

Talent Management Glossary

Employer Toolkit

February 2013



About Asset Skills

Asset Skills is one of 21 Sector Skills Councils (SSCs) that have been established to tackle skills needs and support improvements in the productivity of different industries throughout the UK. SSCs are independent employer-led organisations that cover different business sectors of economic or strategic significance.

Asset Skills represents six industries in the UK: property and planning, housing, facilities management, cleaning and parking. Businesses in the sector share the goal of ensuring the environment in which we work, live and spend leisure time is developed, managed and maintained to the benefit of all.

About the UKCES Employer Investment Fund Round Two

The UK Commission for Employment and Skills (UKCES) have used the Employer Investment Fund Round Two (EIF2) to invest in activities designed to increase enterprise, jobs and growth. The funding is only available to licensed Sector Skills Councils and aims to:

- Stimulate leadership from the bottom up to significantly raise employer ambition;
- Drive innovation, change employer behaviours and develop new ways of working; and
- Secure momentum from employers to support sustainable increases in skills levels and better use of skills across sectors.

The funding is supporting 61 projects over the period 2012 – 2014. This research report is part of the Asset Skills EIF 2 Talent Management programme of projects.

About Insight on Demand

Insight on Demand is the research and market intelligence consultancy division of Asset Skills. It specialises in providing added value and insight generating research and evaluation services. We employ dedicated consultancy and research professionals, whose expertise is in independent, insightful and high impact research, offering actionable advice and recommendations based on a robust and rigorous evidence base. Please contact Michelle Jay (Head of Programmes and Consultancy) for more information or to discuss your research requirements (mjay@assetskills.org).

For more information, or if you would like to provide feedback on this research publication, contact the Insight Team on 01604 233336 or research@assetskills.org.

This document is available to download at www.assetskills.org/research

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Foreword

In recent years, talent management has become a priority for organisations worldwide due to a shortage in skilled staff, particularly managers. Talent management strategies facilitate the development of both individuals and organisations by identifying employees with talent and ensuring that they receive the support they require.

With this in mind, the talent management project team has worked hard to develop a toolkit based on employer feedback that will facilitate the design and implementation of a suitable strategy that will provide your organisation with greater competitive advantage.

We hope you find this toolkit useful and informative. As we strive to be as accurate as possible and to cover the areas of most concern to employers, please feedback to us any comments you may have. Armed with this information we can work with employers and partners to help them develop strategies to meet their requirements and develop world class skills.

February 2013



Sarah Bentley, Chief Executive, Asset Skills



Glossary

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| Aptitude | Aptitude refers to a person's natural ability to do something. Recruiting talented individuals with high aptitude in the right areas is key for businesses looking to gain a competitive advantage over their competitors. |
| Aptitude Test | Explore an individual's ability to perform or carry out different tasks. These tests tend to have a formal, structured approach where candidates' answer multiple choice questions under exam conditions so that it can be administered and scored to ensure results can be compared. |
| Attitude | An individual's attitude will often be linked with their outlook and personality. Key indicators of an individual's attitude are the way that they communicate with people and their body language or posture. |
| Attitude Test | Examine individual's preferences for different types of work, as well as their opinions, attitudes and behaviour towards others. These characteristics are usually assessed using a questionnaire without a time limit. The results are then interpreted by an assessor trained to ensure interpretation and feedback is accurate. |
| Benchmarking | Benchmarking is used to measure performance using specific indicators – for example quality, time, or cost. It is the process of comparing the organisation to industry bests or top practices that the firm will be aspiring to achieve. Although often seen as a one off event benchmarking is a continuous process as organisations should always aspire to improve. |
| Business Case | A business case justifies the use of human and financial resources for undertaking a particular project, task or strategy within an organisation. It will often be presented in the form of a well-structured document or formal presentation. |
| Business Culture | The shared attitudes, values and goals within an organisation. An organisations business culture will determine how staff communicates with one another as well as how they deal with clients and customers. |
| Business Strategy | An organisations strategy shows what the organisation wants to achieve and how it will achieve it. It includes the purpose of the organisation, goals and objectives followed by plans and methods of achieving these objectives. |
| Candidate Relationship Management | This is the process of retaining information about strong candidates ready for when other vacancies open up. Sometimes you may have many good applications for a role but feel that some candidates would suit other roles better. By keeping in touch with them you are giving yourself the chance in the future to recruit quickly, efficiently and cost effectively. |

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| Career | A person's career is the sequence and variety of occupations they have undertaken throughout their life-time. In the workplace for a role to be seen as a career there tends to be some form of job progression along with special training or formal education. |
| Career Adaptability | Adaptability is a prerequisite for successful navigation through career transitions. Career adaptability can be broken down into the 4C's, Concern, you care about preparing for the future, Control, take responsibility for building your own career, Curiosity, taking the initiative in exploring new pathways and Confidence, it takes confidence to adapt and solve complex problems. |
| Career Aspirations | These are a person's aims or goals in their career. You can tell how driven, lazy, realistic or unrealistic people are by the aspirations that they hold. |
| Career Planning | The process of career planning is generally regarded as a four step process. Self, gather information about yourself. Options, explore and research the options you are interested in. Match, identify and evaluate the possible occupations. Action, develop the steps to achieve the target you have set yourself. |
| Career Progression | Refers to the upward movement or advancement of people in an organisation. Typically, only the highest performing talented individuals can progress to the very top as most people's talent levels restrict how far they can progress. |
| Coach | Simply defined, coaching is the process of one person guiding another through a process. Often, a more senior member of staff will be assigned to a younger less experienced employee in order to assist in their personal development. |
| Coaching | A teaching or development process in which an individual receives support whilst learning and working towards achieving a goal. Coaching can take place in-house or externally. If ran internally it is an opportunity for both parties involved to develop their skills. |
| Corporate Values | Corporate values are the operating principles that guide an organisation's internal behaviours, as well as the relationship that the organisation has with its customers, staff and stakeholders. |
| Critical Skill | A critical skill is one that is essential in order for an individual to complete a task. Although enough to complete a task critical skills alone are not enough to reach maximum proficiency at tasks. |
| Culture of Learning | By investing in and developing your workforce you will begin to create a culture of learning amongst employees. Those who want to better themselves and develop will be willing to learn, which in turn influences others until the organisation has an evident learning culture. |

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| Diagnosics | Performing diagnostics is the process of identifying errors and flaws in current practices of a business. By performing diagnostics you can help align your businesses practices with its objectives and values. |
| Discrimination | The act of discrimination itself means to treat certain groups of people less favourably, for example due to gender or sexual orientation. Discrimination in the workplace can occur through, staff recruitment, terms and conditions, who receives training or not and who is selected to progress or be dismissed. |
| Diversity | Diversity literally means difference and is about recognising and valuing those differences. By understanding and embracing our individual differences we can create a productive environment in which everyone feels valued. |
| Drivers of change | Strategic drivers are major forces or trends that will shape the future environment for skills within a particular business or industry. For example, your organisation may be planning on launching a new product or service that will require frontline staff with better communication and customer service skills. Alternatively, you may need managers with change management skills to facilitate the implementation of supporting policies or procedures. |
| Employability | Employability consists of a set of achievements, skills, understandings and personal attributes that individuals possess. |
| Employer Engagement | There is no set definition for employer engagement. However, it does encompass work-related learning. Most importantly is helps build and sustain successful partnerships with employers. |
| Equality Act 2010 | The aim of the Equality Act 2010 was to arrange all of the different components of anti-discrimination law in Great Britain under a single act. The main acts and regulations it covers are; the Equal Pay Act 1970, Sex Discrimination Act 1975, Race Relations Act 1976 and the Disability Discrimination Act 1975. |
| Executive Talent Pool | Creating an executive talent pool is the process of sourcing eligible candidates for executive roles. Developing talent pools used to be left solely to the recruitment industry, however many organisations are now wisening up to the fact that they can create their own talent pools, for example by using social media sites such as LinkedIn. |
| Exit Interview | An exit interview is conducted with an employee who is leaving an organisation. The purpose of such an interview is to glean feedback from the departing employee in order to improve aspects of the organisation, for example, employee retention. |

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| Experience | Experience is often directly related to the amount of time someone has spent working and can come as either specific or transferable experience. For young people looking to gain employment experience is often a key factor, yet many do not have it. Work experience and placements are therefore highly recommended. |
| Future Skills Needs | Using labour market information to predict future skills needs can help to improve decision making in areas such as investing in training and identifying courses that will best support employee skills needs. However, it is important that employers do not solely rely on forecasting methods because skill needs are driven by a variety of factors including legislation, environment and technological advances. |
| Hidden Skills | Hidden skills are often not job specific skills, but transferable skills that you have gained throughout your life. Hidden skills say a lot about a person, and although they are often not job specific they can say a lot about how a person will fit into an organisation. |
| Hidden Talent | Are talents and skills that individuals often do not realise that they have. They are general life skills that you pick up throughout your journey, such as people skills and empathy. Hidden talents also include natural aptitudes for tasks that you did not realise you had. Youth unemployment is arguably so high at the moment because far too many have not exposed their hidden talents. |
| Higher Level Skills | Higher Level Skills are generally viewed as being at National Qualification Framework (NQF) Level 4 or above and are often associated with gaining higher education qualifications. |
| High Performance Working | This relates to the way that people are managed whilst at work. It has recently emerged that placing people and their skills at the centre will secure greater employee involvement and commitment to the organisation, leading to high performance working. |
| In-house | The term in-house refers to conducting an activity or operation within an organisation, instead of relying on outsourcing. For example, in relation to talent management this means that assessments and training will be carried out by employees rather than external specialists. |
| Key Performance Indicator (KPI) | Key Performance Indicators are ways to periodically assess the performance of organisations, teams and individuals. The indicators that organisations are looking for will depend on the business goals and values that they maintain. |
| Key Roles | Key roles are those that cannot be filled by anyone. Senior managerial positions, directors and executives, tend to be classed as key roles as you need to be very experienced to fill them and to lead the organisation in the right direction. |

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| Knowledge | Information and skills acquired through education or experience. Experienced employees play a crucial role in passing their knowledge down to younger recruits and helping to build in a succession plan. |
| Knowledge Assessment | This is one of the first steps organisations should take when trying to gage employee knowledge and competency. It will normally take the form of a questionnaire or multiple choice tests. |
| Leadership | The act of leadership can be defined as organising a group of people to achieve a common goal. Common traits that have been associated with strong leadership skills are; situational interaction, vision, values, behaviour, intelligence and charisma, along with others. |
| Long-term | This phrase tends to be measured in years. 5 to 10 years are commonly seen as long term time scales. Thinking this far ahead is essential for a business to be successful years down the line. |
| Measureable | Any goals and aims that are set for you to achieve in the workplace must be measurable. There is no benefit of setting a goal that cannot be tracked. By setting measurable goals workplace productivity and motivation can be raised. The opposite will occur if there is no realistic target in place. |
| Mental Toughness (resilience) | Mental Toughness describes the capacity of an individual to deal effectively with stressors, pressures and challenges, and perform to the best of their ability, irrespective of the circumstances in which they find themselves (Clough, 2002). |
| Mentor | A mentor will always involve a more experienced employee taking a new recruit 'under their wing' It is seen as a developmental practice and is the process of transferring knowledge and skills to the younger person in order to help their personal development and meet organisation objectives. |
| Mentoring | Mentoring is regularly completed as an In-house operation. More senior or experienced staff will mentor younger, less experienced staff. The aim of mentoring is to support and encourage people in their development to reach their maximum potential. |
| Multiple Ladder Talent Management Strategy | This approach to talent management involves having several talent pipelines for different groups of staff in the organisation, such as graduates, senior management and general staff, which aims to nurture a wide range of skills, not just leadership and management. |
| Networking | An activity that business people take part in, in order to generate new business contacts and links. It is seen as a more productive and cost effective alternative to advertising as it allows individuals to develop solid business relationships. |

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| Non-critical Skill | These skills are not essential to complete task, but are desirable as they allow for tasks to be completed more quickly and efficiently, or at a lower cost than would otherwise be the case. |
| Online Survey | These surveys are commonly used to gather data due to the quick and easy nature of them. Attention should be paid to the fact that they should not be used alone as the data may be skewed by personal opinions. |
| Performance Appraisal | This is a method in which the job performance of an employee is evaluated. Performance appraisals are a part of career development and consist of regular reviews of employee performance within organisations. |
| Performance Management | Includes activities which ensure that goals are consistently being met in an effective and efficient manner. Performance management can focus at organisational level as well as department, team and individuals. |
| Personality Assessment | Focus on an individual's style or manner of doing things, as well as how they interact with their environment and other people. These assessments come in a variety of different formats and provide a personality profile rather than a score (because there are no right or wrong answers). |
| Positive Behaviours | These are ways of acting that will have a positive influence on you, your colleagues and the workforce. Being optimistic, having new ideas and supporting your co-workers are all positive behaviours. As well as influencing the workplace for the better positive work behaviours will also not go unnoticed by those senior to yourself and increase your chances of career progression. |
| Prioritising | Prioritising involves determining the order for dealing with a series of tasks according to their relative importance. This process can involve asking members of the business with extensive knowledge of the organisation and who can be trusted to make good decisions to prioritise areas for improvement, providing a list that the talent management strategy can target. |
| Professional Development Plan (PDP) | A PDP helps you to set out how you would like to develop. For example, it can look at where you would like to be in 5 years time and what you need to do in order to get there. |
| Psychometric Test | According to the British Psychological Society, a psychometric test is "any procedure on the basis of which inferences are made concerning a person's capacity, propensity or liability to act, react, experience or to structure or order thought or behaviour in particular ways." Psychometric tests therefore provide in-depth information about the mind-set of individuals with the potential talent, identifying their strengths and weaknesses so these can be improved to ensure they reach their full potential in the future (Van Der Merwe, 2002). |

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| Recruitment | Is the process of attracting and selecting people that best suit a job role. Recruitment will take place when people leave an organisation, when a firm is expanding and when current employee skill sets no longer meet company objectives and training is not an option. |
| Replacement Planning | Is the process of identifying potential candidates to fulfil a role when core employees are known to be leaving the firm at some point in the future. It helps to lessen the impact of the departure on the firm particularly if the gap would pose a significant risk to the operation of the firm. |
| Retention | This term refers to an organisations ability to keep hold of employees. The most talented desirable employees will always be in demand and it is therefore the organisations task to retain these crucial employees, financial incentives, ability to progress up the career ladder etc. Certain industries, such as cleaning, have high turnover rates due to the nature of the work. |
| Scenario Planning | Scenario planning exercises involve identifying future trends and exploring the implications by projecting them forward. These projections are not forecasts, but possible futures that allow employers to identify specific skills that their company will require in the future. |
| Secondment Opportunity | This provides employees with the opportunity to tryout different roles within an organisation. It is a good strategy for the most forward thinking organisations as it allows for employees to develop and tests their suitability/skills in a different role. |
| Single Ladder Talent Management Strategy | This approach to talent management involves having one talent pipeline focussing on the development of potential leaders or recognised professionals. It typically involves qualification attainment, professional body membership and requires specific years of experience. |
| Shadowing | Shadowing involves following an industry professional to gain an insight into the role by observing their everyday tasks and duties. It is helpful for helping people to explore career options. |
| Short-term | This refers to the immediate impacts and goals. For example, if someone has completed a course, they immediately have a higher level of knowledge and may have higher morale. |
| Skills | Proficiency, facility, or dexterity that is acquired or developed through training or experience. Your skills will constantly be developing and changing throughout your life and along the way you will develop many 'hidden skills.' |
| Skills Gap | Defined as an instance in which an individual lacks a skill in a particular area, preventing them from performing their job effectively (UKCES, 2012). A skills gap will never have a positive impact on an organisation as it will reduce productivity and proficiency. |

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| Skills Gap Analysis | The process that an organisation go through in order to identify skills gaps within the workforce. Completing a skills gap analysis can significantly boost workforce efficiency and productivity once the gaps have been addressed. |
| SMART | A mnemonic to guide people when they set objectives. The letters commonly stand for; Specific, Measurable, Attainable, Relevant and Timely. Recent additions to the acronym include Evaluate and Reevaluate. |
| Succession Planning | Is the process of identifying talented individuals within your workforce that could step up to fill key business roles in the future when positions become available, for example due to retirement. Much of Asset Skills remit suffers from an ageing workforce so this is a key process. |
| SWOT Analysis | A planning method that is used to evaluate individuals Strengths, Weaknesses, and what they believe to be their Opportunities and Threats. It is one of the important first steps that will lead to a successful development plan. |
| Talent | Talent is described as the personal qualities “of those individuals who can make a difference to organisational performance either through their immediate contribution or, in the longer-term, by demonstrating the highest levels of potential” (CIPD, 2012) |
| Talent Diagnostics Tool | Talent diagnostic tools are assessments designed to identify talented individuals and develop them to support business growth objectives. They include the following types of activity: 360 degree feedback, knowledge assessments, psychometric testing, performance appraisals and professional development plans. |
| Talent Management | Refers to the process of retaining and developing new or current workers that your organisation has deemed to be particularly talented. Developing talented employees helps an organisation meet its objectives as long as this development is aligned with their business objectives. |
| Talent Management Strategy | A talent management strategy is an organisations approach to developing and nurturing their talent. Having a successful strategy in place has been proven to boost organisations profitability. |
| Talent Pool | A talent pool is a selection of employees that have been selected for development in a particular area. For example, selecting those that you believe can become the directors and leaders of the future. |
| Targeted Training | Targeted training has significant benefits over generic training. It is focused on peoples identified training needs. It benefits the individuals by receiving focused training as well as the organisation as targeted training is a better allocation of resources, more likely to boost productivity and will cost less over time. |

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| Training | Training is an educational process. People may take n training to learn new information, re-learn and reinforce existing knowledge and skills. Effective trainings will convey relevant and useful information that allow participants to develop their skills and behaviours and improve there effectiveness in the workplace. |
| Training Alignment | Using different talent management strategies, such as skills gap and training needs analysis will help to match training to the needs of individuals. |
| Training Matrix | A table with employees on one axis and training on the other. It helps identify training gaps and match employees and candidates to job roles. |
| Training Needs Analysis | Training needs can be defined as: a shortage of skills or abilities, which could be reduced or eliminated by means of training and development (University of London, 2006). A training needs analysis is therefore the process of identifying the skills deficiency and associated training need. |
| Training Plan | A training plan consists of all the development schemes and training that an individual will attend/take part in, with the aim of aligning their skill sets and attributes with the company goals and objectives. |
| Valuing Practices | Organisations that facilitate the development of a ‘culture of learning’ can support training and development further by implementing valuing practices and being willing to invest in the success of their staff. For example, line managers can hold annual reviews that not only benchmark progress towards goals and targets, but which take account of wider career aspirations and then try to align company objectives with individual ambitions. |
| Workforce Development | A long-term commitment from a company to continually train its employees to meet its strategic goals. Examples of workforce development include, training planning, mentoring and coaching. |
| Workforce Planning | Workforce planning is required to ensure that an organisation has suitable access to talent to ensure future business success. Failure to prepare a workforce plan will put you on the back foot with regards to recruitment in comparison better prepared organisations. |
| 360 Degree Assessment | A performance appraisal system that gathers feedback on an individual from a number of sources, such as supervisors, peers, direct reports, external customers and a self-assessment, and can be used to identify skills gaps/training needs. |

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