- Scheduling and coordination –
  Assist in scheduling meetings and interviews with employees and managers of the jobs being analysed. This may involve coordinating logistics, sending out meeting invitations, and ensuring participants are available and prepared.

- Communication and follow-up –
  Act as a liaison between the external specialists and the internal stakeholders. This may involve communicating the purpose and objectives of the job analysis, providing updates, and following up with participants to ensure the process runs smoothly.

- Administrative support –
  This may include providing administrative support in various tasks such as preparing materials for the analysis, arranging necessary equipment or resources, taking meeting notes, and distributing relevant documentation to stakeholders and documenting records.

- Project management –
  Assist in managing the overall project by monitoring timelines, tracking progress, and ensuring that deliverables are met.

Overall, although external specialists bring expertise to the job analysis process, human resource, including learners, provides vital support in terms of coordination, administration, and communication, ensuring that the analysis is conducted effectively and efficiently.

d. Job Descriptions and Job Specifications

Job description and job specification are both products of a systematic job analysis. The term “job description” is sometimes used interchangeably with “job posting” in recruitment contexts. In some instances, job description, job posting, and job specification are considered as the same and understood as job advertisement for recruitment. However, within the field of human resource, there is a clear distinction of the three.

- **Job Descriptions**

  A job description is an internal document that summarises key information about a position. The information is collected from a systematic job analysis. As stated in earlier paragraphs, job analysis and subsequent findings provide core information for workforce planning, development, compensation design and other human resource functions, including recruitment. The recruitment team uses this information to prepare job postings to advertise open positions.

  Job descriptions are used by organisations as internal reference and compliance documents, as mandated by relevant industry regulations. Various industries, such as banking and other financial institutions, have regulatory bodies that require detailed job descriptions for specific positions, which are subject to regular audits.

Job descriptions contain relevant information regarding the job, with key components varying depending on the job nature. For instance, on-site jobs may include details about the machinery and tools to be used, while other roles may not require such specifications.

Additionally, a job description provides information of the position's placement on the organisation chart, grading structure, advancement opportunities, compensation framework, and guidelines for performance reviews.

Key components commonly included in job descriptions are: -

- Job title –
  - Reflect the job role and algin with industry standards or common practices
  - Align with the corresponding job level
  - An improper title may lead to wrong hire, employee disappointment and subsequently turnover

- A summary of the job and job nature –
  - Include a description that highlights the purpose of the job and its mission

- Objectives of the job –
  - Outline the specific goals and targets to be achieved in the role
  - Include management expectations and success measures of the job in quantitative and qualitative terms, as relevant

- Duties and responsibilities –
  - List the functions and responsibilities of the job
  - Highlight unique duties of the role specific to the organisation, if relevant
  - Include specific day-to-day tasks of the position
  - Describe the level, budgetary and financial responsibilities, as relevant

- Reporting structure –
  - State the reporting hierarchy of the position, including the position this role reports to
  - Specify the position's place within the organisation structure
  - Include the number of direct reports and their respective positions that report to this position

- Grading –
  - Specify the job level or job grade of the position in the organisation system

- Compensation and benefits –
  - Specify the pay level and compensation structure of the position (for example, incentives eligibility)
  - List any applicable allowances and benefits by role and the job grade (for example, entertainment allowance)
  - Highlight unique benefits of the organisation (for example, class eligibility of air tickets for the role and job grade)

- Work location –
  - Specify on-site, remote, hybrid or overseas work arrangements
  - Specify the primary work location (for example, office, plant, city, and country)
  - Note any requirements to work at different locations on project basis

- Working conditions –
  - Include information about physical demands (for example, climbing trees for arborist positions) or workplace environmental conditions (for example, working in confined spaces or to wear special outfits)

- Travel requirement –
  - State expected overseas travel and frequency
  - Note any requirements to regularly travel between work sites

- Machines and tools to be used –
  - State if the job requires using special machines and tools and if specific licenses are required

- Work time –
  - State if there will be regular overtime, work on holidays, and shift requirements

Trainers can emphasise that in preparation of job descriptions, learners are recommended to refer to key resources under the ***Qualifications Framework*** (QF). The Specification of Competency Standards (SCS) outlines the skills, knowledge and abilities required to effectively perform different job functions across industries. Meanwhile, the Vocational Qualifications Pathway (VQP) maps learning and career progression within an industry as practitioners obtain qualifying credentials at various QF levels. The SCS and VQP delineate occupational standards, capturing the full scope of responsibilities. Trainers can emphasise utilising these resources to underpin recruitment activities with job analyses. A thorough understanding of role requirements will better equip recruiters to evaluate candidates, conduct fruitful interviews, and ultimately hire individuals well-suited to the positions.

- **Job Specifications**

  A job specification serves as a comprehensive document that outlines the necessary information regarding job requirements. Similar to a job description, the components in a job specification can vary depending on the nature of the job and its responsibilities.

  Key components commonly included in job specifications are: -

  - Educational qualifications or level by Qualification Framework (QF) –
    - Specify the level of general education or in terms of QF level required, or education in specific areas of study

  - License or professional qualification required –
    - State if specific additional qualifications are required for the job or to perform certain tasks
    - For example, a license to use some machinery or vehicles

  - Level of experience –
    - Specify if it requires general work experience, relevant experience in specific areas of work or experience in people management

  - Technical skills or specific skills required for the job –
    - State if there are specific skills required to complete job tasks, which may vary based on the job level. Entry-level jobs may have fewer required skills
    - For example, skills to use specific systems, software, and applications

  - Physical attributes –
    - State if the job requires specific health conditions or physical capabilities
    - For example, warehouse jobs may specify the need to be able to carry or lift boxes up to certain weight

  - Emotional attributes –
    - State if there are certain emotional attributes to perform the job
    - For example, being calm, energetic, or passionate about relevant aspects

  - Personality traits –
    - State if there are certain personality traits required to perform the job
    - For example, adaptability, creativity, values, and workplace etiquette

  Job specifications must highlight <u>unique requirements</u>, <u>professional qualifications,</u> and <u>regulatory requirements</u> of the jobs.

Example: - Physically demanding jobs may require specific physical attributes or capabilities
- Customer-facing positions may require specific personality traits that enable effective interaction with clients or customers
- Property agents must possess valid salesperson's licence or estate agent's licence (individual) as per regulatory requirements
- Safety officers working at construction sites are required to hold a recognised certificate, diploma or higher diploma in occupational safety and health
- Childcare-related jobs require a Sexual Conviction Record Check to be eligible for a position that involves interactions with children

Since a job specification outlines the requirements for individuals to be successful in the job, it is sometimes referred to as an employee specification.

5. Job Postings

A thorough discussion related to job postings is discussed in the content of the next UoC. As an overview, a job posting is an advertisement for a job opening published to attract applications. It communicates essential information about the organisation and the open position, including key responsibilities and requirements. Details are typically sourced from the respective job description and job specification.

Trainers are reminded that the recruitment process is addressed across UoCs 106933L4 and 106943L4. The content of ***this UoC*** discusses in more detail the ***initial steps of the recruitment process*** up to this point. Further elaboration on subsequence steps will be covered in the content of the next UoC.

Recommended Classroom Activity

Exercise 9 – Writing Job Responsibilities and Requirements of a Recruiter

Refer to section 8.2.5 for exercise details

Learners are required to work in groups to create a list of job responsibilities and requirements for the role of a recruiter. The exercise can be customised to align with the respective industries of participating learners.

Source of Information

Manpower planning and the initial steps of the recruitment process, including understanding recruitment requirements and conducting job analysis, are critical foundational steps in the recruitment process. While these activities are internal, it is essential to benchmark their findings with market information and adopt a forward-looking approach to meet future business objectives. Gathering information from both internal and external sources is crucial for ensuring effectiveness.

5.2.2.5 Information within the Organisation

The information required for the early steps in the recruitment process has been described in the respective steps of the process. Below is a recap of the key points, including: -

- Organisation information, including organisational structure, short-term and long-term objectives
- Responsibilities of departments and functions
- Present and future workforce needs in terms of quantity, quality, and skill sets
- Roles and responsibilities of specific positions
- Open positions for hiring
- Turnover metrics
- Position requirements
- Employment types within the organisation
- Grading structure
- General employment terms and conditions, along with key benefits for full-time permanent employees and of other relevant employment types
- Records of previous analysis and exercises

Some of the above information may be readily available, for instance reports and records, while others need to be gathered or derived from various internal sources, for instance position requirements.

Regularly updating changes in information is essential to ensure that upcoming recruitment-related activities align with the latest data. These updates cover various aspects, including numbers and facts of the organisational structure, position requirements, human resource policies and more. By staying informed about these changes, human resource and management can make recruitment decisions and effectively align their staffing strategies with the most up-to-date information.

Trainers need to ***highlight*** to learners that all information is internal to the organisation and must be kept ***confidential,*** regardless of its nature and content. All documents must be treated with strict confidence and ***handled with exceptional caution***. For instance, they 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 them in copying machines or similar devices. These are just a few examples of the precautions that need to be taken.

5.2.2.6 Information from the Market

In addition to internal information, there are additional sources of information and references to be obtained from the market. Below are some examples: -

- Roles and responsibilities of similar jobs in the market
- Position requirements of similar jobs in the market
- Comparable job titles and grades in the market
- Salary benchmarks of comparable positions in the market
- External specialists who provide services for job analysis
- Best practices in manpower planning and job analysis
- Employment market information
- Employment-related ordinances and their updates
- Industry-specific regulations and their updates

General information related to the recruitment process, job postings of similar jobs, and job analysis methods available from the internet and various social media platforms can serve as references for respective exercises.

The above information requires research, review, and consultation with professional networks for input, exchanging opinions, and gathering comments as references. Sometimes, practices from different industries may also spark valuable ideas for use.

Trainers can relate learners to content of the ***previous UoC*** regarding ***data and information*** from the employment market and of the workforce. Additionally, the ***section on Professional Network*** in the chapter of ***Epilogue*** facilitates external and internal collaboration.

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 9: Recommended Training Session Plan for UoC 106933L4

Duration	Learning Activities	Training Content
120 minutes	• Trainer's introduction • Review key points of last UoC if relevant and bridge to this UoC • Trainer's presentation • Classroom activity – Exercise 6 – Determine the suitable employment Types • Sharing • Debriefing	• Overview of the recruitment process • Manpower planning • Recruitment and hiring
120 minutes	• Trainer's presentation • Classroom activity – Exercise 7 – Job roles prone to continuous recruitment • Sharing • Debriefing	• Value of an effective recruitment process • Initial steps in the recruitment process • Understanding recruitment requirements
120 minutes	• Trainer's presentation • Classroom activity - Exercise 8 – Pros and cons of some job analysis methods • Group sharing • Debriefing	• Recruitment and talent acquisition • Conducting job analysis • Values of job analysis • Process and methods of job analysis
70 minutes	• Trainer's presentation • Forum discussion	• Roles of human resource in job analysis
110 minutes	• Trainer's presentation • Classroom activity - Exercise 9 – Writing job responsibilities and requirements of a recruiter • Group sharing • Debriefing	• Job description and job specification
60 minutes	• Trainer's presentation • Forum discussion	Source of Information • Information within the organisation • Information from the market
40 minutes	• Trainer's presentation • Forum discussion • Group sharing	Professional network ▪ Internal network ▪ External network ▪ Virtual network
20 minutes	• Trainer's presentation	▪ Human resource mindset &

Duration	Learning Activities	Training Content
	• Forum discussion	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 9 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 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 reinforce teamwork and add interests in the exercises.

<u>Exercise 6 – Determine the Suitable Employment Types</u>

- Arrange learners into groups of 4-5
- In-house learners can work in pairs or individually
- Prepare one copy of handout on the case and associated tasks for each learner
- Each group to read, discuss and complete the required tasks
- Allow 30 minutes for the group discussion
- Allow learners to search for online information during the discussion
- A representative from each group to share their recommendations with justification
- Each group to share one point at a time to ensure equal opportunity for every group to share

<u>The Scenario</u>

You work in the human resource department of a property management organisation. One of the shopping malls managed by the organisation is undergoing renovations and will re-open in a few months. The organisation needs to restaff all functions for the day-day-day operation of the mall. Additionally, they need to staff for the “grand opening” day, which will be on a Sunday.

Discuss in the group and recommend a staffing plan for the shopping mall and the grand opening day. Consider staffing needs on different days, in different situations, and at different times. List the required job roles and appropriate employment types. For example: -

Staffing …

- For everyday operation
- For weekdays, Saturdays, and Sundays
- For public holidays
- For festive days
- For busy hours of the above times
- Required functions
- Appropriate employment types

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 job role recommended with corresponding employment type
- A maximum of 10 points can be awarded to each group
- Acceptance of answers to be decided by the trainer, considering:

- Job roles recommended and justification are reasonable
- Able to consider and recommend multiple employment types for different situations and objectives
- Reasoning is able to illustrate clear understanding of the employment type and appropriate situations for each type

Examples of the structure for debriefing:

	Functions / Roles	**Employment Type**
Everyday operation	For example: Concierge / customer service Security guards Cleaning Facilities operators Operation management / Control	• Full-time permanent • Part-time • Agency
Saturdays and Sundays	Regular and additional	• Full time permanent • Part-time
Busy hours	Regular and additional	• Full time permanent • Part-time
Public holidays	Regular and additional	• Full-time permanent • Temporary or Agency
Festive days	Regular and additional	• Full-time permanent • Temporary or Agency
Grand opening day	Regular and additional	• Full-time permanent • Part time • Temporary or Agency • Contractor for event arrangement

Debriefing

Trainer can ask learners the following questions for a brief discussion after group sharing:

- How does a case context help you better understand the different employment types and considerations?
- What considerations did the group discuss when determining the appropriate employment types?
- What were some of the challenges encountered during the case discussion?
- What information was gathered online? How did the online information assist in the discussion?

Expected duration: 60 minutes

Notes to Trainers

Learning focus is for learners to understand the situations where different employment types are required and for different purposes. Apart from the content, the process of discussion, sharing experiences, exchanging ideas and opinions facilitates learners to consider the case scenario in multiple perspectives and different considerations.

The context of a case helps learners apply their knowledge to real-life situation. It is expected that learners may encounter struggles, and trainer may need to provide support during their group discussion.

The industry and scenario for discussion can be changed and adapted according to the learners' experiences or industries.

Exercise 7 – Job Roles Prone to Continuous Recruitment

- Arrange learners into groups of 4-5
- In-house learners can work in pairs or individually
- Learners need to discuss in their group and come up with a list of job roles, irrespective of industries, that they consider prone to continuous recruitment.
- They need to provide justification for the listed job roles
- Allow 20 minutes for the group discussion
- Allow learners to search for online information during the discussion
- A representative from each group to share their list of job roles

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 points for the group that comes up with 8 or more job roles with justifications accepted by the trainer
- 3 points for the group that comes up with 5 to 7 job roles with justifications accepted by the trainer
- 1 point for the group that comes up with 2-4 job roles with justifications accepted by the trainer
- Acceptance of answers to be decided by the trainer

Example for debriefing: -

Job Roles	**Reasons for continuous recruitment**
• Retail sales • Sales executives • Cleaners • Servers in restaurants • Telemarketers • Healthcare workers • Software engineers • Information technology • Nurses • Lifeguards • Marketing & digital marketing • Customer service representatives	• High turnover • Of high market demand • Function expansion • Raised requirements from candidates • Multiple headcounts • Limited supply • Difficult to recruit • Non-competitive salary

*** Examples of job roles above are subject to change due to market situations. Trainers need to adapt accordingly.

Debriefing

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

- Did you find the exercise easy or challenging?
- How did you come up with the list?
- Who among you has direct experience with continuous hiring for certain job roles? Can you share your experience?
- What are some appropriate channels to recruit these positions? Please share some examples.
- What do you think are the challenges associated with the need for continuous recruitment for these positions?

Expected duration: 40 minutes

Notes to Trainers

The leaning focus is for learners to gain an understanding on the challenges involved in recruiting for job roles that are highly competitive for candidates due to various reasons. This understanding is achieved through discussions and the exchange of experiences among the leaners. The discussion and sharing of reasons for the need of continuous recruitment also help learners develop a better understanding of workforce requirements. The exercise itself simulates the process of gathering information through an external network. Trainer can take this exercise to reinforce the content about professional networks as one of the major sources of market information discussed in the previous UoC.

Exercise 8 – Pros and Cons of Some Job Analysis Methods

- Arrange learners into 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 various job analysis methods.
- The trainer can prepare handouts of the table, refer learners to the relevant page in the Learner Guide, or write on flip charts for each group
- Allow 30 minutes for the group discussion
- Allow learners to search online for information
- A representative from each group takes turns to share one point discussed in the group
- Once all of the points in a group are shared, those with additional points can continue sharing

	Pros	**Cons**
Observation	- -	- -
Interview	- -	- -
Questionnaire	- -	- -
Work diary or task log sheet	- -	- -
Task inventory	- -	- -
Job performance	- -	- -

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 input accepted by the trainer; with a maximum of 10 points per 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

Example for debriefing:

	Pros	Cons
Observation	- Easy to arrange - Limited interruption to employees - Objective	- Intensive for the observer - Can be time-consuming - May have pressure on employees
Interview	- Can gather thoughts and non-observable information - Can involve multiple interviewers - Can involve multiple levels	- Interviewees may have different perspectives or biases - Need to involve more people - Need a skilful interviewer
Questionnaire	- Easy to administer - Can involve more people - Flexibility in time to complete	- Questionnaire must be well-designed - Require management of the response rate - Involve administrative work for follow up
Work diary or task log sheet	- Can record details - Can involve more people - Easy to administer	- Information accuracy - Need clear and specific instructions - Input by employee(s) vs analysts
Task inventory	- Easy to administer - Can involve more people - Simple task to complete the checklist	- Task inventory list must be well-designed - Take time to design a job-specific list - Information accuracy
Job performance	- Provide direct and first-hand experience - Require more time - Experience contextual factors	- Not applicable for jobs requiring specific skills - Require extra support from employees - Require special arrangement

<u>Debriefing</u>

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

- What are the challenges in identifying the pros and cons? What are the reasons for these challenges?
- Which method is the most challenging when it comes to listing pros and cons?
- Is it easier to list the pros or the cons? What are the reasons behind this?
- How does online information contribute to the discussion?
- Which method(s) would you use if you could choose? What are the reasons for your choice?

Expected duration: 50 minutes

Notes to Trainers

While learners may not have direct experience with the job analysis exercise, they may have aided in related supporting tasks. The learning focus of this exercise is to engage learners in deeper reflection on the methods, tools, and success factors associated with job analysis. It also helps learners gain a better understanding of the roles played by analysts and employees involved in the exercise. This appreciation can further enhance their ability to provide effective support in future exercises they assist with.

Exercise 9 – Writing Job Responsibilities and Requirements of a Recruiter

- Arrange learners into groups of 4-5
- In case of in-house training, learners can work individually or in pairs
- Learners are required to prepare the job responsibilities and requirements for a typical recruiter role, which will be used to create a job posting
- Allow 30 minutes for the group discussion
- Learners can search online for information during this exercise (e.g. The SCS and VQP for the Human Resource Management (HRM) sector under the QF)
- Each group takes turn sharing one point each from the job responsibilities and requirements discussed in the group

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 group that gives one point accepted by the trainer, with a maximum of 10 points per group
- Acceptance of answers to be decided by the trainer

Example for debriefing:

Position: Recruiter	
Job Responsibilities	**Job Requirements**
• Prepare and confirm job postings with hiring managers • Source and attract candidates using various methods • Review applications to screen for shortlisting • Conduct phone interviews or initial screenings for assessment • Coordinate and conduct in-person or virtual interviews with hiring managers and stakeholders • Manage the end-to-end recruitment process • Conduct background checks and reference checks • Provide regular updates to hiring managers on the recruitment status of open positions	• Bachelor's degree in human resources or related discipline, or attainment of QF level 5 • Previous (x years) experience in recruitment • Strong understanding of the recruitment process and best practices • Excellent communication and interpersonal skills • Competent in employing various recruitment channels and methods • Familiarity with updated employment laws and regulations • Proficiency in using recruitment software and applicant tracking systems • Ability to work independently and be a good team player

Position: Recruiter	
Job Responsibilities	**Job Requirements**
• Contribute to employer branding	• Flexibility and adaptability to meet changing recruitment needs • Attention to detail and accuracy in candidate evaluation and selection

Debriefing

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

- Who has been a recruiter or has been involved in recruitment tasks?
- Who has experience in preparing job postings?
- What are the challenges in writing the job responsibilities and job requirements? What are the reasons?
- Which one is more challenging in the exercise: job responsibilities or job requirements? What are the reasons?
- Are you interested in becoming a recruiter? What are the reasons?
- Which recruiter responsibilities are you most comfortable performing now?
- How can you develop competencies related to job requirements?

Expected duration: 50 minutes

Notes to Trainers

Learners may have different levels of experience in the recruitment process. Those with less experience may not have involved in writing job descriptions and job requirements before. Trainers can first demonstrate using public resources before allowing independent work in the exercise.

Demonstrating the Process

Trainers can reference key responsibilities from UoCs under the QF to outline junior recruiter roles. For example, "Search for recruitment channels suitable for the specific operating markets (Code: 106940L4)" details:

- Measure different recruitment channels and identify the most cost-effective channels suitable for the specific operating markets
- Liaise with recruitment or media agencies, educational institutions and professional associations to explore and identify recruitment channels suitable for the specific operating markets
- Leverage established networks to reach out to potential candidates (e.g. professional bodies, job

fairs, schools and universities)

An extract of relevant responsibilities from the above UoC could be:

- Measure the effectiveness of different recruitment channels for given markets
- Liaise with agencies, institutions, associations to explore suitable options
- Leverage professional networks to reach potential candidates

Guiding Learners

Learners may require some time for the exercise and may face challenges in selecting appropriate wordings. Trainers may need to provide closer support and offer necessary guidance to the learners. This exercise is a simulated activity for learners to gain practical experience. Additionally, this exercise fosters an appreciation for the role of recruiters.

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, which is mentioned in the "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 in the section. The exercises aim to reinforce key concepts 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 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	10	5	13	10	5	43

Due to the nature of the exercise, potential variations in class size, exercise content and arrangement based on specific requirements of training institution, or learners' organisations, the assessment rubrics below are based on 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 37 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 43	Performance Standard	Description
A	85% - 100%	e.g. 37	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, give 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 suggest actions

Mapping of Classroom Activities to Intended Learning Outcomes and Assessment Criteria

Table 10: Mapping of Classroom Activities in this Section to
Intended Learning Outcomes and Assessment Criteria of UoC 106933L4

Performance Requirement / Intended Learning Outcome	Exercise 6 Determine the suitable employment types	Exercise 7 Job roles prone to continuous recruitment	Exercise 8 Pros and cons of some job analysis methods	Exercise 9 Writing job responsibilities and requirements of a recruiter	Trainer's Input
Understand key elements of job specification (e.g. characteristics and qualifications required for satisfactory performance of defined duties and responsibilities) and job description (e.g. job title, job summary, reporting line, job duties)	✓	✓	✓	✓	
Understand the changing requirements of jobs within the organisation and regional jurisdiction requirements, as needed	✓	✓	✓	✓	
Organise job analysis with support from line management			✓		
Prepare or update job specifications and descriptions based on the result of job analysis, in collaboration with line management	✓	✓	✓	✓	
Confirm the job specifications that are up-to-date with timely tracking of employment movements (e.g. promotions, internal transfer) and recruitment cases	✓	✓		✓	
Verify the content in job specifications and descriptions	✓	✓	✓		
Proactively contact line management to confirm validity of the updated job specifications and descriptions	✓			✓	
Integrated Outcome Requirements of this UoC					
Compilation of valid and up-to-date job specifications and descriptions which are aligned with current performance and future development needs of the business			✓	✓	
Activity Weighting in UoC Total Assessment Score					
Percentage weighting (Total 100%)	23.5%	11.5%	30%	23.5%	11.5%

The package content of this UoC includes four recommended classroom activities. Table 10 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

- [Ahrefs]. *Content Marketing For Beginners: Complete Guide* [Video]. YouTube. (link)
- [AIHR - Academy]. *What is Job Analysis?* [Video]. YouTube. (link)
- Barrett-Poindexter, J. (2019, September 3). *The Dos & Dont's for Recruiters*.Glassdoor.co.uk. (link)
- The Business Blocks (n.d.). *Employee Staffing Statistics, Trends, Costs, Market, And More*. Thebusinessblocks.com. (link)
- Darwinbox (n.d.). *Job Analysis*. Darwinbox.com. (link)
- Darwinbox (n.d.). *Meaning & Definition, Staffing*. Darwinbox. (link)
- Datapeople (n.d.). *The Difference Between a Job Description and a Job Posting*. Datapeople.io. (link)
- Ghodasara, A. (n.d.). *Full Recruitment Life Cycle: 7 Stages of Recruitment Process*. Ismartrecruit.com. (link)
- [GreggU]. *Functional Job Analysis* [Video]. YouTube. (link)
- [GreggU]. *HR Basics: Writing Job Descriptions* [Video]. YouTube. (link)
- HireDNA (2021, October 11). *How Continuous Recruitment Can Reduce Your Time-to-Hire and Cost-Per-Hire*. Hiredna.com. (link)
- Hiringpeople (2024, August 2). *What is The Difference Between A Job Specification And A Job Description?* Hiringpeople.co.uk. (link)
- Indeed Career Guide (2022, June 25). *How to Conduct a Job Analysis*. Indeed.com. (link)
- Indeed for employers (n.d.). *What Is the Definition of Staffing?* Indeed.com. (link)
- Jobsoid (n.d.). *Recruitment Process - The Ultimate Guide to Hiring Top Talent*. Jobsoid.com. (link)
- Maurer, R. (2017, May 18). *Align Stakeholders in the Hiring Process to Boost Results*. Shrm.org. (link)
- MSG (n.d.). *Manpower Planning*. Manpower-Planning.htm. (link)
- The National Human Resources Directory (n.d.). *A Competency-Based Approach to Recruitment and Selection*. Hrworks.co.za. (link)
- S., C. (1, January 1). *The Difference Between a Job Description and a Job Posting*. Truein.com. (link)
- Skulls, W. (2022, December 21). *Recruitment Models and Tips for the Best Recruitment Practices*. Linkedin.com. (link)
- Tham, C. (n.d.). *Employee vs. Contractor: How to Classify Workers in Hong Kong*. Rippling.com. (link)
- Truein (2024, February 13). *Manpower Planning - Meaning, Types, Process, Need, and Factors That Affect It?* Truein.com. (link)
- Watson, S. (n.d.). *Building Incredible Teams: Stakeholder Management in Recruit*. Scede.io/blog. (link)

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

- Equal Opportunity Commission (link)
- Immigration Department, Our Services, Visas / Entry Permits (link)
- Immigration Department, Our Services, Visa / Entry Permits, Talent Admission (link)
- Labour Department, Labour Legislation (link)

- Labour Department, Enhanced Supplementary Labour Scheme and other Sector-Specific Labour Importation Schemes (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)

5.3 Complete recruitment content details and deploy the identified recruitment channels and methods (Code: 106943L4)

5.3.1 Intended Learning Outcome of this UoC

On completion of this section, learners will be able to:

- understand the key elements and requirements of an effective recruitment communication;
- understand various sources to locate potential candidates in the market for different job openings;
- complete clear and precise recruitment content details based on the organisation's job specification and job description;
- use content marketing to attract the right candidates by building and showcasing a compelling employer brand to potential candidates;
- adopt the most cost-effective recruitment channels and methods;
- adjust existing recruitment channels and methods if necessary to maximise recruitment outcome; and
- proactively search for new recruitment channels and methods to improve cost-effectiveness and recruitment result.

5.3.2 Training Content

Introduction

The human resource department positively impacts the community through its recruitment efforts. By actively seeking diverse talent pools and partnering with community organisations whenever possible, they create pathways for underrepresented groups and contribute to a more inclusive society. This benefits the organisation by accessing a wider range of talent and also enhances its reputation as a socially responsible employer.

The training package content of the UoC, 107075L4, illustrates the vital significance of gathering information on employment market trends, employment-related issues, and internal workforce information. This knowledge helps in employing effective channels and approaches to attract talented individuals who have the required competencies to contribute to both short-term and long-term organisational goals.

Trainers are reminded that the recruitment process is outlined in two UoCs: 106933L4 and 106943L4.

The package content of the last UoC (106933L4) provides an overview of the recruitment process, including key terms and definitions of essential recruitment terminology. It discusses in more detail the specific actions and tasks associated with the steps of Understanding Recruitment Requirements and Conducting Job Analysis in the recruitment process.

The content of ***this UoC, 106943L4,*** also shares an overview of the recruitment process and provides detailed insights and guidance ***from the step of Crafting Job Postings***.

Learners of this UoC often occupy positions in human resource roles that provide support in the recruitment process and activities. 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 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, turnover data in systems and/or other records
- Act as an administrator of the human resource system, HR apps and/or records
- Generate and/or prepare reports from HR systems and/or HR apps as required
- Consolidate recruitment requirements from hiring managers
- Post job advertisements on respective channels
- Conduct initial screening of applications
- Update information in the system or record for candidate tracking purposes
- Conduct phone interviews with candidates
- Manage the interview process, including scheduling interviews and coordinating meeting room arrangements for candidates, recruiters, and hiring managers
- Provide general administrative support, including preparing employment letters, managing paperwork and documentation
- Arrange the onboarding process
- Maintain an updated list of human resource external partners
- Serve as the primary point of contact for employees, candidates, and new recruits

Through their roles in various human resource positions, learners contribute to business success, shape the organisation’s culture, enhance workforce satisfaction, and make a positive impact on the community.

This UoC covers a broad scope of content that extends beyond the specific responsibilities of learners in their human resource roles. Its purpose is to promote learning, improve performance, and enhance motivation by providing a comprehensive understanding of the subject matter and associated processes. Additionally, it aims to support learners in their career development.

Trainers may use the content discussed in the package content of this UoC as the ***basic material*** to help learners to understand the recruitment process and respective actions in their work to support effective staffing and workforce management. Trainers may need to adjust the content and relate examples of respective industries of the learners participating in the workshop.

5.3.2.1 Overview of the Recruitment Process

Recruitment is the activity to attract, select, and hire the most suitable candidates to meet the organisation's workforce requirements and contribute to its success. An effective recruitment process ensures the timely onboarding of suitable candidates, saving costs and time.

Manpower planning is the step before recruitment in the staffing process. This step aims at aligning the quantity and distribution of employees with the short-term needs and long-term goals of the organisation. Effective manpower planning provides guidance for recruitment planning and forms the foundation for specific recruitment activities. This includes insights to identify the suitable employment types required to fulfil the workforce needs, guide subsequent recruitment activities, and enable the organisation to effectively build their workforce with the right mix of employment types.

Trainers can refer to the previous UoC, 106933L4, for a detailed elaboration of Manpower Planning and the various employment types.

The human resource function is typically responsible for recruitment activities. In some organisations, there is a dedicated recruitment team responsible for these tasks. In larger organisations, this team often falls under the umbrella of talent acquisition. For smaller companies, such as small and medium-sized enterprises (SMEs) and non-governmental organisations (NGOs), where the human resource department consists of only a few staff members or a small team, human resource officers are generally also responsible for managing the recruitment activities.

A well-planned recruitment process contributes to business success by bringing in the right talent who can meet the current and future requirements of a position in an efficient and effective approach.

The specific recruitment process varies depending on the size of the organisation and nature of operation. A typical recruitment process includes the following steps: -

Diagram 4: Key Steps of a Typical Recruitment Process

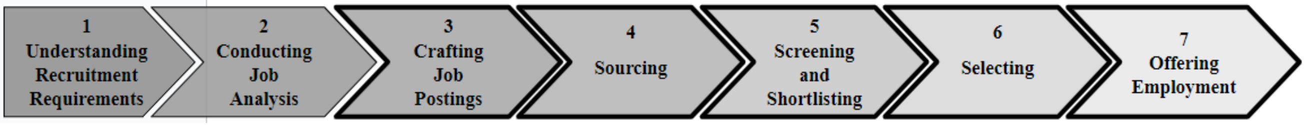

Diagram 4 depicts a typical recruitment process. The first two steps, Understanding Recruitment Requirements and Conducting Job Analysis, are discussed in the content of the previous UoC. The content of this UoC focuses on the subsequent steps highlighted in the diagram and their associated activities.

Below is a brief overview of the recruitment process: -

1. Understanding recruitment requirements –
   Identify recruitment needs for replacement or proactive recruitment in anticipation of openings.

2. Conducting job analysis –
   Conduct job analysis to identify updated job responsibilities and requirements of positions, based on which to develop job descriptions and job specifications.

3. Crafting Job Postings –
   Prepare job postings based on job descriptions and job specifications, plus organisation information and values that are ready to advertise on appropriate channels.

4. Sourcing –
   Attract qualified people to apply for the open positions by advertising internally as relevant and externally on popular social networking sites, job boards and other channels.

5. Screening and shortlisting –
   Identify the right candidates from a pool of applicants by using different tools and methods according to required qualifications.

6. Selecting –
   Finalise a few prospective hires with the closest match to requirements. Conduct various background checks and complete required regulatory procedures before making an employment offer.

7. Offer employment –
   Prepare an employment letter stating information about the position and all employment terms.

The recruitment process is completed with onboarding the new employee.

5.3.2.2 Value of an Effective Recruitment Process

Effective recruitment plays a crucial role in saving an organisation's time and money through proper candidate selection.

Some of the values of an effective recruitment process include:

- Attracting top talent
- Retaining quality employees

- Improving productivity and performance
- Building a diverse workforce
- Enhancing organisational culture
- Minimising recruitment costs
- Promoting employer branding
- Facilitating succession planning
- Ensuring legal compliance
- Supporting organisational growth

Trainers to note that a thorough discussion related to Value of an Effective Recruitment Process is discussed in the content of the ***previous UoC.***

Other Key Steps in the Recruitment Process

The two initial steps of the recruitment process, Understanding Recruitment Requirements and Conducting Job Analysis, are discussed in detail in the previous UoC, 106933L4. ***Trainers can relate*** learners to the UoC for further understanding. This UoC discusses the subsequent steps of the process, from Crafting Job Postings.

5.3.2.3 Crafting Job Postings (Step 3 of 7)

Well-written job postings play a critical role in recruitment by clearly communicating opportunities to suitable candidates. They define expectations and attract candidates with aligned skills and interests. A job posting typically consists of three primary sections: information about the organisation, the job itself, and the job requirements.

a. Information About the Organisation

This section of a job posting provides insights into the hiring organisation. However, search firms may initially withhold identifying details during initial candidate searches. Providing information about the organisation's vision, mission, core values, and work culture is crucial for candidates to understand their prospective employer. Corporate Social Responsibility (CSR) and Environmental, Social, and Governance (ESG) values have gained increasing significance, with candidates now placing greater emphasis on these values when evaluating organisations for employment. This is particularly valuable for new companies building name recognition. Partnering with marketing or corporate communications department ensures job posting contain factually representative descriptions and also effectively utilised as an employer branding tool.

The goal of this section is to give qualified candidates a realistic sense of aligning with an organisation's priorities and work environment. Providing transparency into the culture empowers candidates to evaluate suitability for themselves. Some candidates place culture and work environment at a high priority when choosing jobs. Including a dedicated section on values, mission, and work culture can be a differentiator and attract candidates who align with their values. Overall, it strengthens recruitment outcomes and establishes an employer brand of integrity, respect, and mutual growth.

b. Information About the Job

Job descriptions and job postings serve complementary yet distinct purposes. A job description is an internal document derived from job analysis exercises, while a job posting derived from job description serves as a recruitment advertisement to attract job applicants.

To attract applications, information for job postings should be carefully selected from job descriptions, arranged, and phrased in a manner that captivates potential candidates.

- Job title –
  - Put job title at the top of a job posting

- Summary of the job nature and objectives –
  - Provide key information on the purpose of the position, including its mission and how it fits into the overall business structure
  - Clearly indicate if the position is a replacement, a new post or for a temporary project
  - Specify the employment type of the position, whether it is permanent, a long-term contract, a short-term contract, or other types of employment

- Responsibilities –
  - Provide a list of specific day-to-day tasks
  - Highlight specific or unique tasks that would be attractive to qualified candidates, showcasing the appealing aspects of the position

- Reporting structure –
  - State the reporting hierarchy of the position, including who this position reports to, and any subordinate positions that report to this role
  - Specify the position's place within the organisational structure, including the name of the department and its level

- Work location –
  - Specify on-site, remote, hybrid or overseas work arrangements
  - Specify the office location for local hiring, which can be a differentiator for some candidates
  - Specify cities and countries when hiring for offshore work sites
  - State any requirement to work at different locations on a project basis

- Compensation and benefits –
    - Provide a salary range as reference information with a disclaimer that compensation depends on experience and other qualifications
    - Emphasise training and development opportunities
    - Include career progression opportunities
    - Highlight unique benefits of the organisation that can be a differentiator (for example, complimentary services or discount for employees, QF-recognised training and others). Such benefits are commonly found in industries such as hotels, airlines, banking services, telecommunications, and various other sectors

- Disclaimer
    - State any other ad hoc projects as required
    - Disclaimer is typically the last point in this section about the job

Include information on the following only if they are relevant for the position, and place "Disclaimer" after these points as the final point: -

- Working conditions -
    - State if the job requires working in specific conditions, like outdoor or in enclosed area, or wearing special outfits

- Work time –
    - State if there will be regular overtime, work on holidays, and shift requirements

- Machines and tools to be used –
    - State if the job requires using special machines and tools, if specific licenses are required

- Travel requirement –
    - State if travelling overseas is required and expected frequency
    - State if the job requires going to different work sites regularly or as needed by the project

Job description items adopted and adapted for use in job postings should align with employment market situations. Market expectations may change over time, and there are variations by industries and job families. Recruiters must stay updated on employment market trends and issues. Job postings need to be able to align with such trends to be effective in attracting qualified candidates.

c. Information About the Job Requirements

To successfully attract qualified candidates, it is important to have specific and adequate requirements listed. A well-defined list establishes transparency around the following: -

- Minimum educational achievements and relevant qualifications needed, or equivalent qualifications at respective HKQF level
- Preferred years and area of experience
- Essential technical skills or job-specific skills required
- Licensed or professional qualification required
- Soft skills required, e.g. skills in communication, presentation and change management

Applicants can utilise this information to tailor their cover letter and curriculum vitae (CV) specifically for a job. As these requirements are essential for candidates, this section is often referred to as "About the Person" or "About You" in job advertisements to create a more personalised connection. The list of requirements also aids recruiters in screening and identifying suitable candidates for the position.

In addition to the three primary sections, other important information to include in job postings are: -

- Application instructions – outline clearly the application process, provide links to respective websites or application systems, state required documents, such as CV, cover letter, supporting documents and the preferred method of submission

- Deadline – specifies the deadline for applications to create a sense of urgency and encourage prompt responses

- Contact information – provides a contact person, telephone number or email address for candidates to reach out to with any questions or need clarifications

- Equal opportunity statement – is now commonly included to affirm organisation's commitment to diversity, inclusion, and equal opportunity employment

Recommended Classroom Activity

Exercise 10 – Crafting Job Posting for a Human Resource Officer Role

Refer to section 8.3.5 for exercise details

Learners are required to work in groups to create a job posting for their own position as a human resource officer. The job posting should incorporate the essential components discussed in the content. The trainer can assign one of the learners' organisations in each group as the organisation that advertises the open position.

d. Overall Points to Note for Job Postings

- Use simple language that is easy to read and understand
- Use action verbs to describe job responsibilities, such as "lead the project" or "deliver training"
- Use language that is inclusive and free from any bias on age, gender, race, nationality and more
- Be mindful of language and wordings that may sound discriminatory, for example, when listing language requirements, only include language skills required for the job
- Be mindful of requirements that are against rules and regulations; for instance, it is inappropriate to ask for age or require submitting a photo with the application
- Avoid using jargons, acronyms, or organisation-specific terminologies
- Avoid including "nice-to-have" skills or wish list in the requirements, as this can make the list longer and more challenging to match with candidates

Table 11: Dos and Don'ts for Job Postings

Dos	Don'ts
• Personalise the job posting • Use clear and simple language • Provide sufficient details • Be specific • Use bullets points • Maintain a conversational tone • Use inclusive language • Confirm content with hiring manager • Always proofread • Include contact information and clear application instructions	• Avoid jargons and acronyms • Do not use fancy language • Do not use language that may sound discriminatory • Avoid biased or stereotypical language • Exclude wish lists • Avoid irrelevant or excessive information • Stay clear of unrealistic claims • Do not request unnecessary personal information

Table 11 summarises the Dos and Don'ts for job postings. Job postings serve as both a recruitment tool and a marketing medium. They aim to attract applications from qualified candidates and assess their suitability for a position. They must include and highlight key points that differentiate the position from similar roles in other organisations.

Trainers should emphasise to learners the importance of recognising ***that the selection process is a mutual one,*** wherein both ***individuals and organisations choose each other*** based on their respective interests and alignment.

It is crucial to confirm the content of a job posting with the hiring manager every time, even if it is for the same position, to ensure relevance and address changes in the market landscape. Thorough proofreading prevents erroneous details that damage credibility.

There are some human resource systems equipped with artificial intelligence (AI) technology in the back end which can assist recruiters in preparing job postings. The AI capability generates job posting using previous job posting contents as a template. This eliminates repetitive tasks while freeing up time for other important tasks.

However, the effectiveness of these AI-generated postings relies on having high-quality sample postings in the system or record. Recruiters or human resource officers still play a crucial role in crafting "good" job postings with their knowledge and experience. There needs to be quality "samples" for AI in human resource systems or online applications to generate accurate and relevant outputs.

Recruiters should critically review AI-generated content to ensure it meets the specific requirements of the job opening. Again, confirming the job posting with hiring managers is essential before finalising it for use.

By leveraging AI technology, organisations can maximise results from job postings as a critical recruitment and brand-building medium.

5.3.2.4 Sourcing (Step 4 of 7)

The next step after properly preparing the job posting is sourcing through various methods and channels. Two main approaches commonly used are external sourcing and internal sourcing.

a. External Sourcing

External sourcing involves sourcing applications from the market by advertising on various channels. The key is matching the right channels to source candidates with the required qualifications. This ensures sourcing efficiency and candidate quality for specific position types.

Table 12: External Recruitment Channels for Target Talent Pools

Recruitment Channel	Target Talent Pool	Channel Characteristic
Postings on social media platforms and mobile applications	Tech-savvy	• Allow direct engagement and screening • Cater to the preferences of digital natives
Postings on the websites of universities / professional bodies	Candidates with specific qualifications	• Attract candidates with specialised knowledge, skills, or qualifications related to specific academic disciplines or professional fields
Placement agencies / search firms	Candidates with specialised skills, or for bulk hiring	• Leverage niche market knowledge and industry connections • Utilise expert candidate sourcing and screening
Recruitment events on campuses (e.g. recruitment talks, career fairs, job fairs)	Students / fresh graduates for management trainees, graduate trainees, and internship positions	• Provide exposure to roles and organisations • Facilitate on-the-spot interviews
Job fairs organised by Labour Department or special recruitment events organised by professional bodies	Wide range of candidates for multiple openings with industry-specific, job-type-focused, or cross-industries	• Generate scalable options for volume hiring • Ensure cost-effective reach
Organisation's website / job boards	Diverse candidate pool for filling vacancies	• Achieve broad coverage • Facilitate public access • Generate public interest
Collaboration with Non-Governmental Organisations (NGOs)	Non-traditional candidates (e.g. people with disabilities, returning professionals)	• Foster inclusion and diversity • Promote social responsibilities • Expand talent pool beyond traditional sources
Print advertisements	Traditional candidates for frontline roles (e.g. cashier, tea lady, driver, cleaning staff)	• Provide an additional touchpoint for candidates who prefer traditional media • Cater to specific talent pools
Authorised display of bills and posters in shops, public transports and stations	Candidates from the local area (e.g. North District) or specific industry (e.g. retail)	• Reach a particular demographic or industry • Increase job offer acceptance rate • Optimise recruitment budget
Networking activities	Senior roles	• Leverage contacts for experienced leadership profiles

Recruitment Channel	Target Talent Pool	Channel Characteristic
HKSAR's labour importation schemes	Industry-specific labour in short supply and difficult to hire locally (e.g. for residential care homes, for the construction sector)	• Need to comply with specific legal requirements and processes from various government departments, such as the Labour Department, Immigration Department • May require an initial quota application from relevant department

Table 12 illustrates the major external recruitment channels commonly used for specific groups of targeted applicants, along with the characteristics of each channel.

The Immigration Department offers various talent admission schemes that grant visas and entry permits for individuals seeking employment opportunities in Hong Kong. Examples include, but are not limited to:

- Top Talent Pass Scheme
- Admission Scheme for Mainland Talents and Professionals
- Technology Talent Admission Scheme
- And more

These schemes cater to talents with diverse work experience and academic backgrounds. Some target specific competencies, while others focus on attracting talent from Mainland China or globally.

Trainers should highlight that recruiters need to familiarise themselves with each scheme's guidelines and processes during hiring to ensure full compliance with all relevant rules and regulations.
Consider the following factors when selecting external recruitment channels:

- Job level / nature and number of openings
- Budget and timeline constraints
- Target candidate demographics and attributes
- Organisational values around inclusion

Trainers should emphasise the importance of organisations devoting special attention and allocating resources to ***protect information security*** when an in-house system is linked to external recruitment channels sites.

Most organisations utilise multiple recruitment channels with consideration given to budget, job nature, job level, number of openings, urgency to fill and other factors. Sometimes recruiters may adjust recruitment channels and methods employed for openings to enhance results. Corporate value and the principle of community responsibility shape the recruitment practices. Evaluating the effectiveness of recruitment channels is crucial for strategic workforce planning and optimising recruitment processes. By examining which channels yield the strongest pool of well-qualified applicants, recruiters can focus limited time and budget appropriately to meet hiring needs. Some key dimensions of evaluating the effectiveness of recruitment channels are in the areas related to:

- Reach and visibility
- Candidates
- Experience
- Cost
- Time
- Process

Trainers can just ***briefly introduce*** the evaluation dimensions listed above. There is a classroom activity (Exercise 13) to be conducted later about the evaluation of recruitment channels.

Trainers can facilitate a discussion with learners to share the external recruitment channels used by their respective organisations, talk about their roles and exchange experiences regarding the usage of these recruitment channels. Then bridge to the next recommended classroom activity.

Recommended Classroom Activity

Exercise 11 – Recommendation of Appropriate External Recruitment Channels

Refer to section 8.3.5 for exercise details

Learners are assigned to groups and tasked with recommending the most suitable external recruitment channels for a given list of jobs. They are expected to provide rationales for their recommended channels when sharing their inputs.

b. Internal Sourcing

Internal sourcing refers to the practice of sourcing candidates within the organisation. This can be through employee referral programmes, advertising on the organisation's intranet and communication boards targeting internal candidates. Other sources of internal candidates include internal transfers from other departments or locations, promotions, individuals from talent pool, interns, retired employees, and previous applicants. It is important to note that hiring through internal transfers and promotions will generate a new round of hiring needs for the replacement of the transferred and promoted employee.

Table 13: Internal Recruitment Channels for Target Talent Pools

Recruitment Channel	Target Talent Pool	Channel Characteristic
Employee referrals	External candidates	• Leverage employee networks to identify quality referrals • Increase the hiring success rate
Postings on intranet and communication board	Current employees	• Enable internal mobility • Explore career opportunities for talent retention
Internal transfers	Qualified employees	• Promote from within to acknowledge performance • Meet career aspirations
Proactive actions	Experienced talents (e.g. retired employees, former employees)	• Extend retired talent for fostering knowledge transfer and professional development within the workforce • Facilitate rehiring former employees who have a proven track record of good performance • Convert interns for the pipeline
Previous applicants	Interested individuals	• Reach out to candidates who have already shown interest in working for the organisation

Table 13 lists the major internal recruitment channels commonly applied for specific groups of targeted applicants, along with the characteristics of each channel.

Consider the following factors when utilising internal recruitment channels:

- Consider employees’ skills, interests and organisational knowledge
- Balance succession planning needs with career fulfilment
- Maintain consistent, respectful processes compliant with regulations (e.g. unless explicit consent has been obtained, personal data of unsuccessful applicants should not be retained for more than two years from the date of rejecting the applicant, while records of former employees should not be retained for more than seven years)
- View internal mobility and retention strategically to achieve mutual benefits

Organisations commonly utilise both external and internal sources to fulfil their recruitment needs. It is important to consider the advantages and disadvantages associated with each recruitment source.

Table 14: Pros and Cons of External and Internal Recruitment Sourcing

	Pros	Cons
External Recruitment	- Broader pool of candidates - Fresh perspective - New ideas - Willingness to challenge status quo - High motivation - Eagerness for achievement - Bringing new connections with industry practitioners - Potential to inspire changes - Opportunity to infuse new energy and enthusiasm	- Longer time for the hiring process - Time for new hires to assimilate into the organisation - Learning curve to understand the organisation, culture and work practices - Higher risk of performance uncertainty in a new role - Higher recruitment cost - Limit opportunities for current employees - Potential discontent or demotivation among non-selected existing employees
Internal Recruitment	- Better knowledge of the organisation - No need for assimilation - Timesaving in the recruitment process - Faster adaptation to new role - Higher engagement - Familiarity with organisational expectations - Motivated to deliver results and achieve goals - Lower risk of failure compared to external hires - Cultivation of a culture of internal opportunities and growth - Facilitation of development and training within the organisation - Cost-savings with recruitment	▪ Potential challenges from previous peers or colleagues ▪ Potential challenges from others who competed for the role ▪ Limited opportunity for new ideas or perspectives ▪ Need to find a replacement for the promoted or transferred employee's previous position ▪ Missed opportunity to bring in additional skills and experience ▪ Risk of creating a stagnant culture if internal movement is solely based on tenure within the organisation

Table 14 summarises the major pros and cons of external and internal souring for attention.

5.3.2.5 Screening and Shortlisting (Step 5 of 7)

This step of the recruitment process is to screen all applications and select qualified candidates for further assessments.

a. Screening

Screening is to filter applications to a more condensed list of candidates that meet the minimum requirements as listed on the job posting. These selected candidates are then invited for more comprehensive assessment in order for recruiters and hiring managers to select the most suitable candidate for the position. In addition to job requirements, it is crucial to thoroughly review professional qualifications or specific industry-required credentials that are relevant to the role. For example, licenses necessary for property agents, financial consultants, healthcare professionals and childcare workers should be carefully evaluated.

Qualifications Register (QR) is a web-based database at www.hkqr.gov.hk providing information of qualifications and related learning programmes recognised under the QF. It is a tool that human resource professionals can use to validate candidates' qualifications.

b. Assessment

Recruiters employ appropriate methods and assessment tools to gain a comprehensive understanding of the competencies required for the respective positions among shortlisted candidates. The importance of cultural fit is increasingly recognised as a crucial aspect of this evaluation process. Multiple approaches and tools are often applied to ensure a more comprehensive and objective assessment. The following part outlines the common approaches.

- Telephone interview –

  Telephone calls are widely employed by recruiters as a fundamental assessment method. These calls can be prearranged or unscheduled, and the purpose is primarily to confirm the candidate's availability, verify information, or gather specific details regarding certain competencies. For instance, recruiters may inquire about dates relating to employment history, specific areas of expertise, or the specific product group responsible for in current and previous employment. Telephone interviews are a highly efficient method and applicable for the majority of positions and applicants.

- Virtual interview –

  Some organisations require applicants to include a pre-recorded video self-introduction with the application. This practice is more commonly observed in internships or management trainee programmes. With the advancement of technology, asynchronous interviews are gaining popularity. In such interviews, candidates record their responses to interview questions, and interviewers evaluate their answers at their convenient time. This approach offers greater flexibility and convenience in interview arrangements. Some asynchronous interviews even utilise AI technology to analyse candidates' tone, word choice, and other factors to assess their suitability for respective positions. While the analysis of facial expressions in interviews is not yet widely accepted, the use of asynchronous interviews is expected to grow in popularity.

Real-time virtual interviews have become the most commonly utilised method nowadays. They are commonly used as the primary assessment method, offering convenience in interview arrangement and enabling a greater number of interviews to be conducted. Candidates are often more willing to participate in these interviews as they offer flexibility and eliminate the need for travel. Additionally, real-time virtual interviews facilitate the evaluation of candidates from overseas, simplifying the assessment process for international applicants.

- Face-to-face interview –

Face-to-face interviews are utilised in various scenarios. One situation is when they are used as the subsequent step for candidates who have been filtered after a virtual interview. In industries where virtual tools are not commonly employed, face-to-face interviews remain the predominant method. Regardless of the context, face-to-face interviews continue to be a necessary approach.

Face-to-face interviews offer direct interaction between the interviewer and the candidates, providing an opportunity to assess crucial soft skills such as communication abilities, interpersonal skills, and personality traits that are essential for the job. They also allow candidates to ask questions and gain a first-hand experience of the work environment. It is important for the face-to-face interview to be a positive experience for the candidate.

The prevalent interview approach is competency-based interview or behavioural interview. The two terms are often used interchangeably. They are similar yet different in the fundamental focus. Competency-based interview aims to assess candidates against competencies required for the job, while behavioural interview assesses candidates' values and personality characteristics by examining the way they handle work-related scenarios.

Sample questions of competency-based interview:

- Tell me a time when you resolved a conflict with a team member.
- Describe a time when you were able to calm down an emotional employee.

Sample questions of behavioural interview:

- How do you deal with conflict? Share an example when you used this approach with your colleagues or employees.
- If there are employees who become emotional at work, what would you do to handle the situation?

Interviews may sometimes be influenced by bias and subjectivity, highlighting the importance of having experienced and skilled interviewers. Recruiters should exercise caution to avoid asking questions or engaging in conversations that may be perceived as discriminatory or prying into unnecessary personal information. In organisations that follow a specialist model in human resources, it is common for interviews to be conducted by more experienced recruiters with greater expertise. Recruiters should also ensure the proper setup of interview rooms and inquire with candidates about any specific arrangements they may need.

As the recruitment process progresses to later stages, it is typical for multiple interviews to take place, involving hiring managers and other relevant stakeholders. Sometimes panel interviews are engaged with recruiters and hiring managers to interview candidates together. These approaches help ensure a more comprehensive and well-informed evaluation of candidates. Panel interviews also foster closer collaboration and a more efficient assessment process.

Trainers must highlight to learners the ***Code of Practice on Employment*** by the ***Equal Opportunities Commission*** relating to how to comply with Sex, Disability and Family Status Discrimination Ordinances in the employment process.

Recommended Classroom Activity

Exercise 12 – Objectives of Face-to-face Interviews

Refer to section 8.3.5 for exercise details

Learners are assigned in groups to share and discuss the competencies that are commonly assessed through face-to-face interviews. If required, the trainer can select a position relevant to learners' industries to support the discussion.

c. Assessment Tools

During screening and shortlisting, assessment tools are sometimes utilised to get a more specific indication of the candidates' skills and their compatibility with the organisation's culture and team dynamics. Some of the common assessment tools are: -

- Aptitude and personality tests –

  These tests are designed by specialists and may require specific training for administration. They encompass diverse evaluations such as personality assessments, numerical ability tests, verbal reasoning assessments, logical thinking tests, motivation drivers, intelligence quotient (IQ), emotional quotient (EQ), and others. The choice and focus of these tests depend on the specific requirements of the position and organisation. In contemporary practice, these assessments are predominantly conducted online and via mobile applications. If an individual applies to multiple job openings from different organisations that use the same vendor for testing, it can potentially impact the outcome due to taking the same tests within a short time frame. Additionally, utilising these tests incurs additional costs in the recruitment process.

- Work samples –

  Candidates are required to do a piece of actual work closely related to the job they applied for. For example, delivering a training segment for a training-related role, or writing a short piece of code for a system developer position. It is important to communicate that these exercises are solely for assessment purposes. Candidates should be notified beforehand regarding any additional time requirements, asked about specific arrangements they may require, and encouraged to bring any relevant materials and tools for the task.

  These assessments can also be conducted spontaneously during virtual or face-to-face interviews. For instance, a sales position candidate may be asked to sell a product to the interviewer or handle a customer complaint via chat.

- Exercises –

  Usually employed in group interviews, where candidates are asked to work together on a task, to solve a problem, debate a particular issue, or even play a game. Recruitment team will observe and evaluate candidates based on their performance and interactions. The choice of exercise depends on the specific competencies required for the position.

- Job trials –

  This method is less common and primarily observed only in industries such as beauty or small retail. Candidates are requested to work for a few days as a trial period, allowing recruiters and/or hiring managers to observe their performance before making the final hiring decision. However, issues can arise regarding compensation during the trial period, and potential compensation risks in case of accidents during the trial. It may also be challenging for candidates to take leave from their current employment for the trial, making it more practical for finalists in the hiring process.

- Assessment centres –

  Assessment centres involve candidates participating in a range of job-related exercises, including simulations and assessments. These exercises can be conducted individually or in groups, where recruiters and/or trained assessors observe and evaluate their competencies and behaviours. All exercises conducted in assessment centres are tailored to the specific requirements of the position, making it a resource-intensive and time-consuming method.

The effectiveness of assessment tools varies based on their design and applications. These tools are typically used in combination and serve as references or decision-making factors. The selection of specific tools depends on factors such as the stage of the assessment process and their suitability for the role. Specialised training or licensing may be required to properly utilise certain tools.

Assessment tools can be utilised flexibly at various stages of the assessment process, serving multiple purposes. Personality and aptitude tests, for example, are often employed to shortlist candidates for interviews. Sometimes, additional assessments may be conducted early on to screen for essential competencies. For instance, candidates applying for analyst roles may be required to complete assessments in verbal reasoning and numerical ability, while those seeking creative positions may undergo assessments to evaluate their thinking patterns. These assessments may also be conducted alongside face-to-face interviews. The specific utilisation of these tools depends on the position's requirements and the organisation's needs.

When external recruitment partners are involved, they take on the responsibility of screening and assessing candidates to identify the finalists for selection. The hiring manager's involvement typically occurs in the later stages of the process.

The assessment process filters and identifies finalists while allowing candidates to evaluate the organisation and the job. Therefore, it is crucial to thoughtfully design the process, carefully select appropriate tools, and skilfully apply suitable interview approaches. This ensures that recruiters and hiring managers are able to select the most qualified individual for the job. Additionally, it is important for candidates to have a positive experience throughout the process, regardless of whether they are ultimately selected or not.

Trainers can engage with learners by sharing their personal experiences as candidates in job interviews. They can provide insights into the assessment methods they encountered and the specific assessment tools that were utilised in their individual cases. This first-hand knowledge can enrich the learning experience and provide learners with valuable perspectives on the practical aspects of the job interview and assessment process.

5.3.2.6 Selecting (Step 6 of 7)

After assessments, finalists are chosen. The hiring manager and department head conduct final interviews and endorse the selected candidate.

Internal partners or clients may also speak briefly with candidates for mid-senior to upper-level positions. Their comments serve as additional inputs, and the conversations act as early engagement activities with the finalists. It is essential for the finally selected individual to have a positive impression on their prospective colleagues before accepting the offer.

The recruiter and human resource business partner work with the hiring manager and department head to make the final decision. They aim to find the best match between finalists' qualifications and position requirements, ensuring a fair and unbiased evaluation.

The human resource department prepares the compensation package, ensuring employment type, 4-1-8 requirements as relevant, compliance with minimum wage regulations, mandatory provident fund, and all pertinent terms of employment.
The recruiter or external recruitment partner extends the employment offer to the selected candidate, and handle negotiations if needed.

Some organisations opt to perform pre-employment checks, excluding the verification of current employment, before extending an offer to the selected candidate. On the other hand, some organisations conduct comprehensive checks when the candidate reports for duty.

Trainers must highlight to learners the need to read the ***Code of Practice on Employment by the Equal Opportunities Commission*** to understand how to comply with Sex, Disability and Family Status Discrimination ***Ordinances*** in the employment process.

5.3.2.7 Offering Employment (Step 7 of 7)

The human resource department must verify that the selected candidate has the right of abode or right to land in HKSAR, permitting them to work -- such as being a holder of a permanent identity card or a dependent visa with work rights during the primary visa holder's stay. If the selected candidate does not meet these requirements, the employment offer must include a condition that a valid visa or entry permit is obtained. The human resource function is typically responsible for this process, though some external recruitment partners include visa assistance in their services, and specialised agencies offer this for a fee.

Trainers should highlight that recruiters need to familiarise themselves with the guidelines and procedures for employment visa applications to ensure compliance with all relevant rules and regulations. Additionally, recruiters should keep the selected candidate informed about the application process as needed.

The hiring process persists even after the employment offer has been made and accepted. Human resource and the hiring manager need to prepare for onboarding arrangement for the new "employee".

a. Continuous communication with the candidate

It is important for human resource department, whether the recruiter or the responsible business partner, to maintain communication with the candidate during the notice period with the current employer. This practice, known as "keeping the candidate warm", helps address the risks of uncertainty and possibility of candidates changing their minds. Reasons for this can include retention efforts by their current employer or the emergence of an alternative offer.

b. Pre-employment checks

Some organisations perform pre-employment checks before extending an offer, excluding the verification of current employment. Others conduct pre-employment checks when a candidate has reported duty with a condition stated in the offer for a positive checking result.

The employment checking process can be time-consuming, especially when involving overseas organisations such as colleagues or universities. This waiting period increases the risk of losing the candidate, despite efforts by the human resource team to maintain communication.

Another rationale for postponing employment checks until after the candidate has started the job is to prevent the administrative complexities if the offer is declined during the checking process.

Alternatively, some organisations adopt a balanced approach by conducting a few essential checks before extending the employment offer and completing the rest when the candidate reports for duty. The organisation determines which checks are deemed critical to be done before making the employment offer. One example of such critical check is contacting the candidate's referees through phone calls.

<u>Recommended Classroom Activity</u>

Exercise 13 – Criteria to Evaluate Cost-effectiveness of Recruitment Channels

Refer to section 8.3.5 for exercise details

Learners are required to work in groups to discuss and come up with a list of criteria to evaluate the cost-effectiveness of various recruitment channels.

Other Recruitment-related Activities

5.3.2.8 Candidate Tracking

The recruitment process is greatly aided by technology, such as human resource systems and applications (HR apps), which streamline tasks, automate processes, and enhance candidate management efficiency. Candidate tracking is one of these.

Candidate tracking, also known as applicant tracking, refers to the process of systematically managing and monitoring candidate information, interactions, and progress throughout the recruitment process. This crucial function can be performed by human resource systems. Most HR apps can also handle it efficiently. HR apps centralise candidate profiles, resumes, and documents for reviewing and evaluation. They also support tracking by allowing recruiters to store and access this information in one place.

Candidate tracking is important not just for efficiency but also employer branding. Maintaining applicant data and monitoring their journey enables recruiters to provide personalised updates to candidates and improve the candidate experience. Satisfied candidates are more likely to view the organisation positively if they receive timely status updates. Tracking interactions further helps gather feedback to enhance sourcing and hiring. Overall, active tracking bolsters employer reputation in the talent market. With HR apps, recruiters can strategically manage interactions and feedback to effectively promote their organisations' value proposition.

HR apps enhance recruitment functions through automation and data-driven insights: -

- Shortlisting and Applicant Tracking –
  - Centralise platforms to review, shortlist and track candidates
  - Leverage built-in features like resume parsing, keyword matching, and ranking algorithms to identify the most qualified candidates based on specific criteria

- Streamlined Communication –
  - Automate status updates to keep candidates informed throughout the process
  - Reduce manual effort while ensuring timely and consistent communication with candidates

- Collaboration and Feedback –
  - Provide a platform for sharing feedback, evaluations, and notes on candidates among hiring managers and team members
  - Facilitate transparency and informed decision-making

- Integration with Job Portals and Platforms –
  - Connect with popular job portals and platforms for seamless posting of job advertisements and capturing applications
  - Expand the reach of job postings and simplify the application process for both employers and candidates

- Analytics and Reporting –
  - Provide insights into recruitment metrics, such as the number of applications received, time-to-fill, and source effectiveness
  - Leverage insights to evaluate the success of their strategies, optimise the shortlisting process, and make data-driven decisions

Trainers must highlight to learners the importance of seeking ***advice or obtaining endorsement from the Information Technology*** (IT) Department before using any HR apps. It is crucial to exercise caution regarding ***information security*** when integrating external applications into internal operational activities, especially when dealing with a significant amount of personal information of candidates during the recruitment process. The recommended approach is to collaborate with the IT Department in the selection and adoption of HR apps to ensure ***compliance and safeguard data privacy.***

5.3.2.9 Onboarding

Effective onboarding is crucial for employee engagement and retention. It is not the same as orientation and involves personalised experiences for new employees. Here are some key areas of attention during the onboarding process:

- Before the first day: Stay in touch with the new employee after accepting the offer, send regular check-ins, and provide relevant information about the start day.

- On the first day: It is important for the responsible human resource business partner and manager to be present and allocate sufficient time to support the new employee.

Additional onboarding actions during the first day and week include:

- Provide a welcome message from senior management and the manager.
- Present identification cards and office access cards.
- Offer organisational swag if available.
- Assist the new employee in completing necessary paperwork.
- Familiarise the new employee with work practices and office facilities.
- Provide onboarding materials and necessary information.
- Ensure all necessary tools and equipment are ready.

- Facilitate introductions to team members and other departments.
- Assign a buddy from the same department to assist integration.
- Schedule orientation training and necessary system training.
- Coordinate a meeting between the manager and the new employee to align goals and expectations.
- Arrange follow-up meetings to collect feedback and address questions or concerns.

For offshore locations, virtual onboarding may be necessary, requiring additional considerations and extended timelines.

It is important to remember that assimilating to a new job, environment, and culture takes time. Regular communication, meetings and ongoing support are essential to help the new employees feel welcomed. A comprehensive onboarding experience has a positive impact on new hire retention and should include plans for continued support and development throughout the integration process.

5.3.2.10 Employer Branding

Employer branding involves promoting an organisation as a desirable employer, enhancing its workplace reputation and employee satisfaction. It helps attract, hire, and retain talent, making the organisation the preferred choice for employment. Benefits of a positive employer brand include highlighting uniqueness, influencing applicants' decisions, saving recruitment costs, being more competitive for talents, building employee engagement, and improving retention.

An authentic employer brand represents the organisation's distinctive attributes, values, culture, work environment, and commitment to sustainability. It extends beyond culture and policies to encompass the entire employee experience, from application to exit. A positive candidate experience during recruitment reinforces the organisation's employer brand and reputation.

To establish a branding strategy, organisations collaborate with internal experts and follow key steps. These include gathering feedback from candidates and employees, developing an employee value proposition, setting objectives, creating a candidate persona, allocating a budget, devising a content strategy, selecting appropriate mediums, implementing actions, and regularly reviewing and revising the strategy.

Maintaining an updated website and social media presence, responding to feedback (including negative comments), and addressing any gaps promptly and authentically are crucial for maintaining consistency and authenticity in employer branding. Contradictions between reality and promotion can harm the organisation's reputation.

5.3.2.11 Stakeholder Management

Stakeholder management in recruitment refers to the process of effectively identifying, engaging, and collaborating with various individuals or groups who have a vested interest or influence in the recruitment process. These stakeholders include the hiring managers, department heads, other human resource teams, candidates, and external recruitment partners.

The goal of stakeholder management in recruitment is to meet the needs and expectations of all stakeholders throughout the hiring process. This involves:

- Building relationships: Develop strong relationships with hiring managers and stakeholders to understand their requirements and preferences.

- Clear communication: Maintain open and transparent communication channels to provide updates on the recruitment process and address concerns.

- Collaborative decision-making: Involve stakeholders in candidate evaluations, interviews, and final selection.

- Setting realistic expectations: Provide accurate information about the recruitment timeline and market conditions.

- Aligning objectives: Ensure that recruitment aligns with organisational goals and the needs of the hiring team.

- Handling conflicts: Resolve disagreements through open discussions and finding mutually beneficial solutions.

Source of Information

Recruitment plays a crucial role in the staffing process and is considered a vital human resource function. The effectiveness of recruitment relies on a solid understanding of current workforce requirements and a forward-looking approach to meet future business objectives. It is essential to comprehend the employment market, including the availability and effectiveness of different channels within the industry. Gathering information from both internal sources within the organisation and external market data are critical factors for ensuring effective recruitment activities.

5.3.2.12 Information within the Organisation

Information required for various steps of the recruitment process has been described in the respective section. Below is a recap of the key points. It includes: -

- Organisation information, including organisation structure, objectives, and responsibilities of departments and functions
- Open positions within the organisation
- Position requirements
- Employment types within the organisation
- Grading structure
- Recruitment channels – both internal and external channels used by the organisation, their effectiveness, and terms of agreement
- Recruitment partners – resourcing partners and agencies
- Selection practices and assessment tools
- General employment terms and conditions of employment, and key benefits

Regularly updating changes in information is essential to ensure that recruitment activities are aligned with the latest data. These updates cover a range of aspects, including numbers and facts of organisational structure, position requirements, recruitment partners, terms of agreement and more. By staying informed about these changes, human resources and management can make informed recruitment decisions and effectively align their staffing strategies with the most up-to-date information.

Trainers needs to highlight to learners that such information is internal to the organisation and ***must be kept confidential*** irrespective of the nature and content. Of particular importance are the ***personal information of candidates*** *and* ***terms of agreement*** with recruitment partners. In addition to raw information, there could be copies of ***candidates' curriculum vitae, employment offer letter, contracts and agreements, assessment reports, interview comments***, and more. All of this information must be treated in 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 it in a copying machine or similar devices. These are just a few examples of the precautions that need to be taken.

5.3.2.13 Information from the Market

In addition to internal information, there is additional information and references to be sourced from the market. Below are some examples: -

- Salary benchmark of comparable positions in the market
- Titles appealing to candidates

- Assessment tools relevant for the competencies concerned
- Best practices in the assessment process
- Best practices for reference checks
- Market price of agencies and search partners
- Employment market information
- Employer branding messages and activities of other organisations
- Employment-related ordinances and their updates
- Industry-specific regulations and their updates

General information related to the recruitment process, popular engagement programmes, and assessment tools available from the internet and various social media can serve as reference for the exercise.

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.

Trainers can relate learners ***to*** content of the ***previous UoC*** regarding data and information from the employment market and the workforce. In addition, there is a ***section on Professional Network*** in the chapter of Epilogue that facilitates external and internal collaboration.

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 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 15: Recommended Training Session Plan for UoC 106943L4

Duration	Learning Activities	Training Content
30 minutes	• Trainer's introduction • Review key points of last UoC if relevant and bridge to this UoC • Trainer's presentation • Forum discussion	• Overview of the recruitment process • Value of an effective recruitment process
20 minutes	• Trainer's presentation • Forum discussion	Key steps in the recruitment process
100 minutes	• Trainer's presentation • Classroom activity – Exercise 10 – Crafting a job posting for human resource officer role • Sharing • Debriefing	Crafting job postings • Information about the organisation • About the job • About job requirements • Other information to include
120 minutes	• Trainer's presentation • Classroom activity – Exercise 11 – Recommendation of appropriate external recruitment channels • Group sharing • Debriefing	Sourcing • External sourcing • Internal sourcing
120 minutes	• Trainer's presentation • Classroom activity - Exercise 12 – Objectives of face-to-face interviews • Group sharing • Debriefing	• Screening and shortlisting
90 minutes	• Trainer's presentation • Classroom activity - Exercise 13 – Criteria to evaluate cost-effectiveness of recruitment channels • Group sharing	• Selecting • Offer employment

Duration	Learning Activities	Training Content
	• Debriefing	
80 minutes	• Trainer's presentation • Forum discussion	Other recruitment-related activities • Candidate tracking • Onboarding • Employer branding • Stakeholder management
40 minutes	• Trainer's presentation • Forum discussion	• Source of information • Professional network • Relevant competencies
40 minutes	• Trainer's presentation • Forum discussion • Group sharing	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 15 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 interests in the exercises.

<u>Exercise 10 – Crafting a Job Posting for Human Resource Officer Role</u>

- Arrange learners into groups of 5
- In case of in-house training, learners can work individually or in pairs
- Learners are required to prepare a job posting for their own role as a human resource officer role depending on the profile of learners. The job posting should include information about the organisation, job responsibilities and requirements.
- The trainer can decide on guidelines for the organisation information section. For instance, each group can select an organisation of relevance to one of the learners, or any organisation that learners can search online for information. In-house training will use the organisation they belong to.
- Allow 30 minutes for the group exercise
- Learners can search online for information during this exercise
- Each group takes turn to share their crafted job posting

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 points for the group that drafted the job posting incorporating almost all the required key points
- 3 points for the group that drafted the job posting incorporating most of the key points but missed out on a few
- 1 point for the group(s) whose job posting missed out on most of the key points
- Acceptance of answers to be decided by the trainer

Example for debriefing:

<table>
<tr><th colspan="2">Job Posting for Human Resource Officer Role</th></tr>
<tr><td colspan="2">About the Organisation:

To include the business nature, history, vision, mission, core values and work culture</td></tr>
<tr><th>Job Responsibilities</th><th>Job Requirements</th></tr>
<tr><td>• Job title
• Summary of the job nature and objectives
• Responsibilities
• Reporting structure
• Work location
• Work condition
• Work time
• Machine and tools to be used
• Travel requirements
• Compensation and benefits
• Disclaimer</td><td>• Educational level or equivalent qualifications at respective HKQF level
• Years and area of experience
• Technical skills or job-specific skills
• Licensed or professional qualification required
• Soft skills required</td></tr>
</table>

Debriefing

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

- Who has the experience in preparing job postings?
- What are the challenges in writing a job posting? What are the reasons?
- Which one is more challenging in the exercise: organisation information, job responsibilities or job requirements? What are the reasons?
- When you read a job posting as a potential candidate, what information is most important to you?
- If you were to apply for this position, do you think you would be selected?
- What insights about crafting job postings have you gained from this exercise?
- Overall, what have you learned from this exercise and about being a human resource officer?
- Learning from this exercise, name two competencies that you need to develop?

Expected duration: 60 minutes

Notes to Trainers

Learning focus of this exercise is to provide a hands-on experience for learners to craft a job posting applying the key points discussed in the content. Learners should be able to relate their own work in the exercise to the role of a human resource officer. The exercise also facilitates indirectly learners' self-review of their competencies and level of proficiency for continuous improvement.

Recognising that some learners may have less current experience in recruitment, additional support should be given.

Demonstrating the Process

As an example, trainers can begin by guiding learners through the process of developing the section on job responsibilities for the role of "Manager (Learning and Development)". In addition to referencing the organisation's job description for this position, learners can also refer to the VQP for the HRM sector under the QF. Key job responsibilities may include:

- Anticipating changing leadership and skill demands
- Developing a talent plan in collaboration with senior leaders
- Identifying organisational training needs and providing timely interventions

Key job requirements could be:

- University degree or with qualification equivalent to Qualifications Framework Level 5
- Understanding of general learning and development methods and techniques
- Knowledge and hands-on experience in computers, information systems and social media

Guiding Learners

Learners are likely to take some time for the exercise and may have challenges in using the appropriate wording. The trainer may need to circulate more closely and provide support.

Exercise 11 – Recommendation of Appropriate External Recruitment Channels

- Arrange learners into groups of 4-5
- In case of in-house training, learners can work individually or in pairs
- Learners are required to discuss in the group and recommend the most suitable external recruitment channels for a given list of job roles. They also need to provide rationale for the recommendations in the group sharing.
- Allow 20 minutes for the group exercise
- Each group takes turn to share their recommendation

Recommend the most suitable recruitment channels for the following job roles. More than one channels can be recommended for each job roles. Trainer can change the list of jobs as relevant.

- Accountant for a construction company (one opening)
- Receptionist for a media publishing company (one opening)
- Yoga class instructor for a chained fitness centre (one opening)
- Interns of various functions for a global organisation (multiple openings)
- Security guards for a residential estate managed by a property management company (multiple openings)
- Sales representatives for a fire equipment company (multiple openings)

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
- 12 points for at least 12 recruitment channels recommended for all job roles in total
- 6 points for 7-11 recruitment channels recommended for all job roles in total
- 3 points for 6 recruitment channels recommended for all job roles in total
- Each learner in the same group receives an equal point(s)
- Acceptance of answers to be decided by the trainer

Example for debriefing:

Job Role	Recommended Channels
• Accountant	• Posting on company website • Posting on websites and job boards • Posting on professional association • Search firm if weak results from above
• Receptionist	• Social media • Websites and job boards • Search agencies

Job Role	Recommended Channels
	• Partnership with NGO
• Yoga class instructor	• Social media • Websites and job boards • Company website
• Interns	• Organisation website • University websites • Recruitment talks • Campus career fair • Informal events including social gathering
• Security guards	• Labour Department • Job boards • Job fairs • Recruitment day
• Sales representative	• Social media • Websites and job boards, with special email address • Job fairs • Recruitment day

Trainers can facilitate specific websites and job boards in the sharing.

Debriefing

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

- Which job role is the most challenging to think of suitable recruitment channels? What are the reasons?
- Which job role is the easiest to think of suitable recruitment channels? What are the reasons?
- The role of xxx has the least number of recruitment channels recommended. What are the reasons?
- Amongst all the channels listed, which one is the most expensive to use? And the second most expensive?
- Amongst all the channels listed, which one is the least expensive use? And the second least expensive?
- What insights about using sourcing channels have you gained from this exercise?
- Overall, what have you learned from this exercise?

Expected duration: 50 minutes

Notes to Trainers

Learning focus of this exercise is for learners to apply content of recruitment methods and channels to their work situations. The discussion and thinking process also facilitate a better understanding on the pros and cons of each method.

Exercise 12 – Objectives of Face-to-face Interviews

- Arrange learners into groups of 3-5
- In case of in-house training, learners can work individually or in pairs
- Learners are required to discuss in the group and come up with a list of competencies that are commonly assessed through face-to-face in-person interviews. They also need to provide rationales for the listed points during the group sharing
- Trainer can select a position relevant to the learners' industries to support the discussion as needed
- Allow 20 minutes for the group exercise
- Each group takes turn to share their inputs

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
- Maximum of 5 points for each group
- Each learner in the same group receives an equal number of points
- Acceptance of answers to be decided by the trainer

Example for debriefing:

Category	Competencies
• Education and other qualifications	• In-depth understanding of skills and qualification
• Business skills	• Skills required for the job, e.g. training presentation, writing a piece of system code • Handle real-work scenarios
• Soft skills	• Communication abilities • Non-verbal communication style • Interpersonal skills • Ability to work collaboratively • Problem-solving skills • Critical thinking ability
• Cultural fit	• Values • Enthusiasm and motivation
• Business antiques	• Grooming • Building rapport with interviewer(s) • Time management, e.g. on time or earlier to the interview • Preparation for the interview
• Job required attributes through on-site tests and assessments	• Numerical ability, logical thinking and others as relevant to the job

Debriefing

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

- Who has the experience as the interviewer in a job interview or sitting in a job interview?
- What are some interesting observations that you have from these interviews?
- What are some interesting observations about the interviewers that you have experienced?
- Which competencies are challenging to assess in a face-to-face interview?
- What is the difference between a face-to-face interview and a virtual interview? For the interviewer and the candidate.
- What insights have gained about a face-to-face interview comparing your previous experience as the candidate and from the perspective as the interviewer this time?
- How would you describe a good interviewer?
- What are the things that an interviewer needs to do in order for the candidate to have a positive interview experience?
- Learning from this exercise, name some competencies that you need to develop?

Expected duration: 50 minutes

Notes to Trainers

Learning focus of this exercise is for learners to understand the specific objectives of face-to-face interviews. This exercise helps learners differentiate and appreciate the specific value of face-to-face interview compared to phone screening and virtual interviews.

Learners likely have previous personal experience in job interviews as candidates. They can refer to such experience in the exercise but from the perspective of the interviewer in the exercise this time.

Exercise 13 – Criteria to Evaluate Cost-effectiveness of Recruitment Channels

- Arrange learners into groups of 4-5
- In the case of in-house training, learners can work individually or in pairs
- Learners are required to discuss in the group for a list of criteria to evaluate the cost-effectiveness of various recruitment channels.
- Allow 20 minutes for the group exercise
- Each group takes turn to share their input

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
- Maximum of 5 points for each group
- Acceptance of answers to be decided by the trainer

Example for debriefing:

Evaluation Criteria
• Reach and Target Audience - to assess the ability of the channel to reach a large pool of potential candidates - to assess the ability of the channel to reach specific target audience with desired qualifications • Quality of Candidates - to evaluate the qualifications, experience, and cultural fit of candidates sourced from the channel - to consider retention rates and long-term success of candidates sourced from the channel • Candidate Experience - To assess the overall experience of candidates in the application process • Recruiter Experience - To assess recruiter's experience in the process • Time to Fill - to measure the average time taken to fill a position using the channel • Conversion Rate - to assess the percentage of candidates sourced from the channel who successfully move through each stage of the recruitment process • Cost per Hire - to calculate the total cost incurred for advertising, sourcing, and other recruitment expenses per hire from the channel

Debriefing

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

- Who has experience searching for recruitment channels or new channels?
- How do your search for recruitment channels, for instance, job boards or recruitment apps available in the market?
- What are the challenges in the process?
- Where do you get feedback on the effectiveness of specific recruitment channels?
- Besides results, what do you consider as a “good” recruitment channel from the perspective of a recruiter?
- What are some insights on the cost of various recruitment channels?
- How is market data relevant in searching for recruitment channels?
- How is a professional network relevant in searching and identifying effective recruitment channels?

Expected duration: 40 minutes

Notes to Trainers

Learners are likely be responsible for or provide support in searching for appropriate recruitment channels, placing job postings on respective channels and comparing the effectiveness of different channels. The learning focus of this exercise is for learners to systematically review a process close to their real work, or to learn organised criteria for recruitment channel evaluation. Learners who have participated in the process at work can share their experience with other learners.

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 topic. 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 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 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	5	12	5	5	5	32

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 28 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 32	Performance Standard	Description
A	85% - 100%	e.g. 28	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 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 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

Table16: Mapping of Classroom Activities in this Section to
Intended Learning Outcomes and Assessment Criteria of UoC 106943L4

Performance Requirement / Intended Learning Outcome	Exercise 10 Crafting a job posting for human resource officer role	Exercise 11 Recommendation of appropriate external recruitment channels	Exercise 12 Objectives of face-to-face interviews	Exercise 13 Criteria to evaluate cost-effectiveness of recruitment channels	Trainer's Input
Understand the key elements and requirements of an effective recruitment communication	✓	✓	✓		
Understand various sources to locate potential candidates in the market for different job openings		✓		✓	
Complete clear and precise recruitment content details based on the organisation's job specification and job description	✓		✓		
Use content marketing to attract the right candidates by building and showcasing a compelling employer brand to potential candidates	✓		✓		
Adopt the most cost-effective recruitment channels and methods		✓		✓	
Adjust existing recruitment channels and methods if necessary to maximise recruitment outcome		✓	✓	✓	
Proactively search for new recruitment channels and methods to improve cost-effectiveness and recruitment result	✓	✓		✓	
Integrated Outcome Requirements of this UoC					
Completion of recruitment contents in a clear and precise manner	✓				
Execution of candidate search through the identified recruitment channels and methods		✓		✓	
Activity Weighting in Total Assessment Score					
Percentage weighting (Total 100%)	15.5%	38%	15.5%	15.5%	15.5%

The package content of this UoC includes four recommended classroom activities. Table 16 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

- [Ahrefs]. *Content Marketing For Beginners: Complete Guide* [Video]. YouTube. (link)
- [AIHR - Academy]. *What is Job Analysis?* [Video]. YouTube. (link)
- Barrett-Poindexter, J. (2019, September 3). *The Dos & Dont's for Recruiters*. Glassdoor.co.uk. (link)
- [Bython]. *How to Develop Your Employer Branding* [Video]. YouTube. (link)
- CIPD (2023, November 7). *Employer Brand*. Cipd.org. (link)
- Datapeople (n.d.). *The Difference Between a Job Description and a Job Posting*. Datapeople.io. (link)
- Djorak (n.d.). *Internal Recruitment Source: In Detail Types Advantages & Much More*. Xobin.com. (link)
- Forbes Human Resources Council (2020, April 14). *Picking The Right Candidate For The Job: 13 Tips For Interviewers*. Forbes.com. (link)
- Ghodasara, A. (n.d.). *Full Recruitment Life Cycle: 7 Stages of Recruitment Process*. Ismartrecruit.com. (link)
- [GreggU]. *HR Basics: Writing Job Descriptions* [Video]. YouTube. (link)
- Hays (n.d.). *Planning your job interview: Competency vs behavioural questions*. Hays.com. (link)
- HireDNA (2021, October 11). *How Continuous Recruitment Can Reduce Your Time-to-Hire and Cost-Per-Hire*. Hiredna.com. (link)
- HiPeople (n.d.). *Proactive Recruiting*. Hipeople.io. (link)
- HireQuotient (2023, August 2). *Assessment Methods & Tools to Evaluate your Candidates*. Hirequotient.com. (link)
- Indeed for employers (n.d.). *What Is the Definition of Staffing?* Indeed.com. (link)
- Jobsoid (n.d.). *Recruitment Process - The Ultimate Guide to Hiring Top Talent*. Jobsoid.com. (link)
- MacKenzie, K., & Pantelakis, A. (n.d.). *8 Steps of the Selection Process for Hiring Employees*. Resources.Workable.com. (link)
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- Morgan McKinley (n.d.). *7 Steps To Creating Your Employer Branding Strategy*. Morganmckinley.com. (link)
- MSG (n.d.). *Manpower Planning*. Manpower-Planning.htm. (link)
- The National Human Resources Directory (n.d.). *A Competency-Based Approach to Recruitment and Selection*. Hrworks.co.za. (link)
- Skulls, W. (2022, December 21). *Recruitment Models and Tips for the Best Recruitment Practices*. Linkedin.com. (link)
- Sundaram, D., & Patel, N. (2019, January 31). *Essential Ingredients for an Effective Onboarding Program*. Gallup.com. (link)
- Tutorialspoint (n.d.). *Types of Recruitment*. Tutorialspoint.com. (link)
- Watson, S. (n.d.). *Building Incredible Teams: Stakeholder Management in Recruit*. Scede.io/blog. (link)
- Wetherel, E., & Nelson, B. (2021, August 12). *8 Practical Tips for Leaders for a Better Onboarding Process*. Gallup.com. (link)

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

- Equal Opportunity Commission (link)
- Equal Opportunity Commission, Code of Practice on Employment (link)

-
- Immigration Department, Our Services, Visas / Entry Permits (link)
- Immigration Department, Our Services, Visas / Entry Permits, Talent Admission (link)
- Labour Department, Enhanced Supplementary Labour Scheme and other Sector-Specific Labour Importation Schemes (link)
- Labour Department, Labour Legislation (link)
- Office of the Privacy Commissioner for Personal Data, Hong Kong, Data Privacy Law (link)
- Privacy Commissioner for Personal Data, Hong Kong, Code of Practice on Human Resource Management (Revised in April 2016) (link)
- Social Service Department, Special Scheme to Import Care Workers for Residential Care Homes (link)

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 recruitment 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.

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.

In the context of recruitment, actively networking with colleagues is the most effective way to understand the duties and responsibilities of various roles within the organisation, as an integral part of job analysis exercises. Internal networking also helps streamline recruitment activities, including interview scheduling and hiring decisions. Direct communication and agreement on interview comments and candidate selection are facilitated, particularly when considering cultural fit, which may not be easily conveyed through descriptive statements alone.

Trainers should highlight to learners that 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

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.

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 into recruitment channels, negotiating fees, assessment tools, sourcing partners, and candidate references. Industry events provide updates on salary benchmarks, employment market information, and HR best practices.

Actively attending events, conferences, seminars, and industry activities is an effective way to establish an extensive external network. The tips for developing internal network are also applicable externally.

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, new recruitment channels, and learn 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.
  - Be creative with staffing actions, be open-minded also helps with data and information interpretation.
  - Have an open mind to assess and select candidates objectively. An open attitude also facilitates fresh perspectives and innovative recruitment actions.

- 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 candidates 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.

- Preserve confidentiality –
  - Most human resource roles require collecting, reading, and recording personal information and information of performance ratings, comments and special cases like conflicts or grievances.
  - Keep all information, whether officially or informally learned of, in full confidence.
  - 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 106933L4
Multiple choice questions 17-24 related to UoC 106943L4

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. An employee who is always late to work

3. Which of the following is relevant to the staffing process: - i. Recruitment ii. Training to enhance some skills iii. Mid-year review to enhance performance 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 amongst 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. Opinions in employee comment box	☐ D. Employee survey
7. Which of the following are sources of employment market information: - i. Networking luncheon of HR Managers ii. Conversations with search consultants iii. General Meeting of a professional association iv. Reports of the 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 expense in the last 3 years ii. Attendance at town halls of Operations iii. Messages in chat groups of employees 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 does not have a contractual employment relationship with the organisation where individuals work in?	
☐ A. Full-time human resource officer	☐ C. A part-time student helper in the team
☐ B. A non-executive director of an organisation	☐ D. A rejoined employee early retired 9 months ago

10. Which of the following is NOT relevant to 4-1-8 requirement?	
☐ A. For part-time employees	☐ C. For four or more consecutive weeks
☐ B. Maximum of 18 hours a week	☐ D. Entitlement to benefits under the Employment Ordinance
11. Which of the following is NOT a step in the recruitment process?	
☐ A. Understanding position requirement from the hiring manager	☐ C. Preparing a report on monthly recruitment expense
☐ B. Organising a recruitment day in the office	☐ D. Consolidating interview comments to decide on the candidate to hire
12. Which of the following statements are true about recruitment and talent acquisition? i. Recruitment aims at filling openings ii. Recruitment is proactive iii. Talent acquisition promotes employer branding iv. Talent acquisition is long-term workforce planning	
☐ A. i, ii, and iii	☐ C. ii, iii, and iv
☐ B. i, iii, and iv	☐ D. All of the above
13. Which of the following illustrate a need to perform a job analysis?	
☐ A. When there is a new CEO	☐ C. When there is recruitment need
☐ B. When there is strategic restructuring	☐ D. When senior management requests to
14. Which of the following is NOT a value of effective recruitment processes?	
☐ A. Promote employer branding	☐ C. Enhance organisational culture
☐ B. Retain quality employees	☐ D. Enhance employee satisfaction
15. What are the objectives of job analysis? i. To understand requirements for jobs ii. To identify skill gaps of employees iii. To provide information for job descriptions iv. To gather information for organisation structure	
☐ A. i, ii, and iii	☐ C. i, ii, and iv
☐ B. ii, iii, and iv	☐ D. All of the above
16. Which of the following is not a good job title?	
☐ A. Business Planning Specialist	☐ C. Employee Culture and Engagement Officer
☐ B. Enlightenment Officer	☐ D. Sales Team Lead
17. What are the reasons for conducting pre-employment checks after a new employee has reported duty? i. To expedite onboarding process ii. By request of the hired employee iii. To reduce risks of losing candidate due to long process	

☐ A. i and ii	☐ C. ii and iii
☐ B. i and iii	☐ D. All of the above
18. Which of the following are likely to be appropriate channels to recruit security guards of a residential estate: i. Sourcing agents ii. Job fairs iii. Organisation website iv. Labour Department	
☐ A. i, ii, and iii	☐ C. ii, iii, and iv
☐ B. i, iii, and iv	☐ D. i, ii, and iv
19. What are the values of positive employer branding? i. More competitive for talents ii. Better business iii. Improves retention iv. Saves recruitment costs	
☐ A. i, ii, and iii	☐ C. i, iii, and iv
☐ B. ii, iii, and iv	☐ D. All of the above
20. What are the reasons for confirming the content of job postings with hiring manager every time?	
☐ A. Hiring manager to take responsibility for wrong postings	☐ C. A routine process
☐ B. Hire manager to proofread all requirements	☐ D. Job requirements can be changed even for replacement hires
21. Which of the following is a major criterion when selecting external recruitment channels?	
☐ A. Reach to targeted candidates	☐ C. Virtual followers of the channel
☐ B. Terms of payment	☐ D. Service attitude of the sales
22. Which of the following is a potential on-boarding activity on employee's first day of work?	
☐ A. Meeting with a client	☐ C. Meet with the manager
☐ B. Sit-in management meeting	☐ D. Visit a retail shop of the organisation
23. Which of the following are benefits of internal hiring? i. Promotes a culture of internal opportunity ii. Timesaving in recruitment iii. Better knowledge of the organisation iv. Higher engagement	
☐ 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 a form of internal employment movement without job posting?	
☐ A. Offshore open position	☐ C. Replacement of a retired team head
☐ B. Promotion	☐ D. New position

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 106933L4
Short questions 5-6 related to UoC 106943L4

Short Questions
1. Your Human Resource Manager has assigned you to the team developing a structured workforce risk management analysis. Name 3 sources of workforce risks to include in the analysis. 2. Your company is experiencing high turnover and recruitment challenges. The human resource manager needs to gather information to better understand the market situation. Name 3 sources for obtaining relevant market information. 3. The human resource department has completed a comprehensive job analysis for key jobs across several departments. Your task is to summarise the findings to develop job descriptions for these roles. List 5 items that are commonly included in job descriptions. 4. The human resource department will conduct a manpower planning exercise to analyse the current workforce structure, and you are assigned to this team. List 3 common employment types that you will likely identify within the company. 5. Your company aims to strengthen its internal sourcing approach for recruitment, and you are assigned to support the recruitment manager in this project. List 4 channels of internal sourcing that you will explore. 6. As you prepare to rotate into the recruitment function, you need to understand various candidate assessment methods. List 4 methods commonly used by recruiters to assess candidates.

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 106933L4
Long question 3 related to UoC 106943L4

You work in the HR department of a virtual bank, XYZ Bank, with about 800 employees. The company currently faces several challenges due to the rapidly changing employment market trends in the financial industry.

There are issues related to high employee turnover, difficulty in finding qualified candidates, longer hiring time, increasing cases of offer declines, and changing employee expectations. These issues are affecting the company's ability to attract and retain high-performance employees. If they continue, they could have more serious impact on business operations. Your Human Resource Department Head has asked you to conduct reviews, perform 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 obtain them, and what basic analysis you will conduct. Consider factors such as 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 risks and gaps. 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 from the customer service department, which has an influential impact on the operation and results of the company. Turnover is equally high for both customer service officers and team leaders. Recently, two team leaders have resigned.

2a. Propose a plan to re-staff the entire customer service team with diverse employment types aimed at enhancing workforce stability. Please explain your reasoning for the plan. Consider the following staffing needs and employment types in the answer: -

For everyday operation

For operation after normal office hours
For busy hours during the day
For busy hours over weekends and holidays
Needs for customer service officers and team leaders in each of above situations
If there are any other specific needs

2b. Propose an action plan, led by the human resource department, to update the roles and responsibilities and requirements of the customer service team leader positions. Include both the process and methods in the plan.

Question 3 –

XYZ Banks need to hire for multiple openings of customer service officer and team leaders. The current team of employees are facing a heavy workload, which is impacting on the morale. It is important to fill these openings with the most suitable people in the shortest possible time.

3a. Propose a recruitment plan to recommend the most suitable sourcing channels that can attract qualified applicants for the customer service officer position and team leaders. Multiple channels can be included in the proposed plan. Please explain the reasons and benefits of using the proposed channels. Consider the following in the proposal:

General job responsibilities of the positions
Requirements for of the positions
Target candidates
Appropriate channels that can reach the target candidates

3b. Propose assessment methods to employ that can identify the most suitable individuals for the positions effectively and efficiently. Please explain the reasons for using the proposed methods. The proposal can include different methods at different stages of the process. Consider the following in the proposal:

Methods for customer service officer positions
Methods for team leader positions
Methods at early steps and later steps of the process
Methods that can be used independently and those that can be used together with some recruitment channels, e.g. on-the-spot interviews in some recruitment channels

7.4 Answer Keys

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

Short Questions	
1.	• Work stress • Heavy workload • High turnover • Conflict with people at work • Low engagement • Weak employee relations
2.	• Human resource institutions • Professional associations of the industry • Government departments • Regulatory bodies • Consulting firms • Social media
3.	• Job title • A summary of the job and job nature • Objectives of a job • Duties and responsibilities • Specific tasks to deliver • Management expectation • Reporting structure • Grading or job level by Qualification Framework • Path of progression • Work location • Working condition • Travel requirement • Machines and tools to be used • Salary or salary range
4.	• Full-time permanent • Part-time on fixed term contract • Part-time on continuous employment • Internship • Temporary workers • Independent contractors • Freelancers

	• Outsourced agency workers
5.	• Employee referral • Posting on intranet • Posting on internal communication board • Internal transfer • Promotion • Retired employees or employees approaching retirement • Intern conversion • Former employees • Previous applicants
6.	• Telephone interview • Virtual interview • Face-to-face interview • Aptitude and personality tests • Work samples • Exercises • Job trials • Assessment centres

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 industry, a clear understanding of the sources to collect the data and information, and the ability to interpret meaningful messages 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 ability to understand meaningful message from the analysis.

2a. Employment types of customer service team: Demonstrate the capability to identify the features of various employment types and apply logical reasoning to improve the workforce stability of XYZ Bank.

2b. Job Analysis: The action plan should include key steps in a job analysis exercise, and demonstrate an understanding of various analysis methods that can be practically used by XYZ Bank.

3a. Recruitment plan: The plan should be able to employ multiple sourcing channels and methods. The reasoning demonstrates an understanding of the pros and cons of each channel and methods to use. The plan needs to meet the objectives to be effective and efficient.

3b. Assessment methods: The plan demonstrate an understanding of assessment methods and tools that are objective and relevant to the roles of customer officer officers and team leaders. The plan needs to engage the key stakeholders and be executed in a logical operational process. The plan needs to meet the objective to be effective and efficient.

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:	10%
Question 1b. Collect workforce data:	10%
Question 2a. Employment types:	9%
Question 2b. Job analysis:	9%
Question 3a. Recruitment plan:	8%
Question 3b. Assessment methods:	8%
Total for long questions:	54%

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

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	5
Short question No. 4	3
Short question No. 5	4
Short question No. 6	4
Long question No. 1a	10
Long question No. 1b	10
Long question No. 2a	9
Long question No. 2b	9
Long question No. 3b	8
Long question No. 3b	8
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: 36 + 37 + 28 = 101 (out of 115) 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 for learners' achievement in 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

Hong Kong Qualifications Framework

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

Learner Guide for Essentials of Recruitment Practices

May 2025

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 work 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): -

- Mr. Wayne CHOY, Vice President, Learning & Culture, Hex Trust
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- Ms K.C. FU, Human Resources Business Partner of a publishing organisation
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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, Workforce Planning and Resourcing:

- Collect information of employment market trend and issues that affect employment (Code 107075L4)
- Compile valid job specifications and descriptions (Code: 106933L4)
- Complete recruitment content details and deploy identified recruitment channels and methods (Code: 106943L4)

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 **Title:** 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	✓	✓				

Unit of Competency (UoC)

Title: Collect information of employment market trend and issues that affect employment

Title: 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**					
2. Employment Market Information	• 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 • Insight from Qualitative EMI	✓	✓	✓	✓	✓	✓
3. Workforce Information	• 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	✓	✓	✓	✓	✓	✓
4. Integration of Information from Employment Market and Workforce	• Insights from Integrated Information	✓	✓		✓	✓	

Table 2: Mapping of Learning Topics to Performance Requirements of UoC 106933L4

Unit of Competency (UoC)								
Title: Compile valid job specifications and descriptions **Code:** 106933L4 **Range:** Compiling valid content of a job in terms of activities involved and the human qualities needed to complete the job successfully. This applies to the provision of up-to-date information to the organisation, current and future job holders regarding the duties, roles and responsibilities of the jobs, as well as the characteristics, knowledge and skills of the qualified candidates. **Level:** 4 **Credit:** 4		**Performance Requirement / Intended Learning Outcome**						
		Knowledge in Subject Area		Applications & Processes			Behaviour & Attitude	
		Understand key elements of job specification (e.g. characteristics and qualifications required for satisfactory performance of defined duties and responsibilities) and job description (e.g. job title, job summary, reporting line, job duties)	Understand the changing requirements of jobs within the organisation and regional jurisdiction requirements, as needed	Organise job analysis with support from line management	Prepare or update job specifications and descriptions based on the result of job analysis, in collaboration with line management	Confirm the job specifications that are up-to-date with timely tracking of employee movements (e.g. promotions, internal transfer) and recruitment cases	Verify the content in job specifications and descriptions	Proactively contact line management to confirm validity of the updated job specifications and descriptions
Category	**Scope / Domain**	**Mapping of Learning Topic**						

1. Introduction	• Overview of the Recruitment Process
	  o Manpower Planning
	  o Recruitment and Hiring
	• Value of An Effective Recruitment Process
		✓	✓					

2. Initial Steps in the Recruitment Process	• Understanding Recruitment Requirements
	• Conducting Job Analysis
	  o Values of Job Analysis
	  o Process and Methods of Job Analysis
	  o Roles of Human Resource in Job Analysis
	  o Job Descriptions and Job Specifications
		✓	✓	✓	✓	✓	✓	✓

3. Source of Information	• Information Within the Organisation • Information From the Market		✓	✓	✓	✓	✓	✓

Table 3: Mapping of Learning Topics to Performance Requirements of UoC 106943L4

Unit of Competency (UoC)								
Title: Complete recruitment content details and deploy the identified recruitment channels and methods **Code:** 106943L4 **Range:** Providing an overview of the position that summarises key responsibilities and the importance of the role to the overall success of the organisation. This applies to the production of a job posting and a newspaper / social media advertisement to motivate the right kind of candidates to apply for the job. **Level:** 4 **Credit:** 4		**Performance Requirement / Intended Learning Outcome**						
		Knowledge in Subject Area		Applications & Processes				Behaviour & Attitude
		Understand the key elements and requirements of an effective recruitment communication	Understand various sources to locate potential candidates in the market for different job openings	Complete clear and precise recruitment content details based on the organisation' s job specification and job description	Use content marketing to attract the right candidates by building and showcasing a compelling employer brand to potential candidates	Adopt the most cost-effective recruitment channels and methods	Adjust existing recruitment channels and methods if necessary to maximise recruitment outcome	Proactively search for new recruitment channels and methods to improve cost-effectiveness and recruitment result
Category	**Scope / Domain**	**Mapping of Learning Topic**						
1. Introduction	• Overview of the Recruitment Process • Value of An Effective Recruitment Process	✓	✓					✓

2. Key Steps in the Recruitment Process	• Crafting Job Postings
	• Sourcing
	  ○ External Sourcing
	  ○ Internal Sourcing
	• Screening and Shortlisting
	• Selecting
	• Offering Employment
		✓	✓	✓	✓	✓	✓	✓

3. Other Recruitment-related Activities	• Candidate Tracking • Onboarding • Employer Branding • Stakeholder Management	✓		✓	✓	✓	✓	
4. 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
- Two years of relevant work experience.

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 one to two years of previous work 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	1-2 hours	• Review learning material, notes taken, assessment results, and comments from trainers 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	• Visit readings and video links from "Additional Learning Materials" for further and deeper understanding of respective topics • Look up information from "Useful Links" under "Additional Learning Materials" • 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 application on the job. 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' roles. 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 at officer or above level, particularly related to recruitment.

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;

- compile valid and up-to-date job specifications and descriptions which are aligned with current performance and future development needs of the business;
- complete recruitment contents in a clear and precise manner;
- execute candidate search through the identified recruitment channels and methods.

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, application on the job, 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	84 hours	• Prepare before classroom training • Review content covered in classroom training • Review self-taken notes, assessment results, and comments from trainers to strengthen understanding • Visit readings and video links from "Additional Learning Materials" for further and deeper understanding of respective topics • Conduct topic-related research by looking up information from "Useful Links" under "Additional Learning Materials" and finding additional references on respective subjects or specific topics to enhance understanding of specific topic

This Learner Guide also includes lists of additional learning materials to aid learners in self-study and gain a further understanding of respective topics. Table 5 illustrates, as a reference, one learning approach that encompasses 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 Essentials of Recruitment Practices. 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 the initial stages of recruitment, UoC 106933L4 covers essential steps such as understanding recruitment requirements, conducting job analysis, and crafting job descriptions and specifications. Finally, UoC 106943L4 delves into broader aspects of the recruitment process, encompassing crafting job postings, onboarding, employer branding, stakeholder management, and more.

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;
- interpret internal workforce data into meaningful information for 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

The role of the human resource department within an organisation is crucial and multifaceted. Effective staffing and workforce management are examples. 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, provide 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

Through their roles in various human resource positions, learners contribute to business success, shape the organisation's culture, enhance workforce satisfaction, and make a positive impact on the community.

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.

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 well-being
- 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

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 recruitment require a deep understanding of the employment market. Information on recruitment trends, skills demand, regulations, and other factors impact talent acquisition and retention. This section covers sources and formats of employment market information and how to interpret it for 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 are 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 risks 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.

<u>Recommended Classroom Activity</u>
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

<u>5.1.2.6 Qualitative Employment Market Information</u>

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) 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 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 use 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 management.

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

<u>5.1.2.9 Quantitative Workforce Information</u>

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. Some 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, possible 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.

Recommended Classroom Activity
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

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.

Diagram 1: Integrated Approach to Data and Information Interpretation

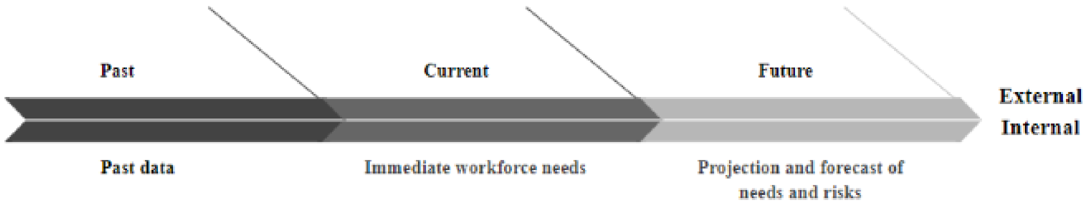

Diagram 1 illustrates the integrated approach to interpreting data and information by analysing historical and present data related to the employment market and the workforce. This analysis helps identify patterns that can uncover future workforce needs and potential risks.

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 ranges over the last few years and a 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 are 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, 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

Exercise 4 – "From Strategies to Actions" Quiz

- 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

Exercise 5 – A Mini Case

- Learners are arranged in groups to do the exercise
- In-house learners can work in pairs or individually
- Each group is provided with a short scenario and discussion questions
- Each group needs to share their recommendation after the discussion

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

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 Welfare Department, Special Scheme to Import Care Workers for Residential Care Homes (link)

5.2 Compile valid job specifications and descriptions (Code: 106933L4)

5.2.1 Intended Learning Outcome of this UoC

On completion of this section, learners will be able to:

- understand key elements of job specification and job description;
- understand the changing requirements of jobs within the organisation and regional jurisdiction requirements, as needed;
- organise job analysis with support from line management;
- prepare or update job specifications and descriptions based on the result of job analysis, in collaboration with line management;
- confirm the job specifications that are up-to-date with timely tracking of employment movements and recruitment cases;
- verify the content in job specifications and descriptions; and
- proactively contact line management to confirm validity of the updated job specifications and descriptions.

5.2.2 Training Content

Introduction

The human resource department plays a crucial role in effective staffing and workforce management, ensuring all positions are filled with qualified employees. It also shapes a positive organisational culture by implementing inclusive, diverse, and employee-centric policies and practices in the staffing plan and recruitment activities.

To optimise human resource functions, it is crucial to consider current and future needs in both internal and external environments. The goal is to establish a competent workforce that meets present and future business objectives. Recruitment officers should possess a comprehensive understanding of the organisation's workforce requirements, as well as the employment market and industry dynamics.

The recruitment process and related activities are outlined in this UoC, 106933L4, and the next UoC, 106943L4.

Learners to note that the package content of this UoC, 106933L4, provides an overview of the recruitment process, including key terms and definitions of essential recruitment terminology. It then discusses in more detail the specific actions and activities associated with the initial steps of the recruitment process. Subsequent steps will be covered in the content of the next UoC.

Learners of this UoC often occupy positions in human resource roles that provide support in the recruitment process and activities. 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 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, turnover data in systems and/or other records
- Act as the administrator of human resource system and/or records
- Generate and/or prepare reports as required
- Coordinate job analysis activities
- Consolidate and keep records of findings from job analysis
- Consolidate recruitment requirements from hiring managers
- Provide general administrative support, including paperwork and documentation
- Update the human resource page on the intranet
- Serve as the primary point of contact for employees

Through their roles in various human resource positions, learners contribute to business success, shape the organisation's culture, enhance workforce satisfaction, and make a positive impact on the community.

5.2.2.1 Overview of the Recruitment Process

The objective of recruitment is to attract, select, and hire the most suitable candidates who meet the organisation's workforce requirements and contribute to its success. It is a process of attracting qualified individuals to apply for open positions while conveying the organisation's requirements and values through recruitment messages. An effective recruitment process ensures the timely onboarding of qualified candidates, resulting in cost and time savings. Conversely, an inefficient process incurs extra expenses, wastes time, and can have negative impacts on morale and the organisation's reputation due to incorrect hires.

a. Manpower Planning

The staffing process involves an important step of manpower planning. The exercise evaluates the current and future workforce requirements in terms of quantity, quality, and skills. It provides guidance for recruitment planning and serves as the basis for specific recruitment activities.

One of the main objectives of manpower planning is to determine the appropriate employment types needed to meet workforce requirements. These may include full-time employees, part-time employees, temporary workers, contractors, freelancers, and others. This planning process guides subsequent recruitment activities, allowing organisations to build their workforce effectively with the right mix of employment types.

Examples of employment types include:

- **Full-time permanent employees** - These employees work under continuous employment contracts and are entitled to statutory benefits as per the Employment Ordinance. They may also receive additional benefits from their respective organisations. Full-time permanent employees provide a dedicated workforce with long-term commitment.

- **Part-time employees** - These employees work fewer hours or on a flexible schedule. Part-time employment offers cost-effective solutions and flexibility in managing workload fluctuations. The employment can be continuous or fixed term, depending on organisational needs. Industries and roles such as customer service, retail, catering service, and property management frequently hire a significant number of part-time employees.

According to the Employment Ordinance, employees who work for the same employer for at least 18 hours a week for four or more consecutive weeks are considered to have a "continuous contract" of employment (the 4-1-8 requirements) and are entitled to benefits under the Employment Ordinance.

Note that the proposed arrangement of using ***aggregate working hours*** of four weeks as a counting unit and setting the four-week hour ***threshold at 68 hours*** needs to go through legislative procedures and is yet to come into effect. Stay updated on the progress of this development, and always pay attention to ***changes in jurisdiction requirements*** relevant to employment.

- **Temporary workers** – These workers are hired for a specific duration or short-term basis to meet project needs or internships. They can work full-time or part-time and are under a "continuous contract" if they meet the 4-1-8 requirements. They support organisations during busy periods and fill skill gaps. Industries and roles include customer service, security guards, retail sales, exhibition helpers, and servicing roles in hotel and hospitality business often engage many temporary workers.

- **Independent contractors and freelancers** – These workers are hired on a project basis for specialised services. They offer flexibility and expertise to organisations. Independent contractors can be self-employed individuals or entities that are contracted to perform work for an organisation. Freelancers are self-employed individuals. They have no employment contract with the organisation and are not entitled to statutory benefits. Photographers, designers, training service providers, drivers, copywriters, carpenters, and web developers are common examples.

- **Agency workers** – These workers have a contractual relationship with the agency that hires them, and not the organisation itself. They are brought in for short-term gaps or urgent manpower needs. The organisation and agency have a business-to-business contract, and the agency recruits suitable workers based on the requirements of the organisation.

Choosing the right employment type depends on an organisation's strategy, budget, and legal considerations. Manpower planning helps make informed decisions about the appropriate mix of employment types.

Recommended Classroom Activity
Exercise 6 – Determine the Suitable Employment Types
Refer to section 8.2.5 for exercise details

b. Recruitment and Hiring

The terms "recruitment" and "hiring" are frequently used and occasionally used interchangeably. However, within the context of human resource management, these terms possess distinct meanings. Below is a distinction of the two terms and concepts.

Table 6: Definition of Recruitment and Hiring

Recruitment	Hiring
• Recruitment is the broader process of actively searching for and attracting potential candidates to fill open positions in the organisation. • It involves identifying the organisation's staffing needs, developing job descriptions and requirements, advertising the job openings, and attracting a pool of qualified applicants. • The recruitment process typically includes activities such as sourcing candidates, screening resumes, conducting interviews, and shortlisting candidates for further consideration. • The primary objective is to identify and attract qualified candidates who align with the organisation's workforce requirements.	• Hiring refers specifically to the act of selecting and appointing a candidate for a specific job position within the organisation. • It represents the ultimate goal of the recruitment process and involves making a final decision on the most suitable candidate to fill an open position. • Hiring encompasses activities such as extending a job offer, negotiating terms of employment, conducting background checks or reference checks, and completing the necessary paperwork to officially bring the selected candidate onboard. • Hiring is the final step in the process and resulting the candidate becoming an employee of the organisation.

Table 6 illustrates that recruitment is the broader process of attracting and identifying potential candidates, whereas hiring is the specific action of selecting and appointing a candidate to fill a job position within the organisation.

Distinguishing between recruitment and hiring may not be critically important in daily work. However, as human resource practitioners, understanding the definitions of these terms helps recognise that recruitment involves more than reactive operational tasks to fill open positions. It encompasses ***proactive*** manpower planning, collaboration with stakeholders, and process management.

The human resource function is typically responsible for recruitment activities. In some organisations, there is a dedicated recruitment team responsible for these tasks. In larger organisations, this team often falls under the umbrella of talent acquisition. For smaller companies, such as small and medium-sized enterprises (SMEs) and non-governmental organisations (NGOs), where the human resource department consists of only a few staff members or a small team, human resource officers are generally also responsible for managing the recruitment activities.

Additionally, line managers play a significant role in the recruitment process. In certain industries that demand highly specialised skills or have a tradition of informal apprenticeships, hiring managers may be actively involved in the recruitment process. For example, electricians, technicians, dental assistants, paralegals, chefs, hairdressers, and more.

The recruitment process involves a series of activities to bring in the right people for open positions. The specific recruitment process varies depending on the size of organisation and the nature of operation. A typical recruitment process includes the steps as illustrated in the diagram below: -

Diagram 2: A Typical Recruitment Process

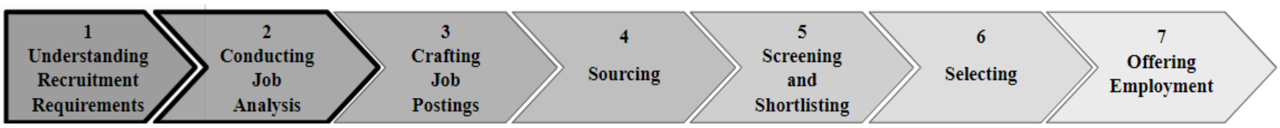

Diagram 2 depicts a typical recruitment process. The content of this UoC focuses on the initial two steps highlighted in the diagram and their related activities. The subsequent steps will be covered in the next UoC.

1. Understanding recruitment requirements –
   Identify the different circumstances that require recruitment, differentiate the needs for replacement or proactive recruitment in anticipation of openings, and the employment type of the positions.

2. Conducting job analysis –
   Conduct job analysis to identify updated job responsibilities and requirements of positions, based on which to develop job descriptions and job specifications.

3. Crafting job postings –
   Prepare job postings based on the job descriptions and job specifications, including information of job title, reporting line, responsibilities, required qualifications, company information, values, work location and other details that are ready to advertise on appropriate channels.

4. Sourcing –
   Attract and motivate qualified people to apply for the position by advertising externally on popular social networking sites, job boards and other channels, and internally as relevant.

5. Screening and shortlisting –
   Identify the right candidates from a pool of applicants by using different tools and methods according to required qualifications.

6. Selecting –
   Finalise a few prospective hires with the closest match to requirements and the best fit to the organisation culture. Conduct various background checks and complete required regulatory procedures before making an employment offer.

7. Offering employment –
   Prepare the letter of employment offer which clearly states the position offered, compensation and benefits package, and all other employment terms. The letter should be legally reviewed and approved for use. There might be negotiation with the finalised candidate on the terms at this stage.

The next step is to onboard the newly hired employees. This is a critical step to build early engagement. Onboarding is more challenging now when remote work arrangements have become more common, especially in sizable organisations with global operations. Onboarding is also arranged in a virtual approach like all other work activities.

5.2.2.2 Value of An Effective Recruitment Process

Effective recruitment plays a crucial role in saving an organisation’s time and money through proper candidate selection. By successfully hiring the most appropriate candidates for job vacancies, the likelihood of future turnover is reduced. This contributes to cost savings and also promotes stability and engagement within the organisation.

Some of the values of an effective recruitment process include:

- Attracting top talent
- Retaining quality employees
- Improving productivity and performance
- Building a diverse workforce
- Enhancing organisational culture
- Minimising recruitment costs
- Promoting employer branding
- Facilitating succession planning
- Ensuring legal compliance
- Supporting organisational growth

First Two Steps in the Recruitment Process

5.2.2.3 Understanding Recruitment Requirements (Step 1 of 7)

Recruitment needs arise within organisations under various circumstances. Some common examples are illustrated below.

- Replacement for resigned or transferred employee –
  - Reactive recruitment in response to employee resignations or transfers
  - Recruitment team collaborates with line managers to fill vacant positions

- Open position due to business or functional changes –
  - New or expanded roles from strategic initiatives (example – a new position created to oversee cross-border operations)
  - Upgraded or re-designed positions to better achieve the organisational goals (example – a position with added responsibilities requiring specific skills and experience)
  - Recruiters must be mindful in recruitment as some of these changes are kept confidential until they are effective or are officially announced

- Position of high turnover -
  - Roles with inherent high turnover rates or with multiple positions (example - positions in healthcare, sales, customer service, catering service, and other frontline roles)
  - Recruitment team can proactively engage in advanced hiring in anticipation of future openings by analysing internal data and reports

Proactive recruitment is often necessary when there is a high demand for skilled talents or intense competition for specific competencies. One example of high demand for talent is in the field of data analytics. Another example is the significant need for experienced labour in the catering service industry.

Recommended Classroom Activity

Exercise 7 – Job Roles Prone to Continuous Recruitment

Refer to section 8.2.5 for exercise details

Recruitment and Talent Acquisition

Some organisations refer to recruitment as Talent Acquisition and Resourcing, representing a strategic shift beyond tactical filling. Recruitment meets immediate needs while acquisition focuses on long-term workforce planning. The "refined" function description reflects the critical requirement for proactive and forward-looking actions, as well as the necessity to stay connected with the market.

Roles and responsibilities of talent acquisition are usually performed by more experienced and senior human resource leaders. Sometimes the human resource head, senior line managers or department heads are actively engaged in the process, for example in cases of senior management positions.

Example: Succession planning indicates the need for successors in the pipeline for senior positions, or when business direction and workforce planning reveals the requirement for specific high-demand competencies. Sourcing candidates for these cases can be challenging and often involves a lengthy process. In such situations, human resource and at times also line managers proactively look for potential candidates and nurture relationships with candidates for future opportunities.

Below are some of the differences between recruitment and talent acquisition: -

Table 7: Recruitment and Talent Acquisition

Recruitment	Talent Acquisition
• Short-term hiring for immediate needs • Filling instant openings • Regular recruitment, including volume hiring • Filling open positions efficiently • Maintaining positive relationships with candidates for current openings • Creating a favourable employer branding • Utilising reactive approach through job postings • Employing passive sourcing methods relying on candidate applications from through various channels	• Long-term workforce planning • Proactive people strategy • Developing talent pipeline for future needs • Focusing on hard-to-fill senior and specialised skills positions • Considering employment market trends • Nurturing relationships with potential candidates for future opportunity • Promoting long-term employer branding • Proactively source passive candidates • Actively "hunting" top talents through various channels and events

Table 7 illustrates that recruitment and talent acquisition play separate roles in staffing and workforce planning. While recruitment can be seen as a subset of talent acquisition, both contribute to the overall goal of acquiring and onboarding new employees.

5.2.2.4 Conducting Job Analysis (Step 2 of 7)

In this step of the recruitment process, three terms or documents are of significant relevance. These are the "job description," "job specification," and "job posting." While these terms are sometimes used interchangeably, they are distinct from each other in the domain of human resource management.

- Job description – A document of duties, responsibilities, and other information about a job for internal use by an organisation.

- Job specification – A document that outlines the qualifications and requirements necessary for an individual to succeed in a specific job in an organisation. Job requirements are sometimes derived from duties on job descriptions. It is for internal use by an organisation.

- Job posting – A document typically derived from the job description and job specification, added with information about the organisation. It is used to advertise job openings for recruitment purposes. It includes information about the organisation, job responsibilities and requirements.

It is significant to recognise the technical definitions within the field of human resource functions, as certain work processes and tasks require a clear understanding of these distinctions. However, it is important to acknowledge that these terms may be used interchangeably in casual conversations by individuals outside the field. It should ***be flexible*** when engaging in conversations with line managers and colleagues, understanding that as long as the meaning is clear, the usage of these terms may vary.

In the context of human resource function, the best way to collect detailed information for these documents is through a systematic job analysis. The exercise identifies the most current or latest changes in job responsibilities, workload, updated qualifications, skills, and levels of proficiencies, as well as future expectations. This step is crucial for recruitment as the findings form the foundation for subsequent steps.

Diagram 3: Job Analysis and Its Products

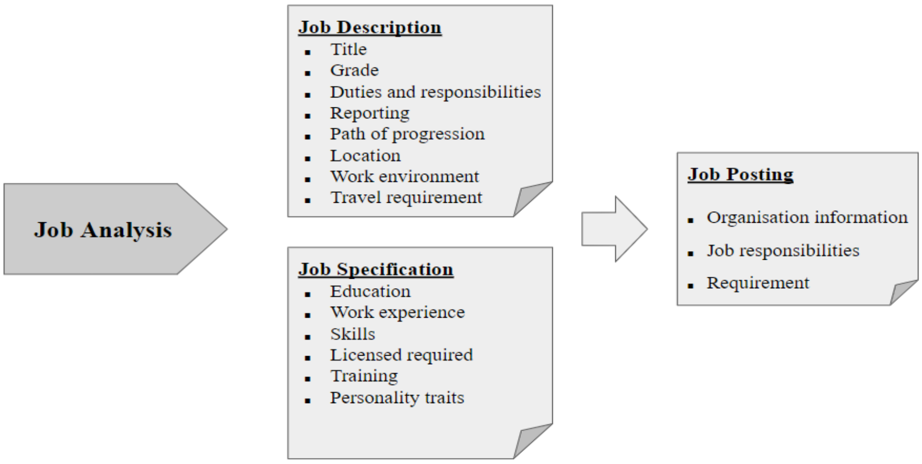

Diagram 3 illustrates that a systematic job analysis identifies crucial details regarding job responsibilities and requirements documented in job descriptions and job specifications, respectively, for internal use. The two documents serve as the fundamental sources of information for creating job postings to advertise and recruit for open positions.

a. Values of Job Analysis

Job analysis is a systematic approach that involves various methods to gather information to understand the details of a job. This includes examining the roles, responsibilities, tools, and skills required and the outcomes to achieve. The process comprises dissecting the job into smaller units based on duties, tasks, and activities, and then collecting information and data about each unit.

Data and information collected are then analysed to determine the necessary competencies and tools needed for the job. It is important to note that while some information may be obtained from the job holder, the analysis primarily focuses on the job itself rather than the individual performing it.

In a dynamic environment, the tasks performed by an employee may differ from the original job description provided during recruitment. Job descriptions need to be updated to align with evolving organisational and market expectations, and changes in jurisdiction requirements. For example, the Mandatory Reporting of Child Abuse Ordinance will impact all childcare roles.

Here are some examples of the purposes served by job analysis: -

- Recruitment – provides valuable information for developing job specifications, job descriptions, and job postings used in the recruitment process. It is also the basis for screening and selecting suitable candidates.
- Workforce planning – helps in understanding the roles, responsibilities, and requirements of various positions, revealing any gaps and potential risks in the workforce.
- Employee development – gaps identified from the exercise form the basis for employee

development plans and addressing competency deficiencies.

- Performance management – serves as a benchmark to identify potential skill gaps among employees, aligning their skills to meet job expectations and objectives. It also provides a foundation for feedback, performance reviews, and, if necessary, initiating termination procedures.
- Compensation design – information on responsibilities and required qualifications supports the design of appropriate compensation packages for different positions.
- Grading structure – the scope of responsibilities and required qualification form the basis to decide the job grade of the positions.
- Assessment tools – information can be used by specialists to design specific assessment tools for hiring, identification of high-potential talents, and in some cases, for promotion in larger organisations.
- Compliance – some industries mandate job analysis to be done by specific time frames, with updated job descriptions and job specifications, to meet regulatory or industry requirements, as well as new or revised jurisdiction requirements.
- Job holders' self-review – the process facilitates job holders' self-review, enabling them to identify areas for improvement and growth.

Job analysis also acts as a tool for workforce risk management, as it enables organisations to identify any potential gaps or deficiencies in employee capabilities, allowing them to proactively address these risks.

b. Process and Methods of Job Analysis

Job analysis can be performed by human resource, organisation development, or line managers. Employees who are performing the jobs being analysed are often involved in the process. In some cases, especially in larger organisations, external specialists may be engaged in job analysis. Regardless of who conducts the analysis, it is a highly collaborative exercise involving human resource and line management.

Various methods can be employed to conduct job analysis, and the chosen method(s) determine how data is gathered. The selection of method(s) depends on the specific purpose of the analysis. While the methods may differ, the overall processes involved in job analysis are similar.

A typical job analysis process encompasses the following steps: -

1. Data Collection by Various Job Analysis Methods

Some commonly used job analysis methods include: -

- **Observation –**
  This method involves observing an employee performing job-related tasks over several consecutive days. The observation can be conducted in real-life situations or through video, with no interruptions during the observation period. Detailed information about specific tasks, time spent on each task, tools used, and interaction with other individuals is recorded. This can be repeated with other employees performing the same job.

- **Interview –**
  Interviews are conducted with employees, supervisors or managers to gain an accurate understanding of job roles, tools used, process followed, and skills applied to achieve results. It is important to interview multiple individuals to gather different perspectives, as supervisors and managers may have different viewpoints from the job holders. It sometimes may also be biased by their own preferences when defining the requirements to perform a specific position. It is therefore essential to interview several people in order to have more than one sources of information.

- **Questionnaire –**
  Through open-ended or structured questionnaires, employees, supervisors or managers complete surveys to collect data and information about job duties, tasks, priority of tasks, time spent on tasks, and how they are performed. This method can also inquire about perceptions of the role to identify any gaps between expectations.

- **Work diary or tasks log sheet** –
  A work diary or task log sheet requires employees to record their daily activities over a period, usually ranging from a few days to a week. Employees also record the amount of time spent on each task, reflecting how they prioritise activities perceived as more important or more urgent.

- **Task inventory** –
  Job responsibilities are dissected into a structured list of specific tasks for employees to check the frequency of doing, perceived importance, and level of difficulty. The structured checklist is derived from the current job description, input from employees themselves or management expectation. This method can confirm if certain duties are performed and tools are applied.

- **Job performance** –
  This method involves the analysts themselves actively performing the job or specific activities to gain a firsthand understanding of the job and experience the contextual factors and scenarios that job holders face in their daily work. These factors include emotional pressures, physical risks, mental demands, and others.

Depending on the purposes and skill levels of the individual(s) conducting the analysis, sometimes more than one method is used to gather a broader range of information for a more objective, accurate and reliable analysis. Besides the methods listed above, there are other and more sophisticated methods, such as Functional Job Analysis method, Critical Incident Technique, Ability Requirements Scale, Job Elements Method, among others. These and other more complex methods are mostly used by the specialists for in-depth analysis for specific purposes.

Recommended Classroom Activity

Exercise 8 – Pros and Cons of some Job Analysis Methods

Refer to section 8.2.5 for exercise details

2. Data Analysis

The next step after data and information collection is analysis. The analysis of quantitative data includes, for example, computing the mean, standard deviation, standard error of the mean, and more. Sometimes, more sophisticated data analytical techniques are used by the specialists to ensure validity, reliability, and consistency.

The analysis identifies time required to complete tasks and activities, tools used, importance and priority, patterns, changes from previous analysis, gaps from existing job descriptions and expectations, and more. The findings enable human resource department, line managers or external analysts to identify work patterns and evaluate whether changes should be made in the job content and process. The summarised findings form the core of establishing job descriptions and job specifications.

3. Benchmark Similar Positions in the Industry

Before concluding findings from the job analysis for job descriptions and job specifications, the human resource department and / or line managers should also compare similar positions in the market to evaluate if the scope of a job aligns with industry standards. One of the channels is to browse job descriptions for similar positions on online hiring platform. Inputs from a professional network also provide valuable insights.

Refer to sources of ***market information*** in the previous UoC**,** and the importance and value of a ***professional network***, discussed in the ***Epilogue*** chapter of the package.

4. **Continuous Review**

In a dynamic environment, job responsibilities and requirements in jobs are prone to change, with some jobs experiencing more prominent changes than others. Employee movements and jurisdictional requirements, as well as factors like technological advancements, can necessitate updates or new analysis. Automation may also lead to alterations in job responsibilities and requirements of some jobs.

For example, the digitisation of numerous industries has made data literacy and related skills essential requirements for most jobs. Frontline and customer service positions may require additional language proficiency due to diverse customer bases. Given these and other changes, job analysis needs to be reviewed continuously to adapt to evolving job demands, market trends and industry developments.

It may ***not be necessary to conduct a complete analysis for every hiring need***, and it is not practical in particular for positions with many openings or frequent hiring needs. In such situations, responsible human resource officers and hiring managers can review current job descriptions and job specifications for updates. However, a more comprehensive ***job analysis is required periodically***.

c. Roles of Human Resource in Job Analysis

Job analysis can be conducted by human resource, line managers and external specialists. Collaboration between human resource and line managers is often essential, and the involvement of external specialists may be required depending on the scope and specific objectives of the analysis. This collaboration can take the form of work committees, project teams or task forces. For large-scale analyses, a steering committee with senior management as sponsors may ensure smooth operation of the exercise. Regardless of the format, successful job analysis necessitates close collaboration between human resource, line managers, and relevant external specialists.

The roles of learners as human resource officers in job analysis may vary depending on whether the exercise is conducted internally or by external specialists.

- **Job Analysis Conducted by Human Resource**

  Job analysis is commonly conducted or led by senior human resource officers or organisational development officers. Learners may have several roles and responsibilities in supporting the process, including: -

- Research and benchmarking –
  This involves gathering information about industry best practices or emerging trends in job analysis methodologies and techniques, compiling and presenting this information for the exercise leader.

- Exercise administration –
  This role is to coordinate and organise the job analysis process. This may involve scheduling meetings and interviews, preparing materials, distributing surveys or questionnaires, and managing communication with employees or other stakeholders involved in the analysis.

- Data collection and documentation –
  This involves taking notes during interviews, administering surveys with employees, observing job tasks, and documenting the gathered information accurately and comprehensively.

- Data analysis support –
  This may involve organising and categorising the information, inputting data into analysis tools or software, and preparing reports or summaries for the exercise leader.

- Record keeping –
  This includes filing documents, updating databases or systems, and ensuring that all relevant information is properly documented.

- Job description development –
  This includes organising the collected data, summarising key responsibilities and qualifications, and ensuring that the job descriptions are clear, consistent, and aligned with organisational standards.

- Collaboration and communication –
  This involves coordinating meetings or focus groups, providing updates to employees regarding the progress of the analysis, and addressing any questions or concerns raised by employees.

- Compliance and confidentiality –
  Th role is to ensure that the job analysis process adheres to legal and ethical guidelines. This involves maintaining confidentiality and data protection, ensuring that employee information is handled securely and in compliance with privacy regulations.

- **Job Analysis Conducted by Line Managers**

  In small organisations with limited human resource support, job analysis is conducted by line managers. However, in some cases, job analysis is conducted by line managers due to their subject matter expertise, even though human resource still plays an integral role in supporting a rigorous, strategic process.

  Human resource collaborates closely with line managers in the process by providing the following: -

  - Guidance and resources –
    Human resource provides guidance to line managers on the exercise process and methodologies. This may include sharing job analysis templates, data collection methods, and examples of job descriptions or competency frameworks.

  - Ensuring consistency and standardisation –
    This may include providing guidelines and checklists to line managers to ensure that relevant job elements are considered and evaluated consistently.

  By partnering with line managers, human resource helps ensure the effectiveness and consistency of the job analysis process conducted by line managers.

- **Job Analysis Conducted by External Specialists**

  Organisations engage external specialists for job analysis when there is a need for specific expertise and objectivity in the analysis. Human resource works closely with the external specialists in defining the specific objectives and scope of the analysis, providing information on organisational structure and other areas for the exercise. Human resource provides assistance in coordinating and facilitating the process in the following ways: -

  - Scheduling and coordination –
    Assist in scheduling meetings and interviews with employees and managers of the jobs being analysed. This may involve coordinating logistics, sending out meeting invitations, and ensuring participants are available and prepared.

  - Communication and follow-up –
    Act as a liaison between the external specialists and the internal stakeholders. This may involve communicating the purpose and objectives of the job analysis, providing updates, and following up with participants to ensure the process runs smoothly.

- Administrative support –
  This may include providing administrative support in various tasks such as preparing materials for the analysis, arranging necessary equipment or resources, taking meeting notes, and distributing relevant documentation to stakeholders and documenting records.

- Project management –
  Assist in managing the overall project by monitoring timelines, tracking progress, and ensuring that deliverables are met.

Overall, although external specialists bring expertise to the job analysis process, human resource, provides vital support in terms of coordination, administration, and communication, ensuring that the analysis is conducted effectively and efficiently.

d. Job Descriptions and Job Specifications

Job description and job specification are both products of a systematic job analysis. The term "job description" is sometimes used interchangeably with "job posting" in recruitment contexts. In some instances, job description, job posting, and job specification are considered as the same and understood as job advertisement for recruitment. However, within the field of human resource, there is a clear distinction of the three.

- **Job Descriptions**

A job description is an internal document that summarises key information about a position. The information is collected from a systematic job analysis. The recruitment team uses this information to prepare job postings to advertise open positions.

Job descriptions are used by organisations as internal reference and compliance documents, as mandated by relevant industry regulations. Various industries, such as banking and other financial institutions, have regulatory bodies that require detailed job descriptions for specific positions, which are subject to regular audits.

Key components commonly included in job descriptions are: -

- Job title –
  - Reflect the job role and algin with industry standards or common practices
  - Align with the corresponding job level
  - An improper title may lead to wrong hire, employee disappointment and subsequently turnover

- A summary of the job and job nature –
  - Include a description that highlights the purpose of the job and its mission

- Objectives of the job –
  - Outline the specific goals and targets to be achieved in the role
  - Include management expectations and success measures of the job in quantitative and qualitative terms, as relevant

- Duties and responsibilities –
  - List the functions and responsibilities of the job
  - Highlight unique duties of the role specific to the organisation, if relevant
  - Include specific day-to-day tasks of the position
  - Describe the level, budgetary and financial responsibilities, as relevant

- Reporting structure –
  - State the reporting hierarchy of the position, including the position this role reports to
  - Specify the position's place within the organisation structure
  - Include the number of direct reports and their respective positions that report to this position

- Grading –
  - Specify the job level or job grade of the position in the organisation system

- Compensation and benefits –
  - Specify the pay level and compensation structure of the position (for example, incentives eligibility)
  - List any applicable allowances and benefits by role and the job grade (for example, entertainment allowance)
  - Highlight unique benefits of the organisation (for example, class eligibility of air tickets for the role and job grade)

- Work location –
  - Specify on-site, remote, hybrid or overseas work arrangements
  - Specify the primary work location (for example, office, plant, city, and country)
  - Note any requirements to work at different locations on project basis

- Working conditions –
  - Include information about physical demands (for example, climbing trees for arborist positions) or workplace environmental conditions (for example, working in confined spaces or to wear special outfits)

- Travel requirement –
  - State expected overseas travel and frequency

  - Note any requirements to regularly travel between work sites

- Machines and tools to be used –
  - State if the job requires using special machines and tools and if specific licenses are required

- Work time –
  - State if there will be regular overtime, work on holidays, and shift requirements

In preparation of job descriptions, the ***Qualifications Framework*** (QF) is one of the major references for key resources. The Specification of Competency Standards (SCS) outlines the skills, knowledge and abilities required to effectively perform different job functions across industries. Meanwhile, the Vocational Qualifications Pathway (VQP) maps learning and career progression within an industry as practitioners obtain qualifying credentials at various QF levels. The SCS and VQP delineate occupational standards, capturing the full scope of responsibilities.

- **Job Specifications**

A job specification serves as a comprehensive document that outlines the necessary information regarding job requirements. Similar to a job description, the components in a job specification can vary depending on the nature of the job and its responsibilities.

Key components commonly included in job specifications are: -

- Educational qualifications or level by Qualification Framework (QF) –
  - Specify the level of general education or in terms of QF level required, or education in specific areas of study

- License or professional qualification required –
  - State if specific additional qualifications are required for the job or to perform certain tasks
  - For example, a license to use some machinery or vehicles

- Level of experience –
  - Specify if it requires general work experience, relevant experience in specific areas of work or experience in people management

- Technical skills or specific skills required for the job –
  - State if there are specific skills required to complete job tasks, which may vary based on the job level. Entry-level jobs may have fewer required skills
  - For example, skills to use specific systems, software, and applications

- Physical attributes –
  - State if the job requires specific health conditions or physical capabilities
  - For example, warehouse jobs may specify the need to be able to carry or lift boxes up to certain weight

- Emotional attributes –
  - State if there are certain emotional attributes to perform the job
  - For example, being calm, energetic, or passionate about relevant aspects

- Personality traits –
  - State if there are certain personality traits required to perform the job
  - For example, adaptability, creativity, values, and workplace etiquette

Job specifications must highlight unique requirements, professional qualifications, and regulatory requirements of the jobs.

Example:
- Physically demanding jobs may require specific physical attributes or capabilities
- Customer-facing positions may require specific personality traits that enable effective interaction with clients or customers
- Property agents must possess valid salesperson's licence or estate agent's licence (individual) as per regulatory requirements
- Safety officers working at construction sites are required to hold a recognised certificate, diploma or higher diploma in occupational safety and health
- Childcare-related jobs require a Sexual Conviction Record Check to be eligible for a position that involves interactions with children

Since a job specification outlines the requirements for individuals to be successful in the job, it is sometimes referred to as an employee specification.

5. Job Postings

A thorough discussion related to job postings is discussed in the content of the next UoC. As an overview, a job posting is an advertisement for a job opening published to attract applications. It communicates essential information about the organisation and the open position, including key responsibilities and requirements. Details are typically sourced from the respective job description and job specification.

<u>Recommended Classroom Activity</u>

Exercise 9 – Writing Job Responsibilities and Requirements of a Recruiter

Refer to section 8.2.5 for exercise details

Source of Information

Manpower planning and the initial steps of the recruitment process, including understanding recruitment requirements and conducting job analysis, are critical foundational steps in the recruitment process. While these activities are internal, it is essential to benchmark their findings with market information and adopt a forward-looking approach to meet future business objectives. Gathering information from both internal and external sources is crucial for ensuring effectiveness.

<u>5.2.2.5 Information within the Organisation</u>

The information required for the early steps in the recruitment process has been described in the respective steps of the process. Below is a recap of the key points, including: -

- Organisation information, including organisational structure, short-term and long-term objectives
- Responsibilities of departments and functions
- Present and future workforce needs in terms of quantity, quality, and skill sets
- Roles and responsibilities of specific positions
- Open positions for hiring
- Turnover metrics
- Position requirements
- Employment types within the organisation
- Grading structure
- General employment terms and conditions, along with key benefits for full-time permanent employees and of other relevant employment types
- Records of previous analysis and exercises

Some of the above information may be readily available, for instance reports and records, while others need to be gathered or derived from various internal sources, for instance position requirements.

Regularly updating changes in information is essential to ensure that upcoming recruitment-related activities align with the latest data. These updates cover various aspects, including numbers and facts of the organisational structure, position requirements, human resource policies and more. By staying informed about these changes, human resource and management can make recruitment decisions and effectively align their staffing strategies with the most up-to-date information.

Note that all information is internal to the organisation and must be kept ***confidential,*** regardless of its nature and content. All documents must be treated with strict confidence and ***handled with exceptional caution***. For instance, they 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 them in copying machines or similar devices. These are just a few examples of the precautions that need to be taken.

5.2.2.6 Information from the Market

In addition to internal information, there are additional sources of information and references to be obtained from the market. Below are some examples: -

- Roles and responsibilities of similar jobs in the market
- Position requirements of similar jobs in the market
- Comparable job titles and grades in the market
- Salary benchmarks of comparable positions in the market
- External specialists who provide services for job analysis
- Best practices in manpower planning and job analysis
- Employment market information
- Employment-related ordinances and their updates
- Industry-specific regulations and their updates

General information related to the recruitment process, job postings of similar jobs, and job analysis methods available from the internet and various social media platforms can serve as references for respective exercises.

The above information requires research, review, and consultation with professional networks for input, exchanging opinions, and gathering comments as references. Sometimes, practices from different industries may also spark valuable ideas for use.

Learners can ***relate*** to content of the ***previous UoC*** regarding ***data and information*** from the employment market and of the workforce.

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 ***Additional Learning Materials*** in section 5.2.3 provides reference for further reading.

Exercise 6 – Determine the Suitable Employment Types

- Learners are arranged into groups to do this exercise
- In-house learners can work in pairs or individually
- Each learner is provided with a case and associated tasks to complete
- Each group needs to read, discuss and complete the required tasks
- Each group needs to share their recommendations with justification after the discussion

The Scenario

You work in the human resource department of a property management organisation. One of the shopping malls managed by the organisation is undergoing renovations and will re-open in a few months. The organisation needs to restaff all functions for the day-day-day operation of the mall. Additionally, they need to staff for the "grand opening" day, which will be on a Sunday.

Discuss in the group and recommend a staffing plan for the shopping mall and the grand opening day. Consider staffing needs on different days, in different situations, and at different times. List the required job roles and appropriate employment types. For example: -

Staffing …

- For everyday operation
- For weekdays, Saturdays, and Sundays
- For public holidays
- For festive days
- For busy hours of the above times
- Required functions
- Appropriate employment types

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 – Job Roles Prone to Continuous Recruitment

- Learners are arranged in groups to do this exercise In-house learners can work in pairs or individually
- Learners need to discuss in their group and come up with a list of job roles, irrespective of industries, that they consider prone to continuous recruitment, also to provide justifications for the listed job roles
- Each group needs to share their list and the justifications 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 8 – Pros and Cons of some Job Analysis Methods

- 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 various job analysis methods.
- Each group needs to share their points after the discussion

	Pros	Cons
Observation	- -	- -
Interview	- -	- -
Questionnaire	- -	- -
Work diary or task log sheet	- -	- -
Task inventory	- -	- -
Job performance	- -	- -

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 – Writing Job Responsibilities and Requirements of a Recruiter

- 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 prepare the job responsibilities and requirements for a typical recruiter role, which will be used to create a job posting
- Each group is required to share their inputs after the group work

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

- [Ahrefs]. *Content Marketing For Beginners: Complete Guide* [Video]. YouTube. (link)
- [AIHR - Academy]. *What is Job Analysis?* [Video]. YouTube. (link)
- Barrett-Poindexter, J. (2019, September 3). *The Dos & Dont's for Recruiters*.Glassdoor.co.uk. (link)
- The Business Blocks (n.d.). *Employee Staffing Statistics, Trends, Costs, Market, And More*. Thebusinessblocks.com. (link)
- Darwinbox (n.d.). *Job Analysis*. Darwinbox.com. (link)
- Darwinbox (n.d.). *Meaning & Definition, Staffing*. Darwinbox. (link)
- Datapeople (n.d.). *The Difference Between a Job Description and a Job Posting*. Datapeople.io. (link)
- Ghodasara, A. (n.d.). *Full Recruitment Life Cycle: 7 Stages of Recruitment Process*. Ismartrecruit.com. (link)
- [GreggU]. *Functional Job Analysis* [Video]. YouTube. (link)
- [GreggU]. *HR Basics: Writing Job Descriptions* [Video]. YouTube. (link)
- HireDNA (2021, October 11). *How Continuous Recruitment Can Reduce Your Time-to-Hire and Cost-Per-Hire*. Hiredna.com. (link)
- Hiringpeople (2024, August 2). *What is The Difference Between A Job Specification And A Job Description?* Hiringpeople.co.uk. (link)
- Indeed Career Guide (2022, June 25). *How to Conduct a Job Analysis*. Indeed.com. (link)
- Indeed for employers (n.d.). *What Is the Definition of Staffing?* Indeed.com. (link)
- Jobsoid (n.d.). *Recruitment Process - The Ultimate Guide to Hiring Top Talent*. Jobsoid.com. (link)
- Maurer, R. (2017, May 18). *Align Stakeholders in the Hiring Process to Boost Results*. Shrm.org. (link)
- MSG (n.d.). *Manpower Planning*. Manpower-Planning.htm. (link)
- The National Human Resources Directory (n.d.). *A Competency-Based Approach to Recruitment and Selection*. Hrworks.co.za. (link)
- S., C. (1, January 1). *The Difference Between a Job Description and a Job Posting*. Truein.com. (link)
- Skulls, W. (2022, December 21). *Recruitment Models and Tips for the Best Recruitment Practices*. Linkedin.com. (link)
- Tham, C. (n.d.). *Employee vs. Contractor: How to Classify Workers in Hong Kong*. Rippling.com. (link)
- Truein (2024, February 13). *Manpower Planning - Meaning, Types, Process, Need, and Factors That Affect It?* Truein.com. (link)
- Watson, S. (n.d.). *Building Incredible Teams: Stakeholder Management in Recruit*. Scede.io/blog. (link)

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

- Equal Opportunity Commission (link)
- Immigration Department, Our Services, Visas / Entry Permits (link)
- Immigration Department, Our Services, Visa / Entry Permits, Talent Admission (link)
- Labour Department, Labour Legislation (link)
- Labour Department, Enhanced Supplementary Labour Scheme and other Sector-Specific Labour Importation Schemes (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)

5.3 Complete recruitment content details and deploy the identified recruitment channels and methods (Code: 106943L4)

5.3.1 Intended Learning Outcome of this UoC

On completion of this section, learners will be able to:

- understand the key elements and requirements of an effective recruitment communication;
- understand various sources to locate potential candidates in the market for different job openings;
- complete clear and precise recruitment content details based on the organisation's job specification and job description;
- use content marketing to attract the right candidates by building and showcasing a compelling employer brand to potential candidates;
- adopt the most cost-effective recruitment channels and methods;
- adjust existing recruitment channels and methods if necessary to maximise recruitment outcome; and
- proactively search for new recruitment channels and methods to improve cost-effectiveness and recruitment result.

5.3.2 Training Content

Introduction

The human resource department positively impacts the community through its recruitment efforts. By actively seeking diverse talent pools and partnering with community organisations whenever possible, they create pathways for underrepresented groups and contribute to a more inclusive society. This benefits the organisation by accessing a wider range of talent and also enhances its reputation as a socially responsible employer.

The training package content of the UoC, 107075L4, illustrates the vital significance of gathering information on employment market trends, employment-related issues, and internal workforce information. This knowledge helps in employing effective channels and approaches to attract talented individuals who have the required competencies to contribute to both short-term and long-term organisational goals.

The package content of the last UoC (106933L4) provides an overview of the recruitment process, including key terms and definitions of essential recruitment terminology. It discusses in more detail the specific actions and tasks associated with the steps of Understanding Recruitment Requirements and Conducting Job Analysis in the recruitment process.

The content of ***this UoC, 106943L4,*** also shares an overview of the recruitment process and provides detailed insights and guidance ***from the step of Crafting Job Postings***.

Learners of this UoC often occupy positions in human resource roles that provide support in the recruitment process and activities. 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 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, turnover data in systems and/or other records
- Act as an administrator of the human resource system, HR apps and/or records
- Generate and/or prepare reports from HR systems and/or HR apps as required
- Consolidate recruitment requirements from hiring managers
- Post job advertisements on respective channels
- Conduct initial screening of applications
- Update information in the system or record for candidate tracking purposes
- Conduct phone interviews with candidates
- Manage the interview process, including scheduling interviews and coordinating meeting room arrangements for candidates, recruiters, and hiring managers.
- Provide general administrative support, including preparing employment letters, managing paperwork and documentation
- Arrange the onboarding process
- Maintain an updated list of human resource external partners
- Serve as the primary point of contact for employees, candidates, and new recruits

Through the roles in various human resource positions, learners contribute to business success, shape the organisation's culture, enhance workforce satisfaction, and make a positive impact on the community.

5.3.2.1 Overview of the Recruitment Process

Recruitment is the activity to attract, select, and hire the most suitable candidates to meet the organisation's workforce requirements and contribute to its success. An effective recruitment process ensures the timely onboarding of suitable candidates, saving costs and time.

Manpower planning is the step before recruitment in the staffing process. This step aims at aligning the quantity and distribution of employees with the short-term needs and long-term goals of the organisation. Effective manpower planning provides guidance for recruitment planning and forms the foundation for specific recruitment activities.

Refer to the previous UoC, 106933L4, for a detailed elaboration of Manpower Planning and the various employment types.

The human resource function is typically responsible for recruitment activities. In some organisations, there is a dedicated recruitment team responsible for these tasks. In larger organisations, this team often falls under the umbrella of talent acquisition. For smaller companies, such as small and medium-sized enterprises (SMEs) and non-governmental organisations (NGOs), where the human resource department consists of only a few staff members or a small team, human resource officers are generally responsible for managing the recruitment activities.

A well-planned recruitment process contributes to business success by bringing in the right talent who can meet the current and future requirements of a position in an efficient and effective approach.

The specific recruitment process varies depending on the size of the organisations and nature of operation. A typical recruitment process includes the following steps: -

Diagram 4: Key Steps of a Typical Recruitment Process

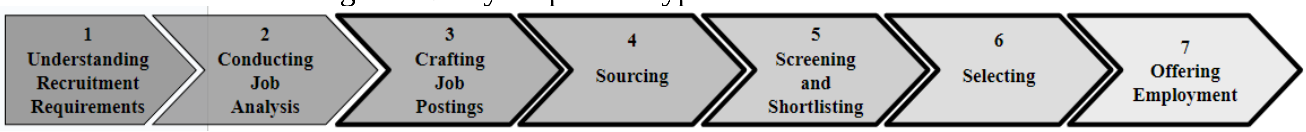

Diagram 4 depicts a typical recruitment process. The first two steps, Understanding Recruitment Requirements and Conducting Job Analysis, are discussed in the content of the previous UoC. The content of this UoC focuses on the subsequent steps highlighted in the diagram and their associated activities.

Below is a brief overview of the recruitment process: -

1. Understanding recruitment requirements –
   Identify recruitment needs for replacement or proactive recruitment in anticipation of openings.

2. Conducting job analysis –
   Conduct job analysis to identify updated job responsibilities and requirements of positions, based on which to develop job descriptions and job specifications.

3. Crafting Job Postings –
   Prepare job postings based on job descriptions and job specifications, plus organisation information and values that are ready to advertise on appropriate channels.

4. Sourcing –
   Attract qualified people to apply for the open positions by advertising internally as relevant and externally on popular social networking sites, job boards and other channels.

5. Screening and shortlisting –
   Identify the right candidates from a pool of applicants by using different tools and methods according to required qualifications.

6. Selecting –
   Finalise a few prospective hires with the closest match to requirements. Conduct various background checks and complete required regulatory procedures before making an employment offer.

7. Offer employment –
   Prepare an employment letter stating information about the position and all employment terms.

The recruitment process is completed with onboarding the new employee.

5.3.2.2 Value of an Effective Recruitment Process

Effective recruitment plays a crucial role in saving an organisation's time and money through proper candidate selection.

Some of the values of an effective recruitment process include:

- Attracting top talent
- Retaining quality employees
- Improving productivity and performance
- Building a diverse workforce
- Enhancing organisational culture
- Minimising recruitment costs
- Promoting employer branding
- Facilitating succession planning
- Ensuring legal compliance
- Supporting organisational growth

A thorough discussion related to Value of an Effective Recruitment Process is discussed in the content of the ***previous UoC.***

Other Key Steps in the Recruitment Process

The two initial steps of the recruitment process, Understanding Recruitment Requirements and Conducting Job Analysis, are discussed in detail in the previous UoC, 106933L4. This UoC discusses the subsequent steps of the process, from Crafting Job Postings.

5.3.2.3 Crafting Job Postings (Step 3 of 7)

Well-written job postings play a critical role in recruitment by clearly communicating opportunities to suitable candidates. They define expectations and attract candidates with aligned skills and interests. A job posting typically consists of three primary sections: information about the organisation, the job itself, and the job requirements.

a. Information About the Organisation

This section of a job posting provides insights into the hiring organisation. However, search firms may initially withhold identifying details during initial candidate searches. Providing information about the organisation's vision, mission, core values, and work culture is crucial for candidates to understand their prospective employer. Corporate Social Responsibility (CSR) and Environmental, Social, and Governance (ESG) values have gained increasing significance, with candidates now placing greater emphasis on these values when evaluating organisations for employment. This is particularly valuable for new companies building name recognition. Partnering with marketing or corporate communications department ensures job posting contain factually representative descriptions and also effectively utilised as an employer branding tool.

The goal of this section is to give qualified candidates a realistic sense of aligning with an organisation's priorities and work environment. Providing transparency into the culture empowers candidates to evaluate suitability for themselves. Some candidates place culture and work environment at a high priority when choosing jobs. Including a dedicated section on values, mission, and work culture can be a differentiator and attract candidates who align with their values. Overall, it strengthens recruitment outcomes and establishes an employer brand of integrity, respect, and mutual growth.

b. Information About the Job

Job descriptions and job postings serve complementary yet distinct purposes. A job description is an internal document derived from job analysis exercises, while a job posting derived from job description serves as a recruitment advertisement to attract job applicants.

To attract applications, information for job postings should be carefully selected from job descriptions, arranged, and phrased in a manner that captivates potential candidates.

- Job title –
  - Put job title at the top of a job posting

- Summary of the job nature and objectives –
  - Provide key information on the purpose of the position, including its mission and how it fits into the overall business structure
  - Clearly indicate if the position is a replacement, a new post or for a temporary project
  - Specify the employment type of the position, whether it is permanent, a long-term contract, a short-term contract, or other types of employment

- Responsibilities –
  - Provide a list of specific day-to-day tasks
  - Highlight specific or unique tasks that would be attractive to qualified candidates, showcasing the appealing aspects of the position

- Reporting structure –
  - State the reporting hierarchy of the position, including who this position reports to, and any subordinate positions that report to this role
  - Specify the position's place within the organisational structure, including the name of the department and its level

- Work location –
  - Specify on-site, remote, hybrid or overseas work arrangements
  - Specify the office location for local hiring, which can be a differentiator for some candidates
  - Specify cities and countries when hiring for offshore work sites
  - State any requirement to work at different locations on a project basis

- Compensation and benefits –
  - Provide a salary range as reference information with a disclaimer that compensation depends on experience and other qualifications
  - Emphasise training and development opportunities
  - Include career progression opportunities
  - Highlight unique benefits of the organisation that can be a differentiator (for example, complimentary services or discount for employees, QF-recognised training and others). Such benefits are commonly found in industries such as hotels, airlines, banking services, telecommunications, and various other sectors

- Disclaimer
  - State any other ad hoc projects as required
  - Disclaimer is typically the last point in this section about the job

Include information on the following only if they are relevant for the position, and place "Disclaimer" after these points as the final point: -

- Working conditions -
  - State if the job requires working in specific conditions, like outdoor or in enclosed area, or wearing special outfits

- Work time –
  - State if there will be regular overtime, work on holidays, and shift requirements

- Machines and tools to be used –
  - State if the job requires using special machines and tools, if specific licenses are required

- Travel requirement –
  - State if travelling overseas is required and expected frequency
  - State if the job requires going to different work sites regularly or as needed by the project

Job description items adopted and adapted for use in job postings should align with employment market situations. Market expectations may change over time, and there are variations by industries and job families. Recruiters must stay updated on employment market trends and issues. Job postings need to be able to align with such trends to be effective in attracting qualified candidates.

c. Information About the Job Requirements

To successfully attract qualified candidates, it is important to have specific and adequate requirements listed. A well-defined list establishes transparency around the following: -

- Minimum educational achievements and relevant qualifications needed, or equivalent qualifications at respective HKQF level
- Preferred years and area of experience
- Essential technical skills or job-specific skills required
- Licensed or professional qualification required
- Soft skills required, e.g. skills in communication, presentation and change management

Applicants can utilise this information to tailor their cover letter and curriculum vitae (CV) specifically for a job. As these requirements are essential for candidates, this section is often referred to as "About the Person" or "About You" in job advertisements to create a more personalised connection. The list of requirements also aids recruiters in screening and identifying suitable candidates for the position.

In addition to the three primary sections, other important information to include in job postings are: -

- Application instructions – outline clearly the application process, provide links to respective websites or application systems, state required documents, such as CV, cover letter, supporting documents and the preferred method of submission

- Deadline – specifies the deadline for applications to create a sense of urgency and encourage prompt responses

- Contact information – provides a contact person, telephone number or email address for candidates to reach out to with any questions or need clarifications

- Equal opportunity statement – is now commonly included to affirm organisation's commitment to diversity, inclusion, and equal opportunity employment

Recommended Classroom Activity

Exercise 10 – Crafting Job Posting for a Human Resource Officer Role

Refer to section 8.3.5 for exercise details

d. Overall Points to Note for Job Postings

- Use simple language that is easy to read and understand
- Use action verbs to describe job responsibilities, such as "lead the project" or "deliver training"
- Use language that is inclusive and free from any bias on age, gender, race, nationality and more
- Be mindful of language and wordings that may sound discriminatory, for example, when listing language requirements, only include language skills required for the job
- Be mindful of requirements that are against rules and regulations; for instance, it is inappropriate to ask for age or require submitting a photo with the application
- Avoid using jargons, acronyms, or organisation-specific terminologies
- Avoid including "nice-to-have" skills or wish list in the requirements, as this can make the list longer and more challenging to match with candidates

Table 8: Dos and Don’ts for Job Postings

Dos	Don’ts
• Personalise the job posting • Use clear and simple language • Provide sufficient details • Be specific • Use bullets points • Maintain a conversational tone • Use inclusive language • Confirm content with hiring manager • Always proofread • Include contact information and clear application instructions	• Avoid jargons and acronyms • Do not use fancy language • Do not use language that may sound discriminatory • Avoid biased or stereotypical language • Exclude wish lists • Avoid irrelevant or excessive information • Stay clear of unrealistic claims • Do not request unnecessary personal information

Table 8 summarises the Dos and Don’ts for job postings. Job postings serve as both a recruitment tool and a marketing medium. They aim to attract applications from qualified candidates and assess their suitability for a position. They must include and highlight key points that differentiate the position from similar roles in other organisations.

The selection process is a mutual one, wherein both individuals and organisations choose each other based on their respective interests and alignment.

It is crucial to confirm the content of a job posting with the hiring manager every time, even if it is for the same position, to ensure relevance and address changes in the market landscape. Thorough proofreading prevents erroneous details that damage credibility.

There are some human resource systems equipped with artificial intelligence (AI) technology in the back end which can assist recruiters in preparing job postings. The AI capability generates job posting using previous job posting contents as a template. This eliminates repetitive tasks while freeing up time for other important tasks.

However, the effectiveness of these AI-generated postings relies on having high-quality sample postings in the system or record. Recruiters or human resource officers still play a crucial role in crafting “good” job postings with their knowledge and experience. There needs to be quality “samples” for AI in human resource systems or online applications to generate accurate and relevant outputs.

Recruiters should critically review AI-generated content to ensure it meets the specific requirements of the job opening. Again, confirming the job posting with hiring managers is essential before finalising it for use.

By leveraging AI technology, organisations can maximise results from job postings as a critical recruitment and brand-building medium.

5.3.2.4 Sourcing (Step 4 of 7)

The next step after properly preparing the job posting is sourcing through various methods and channels. Two main approaches commonly used are external sourcing and internal sourcing.

a. External Sourcing

External sourcing involves sourcing applications from the market by advertising on various channels. The key is matching the right channels to source candidates with the required qualifications. This ensures sourcing efficiency and candidate quality for specific position types.

Table 9: External Recruitment Channels for Target Talent Pools

Recruitment Channel	Target Talent Pool	Channel Characteristic
Postings on social media platforms and mobile applications	Tech-savvy	• Allow direct engagement and screening • Cater to the preferences of digital natives
Postings on the websites of universities / professional bodies	Candidates with specific qualifications	• Attract candidates with specialised knowledge, skills, or qualifications related to specific academic disciplines or professional fields
Placement agencies / search firms	Candidates with specialised skills, or for bulk hiring	• Leverage niche market knowledge and industry connections • Utilise expert candidate sourcing and screening
Recruitment events on campuses (e.g. recruitment talks, career fairs, job fairs)	Students / fresh graduates for management trainees, graduate trainees, and internship positions	• Provide exposure to roles and organisations • Facilitate on-the-spot interviews
Job fairs organised by Labour Department or special recruitment events organised by professional bodies	Wide range of candidates for multiple openings with industry-specific, job-type-focused, or cross-industries	• Generate scalable options for volume hiring • Ensure cost-effective reach
Organisation’s website / job boards	Diverse candidate pool for filling vacancies	• Achieve broad coverage • Facilitate public access • Generate public interest

Recruitment Channel	Target Talent Pool	Channel Characteristic
Collaboration with Non-Governmental Organisations (NGOs)	Non-traditional candidates (e.g. people with disabilities, returning professionals)	• Foster inclusion and diversity • Promote social responsibilities • Expand talent pool beyond traditional sources
Print advertisements	Traditional candidates for frontline roles (e.g. cashier, tea lady, driver, cleaning staff)	• Provide an additional touchpoint for candidates who prefer traditional media • Cater to specific talent pools
Authorised display of bills and posters in shops, public transports and stations	Candidates from the local area (e.g. North District) or specific industry (e.g. retail)	• Reach a particular demographic or industry • Increase job offer acceptance rate • Optimise recruitment budget
Networking activities	Senior roles	• Leverage contacts for experienced leadership profiles
HKSAR's labour importation schemes	Industry-specific labour in short supply and difficult to hire locally (e.g. for residential care homes, for the construction sector)	• Need to comply with specific legal requirements and processes from various government departments, such as the Labour Department, Immigration Department • May require an initial quota application from relevant department

Table 9 illustrates the major external recruitment channels commonly used for specific groups of targeted applicants, along with the characteristics of each channel.

The Immigration Department offers various talent admission schemes that grant visas and entry permits to individuals seeking employment opportunities in Hong Kong. Examples include, but are not limited to:

- Top Talent Pass Scheme
- Admission Scheme for Mainland Talents and Professionals
- Technology Talent Admission Scheme
- And more

These schemes cater to talents with diverse work experience and academic backgrounds. Some target specific competencies, while others focus on attracting talent from Mainland China or globally.

Recruiters need to familiarise themselves with each scheme's guidelines and processes during hiring to ensure full compliance with all relevant rules and regulations.

Consider the following factors when selecting external recruitment channels:

- Job level / nature and number of openings
- Budget and timeline constraints
- Target candidate demographics and attributes
- Organisational values around inclusion

Noting the importance, most organisations devote special attention and allocate resources to ***protect information security*** when an in-house system is linked to external recruitment channels sites.

Most organisations utilise multiple recruitment channels with consideration given to budget, job nature, job level, number of openings, urgency to fill and other factors. Sometimes recruiters may adjust recruitment channels and methods employed for openings to enhance results. Corporate value and the principle of community responsibility shape the recruitment practices. Evaluating the effectiveness of recruitment channels is crucial for strategic workforce planning and optimising recruitment processes. By examining which channels yield the strongest pool of well-qualified applicants, recruiters can focus limited time and budget appropriately to meet hiring needs. Some key dimensions of evaluating the effectiveness of recruitment channels are in the areas related to:

- Reach and visibility
- Candidates
- Experience
- Cost
- Time
- Process

<u>Recommended Classroom Activity</u>

Exercise 11 – Recommendation of Appropriate External Recruitment Channels

Refer to section 8.3.5 for exercise details

b. Internal Sourcing

Internal sourcing refers to the practice of sourcing candidates within the organisation. This can be through employee referral programmes, advertising on the organisation's intranet and communication boards targeting internal candidates. Other sources of internal candidates include internal transfers from other departments or locations, promotions, individuals from talent pool, interns, retired employees, and previous applicants. It is important to note that hiring through internal transfers and promotions will generate a new round of hiring needs for the replacement of the transferred and promoted employee.

Table 10: Internal Recruitment Channels for Target Talent Pools

Recruitment Channel	Target Talent Pool	Channel Characteristic
Employee referrals	External candidates	• Leverage employee networks to identify quality referrals • Increase the hiring success rate
Postings on intranet and communication board	Current employees	• Enable internal mobility • Explore career opportunities for talent retention
Internal transfers	Qualified employees	• Promote from within to acknowledge performance • Meet career aspirations
Proactive actions	Experienced talents (e.g. retired employees, former employees)	• Extend retired talent for fostering knowledge transfer and professional development within the workforce • Facilitate rehiring former employees who have a proven track record of good performance • Convert interns for the pipeline
Previous applicants	Interested individuals	• Reach out to candidates who have already shown interest in working for the organisation

Table 10 lists the major internal recruitment channels commonly applied for specific groups of targeted applicants, along with the characteristics of each channel.

Consider the following factors when utilising internal recruitment channels:

- Consider employees’ skills, interests and organisational knowledge
- Balance succession planning needs with career fulfilment
- Maintain consistent, respectful processes compliant with regulations (e.g. unless explicit consent has been obtained, personal data of unsuccessful applicants should not be retained for more than two years from the date of rejecting the applicant, while records of former employees should not be retained for more than seven years)
- View internal mobility and retention strategically to achieve mutual benefits

Organisations commonly utilise both external and internal sources to fulfil their recruitment needs. It is important to consider the advantages and disadvantages associated with each recruitment source.

Table 11: Pros and Cons of External and Internal Recruitment Sourcing

	Pros	Cons
External Recruitment	- Broader pool of candidates - Fresh perspective - New ideas - Willingness to challenge status quo - High motivation - Eagerness for achievement - Bringing new connections with industry practitioners - Potential to inspire changes - Opportunity to infuse new energy and enthusiasm	- Longer time for the hiring process - Time for new hires to assimilate into the organisation - Learning curve to understand the organisation, culture and work practices - Higher risk of performance uncertainty in a new role - Higher recruitment cost - Limit opportunities for current employees - Potential discontent or demotivation among non-selected existing employees
Internal Recruitment	- Better knowledge of the organisation - No need for assimilation - Timesaving in the recruitment process - Faster adaptation to new role - Higher engagement - Familiarity with organisational expectations - Motivated to deliver results and achieve goals - Lower risk of failure compared to external hires - Cultivation of a culture of internal opportunities and growth - Facilitation of development and training within the organisation - Cost-savings with recruitment	▪ Potential challenges from previous peers or colleagues ▪ Potential challenges from others who competed for the role ▪ Limited opportunity for new ideas or perspectives ▪ Need to find a replacement for the promoted or transferred employee's previous position ▪ Missed opportunity to bring in additional skills and experience ▪ Risk of creating a stagnant culture if internal movement is solely based on tenure within the organisation

Table 11 summarises the major pros and cons of external and internal souring for attention.

5.3.2.5 Screening and Shortlisting (Step 5 of 7)

This step of the recruitment process is to screen all applications and select qualified candidates for further assessments.

a. Screening

Screening is to filter applications to a more condensed list of candidates that meet the minimum requirements as listed on the job posting. These selected candidates are then invited for more comprehensive assessment in order for recruiters and hiring managers to select the most suitable candidate for the position. In addition to job requirements, it is crucial to thoroughly review professional qualifications or specific industry-required credentials that are relevant to the role. For example, licenses necessary for property agents, financial consultants, healthcare professionals and childcare workers should be carefully evaluated.

Qualifications Register (QR) is a web-based database at www.hkqr.gov.hk providing information of qualifications and related learning programmes recognised under the QF. It is a tool that human resource professionals can use to validate candidates' qualifications.

b. Assessment

Recruiters employ appropriate methods and assessment tools to gain a comprehensive understanding of the competencies required for the respective positions among shortlisted candidates. The importance of cultural fit is increasingly recognised as a crucial aspect of this evaluation process. Multiple approaches and tools are often applied to ensure a more comprehensive and objective assessment. The following part outlines the common approaches.

- Telephone interview –

  Telephone calls can be prearranged or unscheduled, and the purpose is primarily to confirm the candidate's availability, verify information, or gather specific details regarding certain competencies. For instance, recruiters may inquire about dates relating to employment history, specific areas of expertise, or the specific product group responsible for in current and previous employment.

- Virtual interview –

  Some organisations require applicants to include a pre-recorded video self-introduction with the application. This practice is more commonly observed in internships or management trainee programmes. With the advancement of technology, asynchronous interviews are gaining popularity. In such interviews, candidates record their responses to interview questions, and interviewers evaluate their answers at their convenient time. This approach offers greater flexibility and convenience in interview arrangements. Some asynchronous interviews even utilise AI technology to analyse candidates' tone, word choice, and other factors to assess their suitability for respective positions. While the analysis of facial expressions in interviews is not yet widely accepted, the use of asynchronous interviews is expected to grow in popularity.

Real-time virtual interviews have become the most commonly utilised method nowadays. They are commonly used as the primary assessment method, offering convenience in interview arrangement and enabling a greater number of interviews to be conducted. Candidates are often more willing to participate in these interviews as they offer flexibility and eliminate the need for travel. Additionally, real-time virtual interviews facilitate the evaluation of candidates from overseas, simplifying the assessment process for international applicants.

- Face-to-face interview –

Face-to-face interviews are utilised in various scenarios. One situation is when they are used as the subsequent step for candidates who have been filtered after a virtual interview. In industries where virtual tools are not commonly employed, face-to-face interviews remain the predominant method. Regardless of the context, face-to-face interviews continue to be a necessary approach.

Face-to-face interviews offer direct interaction between the interviewer and the candidates, providing an opportunity to assess crucial soft skills such as communication abilities, interpersonal skills, and personality traits that are essential for the job. They also allow candidates to ask questions and gain a first-hand experience of the work environment. It is important for the face-to-face interview to be a positive experience for the candidate.

The prevalent interview approach is competency-based interview or behavioural interview. The two terms are often used interchangeably. They are similar yet different in the fundamental focus. Competency-based interview aims to assess candidates against competencies required for the job, while behavioural interview assesses candidates' values and personality characteristics by examining the way they handle work-related scenarios.

Sample questions of competency-based interview:

- Tell me a time when you resolved a conflict with a team member.
- Describe a time when you were able to calm down an emotional employee.

Sample questions of behavioural interview:

- How do you deal with conflict? Share an example when you used this approach with your colleagues or employees.
- If there are employees who become emotional at work, what would you do to handle the situation?

Interviews may sometimes be influenced by bias and subjectivity, highlighting the importance of having experienced and skilled interviewers. Recruiters should exercise caution to avoid asking questions or engaging in conversations that may be perceived as discriminatory or prying into unnecessary personal information. In organisations that follow a specialist model in human resources, it is common for interviews to be conducted by more experienced recruiters with greater expertise. Recruiters should also ensure the proper setup of interview rooms and inquire with candidates about any specific arrangements they may need.

As the recruitment process progresses to later stages, it is typical for multiple interviews to take place, involving hiring managers and other relevant stakeholders. Sometimes panel interviews are engaged with recruiters and hiring managers to interview candidates together. These approaches help ensure a more comprehensive and well-informed evaluation of candidates. Panel interviews also foster closer collaboration and a more efficient assessment process.

Take note of the ***Code of Practice on Employment*** by the ***Equal Opportunities Commission*** relating to how to comply with Sex, Disability and Family Status Discrimination Ordinances in the employment process.

Recommended Classroom Activity
Exercise 12 – Objectives of Face-to-face Interviews
Refer to section 8.3.5 for exercise details

c. Assessment Tools

During screening and shortlisting, assessment tools are sometimes utilised to get a more specific indication of the candidates' skills and their compatibility with the organisation's culture and team dynamics. Some of the common assessment tools are: -

- Aptitude and personality tests –

  These tests are designed by specialists and may require specific training for administration. They encompass diverse evaluations such as personality assessments, numerical ability tests, verbal reasoning assessments, logical thinking tests, motivation drivers, intelligence quotient (IQ), emotional quotient (EQ), and others. The choice and focus of these tests depend on the specific requirements of the position and organisation. In contemporary practice, these assessments are predominantly conducted online and via mobile applications. Additionally, utilising these tests incurs additional costs in the recruitment process.

- Work samples –

  Candidates are required to do a piece of actual work closely related to the job they applied for. For example, delivering a training segment for a training-related role, or writing a short piece of code for a system developer position. It is important to communicate that these exercises are solely for assessment purposes. Candidates should be notified beforehand regarding any additional time requirements, asked about specific arrangements they may require, and encouraged to bring any relevant materials and tools for the task.

  These assessments can also be conducted spontaneously during virtual or face-to-face interviews. For instance, a sales position candidate may be asked to sell a product to the interviewer or handle a customer complaint via chat.

- Exercises –

  Usually employed in group interviews, where candidates are asked to work together on a task, to solve a problem, debate a particular issue, or even play a game. Recruitment team will observe and evaluate candidates based on their performance and interactions. The choice of exercise depends on the specific competencies required for the position.

- Job trials –

  This method is less common and primarily observed only in industries such as beauty or small retail. Candidates are requested to work for a few days as a trial period, allowing recruiters and/or hiring managers to observe their performance before making the final hiring decision. However, issues can arise regarding compensation during the trial period, and potential compensation risks in case of accidents during the trial. It may also be challenging for candidates to take leave from their current employment for the trial, making it more practical for finalists in the hiring process.

- Assessment centres –

  Assessment centres involve candidates participating in a range of job-related exercises, including simulations and assessments. These exercises can be conducted individually or in groups, where recruiters and/or trained assessors observe and evaluate their competencies and behaviours. All exercises conducted in assessment centres are tailored to the specific requirements of the position, making it a resource-intensive and time-consuming method.

When external recruitment partners are involved, they take on the responsibility of screening and assessing candidates to identify the finalists for selection. The hiring manager’s involvement typically occurs in the later stages of the process.

The assessment process filters and identifies finalists while allowing candidates to evaluate the organisation and the job. Additionally, it is important for candidates to have a positive experience throughout the process, regardless of whether they are ultimately selected or not.

5.3.2.6 Selecting (Step 6 of 7)

After assessments, finalists are chosen. The hiring manager and department head conduct final interviews and endorse the selected candidate.

Internal partners or clients may also speak briefly with candidates for mid-senior to upper-level positions. Their comments serve as additional inputs, and the conversations act as early engagement activities with the finalists. It is essential for the finally selected individual to have a positive impression on their prospective colleagues before accepting the offer.

The recruiter and human resource business partner work with the hiring manager and department head to make the final decision. They aim to find the best match between finalists' qualifications and position requirements, ensuring a fair and unbiased evaluation.

The human resource department prepares the compensation package, ensuring employment type, 4-1-8 requirements as relevant, compliance with minimum wage regulations, mandatory provident fund, and all pertinent terms of employment.

The recruiter or external recruitment partner extends the employment offer to the selected candidate, and handle negotiations if needed.

Some organisations opt to perform pre-employment checks, excluding the verification of current employment, before extending an offer to the selected candidate. On the other hand, some organisations conduct comprehensive checks when the candidate reports for duty.

Read the ***Code of Practice on Employment by the Equal Opportunities Commission*** to understand how to comply with Sex, Disability and Family Status Discrimination ***Ordinances*** in the employment process.

5.3.2.7 Offering Employment (Step 7 of 7)

Human resource department must verify that the selected candidate has the right of abode or right to land in HKSAR, permitting them to work -- such as being a holder of a permanent identity card or a dependent visa with work rights during the primary visa holder's stay. If the selected candidate does not meet these requirements, the employment offer must include a condition that a valid visa or entry permit is obtained. The human resource function is typically responsible for this process, though some external recruitment partners include visa assistance in their service, and specialised agencies offer this for a fee.

Recruiters need to familiarise themselves with the guidelines and procedures for employment visa applications to ensure compliance with all relevant rules and regulations. Additionally, recruiters should keep the selected candidate informed about the application process as needed.

The hiring process persists even after the employment offer has been made and accepted. Human resource and the hiring manager need to prepare for onboarding arrangement for the new “employee”.

a. Continuous communication with the candidate

It is important for human resource department, whether the recruiter or the responsible business partner, to maintain communication with the candidate during the notice period with the current employer. This practice, known as “keeping the candidate warm”, helps address the risks of uncertainty and possibility of candidates changing their minds. Reasons for this can include retention efforts by their current employer or the emergence of an alternative offer.

b. Pre-employment checks

Some organisations perform pre-employment checks before extending an offer, excluding the verification of current employment. Others conduct pre-employment checks when a candidate has reported duty with a condition stated in the offer for a positive checking result.

The employment checking process can be time-consuming, especially when involving overseas organisations such as colleagues or universities. This waiting period increases the risk of losing the candidate, despite efforts by the human resource team to maintain communication.

Another rationale for postponing employment checks until after the candidate has started the job is to prevent the administrative complexities if the offer is declined during the checking process.

Alternatively, some organisations adopt a balanced approach by conducting a few essential checks before extending the employment offer and completing the rest when the candidate reports for duty. The organisation determines which checks are deemed critical to be done before making the employment offer. One example of such critical check is contacting the candidate’s referees through phone calls.

Recommended Classroom Activity

Exercise 13 – Criteria to Evaluate Cost-effectiveness of Recruitment Channels

Refer to section 8.3.5 for exercise details

Other Recruitment-related Activities

5.3.2.8 Candidate Tracking

The recruitment process is greatly aided by technology, such as human resource systems and applications (HR apps), which streamline tasks, automate processes, and enhance candidate management efficiency. Candidate tracking is one of these.

Candidate tracking, also known as applicant tracking, refers to the process of systematically managing and monitoring candidate information, interactions, and progress throughout the recruitment process. This crucial function can be performed by human resource systems. Most HR apps can also handle it efficiently. HR apps centralise candidate profiles, resumes, and documents for reviewing and evaluation. They also support tracking by allowing recruiters to store and access this information in one place.

HR apps enhance recruitment functions through automation and data-driven insights: -

- Shortlisting and Applicant Tracking –
  - Centralise platforms to review, shortlist and track candidates
  - Leverage built-in features like resume parsing, keyword matching, and ranking algorithms to identify the most qualified candidates based on specific criteria

- Streamlined Communication –
  - Automate status updates to keep candidates informed throughout the process
  - Reduce manual effort while ensuring timely and consistent communication with candidates

- Collaboration and Feedback –
  - Provide a platform for sharing feedback, evaluations, and notes on candidates among hiring managers and team members
  - Facilitate transparency and informed decision-making

- Integration with Job Portals and Platforms –
  - Connect with popular job portals and platforms for seamless posting of job advertisements and capturing applications

    - Expand the reach of job postings and simplify the application process for both employers and candidates

- Analytics and Reporting –
    - Provide insights into recruitment metrics, such as the number of applications received, time-to-fill, and source effectiveness
    - Leverage insights to evaluate the success of their strategies, optimise the shortlisting process, and make data-driven decisions

It is ***critical*** to first seek the ***advice or obtain endorsement from the Information Technology*** (IT) Department before using any HR apps. It is crucial to exercise caution regarding ***information security*** when integrating external applications into internal operational activities, especially when dealing with a significant amount of personal information of candidates during the recruitment process. The recommended approach is to collaborate with the IT Department in the selection and adoption of HR apps to ensure ***compliance and safeguard data privacy.***

5.3.2.9 Onboarding

Effective onboarding is crucial for employee engagement and retention. It is not the same as orientation and involves personalised experiences for new employees. Here are some key areas of attention during the onboarding process:

- Before the first day: Stay in touch with the new employee after accepting the offer, send regular check-ins, and provide relevant information about the start day.

- On the first day: It is important for the responsible human resource business partner and manager to be present and allocate sufficient time to support the new employee.

Additional onboarding actions during the first day and week include:

- Provide a welcome message from senior management and the manager.
- Present identification cards and office access cards.
- Offer organisational swag if available.
- Assist the new employee in completing necessary paperwork.
- Familiarise the new employee with work practices and office facilities.
- Provide onboarding materials and necessary information.
- Ensure all necessary tools and equipment are ready.
- Facilitate introductions to team members and other departments.
- Assign a buddy from the same department to assist integration.
- Schedule orientation training and necessary system training.

- Coordinate a meeting between the manager and the new employee to align goals and expectations.
- Arrange follow-up meetings to collect feedback and address questions or concerns.

For offshore locations, virtual onboarding may be necessary, requiring additional considerations and extended timelines.

It is important to remember that assimilating to a new job, environment, and culture takes time. Regular communication, meetings and ongoing support are essential to help the new employees feel welcomed. A comprehensive onboarding experience has a positive impact on new hire retention and should include plans for continued support and development throughout the integration process.

5.3.2.10 Employer Branding

Employer branding involves promoting an organisation as a desirable employer, enhancing its workplace reputation and employee satisfaction. It helps attract, hire, and retain talent, making the organisation the preferred choice for employment. Benefits of a positive employer brand include highlighting uniqueness, influencing applicants' decisions, saving recruitment costs, being more competitive for talents, building employee engagement, and improving retention.

An authentic employer brand represents the organisation's distinctive attributes, values, culture, work environment, and commitment to sustainability. It extends beyond culture and policies to encompass the entire employee experience, from application to exit. A positive candidate experience during recruitment reinforces the organisation's employer brand and reputation.

To establish a branding strategy, organisations collaborate with internal experts and follow key steps. These include gathering feedback from candidates and employees, developing an employee value proposition, setting objectives, creating a candidate persona, allocating a budget, devising a content strategy, selecting appropriate mediums, implementing actions, and regularly reviewing and revising the strategy.

Maintaining an updated website and social media presence, responding to feedback (including negative comments), and addressing any gaps promptly and authentically are crucial for maintaining consistency and authenticity in employer branding. Contradictions between reality and promotion can harm the organisation's reputation.

5.3.2.11 Stakeholder Management

Stakeholder management in recruitment refers to the process of effectively identifying, engaging, and collaborating with various individuals or groups who have a vested interest or influence in the recruitment process. These stakeholders include the hiring managers, department heads, other human resource teams, candidates, and external recruitment partners.

The goal of stakeholder management in recruitment is to meet the needs and expectations of all stakeholders throughout the hiring process. This involves:

- Building relationships: Develop strong relationships with hiring managers and stakeholders to understand their requirements and preferences.

- Clear communication: Maintain open and transparent communication channels to provide updates on the recruitment process and address concerns.

- Collaborative decision-making: Involve stakeholders in candidate evaluations, interviews, and final selection.

- Setting realistic expectations: Provide accurate information about the recruitment timeline and market conditions.

- Aligning objectives: Ensure that recruitment aligns with organisational goals and the needs of the hiring team.

- Handling conflicts: Resolve disagreements through open discussions and finding mutually beneficial solutions.

Source of Information

Recruitment plays a crucial role in the staffing process and is considered a vital human resource function. The effectiveness of recruitment relies on a solid understanding of current workforce requirements and a forward-looking approach to meet future business objectives. It is essential to comprehend the employment market, including the availability and effectiveness of different channels within the industry. Gathering information from both internal sources within the organisation and external market data are critical factors for ensuring effective recruitment activities.

5.3.2.12 Information within the Organisation

Information required for various steps of the recruitment process has been described in the respective section. Below is a recap of the key points. It includes: -

- Organisation information, including organisation structure, objectives, and responsibilities of departments and functions
- Open positions within the organisation
- Position requirements

- Employment types within the organisation
- Grading structure
- Recruitment channels – both internal and external channels used by the organisation, their effectiveness, and terms of agreement
- Recruitment partners – resourcing partners and agencies
- Selection practices and assessment tools
- General employment terms and conditions of employment, and key benefits

Regularly updating changes in information is essential to ensure that recruitment activities are aligned with the latest data. These updates cover a range of aspects, including numbers and facts of organisational structure, position requirements, recruitment partners, terms of agreement and more.

Note that such information is internal to the organisation and ***must be kept confidential*** irrespective of the nature and content. Of particular importance are the ***personal information of candidates*** *and* ***terms of agreement*** with recruitment partners. In addition to raw information, there could be copies of ***candidates' curriculum vitae, employment offer letter, contracts and agreements, assessment reports, interview comments***, and more. All of this information must be treated in 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 it in a copying machine or similar devices. These are just a few examples of the precautions that need to be taken.

5.3.2.13 Information from the Market

In addition to internal information, there is additional information and references to be sourced from the market. Below are some examples: -

- Salary benchmark of comparable positions in the market
- Titles appealing to candidates
- Assessment tools relevant for the competencies concerned
- Best practices in the assessment process
- Best practices for reference checks
- Market price of agencies and search partners
- Employment market information
- Employer branding messages and activities of other organisations
- Employment-related ordinances and their updates
- Industry-specific regulations and their updates

General information related to the recruitment process, popular engagement programmes, and assessment tools available from the internet and various social media can serve as reference for the exercise.

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.

Relate to content of the ***previous UoC*** regarding data and information from the employment market and the workforce.

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 ***Additional Learning Materials*** in section 5.3.3 provides reference for further reading.

Exercise 10 – Crafting a Job Posting for Human Resource Officer Role

- 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 prepare a job posting for a human resource officer role. The job posting should include information about the organisation, job responsibilities and requirements
- Each group is required to share their inputs on completing 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

Exercise 11 – Recommendation of Appropriate External Recruitment Channels

- Learners are arranged in groups to do this exercise
- In case of in-house training, learners can work individually or in pairs
- Each group needs to discuss and recommend the most suitable external recruitment channels for a given list of job roles. All groups also need to provide rationale for the recommendations in the group sharing

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 12 – Objectives of Face-to-face Interviews</u>

- 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 in the group and come up with a list of competencies that are commonly assessed through face-to-face in-person interviews. The group needs to provide rationales for the listed points during the group sharing

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 – Criteria to Evaluate Cost-effectiveness of Recruitment Channels

- Learners are arranged in groups to do the exercise
- In the case of in-house training, learners can work individually or in pairs
- Learners are required to discuss in the group for a list of criteria to evaluate the cost-effectiveness of various recruitment channels discussed in the content of the UoC
- Each group is required to share the list 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

5.3.3 Additional Learning Materials

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- Skulls, W. (2022, December 21). *Recruitment Models and Tips for the Best Recruitment Practices*. Linkedin.com. (link)
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- Tutorialspoint (n.d.). *Types of Recruitment*. Tutorialspoint.com. (link)
- Watson, S. (n.d.). *Building Incredible Teams: Stakeholder Management in Recruit*. Scede.io/blog. (link)
- Wetherel, E., & Nelson, B. (2021, August 12). *8 Practical Tips for Leaders for a Better Onboarding Process*. Gallup.com. (link)

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

- Equal Opportunity Commission (link)
- Equal Opportunity Commission, Code of Practice on Employment (link)
- Immigration Department, Our Services, Visas / Entry Permits (link)

- Immigration Department, Our Services, Visas / Entry Permits, Talent Admission (link)
- Labour Department, Enhanced Supplementary Labour Scheme and other Sector-Specific Labour Importation Schemes (link)
- Labour Department, Labour Legislation (link)
- Office of the Privacy Commissioner for Personal Data, Hong Kong, Data Privacy Law (link)
- Privacy Commissioner for Personal Data, Hong Kong, Code of Practice on Human Resource Management (Revised in April 2016) (link)
- Social Service Department, Special Scheme to Import Care Workers for Residential Care Homes (link)

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 recruitment 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.

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.

In the context of recruitment, actively networking with colleagues is the most effective way to understand the duties and responsibilities of various roles within the organisation, as an integral part of job analysis exercises. Internal networking also helps streamline recruitment activities, including interview scheduling and hiring decisions. Direct communication and agreement on interview comments and candidate selection are facilitated, particularly when considering cultural fit, which may not be easily conveyed through descriptive statements alone.

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

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.

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 into recruitment channels, negotiating fees, assessment tools, sourcing partners, and candidate references. Industry events provide updates on salary benchmarks, employment market information, and HR best practices.

Actively attending events, conferences, seminars, and industry activities is an effective way to establish an extensive external network. The tips for developing internal network are also applicable externally.

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, new recruitment channels, and learn 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.
  - Be creative with staffing actions, be open-minded also helps with data and information interpretation.

    - Have an open mind to assess and select candidates objectively. An open attitude also facilitates fresh perspectives and innovative recruitment actions.

- 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 candidates 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.

- Preserve confidentiality –
    - Most human resource roles require collecting, reading, and recording personal information and information of performance ratings, comments and special cases like conflicts or grievances.
    - Keep all information, whether officially or informally learned of, in full confidence.
    - 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						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
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 Essentials of Recruitment Practices

Three Units of Competency (UoC) of this Package

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

- **Compile valid job specifications and descriptions**
  (Code: 106933L4)

- **Complete recruitment content details and deploy identified recruitment channels and methods**
  (Code: 106943L4)

The three Units of Competency (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.

Overall Intended Learning Outcome for Learners

On completion of the three UoC 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;

- compile valid and up-to-date job specifications and descriptions which are aligned with current performance and future development needs of the business;

- complete recruitment contents in a clear and precise manner; and
- execute candidate search through the identified recruitment channels and methods.

Learning Mode

- Classroom Training
- Self-study

Unit of Competency

Collect information of employment market trend

and issues that affect employment

(Code: 107075L4)

Intended Learning Outcome of 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
- Value 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
- Turnover rate by major industry sector
- Average wage level
- Rate of average annual salary increment

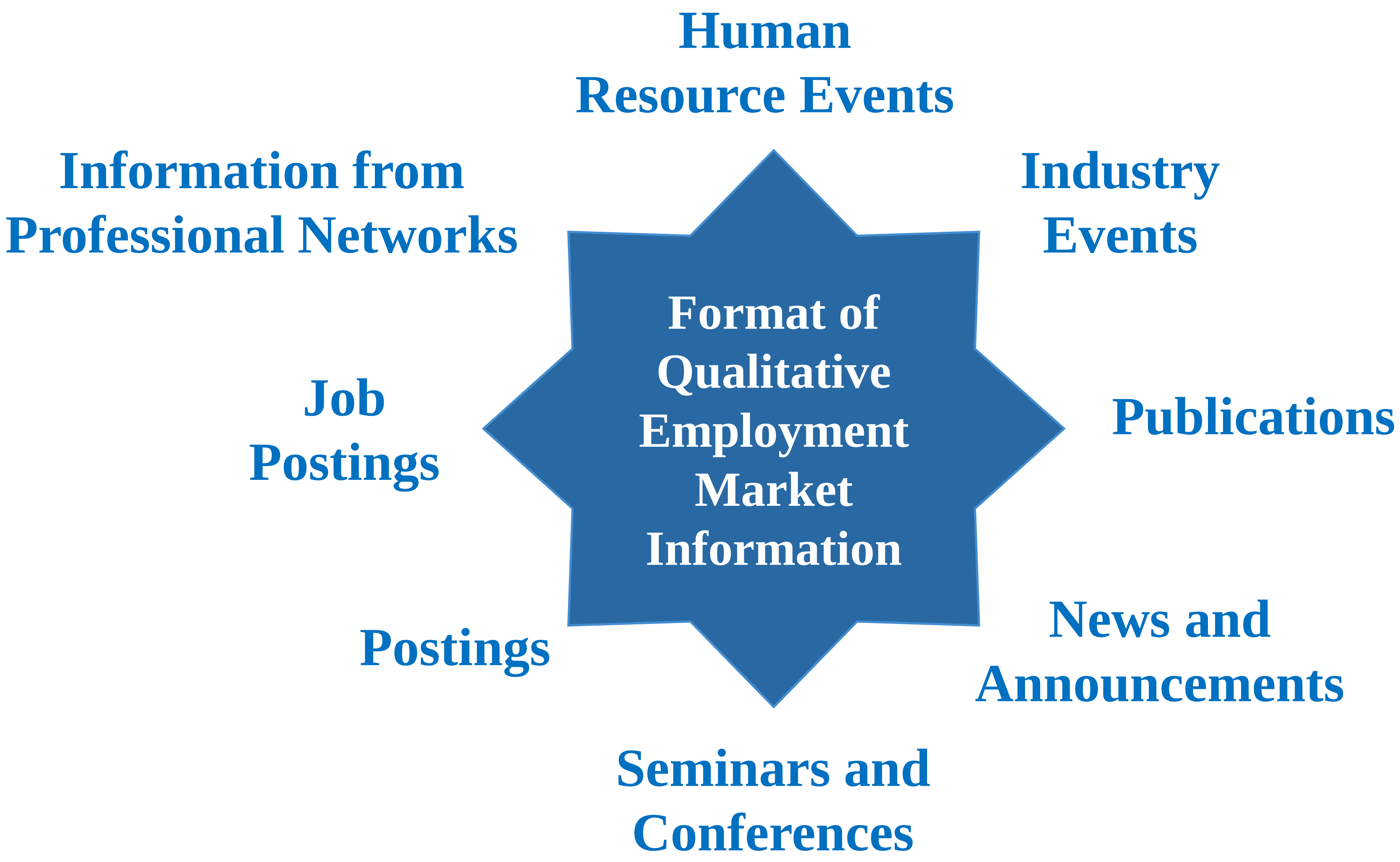
→

- 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

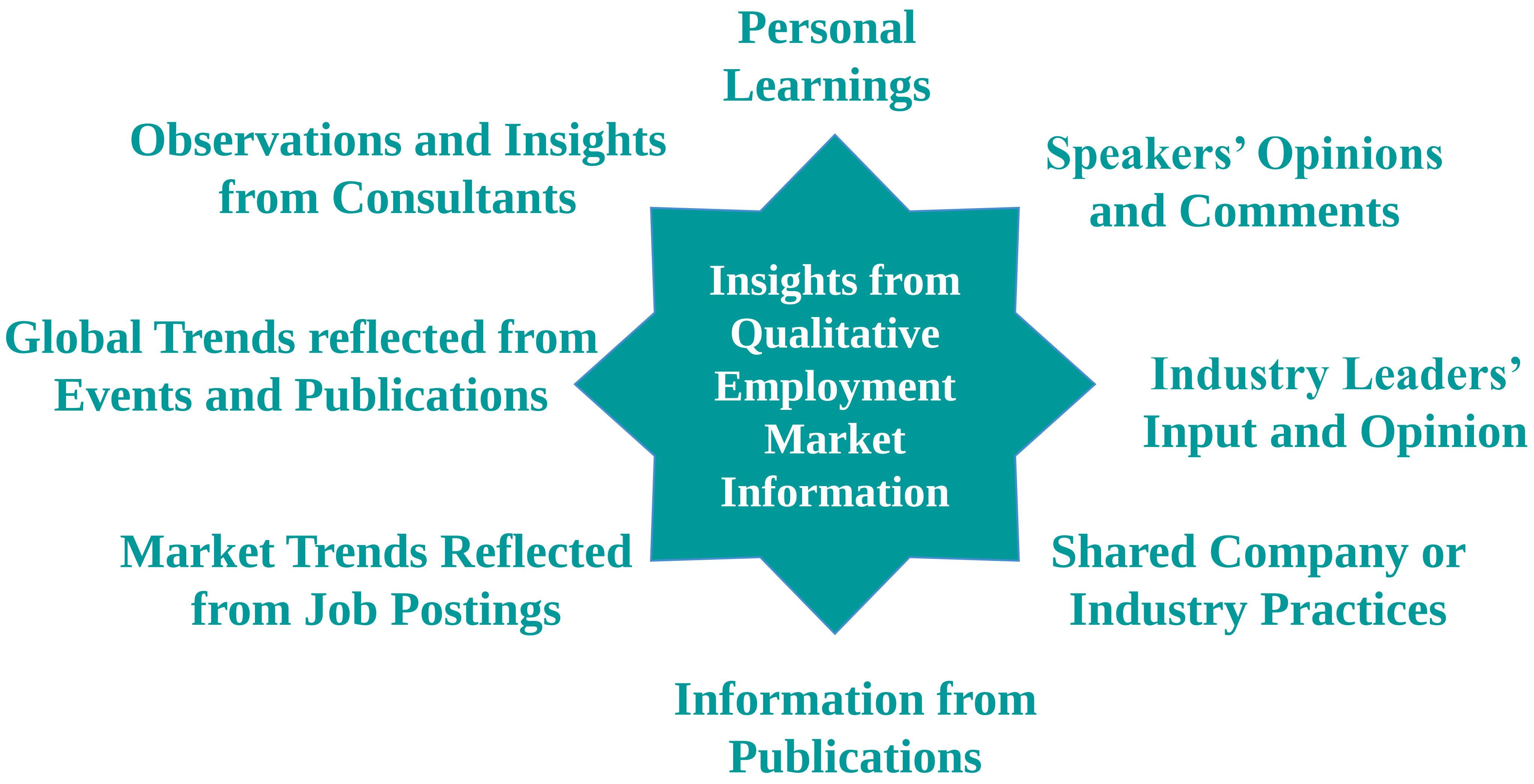
Exercise 2 – Interpretation of Market Information

- 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



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

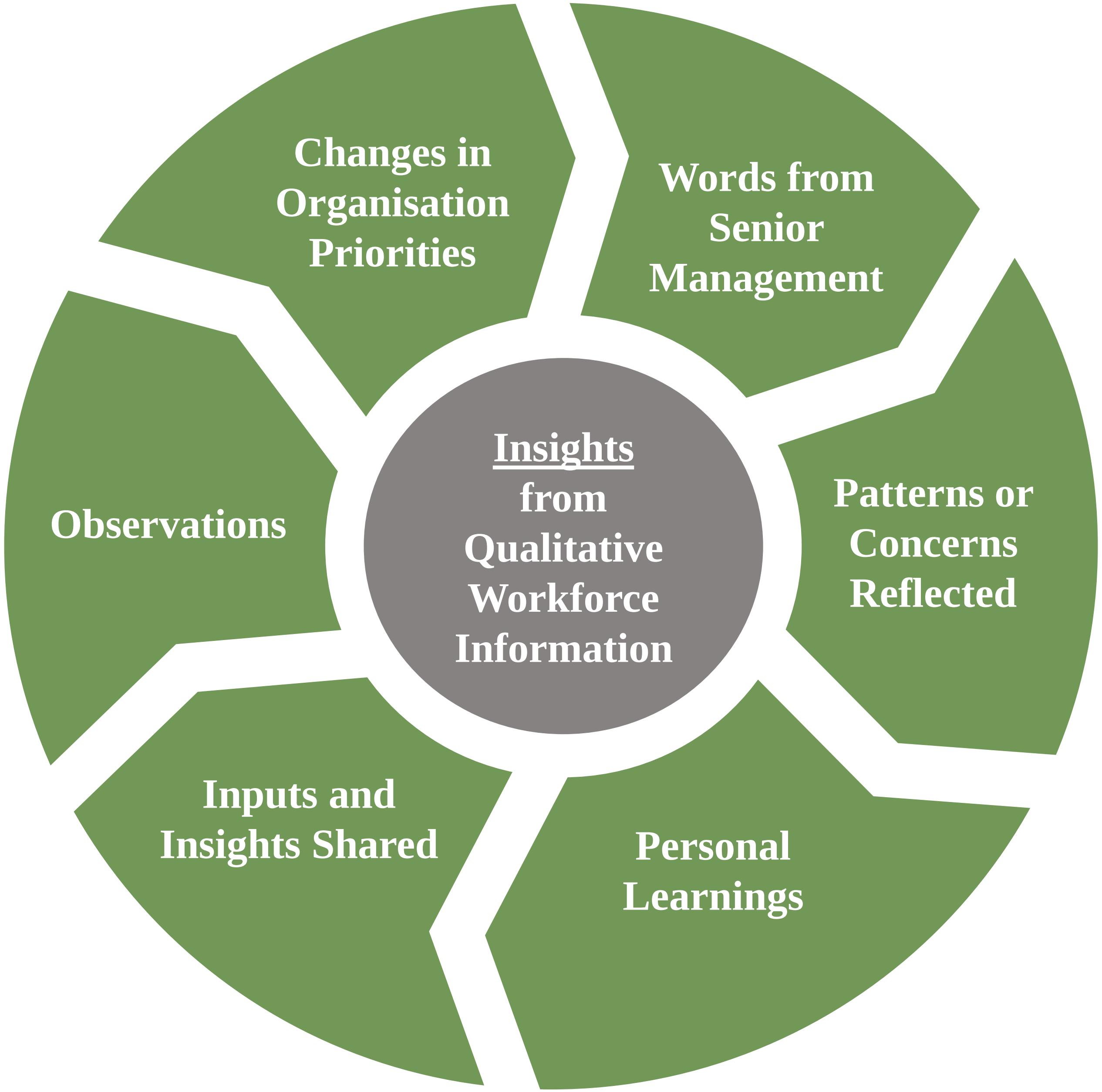
- Work in groups
- Each group is given a sample turnover report, and other supporting data
- Review the report to:
  - identify turnover patterns reflected
  - identify red flags
  - name potential impact and risk to the workforce
  - determine potential actions to take

Qualitative Workforce Information - Formats

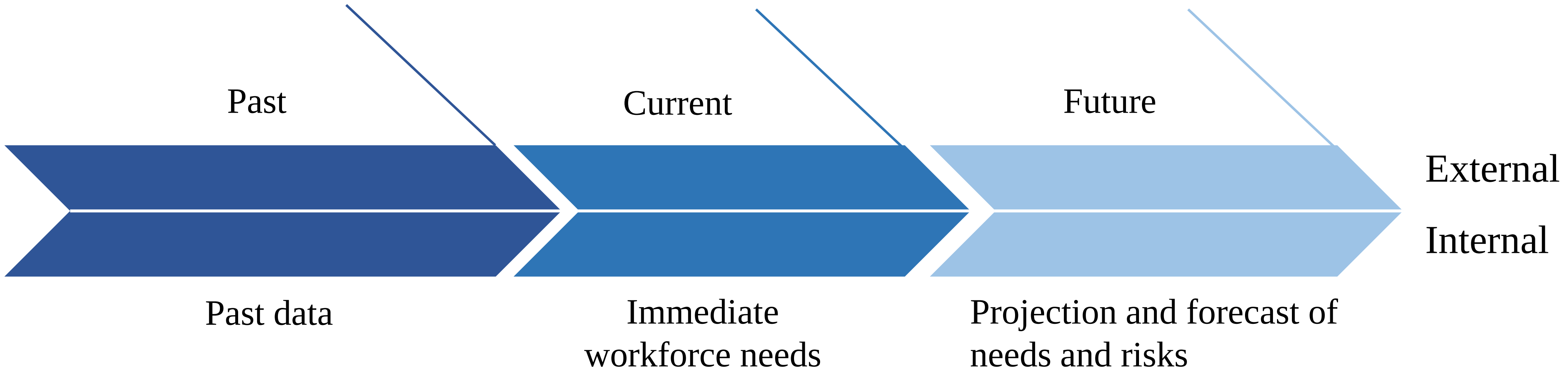
Exercise 4 – "From Strategies to Actions" Quiz

- Work individually
- Take turns to answer questions from the trainer
- One after another
- One question every time

Qualitative Workforce Information - Insights

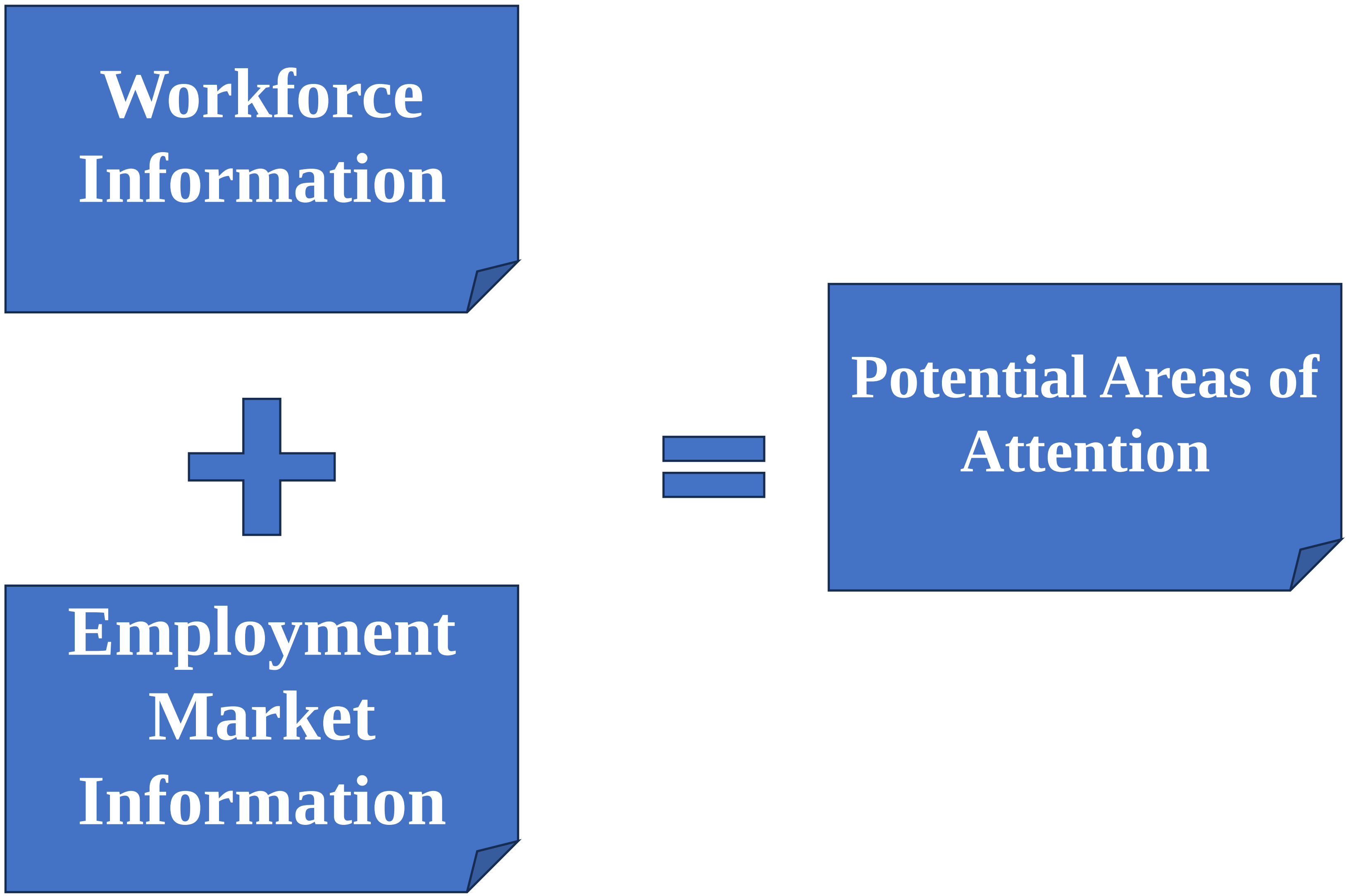


Integration of Information from Employment Market and Workforce



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

Compile valid job specifications and descriptions

(Code: 106933L4)

Intended Learning Outcome of UoC 106933L4

- **understand key elements of job specification and job description;**
- **understand the changing requirements of jobs within the organisation and regional jurisdiction requirements, as needed;**
- **organise job analysis with support from line management;**
- **prepare or update job specifications and descriptions based on the result of job analysis, in collaboration with line management;**
- **confirm the job specifications that are up-to-date with timely tracking of employment movements and recruitment cases;**
- **verify the content in job specifications and descriptions; and**
- **proactively contact line management to confirm validity of the updated job specifications and descriptions.**

Content Overview of UoC 106933L4

- Overview of the Recruitment Process
  - Manpower Planning
  - Recruitment and Hiring
- Value of An Effective Recruitment Process

Initial Steps in the Recruitment Process

Understanding Recruitment Requirements

Conducting Job Analysis

- Values of Job Analysis
- Process and Methods of Job Analysis
- Roles of Human Resource in Job Analysis
- Job Descriptions and Job Specifications

Source of Information

- Information Within the Organisation
- Information From the Market

Manpower Planning

Employment Types

Full-time Permanent Employees	Part-time Employees	Temporary Workers	Independent Contractors and Freelancers	Agency Workers
• Under continuous employment • Entitled to statutory benefits • May have additional benefits from organisations	• Work fewer hours or on a flexible schedule • Continuous employment or fixed term	• On short-term basis for specific needs or internship • Can be full-time or part-time • May be on "continuous contract"	• On project basis for specialised services • Can be self-employed individuals or entities • No employment contract with the organisation	• Contractual relationship with the hiring agency • Agency has B2B contract with the organisation

Note the latest regulations regarding the "continuous contract" of employment

Exercise 6 – Determine the Suitable Employment Types

- Work in groups
- Read the case as provided
- Discuss and determine the most suitable employment types for the stated scenario

Recruitment and Hiring

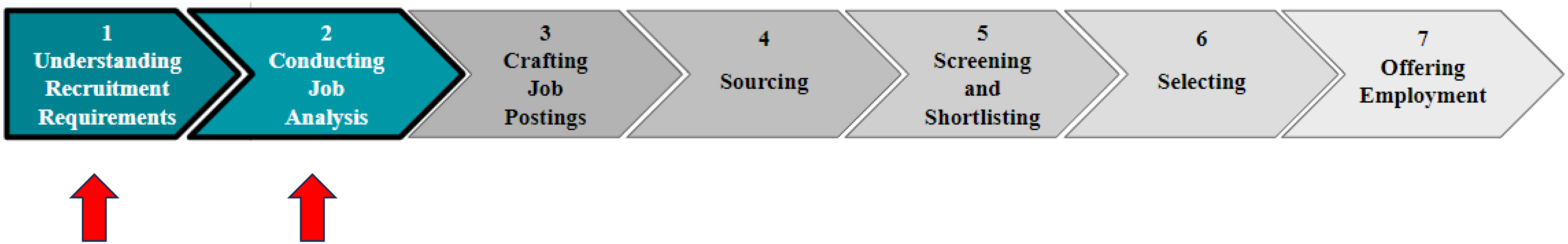
Recruitment	Hiring
• Is actively searching for and attracting potential candidates • Involves identifying staffing needs, developing job descriptions and requirements, advertising job openings, and attracting qualified applicants • Typically includes sourcing candidates, screening resumes, conducting interviews, and shortlisting candidates • Primary objective is to identify and attract qualified candidates	• Is the act of selecting and appointing a candidate for a specific position • Represents the ultimate goal of recruitment • Involves a decision on the most suitable candidate to fill an opening • Encompasses activities of extending a job offer, negotiating terms of employment, conducting background checks or reference checks, and completing the necessary paperwork • Is the final step in recruitment resulting the candidate becoming an employee

Value of an Effective Recruitment Process

- Attracting top talent
- Retaining quality employees
- Improving productivity and performance
- Building a diverse workforce
- Enhancing organisational culture
- Minimising recruitment costs
- Promoting employer branding
- Facilitating succession planning
- Ensuring legal compliance
- Supporting organisational growth

The Recruitment Process

A Typical Recruitment Process



Training content of this UoC focuses on the first two steps

Step 1 – Understanding Recruitment Requirements

Common Recruitment Needs: -

- Replacements
- Open position due to changes
- Position of high turnover

Exercise 7 – Job Roles Prone to Continuous Recruitment

- Work in groups
- Discuss and come up with a list of job roles prone to continuous recruitment and the reasons
- Can search online for information

Step 1 – Understanding Recruitment Requirements

Recruitment	Talent Acquisition
• Short-term hiring for immediate needs • Filling instant openings • Regular recruitment, including volume hiring • Filling open positions efficiently • Maintaining positive relationships with candidates for current openings • Creating a favourable employer branding • Utilising reactive approach through job postings • Employing passive sourcing methods relying on candidate applications from through various channels	• Long-term workforce planning • Proactive people strategy • Developing talent pipeline for future needs • Focusing on hard-to-fill senior and specialised skills positions • Considering employment market trends • Nurturing relationships with potential candidates for future opportunity • Promoting long-term employer branding • Proactively source passive candidates • Actively "hunting" top talents through various channels and events

Step 2 – Conducting Job Analysis

Job Analysis and Its Products

Job Analysis

Job Description

- Title
- Grade
- Duties and responsibilities
- Reporting
- Path of progression
- Location
- Work environment
- Travel requirement

Job Specification

- Education
- Work experience
- Skills
- Licensed required
- Training
- Personality traits

Job Posting

- Organisation information
- Job Responsibilities
- Requirements

Value of Job Analysis

Some purposes served by Job Analysis: -

Recruitment	**Workforce Planning**	**Employee Development**
Performance Management	**Compensation Design**	**Grading Structure**
Assessment Tools	**Compliance**	**Job Holders' Self Review**

Typical Job Analysis Process

Job Analysis is a systematic approach to gather information to understand the details of a job

1. Data Collection

2. Data Analysis

3. Benchmark Similar Positions

4. Continuous Review

Job Analysis – Data Collection

Job Analysis Methods

- Job Performance
- Observation
- Task Inventory
- Interview
- Work Diary or Tasks Log Sheet
- Questionnaire

Exercise 8 – Pros and Cons of Some Job Analysis Methods

- Work in groups
- Discuss the pros and cons of some job analysis methods
- Complete the table as in the Learner Guide
- Can search online for information

	Pros	**Cons**
Observation	- -	- -
Interview	- -	- -
Questionnaire	- -	- -
Work diary or task log sheet	- -	- -
Task inventory	- -	- -
Job performance	- -	- -

Job Analysis – Data Analysis

To identify …

- Time required
- Tools used
- Importance and Priority
- Patterns
- Changes
- Gaps

- Evaluation of the need to change job content and process
- Findings form core of job descriptions and job specifications

Job Analysis – Benchmarking and Continuous Review

Benchmarking	Continuous Review
Compare similar positions in the market	Adapt to evolving job demands, market trends, and industry developments

Roles of HR in Job Analysis

Job Analysis conducted by HR

HR roles include: -

- research and benchmarking
- exercise administration
- data collection and documentation
- data analysis support
- record keeping
- job description development
- collaboration and communication
- compliance and confidentiality

Job Analysis conducted by Line Manager

HR collaborates with line managers to provide: -

- guidance and resources
- ensuring consistency and standardisation

Job Analysis conducted by External Specialists

HR assists in: -

- scheduling and coordination
- communication and follow-up
- administrative support
- project management

Job Descriptions

Is an internal document of information about a position collected from job analysis

Common components: -

• Job title	• Compensation and benefits
• A summary of the job and job nature	• Work location
• Objectives of the job	• Working conditions
• Duties and responsibilities	• Travel requirement
• Reporting structure	• Machines and tools to be used
• Grading	• Work time

Can refer to resources under the Qualifications Framework (QF)

Qualifications Framework

One of the major job description references, with information on job responsibilities, requirements, and paths of career progression across industries.

Qualifications Framework: -

• Specification of Competency Standards (SCS)	• Outlines skills, knowledge and abilities required to perform different job functions across industries
• Vocational Qualifications Pathway (VQP)	• Maps learning and career progression within major areas of listed industries in the journey to obtain credentials at various QF levels

https://www.hkqf.gov.hk

Job Specifications

Is an internal document regarding job requirements of a position collected from job analysis

Common components: -

- Educational qualifications or level by QF
- License or professional qualification required
- Level of experience
- Technical skills or specific skills required for the job
- Physical attributes
- Emotional attributes
- Personality traits

Must highlight unique requirements, professional qualifications, and regulatory requirements

Exercise 9 – Writing Job Responsibilities and Requirements of a Recruiter

- Work in groups
- Discuss and prepare the job responsibilities and requirements for a typical recruiter role for job posting
- Can search online for information

Source of Information

Within the Organisation

- Organisation information
- Responsibilities of departments and functions
- Present and future workforce needs
- Roles and responsibilities of specific positions
- Open positions for hiring
- Turnover metrics
- Position requirements
- Employment types within the organisation
- Grading structure
- General employment terms
- Records of previous analysis

IN STRICT CONFIDENCE

From the Market

- Roles and responsibilities of similar jobs
- Position requirements of similar jobs
- Comparable job titles and grades
- Salary benchmarks of comparable positions
- External specialists for job analysis
- Best practices in manpower planning and job analysis
- Employment market information
- Employment-related ordinances
- Industry-specific regulations

Be Updated with Market Information

Unit of Competency

Complete recruitment content details and deploy the identified recruitment channels and methods

(Code: 106943L4)

Intended Learning Outcome of UoC 106943L4

- **understand the key elements and requirements of an effective recruitment communication;**
- **understand various sources to locate potential candidates in the market for different job openings;**
- **complete clear and precise recruitment content details based on the organisation's job specification and job description;**
- **use content marketing to attract the right candidates by building and showcasing a compelling employer brand to potential candidates;**
- **adopt the most cost-effective recruitment channels and methods;**
- **adjust existing recruitment channels and methods if necessary to maximise recruitment outcome; and**
- **proactively search for new recruitment channels and methods to improve cost-effectiveness and recruitment result.**

Content Overview of UoC 106943L4

- Overview of the Recruitment Process
- Value of An Effective Recruitment Process

Other Key Steps in the Recruitment Process

Crafting Job Postings

Sourcing
- External Sourcing
- Internal Sourcing

Screening and Shortlisting

Selecting

Offering Employment

Other Recruitment-related Activities

- Candidate Tracking
- Onboarding
- Employer Branding
- Stakeholder Management

Source of Information

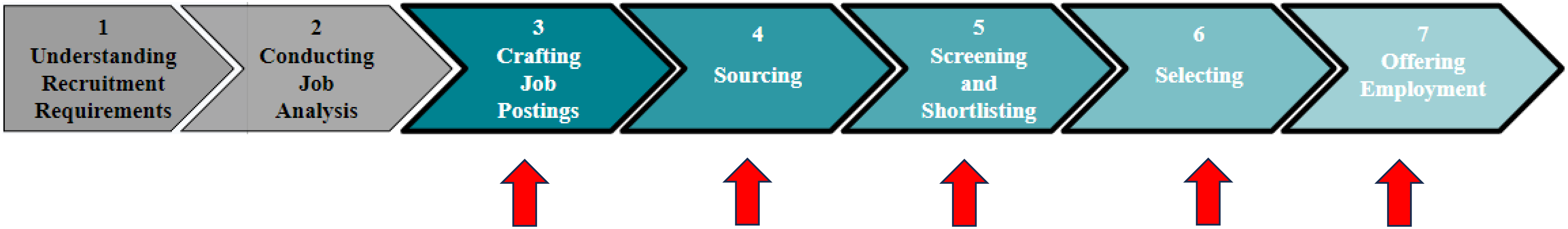
- Within the organisation
- From the market

Value of an Effective Recruitment Process

- Attracting top talent
- Retaining quality employees
- Improving productivity and performance
- Building a diverse workforce
- Enhancing organisational culture
- Minimising recruitment costs
- Promoting employer branding
- Facilitating succession planning
- Ensuring legal compliance
- Supporting organisational growth

The Recruitment Process

A Typical Recruitment Process



Training content of this UoC focuses on steps 3 to 7

Crafting Job Postings

Derived from Job Description and Job Specification as recruitment advertisement to attract applicants. Typically has three primary sections.

About the Organisation

Information about vision, mission, core values, and work culture for candidates to evaluate suitability.

About the Job

Information selected from Job Description, arranged, and phrased to captivate potential candidates.

About Job Requirements

Information derived from Job Specification about specific and adequate requirements to attract qualified candidates.

Job Postings

About the Job

Information selected from Job Description, arranged, and phrased to captivate potential candidates.

Core information to include -

- Job title
- Summary of the job nature and objectives
- Responsibilities
- Reporting structure
- Work location
- Compensation and benefits

Include if relevant for the position -

- Working conditions
- Work time
- Machines and tools to be used
- Travel requirement

- Disclaimer – typically the last point in this section

Job Postings

About Job Requirements

Information derived from Job Specification about specific and adequate requirements to attract qualified candidates.

- Minimum educational achievements
- Equivalent qualifications at HKQF level
- Preferred years and area of experience
- Technical skills or job-specific skills required
- Licensed or professional qualifications required
- Soft skills required

Job Posting – Other Important Information

- Application instructions
- Deadline for application
- Contact information
- Equal opportunity statement

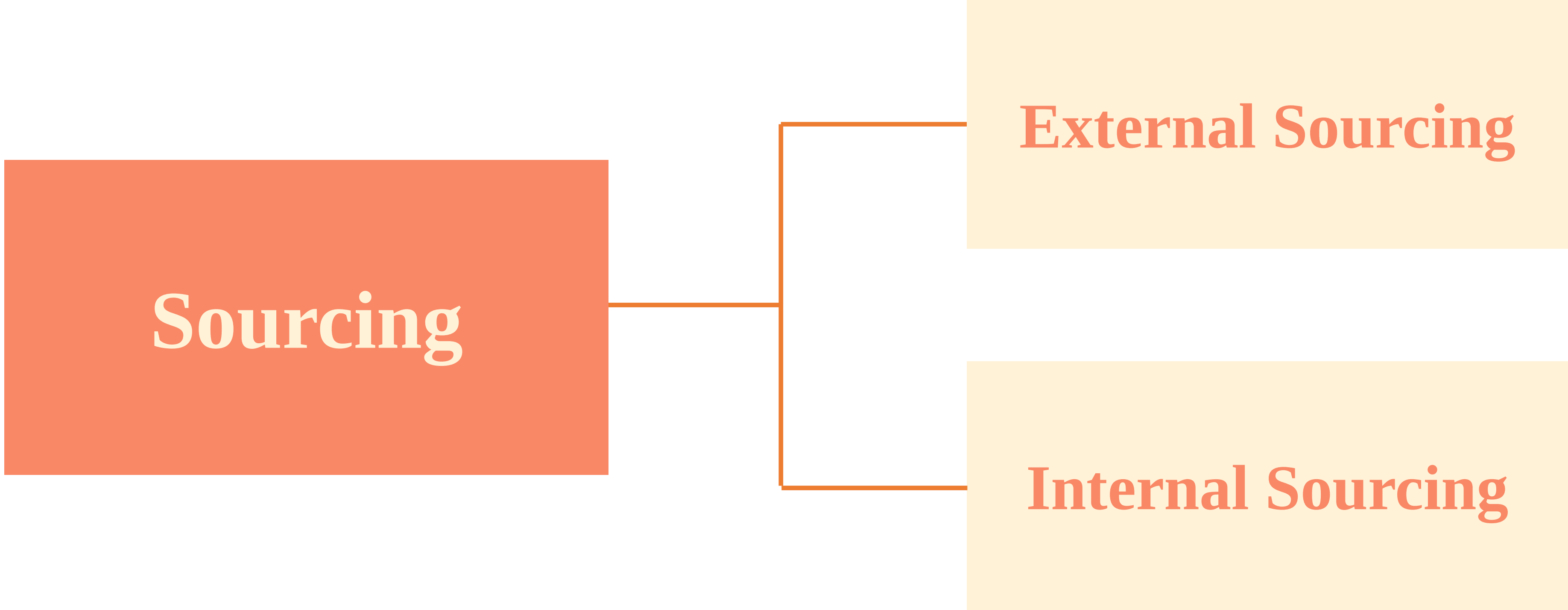
Exercise 10 – Crafting Job Posting for a HR Officer Role

- Work in groups
- Prepare a job posting for a HR Officer role
- Include information about the organisation, job responsibilities and requirements
- Can search online for information

Points to Note for Job Postings

Dos	Don’ts
• Personalise the job posting • Use clear and simple language • Provide sufficient details • Be specific • Use bullets points • Maintain a conversational tone • Use inclusive language • Confirm content with hiring manager • Always proofread • Include contact information and clear application instructions	• Avoid jargons and acronyms • Do not use fancy language • Do not use language that may sound discriminatory • Avoid biased or stereotypical language • Exclude wish lists • Avoid irrelevant or excessive information • Stay clear of unrealistic claims • Do not request unnecessary personal information

Sourcing



Sourcing – External Sourcing

Major External Recruitment Channels

- Posting on social media platforms and mobile applications
- Postings on the websites of universities or professional bodies
- Placement agencies or search firms
- Recruitment events on campuses
- Job fairs organised by Labour Department or professional bodies
- Organisation’s website or job boards
- Collaboration with Non-Governmental Organisations (NGOs)
- Print advertisements
- Authorised display of bills and posters in shops, public transports and stations
- Networking activities
- HKSAR’s labour importation schemes

Evaluating Effectiveness of Recruitment Channels

Key Dimensions: -

- Reach and visibility
- Candidates
- Experience
- Cost
- Time
- Process

Exercise 11 – Recommendation of Appropriate External Recruitment Channels

- Work in groups
- Discuss and recommend the most suitable external recruitment channels for the given list of job roles with reasons

Sourcing – Internal Sourcing

Major Internal Recruitment Channels

- Employee referrals
- Postings on intranet and communication board
- Internal transfers
- Proactive actions
- Previous applicants

Pro and Cons of External Recruitment

Pros	Cons
• Broader pool of candidates • Fresh perspective • New ideas • Willingness to challenge status quo • High motivation • Eagerness for achievement • Bringing new connections with industry practitioners • Potential to inspire changes • Opportunity to infuse new energy and enthusiasm	• Longer time for the hiring process • Time for new hires to assimilate into the organisation • Learning curve to understand the organisation, culture and work practices • Higher risk of performance uncertainty in a new role • Higher recruitment cost • Limit opportunities for current employees • Potential discontent or demotivation among non-selected existing employees

Pro and Cons of Internal Recruitment

Pros	Cons
• Better knowledge of the organisation • No need for assimilation • Timesaving in the recruitment process • Faster adaptation to new role • Higher engagement • Familiarity with organisational expectations • Motivated to deliver results and achieve goals • Lower risk of failure compared to external hires • Cultivation of a culture of internal opportunities and growth • Facilitation of development and training within the organisation • Cost-savings with recruitment	• Potential challenges from previous peers or colleagues • Potential challenges from others who competed for the role • Limited opportunity for new ideas or perspectives • Need to find a replacement for the promoted or transferred employee’s previous position • Missed opportunity to bring in additional skills and experience • Risk of creating a stagnant culture if internal movement is solely based on tenure within the organisation

Screening and Shortlisting

Screening -

Filter applications >>> Condensed list of candidates >>>Assessment >>> Finalists

⇩

-meet minimum job requirements

-review professional qualifications as required

-review industry-required credentials

-licenses required by industry regulations

Can validate candidates' qualifications through the Qualifications Register (QR) at www.hkqr.gov.hk which provides information on qualifications and learning programmes recognised by the QF.

Common Assessment Methods

Telephone Interview

Virtual Interview

Face-to-face Interview

Exercise 12 – Objectives of Face-to-face Interviews

- Work in groups
- Discuss and come up with a list of competencies commonly assessed through face-to-face in-person interviews, and the reasons

Common Assessment Tools

- Aptitude and Personality Tests
- Work Samples
- Exercises
- Job Trials
- Assessment Centres

Selecting

Finalists

Final interviews by hiring manager and department head

May meet with internal partners or clients

Final decision jointly by HR, Hiring Manager and Department Head

Offering Employment

Continuous Communication with the Candidate

Pre-employment Checks

- Before extending offer
- When candidate reports duty
- Essential checks before offer, the rest on reporting duty

Exercise 13 – Criteria to Evaluate Cost-effectiveness of Recruitment Channels

- Work in groups
- Discuss and come up with a list of criteria to evaluate the cost-effectiveness of various recruitment channels

Other Recruitment-related Activities

Candidate Tracking

Systematically manage and monitor candidate information, interactions, and progress throughout the recruitment process by leveraging HR systems or HR apps

It helps to: -

- enhance candidate management efficiency
- strengthen employer branding
- recruiters can provide personalised updates to candidates
- improve candidate experience
- help to gather feedback to enhance souring and hiring
- bolster employer reputation in talent market

Common Functions of HR Apps

- Shortlisting and Applicant Tracking
- Streamlined Communication
- Collaboration and Feedback
- Integration with Job Portals and Platforms
- Analytics and Reporting

Exercise caution in Information Security when using HR Apps.
Seek advice or obtain endorsement from IT to ensure compliance and safeguard data privacy.

Onboarding

Before the first day – Stay in touch with new employee

On the first day – HRBP and manager be present to support new employee

Other Actions

Provide welcome message from management	Present staff ID and office access cards	Offer organisation swag	Assist to complete paperwork
Familiarise with work practices and office facilities	Provide onboarding materials and necessary information	Ensure all tools and equipment are ready	Introduce to team and other departments
Assign buddy	Schedule orientation and system training	Coordinate goal-setting meeting	Arrange follow-up meeting

Employer Branding

The organisation as the preferred choice for employment

- ➢ Highlight uniqueness
- ➢ Influence applicants' decision
- ➢ Save recruitment costs
- ➢ Being more competitive for talents
- ➢ Build employee engagement
- ➢ Improve retention

Encompass Entire Experience from Application to Exit

- ✓ Distinctive attributes
- ✓ Values
- ✓ Culture
- ✓ Work environment
- ✓ Commitment to sustainability

Stakeholder Management

To Meet the Needs and Expectations of all Stakeholders, involving: -

- Building relationships
- Clear communication
- Collaborative decision-making
- Setting realistic expectations
- Aligning objectives
- Handling conflicts

Source of Information

Within the Organisation

- Organisation information
- Open positions
- Position requirements
- Employment types
- Grading structure
- Recruitment channels
- Recruitment partners
- Selection practices and assessment tools
- General employment terms

IN STRICT CONFIDENCE

From the Market

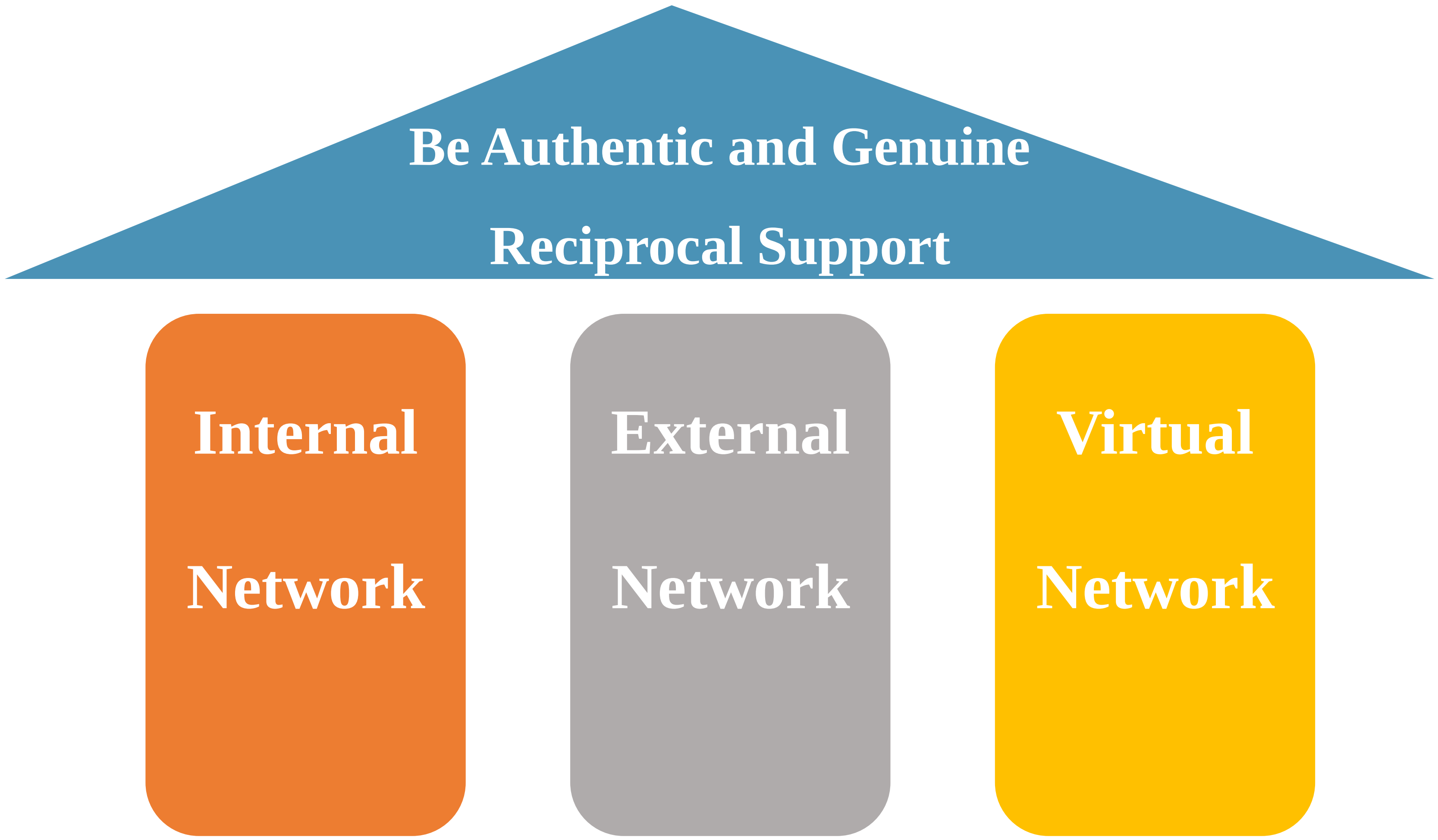
- Salary benchmark of comparable positions
- Appealing titles
- Relevant assessment tools
- Best practices in the assessment process
- Best practices for reference checks
- Market price of recruitment partners
- Employment market information
- Employer branding messages and activities of other organisations
- Employment-related ordinances
- Industry-specific regulations

Be Updated with Market Information

Epilogue

- ✓ **Professional Network**
- ✓ **HR Mindset & Attitude**

Professional Network



Internal Network

Connect with Colleagues of Own Department and of the Entire Organisation

- Understanding the duties and responsibilities of various job roles
- Streamlining recruitment activities, such as interview scheduling
- Direct communication and agreement on interview comments and candidate selection

- Be proactive to join organisation events, interest groups, and cross-functional projects
- Develop genuine relationships with colleagues
- Be a team player
- Utilise technology to stay connected
- Attend networking events
- 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

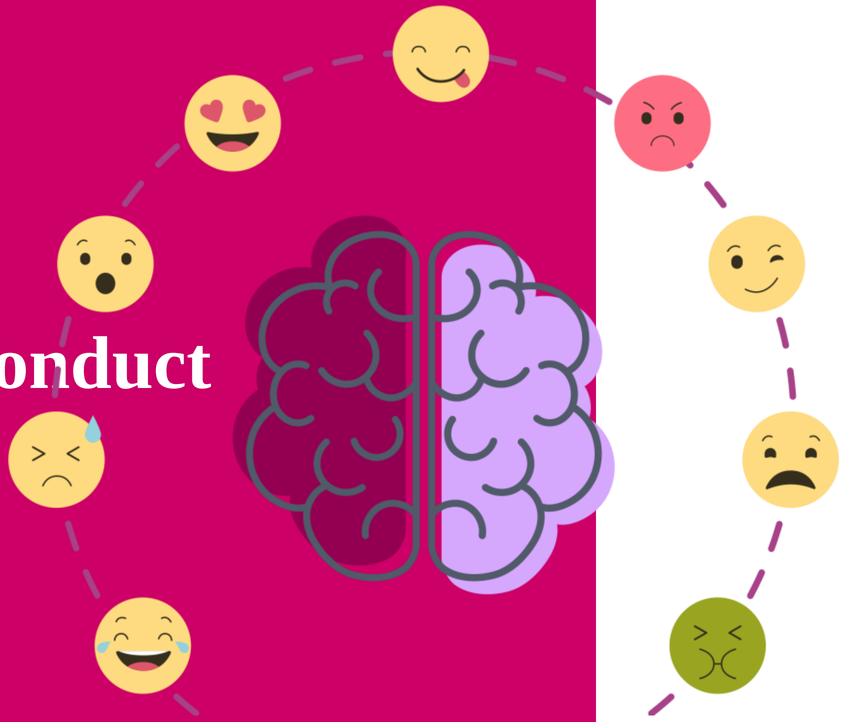
Virtual Network

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