Better Workplaces

Employer Resource Kit

Department of State Growth

Tasmanian Government

This kit provides information and resources to assist Tasmanian small businesses with modern employment and workplace practices.

Welcome to the Better Workplaces Resource Kit

The information in this kit has been compiled with the assistance of human resource management professionals and theoretical information obtained from nationally accredited sources.

This kit includes:

- a guide – drawing on human resource management principles and providing information on workplace practices
- resources – including checklists, a flowchart, templates and fact sheets.

This kit has also been produced as an Internet-based tool, available at **business.tas.gov.au**

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How to use this guide

- Information in this guide has been organised into six sections identified in the Better Workplaces wheel on page 3.
- The human resource management process is illustrated in the essential human resource management process flowchart on page 4, which corresponds to relevant sections of the Better Workplaces wheel.
- Useful **resources** such as checklists, templates and fact sheets have been developed for particular topics and are located at the back of each section.

Better Workplaces wheel

The Better Workplaces wheel identifies the six groups of activities that contribute to a better workplace.

1. Workforce Planning

Prepare your business for change by forecasting future workforce needs, setting goals and planning.

2. Attract, Recruit and Select

Know how to attract new employees and recruit, advertise and select the right employees.

3. Induct, Train and Develop

Understand the importance and benefits of inductions, identifying training needs and planning to develop your employees.

4. Motivate, Manage and Reward Performance

Know what motivates your employees and develop better ways of managing and rewarding their performance.

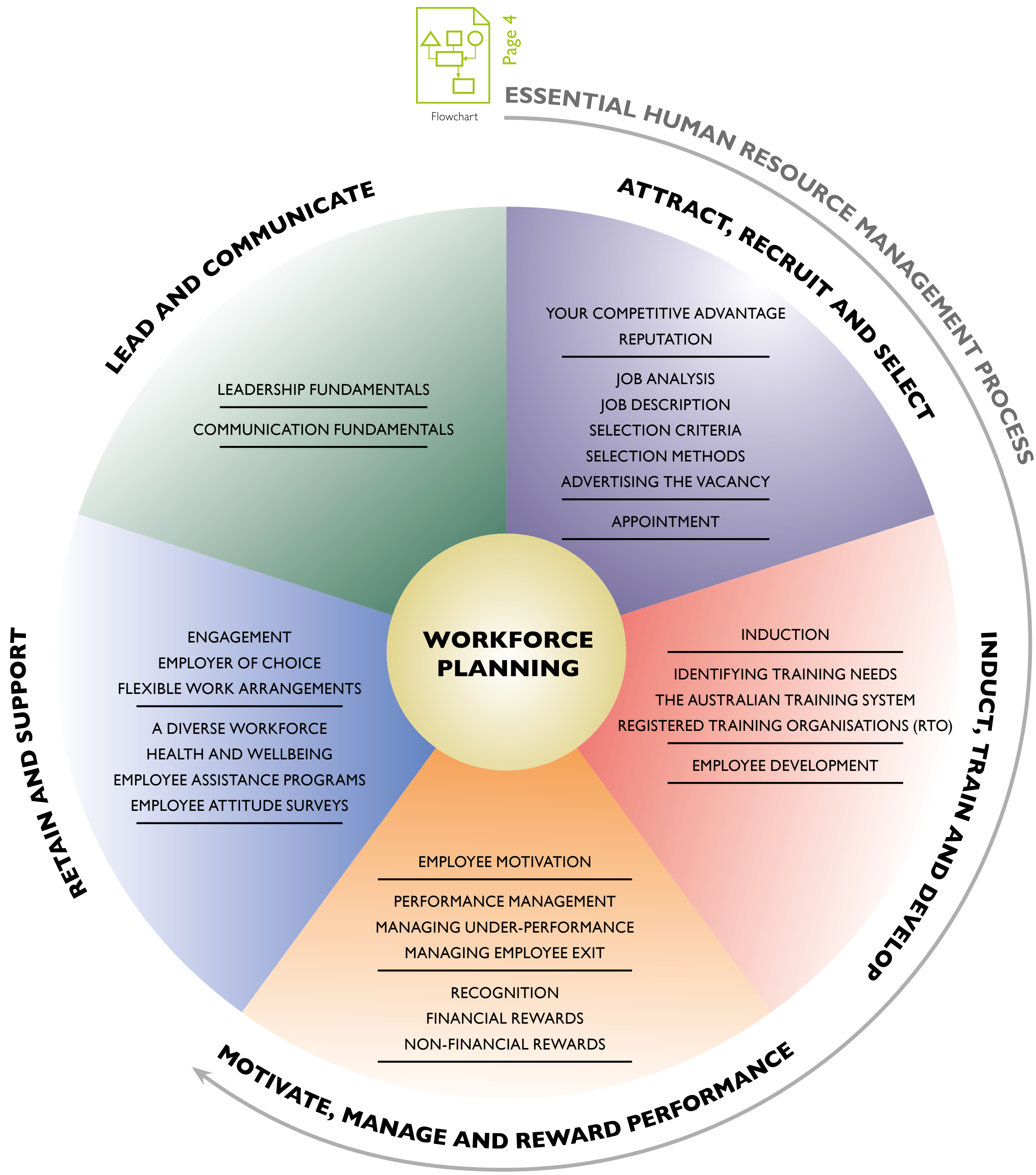
5. Retain and Support

Understand the factors (including flexible work arrangements) that will help you to support your employees so they are more likely to stay with you.

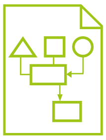
6. Lead and Communicate

Become a better leader for your employees and implement workplace practices to help you achieve your business goals.

Better Workplaces wheel

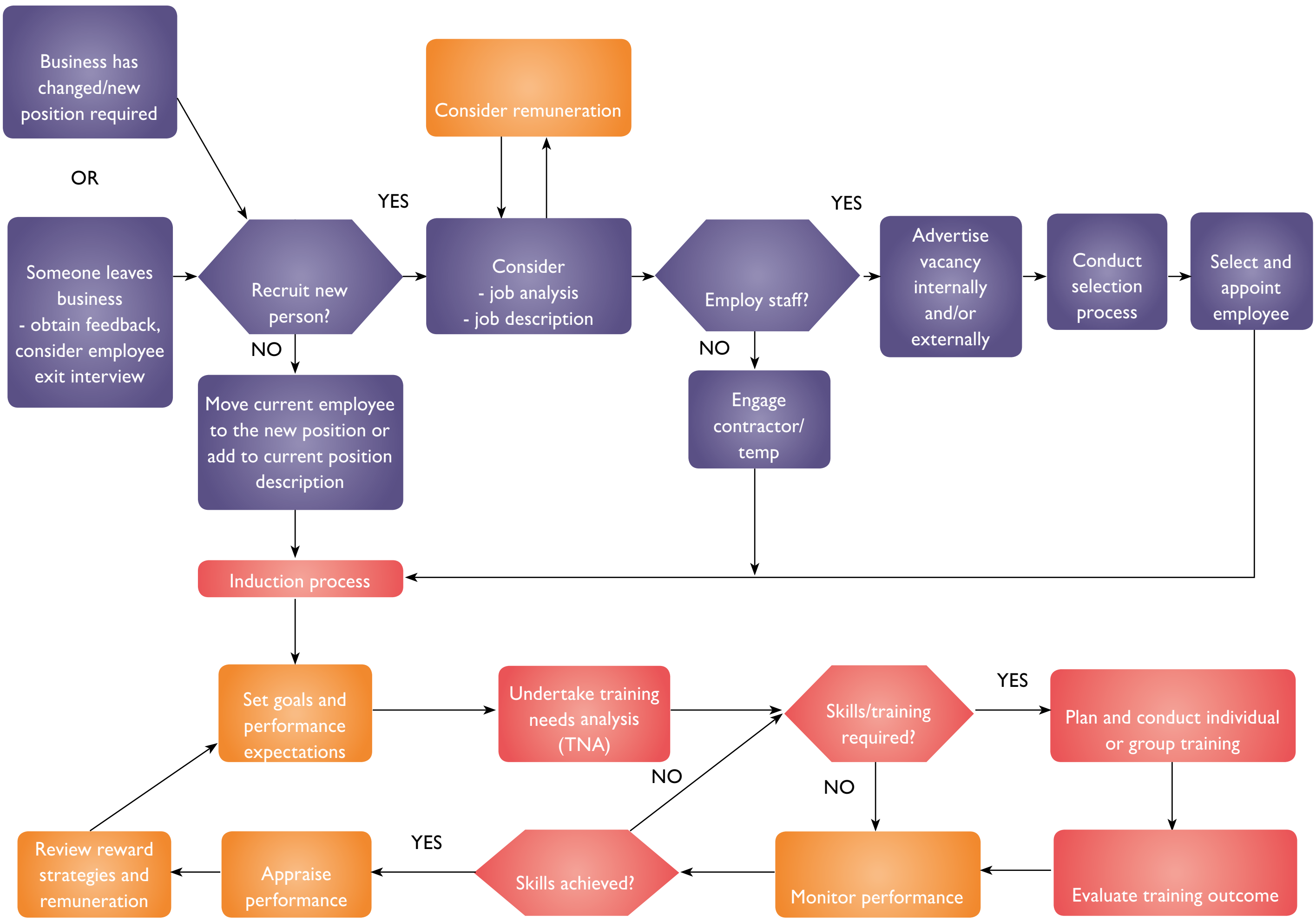


The essential human resource management process



This flowchart illustrates the essential human resource management process. The elements of the process are colour coded to match the relevant sections of the Better Workplaces wheel:

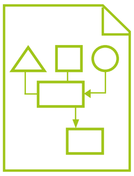
- Attract, Recruit and Select
- Induct, Train and Develop
- Motivate, Manage and Reward Performance.



Resources

Throughout this guide you'll see the following icons:

Checklist This icon indicates that a checklist has been provided to summarise the section.



Flowchart This icon indicates that the essential human resource management process (page 4) is relevant to this section.

Fact sheet This icon indicates that a fact sheet has been provided.

Template This icon indicates that a template has been provided.

These resources are available electronically in Microsoft Word and Acrobat PDF formats at **business.tas.gov.au**

Recognition of the application of this guide

The information contained in this guide was not designed to be assessed or to contribute to a formal qualification. However, there may be opportunities to have the practical application of the information recognised by a Registered Training Organisation (RTO) as evidence of your competency in a range of business units from nationally recognised qualifications.

Further information can be obtained from your preferred RTO. You can find more information on RTOs in Section 3 – Induct, Train and Develop.

Important notice

Although all reasonable care has been taken in the preparation of the information contained in this document, it has been provided in good faith for general information only. No warranty, express or implied, is given as to the completeness, correctness, accuracy, reliability or currency of that information. The document is not intended to be exhaustive or to replace the need for people to make their own enquiries or to seek independent advice.

The Department of State Growth accepts no liability for any loss or damage caused by or arising from the use of the information.

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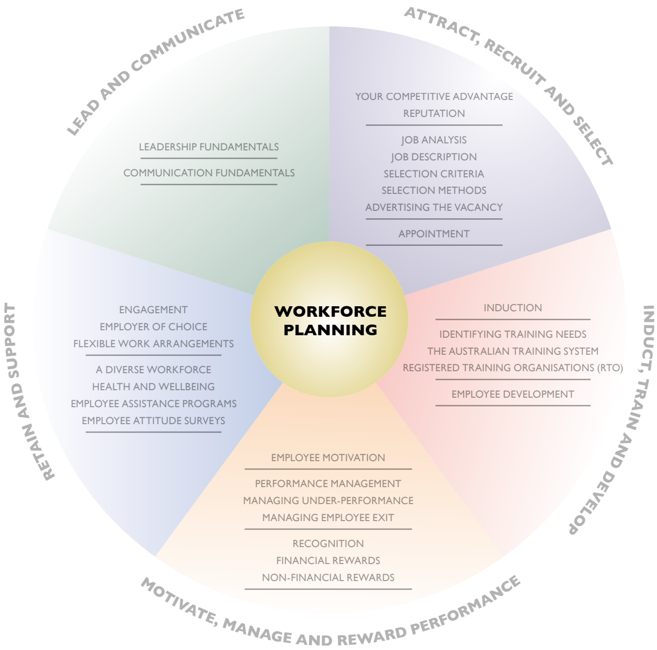

Overview

Workforce planning is a crucial element of business planning. It is a process of forecasting your workforce needs to ensure sustained business success and growth, and deciding on strategies to attract, develop and retain employees.

This section of the guide will cover the following topics:

1. Workforce planning considerations
2. How to undertake workforce planning.

Checklist

Workforce planning checklist – summarises key information about workforce planning.

Page 13

A number of resources have been developed for this section of the guide. These have been colour coded yellow-green and are located at the back of this section.

These resources are available electronically in Microsoft Word and Acrobat PDF formats at **business.tas.gov.au**

1. Workforce planning: what to consider

Workforce planning: the process of forecasting workforce needs and determining the broad range of policies and systems that will create and sustain the workforce in line with business strategy.

Workforce planning assists businesses to undertake expansions, restructures or downsizes in a strategic manner, ensuring that the right staff are recruited or retained to take the business forward.

The **workforce plan sits beside business and financial plans** as a fundamental tool in realising the goals of an organisation. These planning components go hand in hand – it would be difficult to set a goal to expand production by 20 per cent if you were unsure how much capital investment is required or whether you could get the right skilled people.

If you can answer some of the following questions, **you are already doing some workforce planning.**

- Are you aware of the workforce challenges facing your industry/business as a result of an ageing population and other demographic issues?
- Do you have processes to collect and keep workforce information such as:
  - total number of employees
  - the number of casual, permanent or temporary employees and full-time, part-time or seasonal employees
  - age and gender breakdown of your workforce
  - employees' qualifications and skills
  - turnover rates and retirement intention?

Template

Workforce information records template – assists in collecting and retaining workforce information.

Page 15

- Are you experiencing any difficulty recruiting workers or developing employees' skills?
- Have you considered strategies to both retain existing workers and attract new people?

Tasmania's working age population is expected to decline by around 20% over the next 40 years, according to demographic research.

2. How to undertake workforce planning

To help your business attract and retain the staff you need, it is very useful to incorporate a **systematic approach** to workforce planning within your normal business and financial planning processes. It is also important that workforce planning is **based on evidence**. Workforce planning has three stages:

Stage 1 Conduct a workforce gap analysis
Stage 2 Develop and implement a workforce plan
Stage 3 Review the workforce plan.

Stage 1: Workforce gap analysis

Before you start writing your workforce plan, you need to gather some information on your workforce.

Conducting a workforce gap analysis can provide fundamental information to help businesses understand their current and future workforce needs.

Once complete, this information will be the basis for developing strategies to attract and retain the skilled and talented staff you need.

Conducting a workforce gap analysis involves five steps:

These steps are explained below and a spreadsheet with sample data is available.

Template

Workforce gap calculator – assists in calculating and analysing your workforce gap, and forms the basis of the workforce plan.

Page 16

(i) Gather information and evidence on your current workforce.

It may help to divide your current workforce into groups or job families, such as upper management, supervisors, administration support, specific trades, accredited roles and general labour. Alternatively, you can divide your current workforce into departments, such as human resources, production and marketing.

You will need access to data on employees including age, gender, skill sets, time working in the business or industry. – refer to the **workforce information records** template on page 15. In addition, gather as much evidence from your employees as possible to make your workforce planning meaningful.

Consider the following:

- Employee attitude survey (refer to Section 5 – Retain and Support).

Template

Employee attitude survey template – assists in finding out what your employees think of their workplace, providing you with a good indication of how you can improve your business to meet their needs.

Page 101

- Retirement intentions. Knowing when your employees plan to retire and whether they plan to phase their exit or leave for good on a certain date.
- Working preferences. Would your employees prefer to work full-time, part-time or on a casual basis? Would they like to work more hours over the year in return for more paid leave?
- Workforce turnover analysis. Analysis of workforce turnover enables businesses to determine the percentage of staff who might leave, for whatever reason, and who might have to be replaced. Over time you can forecast how many people will come and go, and be better able to plan your resources. A workforce turnover analysis template is provided in Section 5 – Retain and Support.

Template

Workforce turnover checklist and analysis template – assists in calculating your turnover rate and the associated cost.

Page 100

- Exit Interviews. Knowing the reason(s) for someone leaving may allow you to make changes in the workplace so that others don't leave for the same reasons. (See Employee exit on page 75 in Section 4 – Motivate, Manage and Reward Performance).

(ii) Calculate your workforce supply forecast.

(Supply forecast = current workforce less predicted losses)

You can estimate the predicted losses from each job family (including retirements, promotion to other job families, usual turnover) based on the evidence gathered during step (i).

It will be useful to carry out a one year, two year and three year forecast.

(iii) Calculate your workforce demand forecast.

You can estimate your demand for labour for each job family by considering predicted impacts from growth or reduction in product/service demand, and other internal and external factors.

At this point, it is useful to consult your business plan, which will indicate your business goals, for example, your future expansion plans and whether you will need more staff or staff with different skill sets.

It will be useful to carry out a one year, two year and three year forecast.

(iv) Calculate your workforce gap.

(Workforce gap = demand forecast less supply forecast)

This calculation shows shortage or surplus in each job family for one year, two years and three years out.

(v) Analyse the estimated workforce gap

You can now analyse whether your workforce is sufficient to meet your future business goals. Once you have determined where your gaps are, and what skills you will need, you can examine the environment to identify relevant trends.

The evidence you have gathered about your workforce as part of step (i) will be useful here. The sample analysis provided in the **workforce gap calculator template** on page 16 will also help. In addition, you will need to consider the following external factors:

- **social, technological and economic trends –** what's happening or predicted to happen in your community/ state/ country? For example how will trends or changes in these factors affect work patterns of people entering the workforce?
- **demographic trends** – what impact will an ageing population have on your capacity to ensure you have a skilled workforce?

- **political and legislative trends** – is the law changing? How will this affect your business? For example, how might you need to change the way you administer superannuation or Pay As You Go (PAYG) tax if the law changes?
- **competitors** – what are your competitors doing? Are they offering different employment packages/conditions to their employees?
- **other sources of information** including the Australian Bureau of Statistics, employer associations, trade journals, research papers, news media, competitors' annual reports, government agencies, community groups and employee representatives may assist you to keep abreast of the trends that are likely to affect your capacity to have a skilled workforce.

Stage 2: Develop and implement a workforce plan

Once you have identified and analysed your workforce gap, it is now time to develop your workforce plan. Workforce planning enables you to look forward strategically and deal with an expected labour shortage or expected labour surplus.Your workforce plan will identify focus areas and initiatives needed to attract skilled workers and/or retain key staff.

Developing a workforce plan involves the following five steps:

(i) Document the results of your gap analysis, and highlight the workforce issues that will impact the organisation's ability to achieve its goals.

This first step builds on the **workforce gap analysis described on pages 9-10**. For example, you may have a number of workers nearing retirement that have many years of experience and hold significant skills and knowledge.

(ii) Assess the risk of not resolving the identified workforce issues.

Scenario planning is a useful technique to assess risk by asking 'what will I do if …?' For example, if you rely on particular skilled workers you might consider the impact of these workers taking extended leave, choosing to reduce their hours, resigning or retiring . What are some of the options you could take to avoid losing valuable people? How could these options be managed?

(iii) Develop initiatives aimed at improving attraction and retention.

At this stage, you need to work out how to address each workforce issue that has been raised in your gap analysis.

For example, you may decide to address an ageing workforce by offering work experience or traineeships to younger people, along with appointing key older workers as mentors.

One proven method for developing initiatives to attract and retain staff is simply to ask your current staff – they are in the best position to offer advice on what will keep them happy and productive in the workplace (refer to Section 5 – Retain and Support).

In developing workforce initiatives, it may be helpful to focus on the jobs or job groups that are critical to the day-to-day operation of your business. It is important to keep initiatives simple – creating a better workplace involves taking simple, targeted steps that do not have to cost a lot of money.

Succession planning: the identification and tracking of employees potentially capable of filling other roles or higher level managerial positions.

Fact sheet

Succession planning fact sheet – provides further information why succession planning is important, its benefits and tips for developing a plan.

Page 17

Succession planning is an important tool to ensure that key roles can be filled from within your business when the time comes to replace employees who are retiring, resigning or going on extended leave (such as long service or parenting leave). This helps to maintain corporate knowledge and transfer this knowledge internally, reducing the risk of corporate memory loss.

Corporate memory loss is a significant issue for small businesses who often rely heavily on a few key employees.

There are other useful suggestions on attracting and retaining employees throughout this Better Workplaces Employer Resource Kit.

(iv) Establish an action plan with timeframes for implementation.

An action plan will identify what needs to be done (for example offering more flexible working hours for staff with families or caring duties), who needs to take charge of it (for example the general manager), and when it needs to be done. There may be a need for additional resources (for example some training in using spreadsheet software for the person responsible for staff rosters). There may be a need for redeploying staff that you already have to accommodate greater flexibility in the workplace.

(v) Establish how and when you will evaluate the effectiveness of your initiatives.

To determine whether you are dealing successfully with workforce issues it is useful to set quantitative goals (that is expressed in numbers). For example, in your **workforce gap analysis** you may have identified a critical job group with high turnover and discovered that staff have left (or are finding it difficult to stay) because their working hours interfere with family caring commitments. You may have **developed a**

workforce initiative to offer flexible working arrangements to address this issue. A plan such as this, to reduce labour turnover can be **evaluated by using measurements** based on turnover percentage figures.

Some other useful ways to evaluate your initiatives include:

- **Analysis of targets and actual results.** For example, identifying reductions/increases in labour turnover and the reasons for them, number of vacancies filled, people trained or labour costs reduced.
- **One-on-one discussions.** 'Checking in' periodically with people in supervisory and frontline positions will give managers a first-hand report of how the business' plans are progressing and can identify where changes need to be made.
- **Informal focus groups.** Conducting informal group discussions regarding the business and its direction. This might be done as part of a regular staff meeting.
- **Employee attitude surveys.** Employee attitude surveys allow staff to give confidential feedback on the workplace and the way it works. For example, questions may be formulated to find out how satisfied people are with their job, how their work/workplace might be improved and how committed they are to staying with the business in the future. This can provide managers with a good indication of how to improve workplace structures and/or processes in order to retain the staff they have and to attract the staff they may need in the future. An **employee attitude survey** template is provided in Section 5 – Retain and Support.

Stage 3: Review the workforce plan

The workforce plan should be reviewed and updated each year. Changes in personnel and the intentions of staff need to be reflected in the workforce plan. Your evaluation of workforce initiatives forms the basis for adjustments or the development of new initiatives.

It may also be necessary to redesign the workforce plan in response to changes in the organisation's goals and its environment. Like business and financial plans, the workforce plan should be a living document, reviewed periodically to keep it relevant.

It is important to remember that workforce planning does not need to be complicated but it does require thought and engagement with your staff. Many businesses including your own are probably already doing some workforce planning. Therefore, the processes discussed in this section are more than likely an extension to your current activities.

Checklist – Workforce Planning

Tick when complete	Tasks	Templates provided	Page number
☐	Become aware of the workforce challenges facing your industry/business as a result of environmental factors, such as an ageing population.		
☐	Put processes in place to collect and keep your own workforce information.	Workforce Information Records template	15
☐	**Stage 1 – Workforce gap analysis** Assess your future workforce needs by conducting a **workforce gap analysis**		
	☐ **(i) Gather information and evidence on your current workforce** Sort your employees by job group, skill levels, experience, age, gender, length of service, and any other categories, that may provide some insight into the people in your business.	Workforce Gap Calculator	16
	☐ **(ii) Calculate workforce supply forecast** Who do you think will stay? Who do you expect to leave? Are you aware of your employees' intentions with regard to work and family? Refer to the workforce turnover analysis and employee attitude survey in Section 5 – Retain and Support.	Employee attitude survey in Section 5	101
	☐ **(iii) Calculate workforce demand forecast** Who is working on current ongoing projects? Who has been allocated to upcoming projects?	Workforce turnover checklist and analysis in Section 5	100
	☐ **(iv) Calculate workforce gap** Will you have a shortage or surplus of staff? What size is it? In what areas of the business?		
	☐ **(v) Analyse estimated workforce supply/demand gaps** Can current commitments be met with the available workforce? Is there capacity to take on new work? Is there an opportunity now to train employees in preparation for future growth? How long will it take to ramp up for increased business activity?	Employee exit checklist in Section 4	86

Continued next page

Checklist – Workforce Planning continued

Tick when complete	Tasks	Templates provided	Page Number
☐	**Stage 2 – Workforce plan** Address workforce issues by developing and implementing a workforce plan to ensure the workforce is in place to fulfil the organisation's business goals.		
	☐ **(i) Document the gap analysis and highlight workforce issues** What staff are essential to the operations of the business? Where would you find people with similar skills?	Workforce Gap Calculator	**16**
	☐ **(ii) Assess the risk of not acting to address workforce issues** What would you do if key people left the business?		
	☐ **(iii) Develop initiatives aimed at improving attraction and retention** Is there anything special you can do to retain key people and attract new skilled staff?	See Section 5 – Retain and Support	**87-101**
	☐ **(iv) Establish an action plan to implement the initiative(s)**		
	☐ **(v) Evaluate the initiative(s)**		
☐	**Stage 3 – Review** Review the workforce plan and incorporate this into business and financial planning processes.		

Template – Workforce information records

FILE	For each **employee**, compile a file containing the following items.
	A copy of their job description and conditions of employment. A copy of their employment contract and letters of appointment.
	Administration A copy of their completed and signed induction form. Tax declaration forms, superannuation forms. Contact details, next of kin details.
	Training and development A copy of their tickets, certificates, qualifications and licences. A list of their training or education needs, updated as training is completed.
	Performance management records A description of the employee's career goals or things that motivate them. A job performance appraisal for each year (or appraisal period). Performance management form.

FILE	For each **department/group** of employees where appropriate, compile a file containing the following items.
	An organisational chart for the department/group and a copy of the chart for the whole company which incorporates all departments/groups.
	A team training plan – essential tickets, licences, training, OHS requirements etc.
	Current goals and an operational plan that includes goals, progress and rewards for the group.
	A record of the progress of the group towards achieving these goals.
	A list of potential rewards for the group when goals are achieved.
	A list of preferred labour suppliers if outsourcing is used (you may use a particular temp agency for secretarial employees, or a labour hire agency for warehouse employees).

FILE	For the **business**, compile a file (hard copy or electronic) containing the following items.
	A set of all job descriptions.
	A copy of the current organisational chart, with names of employees in each position.
	A list of all current contact details of employees within the business and next of kin/emergency contact details.
	Standard operating procedures and policies.
	Rosters.
	Leave policies and application forms.
	OHS requirements, special permits/licences (including accident and incident templates).

Template – Workforce gap calculator

Sample spreadsheet

Job Rating
1 = critical role
2 = required role
3 = optional role

FTE = Full Time Equivalent employment rate.
1.00 = full time employee.

Employee Name	Age	M/F	Years with company	Years in industry	Highest level of qualification	Job title	Job rating	Info about this employee	Current actual FTE (A)	B: Forecast supply FTE based on workforce evidence (see page 9)		C: Forecast demand FTE based on business plans		D=B–C: Gap FTE = forecast supply less forecast demand	
										Year 1 (B^1)	Year 2 (B^2)	Year 1 (C^1)	Year 2 (C^2)	Year 1 (D^1)	Year 2 (D^2)
							1	returning from maternity	0.50	0.75	1.00	0.75	1.00	0.00	0.00
							1	phased retirement	1.00	0.80	0.40	1.00	1.00	-0.20	-0.60
							1	retiring medium term	0.80	0.80	0.00	1.00	1.00	-0.20	-1.00
							1	leaving soon	1.00	0.00	0.00	1.00	1.00	-1.00	-1.00
							2	steady full time	1.00	1.00	1.00	1.00	1.00	0.00	0.00
							2	steady part time	0.25	0.25	0.25	0.25	0.00	0.00	0.25
							3	leaving medium term	1.00	1.00	0.00	1.00	1.00	0.00	-1.00
							3	wanting more work	0.60	0.80	1.00	1.00	1.00	-0.20	0.00
									6.15	**5.40**	**3.65**	**7.00**	**7.00**	**-1.60**	**-3.35**

Basic analysis of the sample data

- Current workforce is 6.15 FTE (A)
  - In one year from now, labour supply of current staff is forecast to decrease from 6.15 to 5.40 FTE (B^1). While some staff are expected to increase their hours, others are expected to decrease hours and one full-time employee in a critical role is expected to leave.
  - According to the business plans, the demand for labour is expected to increase from 6.15 to 7.00 FTE (C^1) over the next year.
  - The forecast workforce gap is therefore -1.60 FTE ($D^1=B^1-C^1$), which means that the company will be required to recruit and/or retain an additional 1.60 FTE in the next year to achieve its business goals. Some current staff may be able to increase their hours and/or move into critical roles – they may be motivated to do so with a workforce initiative. The full-time employee expected to leave may be persuaded to stay if the company can develop a suitable initiative. It would be important to consider implementing succession plans for employees in critical roles. New staff may need to be hired, and may be easier to attract if suitable workforce initiatives are implemented.
- A similar analysis over the next two years, based on current data, sees an even larger workforce gap of -3.35 FTE (D^2), with a gap of -2.60 FTE in the critical job group.
- This example shows the importance of seeing workforce trends early and building a plan to ensure the right quantity and quality of staff are available to the business. A three year analysis would also be useful.

This basic analysis would be followed by a consideration of external factors (see page 10) and then the development and implementation of a workforce plan (see page 11).

Fact sheet – Succession planning

Take the time to think about succession planning, its benefits and how to develop a succession plan.
The following table provides some useful information on succession planning.

Key considerations

- How will I replace key employees if they become unavailable (e.g. long-term sickness, retirement)?
- What skills/abilities/corporate knowledge will I need to replace?
- What impact will a vacant key role have on my business? How much will it cost in down time and lost production?
- Can I identify when people may think of leaving?
- How can I get valuable information from those likely to leave so that replacement runs seamlessly?

The benefits of succession planning

- Enables you to manage risk by planning for the replacement of key employees.
- Identifies skill development needs.
- Ensures that staff talents and skills are recognised.
- Improves morale and commitment to the workplace.
- Determines which roles may be redundant in the future as the business changes.
- Provides opportunities for star performers that you want to retain.
- May identify the professional development needs of the business.
- May identify employees who are ready to move into a new role.

Tips on developing a succession plan

- Utilise information and tools for small business available on government websites.
- Develop a strategy which suits the needs of your business.
- Consider the following questions:
  - who will be doing a different job?
  - who might be promoted?
  - who is likely to retire, or go on long service leave or parenting leave?
  - what vacancies are likely to become available?
  - who is likely to fill those jobs from within?
  - what training/professional development will they need for that?
  - how can a smooth transition be implemented?

Strategies to consider

- Plan for the development of skills, knowledge and abilities through on-the-job work (such as job rotation) or formal professional development (such as formal training).
- Mentoring and coaching to phase the retirement of employees, helping to share corporate knowledge.
- Do it now – don't wait until you have only four weeks to fill a key position.
- Have a transition plan in place.
- Accept that new ideas and ways of working may come out of this process; accept change and innovation when it arises.
- Consider who will replace you when the time comes. The benefits of identifying your replacement include:
  - having someone to stand in for you when you need them
  - devolving responsibility – freeing up your time for other things
  - not needing to have hands-on involvement in the operation
  - even being able to take a break!

2. ATTRACT, RECRUIT AND SELECT

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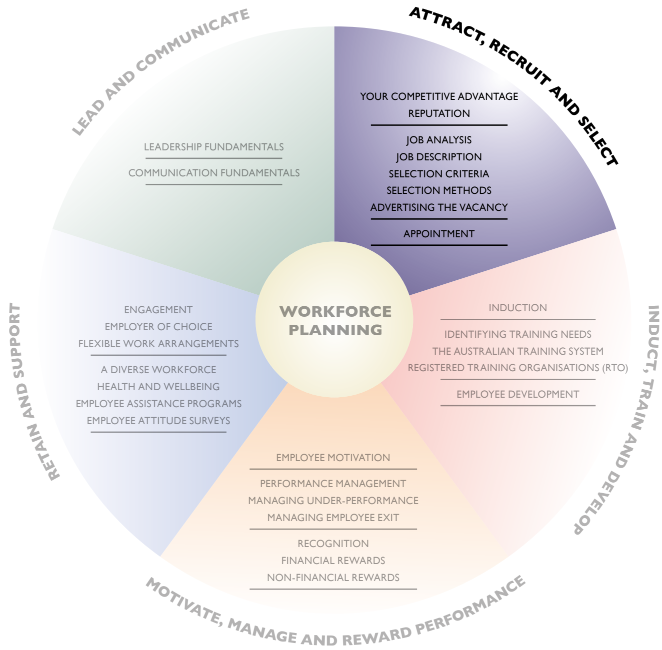

Overview

Businesses compete for talented staff. Employers can make their business attractive to job seekers by having good recruitment plans, making new employees feel welcome, and being clear about what is expected of employees.

This section of the guide will cover the following topics:

1. Attracting employees
2. Recruitment process
3. Selection process.

Checklist

Attract, recruit and select checklist – summarises the recruitment and selection process.

Page 35

Flowchart

Essential human resource management process flowchart – recruitment and selection components.

Page 4

If you want more help with attracting, recruiting or selecting employees you might consult recruitment agencies or job search agencies.

1. Attracting employees

It's important to look at what will attract job seekers to your workplace. Businesses need to be smart in presenting job opportunities, including offering good pay and other rewards that will meet the needs of those you wish to attract and retain.

Considering a diverse group of male and female employees from different generations (including mature-aged workers) and from different cultural and ethnic backgrounds will broaden your pool of potential recruits (refer to Section 5 – Retain and Support).

Studies indicate that the following factors, in order of importance to new recruits, are considered attractive:

- training and development opportunities
- remuneration and upfront salary advertising
- the promise of an enjoyable place to work (workplace culture and environment)
- flexible hours and working arrangements (work-life balance)
- straightforward application process.

Collection of benefits and your competitive advantage

It may help to develop a collection of benefits that will fit with the type of job on offer, your workplace and the type of rewards that your ideal employee may be seeking.

These factors are summarised in the following diagram, and in addition to the factors indicated above, include:

- location and job match to personal needs
- positive brand and business reputation in the community
- other benefits such as gym memberships, health insurance discounts and childcare assistance.

Also consider what your competitors are offering.
Your business is more likely to attract the best and brightest if you offer a better or different collection of benefits from those of your competitors.

Reputation and employer branding

Brand: reputation and the image that people associate with the business; it tells people what the business stands for.

Fact sheet

Building a good employer brand fact sheet – provides tips on developing a reputation as a good employer.

Page 36

Employers compete for skilled employees. Your reputation and the image of your business can determine whether or not you will attract job seekers to come to work for you.

What do people think of when they hear about your business? Is it considered a good business? Is your business known as a good place to work?

Positive employer branding attracts candidates

If your brand is well known and respected in the labour market, then you are more likely to attract more candidates for job vacancies. Just as you sell your business to your customers, you should also sell what you do and how you do it to potential employees.

A business with a positive employer brand will:

- attract more suitable candidates and therefore have the pick of the best candidates
- create a business identity that is seen and promoted by current employees, attracting like-minded job seekers to your business
- have the best employees and therefore be more competitive.

Reinforce your brand with your human resource management and business processes

In the same way that your employer brand is a reflection of the quality of your products and/or services, the processes that you adopt to recruit, select, induct, lead and manage your staff should reinforce your employer brand.

What tools can I use?

To develop a consistent approach to branding for potential employees, you can use the following tools.

- **Clear and consistent policies and procedures.**
  These ensure all employees know what they are supposed to do and how to go about it.
- **Induction.**
  Conduct thorough inductions so that new employees understand the business brand (refer to Section 3 – Induct, Train and Develop).
- **Training and professional development.**
  In an environment where a skilled workforce makes the difference between a successful business and a mediocre one, ensure your employees are equipped to do the job for today as well as being able to meet the demands of your customers tomorrow (refer to Section 3 – Induct, Train and Develop).
- **Leadership and management behaviour.**
  If you want people to behave and work in a certain way, make sure this is supported and adopted by all managers and leaders in your business (refer to Section 6 – Lead and Communicate).

Above all, have a clear picture of how you want your business to be seen and deliver on your vision. Remember that word of mouth is the most powerful form of advertising and that extends to recruitment advertising as well.

Your business and its place in the community

Job seekers are likely to be attracted to a business that has a respected place in the community and ethical dealings with its staff, customers and the community. Furthermore, businesses which recognise and respond to social, cultural and environmental obligations are more sustainable.

Corporate social responsibility requires business and managers to behave ethically and strive to improve the quality of life for employees, their families, the local community and society in general.

Corporate social responsibility (CSR): the continuing, voluntary commitment by businesses to establish and maintain the management of environmental, social, economic and governance issues.

Ethics: the general term used to refer to both moral beliefs and ethical theory. At its heart is the notion of 'doing what one ought to do'.

Human resources experts believe that if a company wants people to buy from it, work for it, and invest in it, then examining opportunities for CSR is important.

Even the smallest business can be a good corporate citizen by maintaining, for example, responsible management practices beyond minimum legislative requirements in regard to:

- occupational health and safety
- health and wellbeing practices (encouraging walking at lunch time, where appropriate, or providing fruit)
- non-discriminatory policies in recruitment, selection and workplace practice
- sustainable development practices such as recycling, waste minimisation (power saving, carbon offset programs and car pooling)
- recognising family responsibilities and making appropriate allowances
- maintaining an honest and transparent system of business practice with suppliers, employees and customers
- promoting and participating in community event days (such as Cancer Council's Daffodil Day)
- implementing corporate giving programs where donations are made through the business (money, unwanted items, mobile phones)
- encouraging volunteering among employees (some companies give employees time off to undertake community volunteering programs or to donate blood)
- ensuring that all marketing communication is ethical (honest, non-offensive and non-discriminatory).

While some businesses see these sorts of things as a cost, research suggests that customers are more likely to support businesses that openly support their community. It also creates a sense of community within the business – keeping your employees engaged and generating loyalty.

Ethics in business is high on the list of things that prospective employees are looking for in an employer.

People like to work for decent employers. Acting in a socially responsible and ethical manner can generate profit, and win you points in becoming an employer of choice. It makes good sense to contribute to sustainable and supportive communities.

2. Recruitment process

Recruitment: the process of finding a number of candidates from which to choose a successful candidate.

There is a logical set of steps involved in the process of recruiting staff. Follow the flowchart included in the introduction to this guide to keep your process on track.

Identify that there is a vacancy.

- Undertake a **job analysis** to make sure you know what you need in terms of skills, knowledge and abilities as well as the type of employment to be offered.
- Make sure the **job description and selection criteria** are accurate and up-to-date and modify if required.
- Determine how you are going to **assess** each candidate's suitability for the role. Will you interview? Will you apply a test?
- Devise your **recruitment plan**. How are you going to tell people about your vacancy and generate a pool of candidates to choose from? (for example trade journals or websites).
- Undertake a **shortlisting process**. Apply the selection criteria to eliminate applicants clearly not suitable/qualified for the role. Ensure your short listing process is fair and non-discriminatory.

Research indicates that organisations with a high quality hiring system outperform their competition financially. These organisations also perform better than their competitors in relation to quality, customer service, employee satisfaction and retention.

There are useful tools that can be compiled to create a recruitment system. Once you have this, review it occasionally to ensure that your business needs are still being met. To start, you can use the templates that accompany this section and modify them to suit your own business needs.

1. Job analysis

Job analysis: the study of the duties and responsibilities that a job entails.

Template

Job analysis template – assists in working out established work needs relating to a role and to identify ways in which an existing role could be modified.

Page 37

Conducting a job analysis will help you to:

- identify how the job contributes to meeting your business goals/plans and what outcomes are needed to adequately meet those goals
- determine the actual tasks conducted by the employee in that job and the tools used to do it effectively
- identify the skills, knowledge and attributes that are required to effectively perform the work and the conditions under which the employee will be employed
- determine the lines of reporting and levels of responsibility to other employees and/or departments
- identify new tasks or responsibilities that a new employee will need to undertake given changed circumstances in the business (for example ability to use a computerised payroll administration due to a change from a manual system).

Skills: the levels of proficiency required to perform a particular task.

Knowledge: the actual or procedural information necessary to successfully complete a task.

Attributes: the characteristics or traits of an individual.

If you are filling an existing position, identify the tasks that the current employee is doing that may not be in their job description. Employees often undertake tasks or responsibilities because it's convenient for them to do so (like taking business mail to the post box on their way home). If this discretionary effort is not built into the new job description, functions or tasks may be missed altogether, disrupting the way your business runs.

Encourage other employees and managers in your business to make suggestions about how the job should be structured. They may be able to suggest changes that improve effectiveness and efficiencies.

Discretionary effort: the contribution or effort that employers often seek from their employees over and above what is included in their job description.

What does the business need from the new role?

The business may be experiencing rapid growth so, for example, the vacant payroll clerk position may instead become a personnel officer role to cope with both payroll and staffing issues. Therefore, the old payroll officer's job description will not be suitable.

How do I define the new role?

Ask the current employee to fill in a job analysis template for his or her job role. This template captures all the tasks that are undertaken. It also identifies the qualifications or training needed to do the job efficiently and effectively.

You can also ask employees who work with the person (in other departments, the supervisor, the frontline employees) if there are different or additional tasks that could be undertaken to increase the efficiency of the workplace as a whole.

I have the information, now what?

You are now ready to prepare the job description and selection criteria.

2. Job description

Job description: a list of the tasks, duties and responsibilities (TDRs) that a job entails.

Template

Job description template – assists in developing a job description and selection criteria.

Page 38

Now that you have undertaken the job analysis, you can turn that information into the job/position description. One of the most important sets of documents that a business can have is a current and clearly expressed set of job/position descriptions.

Clear job descriptions:

- allow employees to know exactly what is expected of them
- help identify training needs
- underpin ongoing performance management, and clarify obligations and responsibilities.

This is a key document as it enables you to easily compare the skills, knowledge and attributes required for the position with those of applicants.

Putting a job description together

Most job descriptions have five parts:

- general information
- objectives
- task description, duties and responsibilities
- selection criteria
- organisational information such as values, commitment to Equal Employment Opportunity (EEO) and Occupational Health and Safety (OHS), and the work environment.

Its important to remember that a job description is often the first place a job applicant will learn about your organisation. It therefore represents an opportunity to sell the job and your organisation.

General information

- Job title, classification and/or description written in clear, straightforward language (for example retail assistant grade 2, bakery manager, diesel mechanic).
- Award, contract or workplace agreement that the employee will be working under (for example The Hometown Hotel Employment contract).
- Main location or worksite – if this may change from time to time, state this.
- Reporting responsibilities – to whom? (for example manager, supervisor, mentor).
- Staff management responsibilities and the reporting requirements.

The **objectives** of the job should be clear and concise, and describe why the job exists. This statement should relate to the tasks required to ensure that the objectives of the job are met.

The **task description, duties and responsibilities,** or main body, should:

- be as concise as possible and identify no more than 10 tasks (for example cash reconciliation, ordering stock, managing payroll administration). A broad, open-ended statement should be included to illustrate that it is not an exhaustive list of duties (for example 'other duties within the scope of this position may be required').
- be expressed in a logical order with each task described in a short sentence or two explaining what is to be done. Begin each description with an action word (such as manage or coordinate) – this allows employees to know what is required.
- be accompanied (where possible) by appropriate measures. This might include statements such as 'coordinate stock control to ensure that weekly stock levels are adequate at all times.'
- identify any specialist tools, software or machinery that might need to be used (access database software, welding machine, espresso coffee machine).

3. Selection criteria

When recruiting and selecting staff through a formal or informal process, it's absolutely critical to understand what you and the business need. This information is captured and illustrated in the selection criteria section of the job description.

After you've completed the job analysis and job description, the selection criteria connect the tasks to be undertaken with the skills, knowledge and attributes that a person in that job should have. It is sensible to combine the job description and the selection criteria as one document.

The selection criteria will help you to adequately and fairly distinguish between candidates during selection.

The selection criteria list both essential and desirable criteria. The **essential criteria** are the elements that the job absolutely requires, such as certain skills, knowledge, attributes and qualifications or licences (trade certificate, driver's licence). Then there are the **desirable criteria** such as extra experience or qualifications over and above what is essential (post trade qualifications, heavy rigid driver's licence).

Anyone selected for the job should have all of the essential criteria. The desirable criteria help to distinguish between applicants who satisfy the essential criteria.

NOTE: If none of your job applicants meet the essential criteria, you should go back to the job description to see if you are being realistic. You may need to consider training applicants, training the staff you have, re-designing the job or engaging labour hire or recruitment companies to find the right employee.

Now that you have developed a job description and selection criteria for the function, you will need to assess what type of employment will be required, for example full-time, part-time or casual.

Reviewing the job description and selection criteria

The job description should be checked for accuracy from time to time, particularly when a vacancy becomes available. Job descriptions are often reviewed at the same time as performance appraisals (refer to Section 4 – Motivate, Manage and Reward Performance).

If currently performing the job, the candidate should be involved in the process of reviewing the job description as the employee will often know the job better than anyone else.

4. Selection methods

In other sections we've talked about making sure you have adequate people management processes in place to attract and recruit candidates.

You can now determine the most appropriate selection method(s).

You need to determine your selection method prior to advertising your vacancy so applicants are aware of what information to include and in what form you require their application.

While the interview is by far the most common selection method it can sometimes be insufficient or inappropriate in isolation.

For example, if you were looking for a trainer a good way of evaluating their skills would be to ask them to prepare and present a short training session. This could be done in conjunction with an interview to see if the person is suited to your business.

The following table details some common assessment methods for small to medium-sized businesses.

Method	How it works	Works best …
Written application Use in conjunction with other methods for best effect.	Gives you an understanding of what a person has done in the past, in written form. Can be good if you need an in-depth look at what the candidate has done in the past and if writing skill is important for the role, assuming the applicant wrote the application. Don't be tied to this method as it can be misleading and time consuming.	When you have time to read applications. When you need to compare a number of candidates. When you would like to keep details on file for next time. When there is a need to assess written communication for the job.
Informal chat Use in conjunction with other methods for best effect.	Allows you to talk to the person to get to know them. Can be less daunting than formal methods. Not suitable when you need to compare multiple candidates. Can be a VERY unreliable method. Not recommended unless part of a wider assessment process.	When recruiting for upper-level jobs. When used in conjunction with other methods such as a structured interview or practical demonstration. When you need to hire for skills other than practical competence such as management.
Structured interview Recommended over informal chats or unstructured interviews.	An interview where the questions or areas for questioning are pre-determined in line with the selection criteria. The same questions are put to all candidates. Consider giving the questions to all candidates a short time prior to the interview. This type of interview is a more reliable way to rate and compare interviewees as they all have the opportunity to answer the same questions.	When you need to compare several candidates.
Work sample test Use in conjunction with other methods for best effect.	This tests the ability of the applicant to do an actual task required for the job, for example answering a phone, pouring a beer or changing a tyre. Work tests can be really useful if the job is task orientated and the candidate needs to have a certain level of proficiency from day one.	If you need to hire someone with certain skills. Can be used to determine how much training or support a candidate will need if selected. Best avoided where the job has other dimensions such as high-level decision making or managerial aspects.
Written test	Multiple choice, true/false, short answer.	Where you need to determine a level of knowledge or understanding of certain aspects of the job. Useful where a level of language and literacy is a prime concern. Be careful not to eliminate people for reasons not related to the job.
Presentation	Candidates prepare a presentation on a set topic for an interview panel.	When public speaking or presentations are part of the job, such as a salesperson or trainer.
Example of previous work	If it's relevant to the position, an applicant may be asked to bring in a sample of their work. For example, graphic artists or photographers may provide a portfolio of work. Furniture makers may provide photos or actual pieces of work for consideration.	Where practical skill needs to be demonstrated in a tangible format.

Method	How it works	Works best …
Reference check	Always conduct reference checks (verbal as well as written) and check qualifications to ensure authenticity. Preferably, ask to see the original certificates. Ask for the names and numbers of people who will confirm the candidate's claims. Ask the referee for concrete evidence, not just opinions. Give an example of what the job entails and ask him or her to recall a time when the applicant undertook similar tasks. Like any question asked of the candidate, questions to referees should relate only to the candidate's ability to do the job. Do not ask personal questions.	When attempting to decide between closely rated candidates.

If you choose to use the interview method you may like to consider two styles of questioning: behavioural-style and situational-style questions.

Questioning to aid reliability of interviews		
Behavioural-style questions	Designed to give you examples of the candidate's behaviour as opposed to just their knowledge or opinions. These questions allow you to describe situations, or the type of work involved in the job, and allows candidates to provide examples of how they have approached similar situations or work. Example: 'This job requires someone to prioritise varied tasks during the day. Tell me how you have managed competing priorities in your previous roles'.	When you need to determine how the candidate may have behaved in the past, and if that behaviour would suit your business.
Situational-style questions	A hypothetical situation based on challenging job-related occurrences is presented to the candidate and he or she is asked to describe how they would handle it. Examples: "Tell me how you would deal with an angry customer". "Describe how you might manage deliveries at peak delivery times".	Where the applicant may not have enough work experience to be able to draw on past experiences, for example school leavers or graduates. Also good for internal applicants applying for a job different from their current position.

5. Method of application

Before you advertise the vacancy, it is helpful to consider how you would like people to apply. You could choose one or more of the following:

- Curriculum Vitae (CV) or resume
- application letter
- statement addressing the selection criteria
- portfolio of work samples
- completion of job application form (provided).

In your advertisement, you need to state how to apply and provide guidance on the amount of information (word limits or page limits).

6. The job application

Template

Job application form template – assists in collecting important information about applicants and will help with the selection process.

Page 39

Template

Acknowledgment of application letter – assists in writing letters of response to your applicants.

Page 42

It is useful to have an application form available for applicants to complete. You need to set this up before you place the job advertisement. It is also a courtesy to acknowledge receipt of applications with a letter. Templates are provided to assist you with this.

7. Advertising the vacancy

Template

Advertise a job template – provides examples of what should be included in a job advertisement.

Page 41

Keep in mind that the person you are looking for may already be working in your business. Training your own employees can be a good option, as sometimes it's easier to recruit from within. It sends a message to other staff that opportunities for promotion or multi-skilling are available.

Finding the right employee depends a great deal on how and where the job is advertised.

Businesses go to great lengths to make sure that their products and services are advertised well, but job advertisements are often not well thought through. Appealing to the best candidates is the first rule of successful recruitment advertising.

Just like any other advertising or promotion, you'll want a return for your investment. It makes sense to put your advertisement to work where it will benefit you most.

When choosing how to advertise consider the following questions.

- **Who am I appealing to?** Graduates? Working mums? The unemployed? Those already in work but willing to change? Younger trainees or experienced operators?

- **Where is my advertisement most likely to be seen by my target audience?** Newspapers? Online? Trade journals? The back of the local bus? In the local shop? Consider approaching schools and universities for entry level employees.
- **What will appeal to my ideal employee?** Flexible hours? Training opportunities? Work with a well-known business? Career progression?
- **What will the general public think of my advertisement?** Is it consistent with my other marketing and branding?
- **Will my advertisement grab attention or fade into the background?** Will other advertisements stand out more than mine?
- **How much will it cost?** Will I get a return on my investment?
- **How much time do I have to fill the vacancy?** Do I have time to advertise or do I need someone quickly?

Other forms of advertising may be more effective than a line advertisement in the Saturday paper, where your advertisement will be competing directly with similar ads. Some examples include the engagement of a recruitment firm or a head hunter.

Ask yourself: do you need to advertise at all? Do you know someone who knows someone who would be suitable?

Also consider the relationship between advertising a position and advertising the business.

A newly generated position indicates business growth, while frequently advertising the same position may indicate high staff turnover.

Some points to remember when advertising vacancies

There are some rules you should be aware of when advertising vacancies. They include, but are not limited to, the following:

- There must be a bona fide vacancy to fill. If there is no real job do not advertise as if there were.
- You must comply with legislation such as Equal Employment Opportunity (EEO) law. For example, you cannot state that you want a person of a certain gender, age or race (for example young, fit male wanted for store work). If you need to employ a certain type of person for a specialist role (such as a female for sexual assault counselling) you should contact the **Human Rights and Equal Opportunity Commission** for advice on exemptions where appropriate or the **Tasmanian Office of the Anti-Discrimination Commissioner**.
- Your advertisement should be realistic and honest. Do not make promises that you aren't going to keep as you will only waste your time, money and effort doing it again when the new person leaves. Also, this does nothing to enhance your employer brand and reputation.
- Ensure you identify a person potential applicants can contact for further information and where they are able to obtain a copy of the job description.

3. Selection

Selection: the process of choosing the best candidate from all job candidates.

There are logical steps involved in selecting staff.

- Organise a date, place and time for the selection process and notify the candidates you wish to interview.
- Devise selection tools such as interview questions and forms to keep you on track.
- Organise other participants if you are using a panel interview process.
- Undertake the selection method(s), ensuring it is fair and equitable for all candidates.
- Make your decision and notify the successful candidate.
  It pays to make sure the successful person accepts the job before notifying the unsuccessful candidates, in case he or she declines to accept the position.
- Send letters to unsuccessful applicants.
  Thank them for their interest and the effort they put in, and perhaps explain why they were unsuccessful.
  Being polite and helpful in this way will show you care about your business' image.
- Generate a formal offer of employment to the successful candidate outlining their working conditions.

Interviews: tips for better outcomes

Template

Preparing for an interview checklist template – assists in preparing for an interview by providing prompts and general interview guidelines.

Page 46

Template

Interview record form template – assists in recording ratings and comments of the interview in relation to the selection criteria.

Page 47

Here are some things you can do to make your interviews more useful.

- Always devise interview questions that relate directly to the selection criteria.
- Write your questions down and try them out on current staff to ensure they are valid and unambiguous. Ensure the answers tell you what you need to know.
- Form an interview panel. Other people will be able to offer different perspectives. Consider asking the direct supervisor of the role or a team member.
- Choose a venue for the interview that is quiet and comfortable (an office away from the hustle and bustle of the workplace) and avoid creating intimidating seating arrangements.
- Allow enough time and don't rush. Interviews can take anywhere from 15 minutes to several hours. Let the applicant know how long it may take.
- Avoid interruptions. Take the phone off the hook and tell others you are not to be interrupted.
- Use a standard set of questions for each applicant. Structured interviews work best. This doesn't mean they have to be overly formal, just consistent for all applicants.
- Consider providing questions to all applicants prior to the interview, allowing them time to read the questions and make brief notes.
- Use a standard evaluation form based on the selection criteria. If you are interviewing more than one person, always take notes – no matter how good your memory is you might forget the details.

- Avoid making snap decisions based on irrelevant information (where they went to school, where they last worked).
- Understand what it is you are looking for – stick to your selection criteria to avoid hiring for the wrong reasons.
- Let the applicant do most of the talking – the interview is an opportunity for them to provide evidence that they are most suitable for the job.
- Ask open questions that demand more than a 'yes' or 'no' answer. Use questions that begin with doing words like "describe", "explain", "how did you…", "why would you…", "when have you…", "what would you do…", "tell me about a time…".
- Maintain appropriate eye contact and body language.
- Paint an honest picture of the conditions on offer and the expectations of the role.
- Give the applicant the opportunity to ask you questions about the job at the end of the interview.

Things to avoid

The decision to hire someone must be based solely on their ability to do the job. There are some things you must not ask during a selection process. Usually, you will not need to know whether a person is thinking of getting married and having children or whether they follow a certain religion, for example.

Having well-constructed position descriptions and selection criteria will assist you to make an objective decision and give some back-up if asked to defend an accusation of discrimination should one occur. Also, using a structured process that is transparent and consistent for all candidates will assist you to ensure a fair and equitable process.

A candidate should not be asked about any of the following things and must not be discriminated against on these grounds:

- race or ethnic origin
- criminal record (unless a police check is a requirement of the position)
- marital status
- gender
- pregnancy
- disability (when unrelated to the ability to do the job)
- sexual preference
- union membership.

This list is not exhaustive, so please also be aware of indirect as well as direct discrimination. That is, even though you didn't ask about certain things directly, you may still be discriminating by making an issue of something else.

For example, "We don't hire people over size XX" is blatantly discriminatory against people of a certain dress size.
An example of indirect discrimination is saying, "The successful candidate will be provided with a uniform that is a size XX. Will that fit you?"

If you are unsure of how to handle a particular situation contact the **Human Rights and Equal Opportunity Commission**, or the **Tasmanian Office of the Anti-Discrimination Commissioner** for assistance.

Appointing the successful applicant

Template

Letter of offer template – assists in writing a letter of offer to the successful applicant.

Page 43

Template

Letter to unsuccessful applicants – assists in writing letters to unsuccessful applicants.

Page 44

A letter of appointment/employee contract will make the offer of appointment official.

Appointing the successful applicant includes the following steps:

- producing and sending the employee contract/appointment letter and undertaking other administration to formalise the appointment
- preparing for the arrival of the new employee
- arranging and conducting an induction
- scheduling time for an initial feedback session.

There is more information on what you should do for new employees in Section 3 – Induct, Train and Develop.

Checklist – Attract, Recruit and Select

Tick when complete	Tasks	Templates provided	Page number
☐	Consider your business' competitive advantage and your reputation and branding.		
☐	Before you advertise for a new employee:		
	☐ Undertake a job analysis to work out exactly what you need.	Job analysis template	37
	☐ Review or write a job description and determine the selection criteria.	Job description and selection criteria template	38
	☐ Identify the selection method(s).		
	☐ Write or edit application forms.	Job application form template	39
☐	Advertise the job if required.	Advertise a job template	41
☐	Prepare for the selection method(s). For example, if conducting interviews assemble a panel of suitable people.	Preparing for an interview checklist	46
☐	Undertake selection method(s) and record the outcomes.	Interview record form template	47
☐	Select most appropriate applicant.		
☐	Notify all applicants whether or not they were successful.	Letters to applicant templates	42
☐	Produce and send the employee contract/appointment letter and undertake other administration to formalise the appointment.	Letters to applicant templates	43

Fact Sheet – Building a good employer brand

The following table contains some tips on building a good employer brand.

Objective	How does it look?	Benefit
Be clear on what your business is about	You have a good idea of what you do, how you do it and how you want to be seen by others, usually mission/vision/values statement.	You are able to check back to ensure that what you are doing or what you plan to do fits the organisation's brand (how others see the business).
Match up your statements with action and visible evidence	If you say your business stands for one thing when it does something different, your promise does not match your actions.	Your employees will receive clear cues from management behaviour, workplace policy and the way the business is portrayed to others.
Focus on the customer	What your customer wants from you may reflect what you want from your employees. Consider displaying some policies that show your commitment to customers and the community (such as customer service charter). For example, if your customers want speedy customer complaint resolution, your policies and procedures must allow this.	If your employees are given the right tools (policies, procedures, training, equipment) in line with your business promise, your customers will be satisfied.
Be dedicated to your promises	Ensure that managers maintain the promises made to customers and employees. Doing things in line with the business promise can be difficult at times, but commitment to principles can pay off in the long run.	People come to expect certain things from businesses. They become comfortable with the way businesses act and how they treat their customers and employees.
Get your message out	Make sure people know about what you do and how you do it. Leverage internal communication through: use of policy, newsletters, memos, training and people management processes. Leverage external communication through use of a consistent message in advertising, promotions, sponsorships and public relations.	Brand awareness depends on communication to an audience. Your brand will carry value and create certain expectations in the minds of those outside the business only if it is constantly and consistently applied in external and internal messages.

Template – Job analysis

A job analysis is done before you advertise for a new employee. It allows you to work out exactly what the business needs and to identify ways in which an existing role could be adapted. After you've done a job analysis for a position, it will be easier to fill in the job description template.

GENERAL DETAILS
Date of review
Reviewed by
Job title
Department
Award/Agreement
Classification/Level/Grade
Reports to
Supervision of

DUTIES AND RESPONSIBILITIES

Duties and responsibilities	Major functions	Selection criteria, competencies and experience	Qualifications required	Essential or desirable? (write an E or D in this column)
Serving customers	*Customer service*	*At least one year's retail experience*	*Certificate II in Retail Operations*	*E*
Accepting payment	*Managing cash*			*E*

GENERAL OVERVIEW OF THE JOB

VALIDATION AND FUTURE REVIEW
Validated by staff member
Next job review date

Template – Job description and selection criteria

Use this template to write down the information that relates to a position. Use the information from the job description to write your job advertisement. You should also use this information to evaluate the people who apply for the position and to monitor their progress after they become an employee. It also allows different people within the business to manage staff if they can see exactly what people in each position are expected to do.

Put this job description into an individual's personnel folder – it will help a great deal when you consider giving this person a pay rise, moving them to another position, sending them for training or when you do performance reviews.

GENERAL DETAILS
Date of review
Reviewed by
Job title
Department
Award/Agreement
Classification/Level/Grade
Reports to
Supervision of
Date authorised

JOB OVERVIEW

ESSENTIAL DUTIES AND RESPONSIBILITIES	
Function	Task description

SUPERVISORY RESPONSIBILITIES	
Function	Task description

WORK ENVIRONMENT

SELECTION CRITERIA
Essential (including qualifications/licences)
Desirable (including qualifications/licences)

COMPETENCIES/EXPERIENCE

Template – Job application form

POSITION APPLIED FOR	

PERSONAL DETAILS

Surname	Given name
Preferred name	
Address	
Work phone	
Home phone	
Mobile phone	
Email	

CURRENT QUALIFICATIONS

Qualification title	Institution/Training provider	Year completed

Are you currently undertaking study/training? (tick one) ☐ Yes ☐ No Course/ program name

Full-time ☐ Part-time ☐ Distance ☐ Other ☐

PREVIOUS EMPLOYMENT (MOST RECENT FIRST PLEASE)

Employer name/ establishment	Dates from/to	Position held	Reason for leaving	*Office use check Initial/date*

REFERENCES

Do you agree to have referees contacted in relation to this application? (tick one) ☐ Yes ☐ No

(Reference checks will be conducted legally in an ethical manner and all information derived will remain confidential.)
Please provide details of three people who can speak on your behalf regarding your work history.

Name	Contact number	Position held/working relationship (for example, supervisor)	*Office use check Initial/date*

What type of work are you available for? (tick one)	Full-time ☐ Part-time ☐ Casual ☐

Template – Job application form continued

OTHER INFORMATION	
When will you be available to start work?	
Please provide any other information that you identify as being pertinent to this application? (for example, medical conditions, disabilities)	

DECLARATION

I declare that to the best of my knowledge the information given is true and correct. I understand that inaccurate, misleading or untrue statements or knowingly withheld information may result in termination of employment with this organisation.
I understand that this application does not constitute an offer of employment. I understand that, in some cases, police and credit checks will be required and I will be notified if this applies to this application.

Signed   Date

CONFIDENTIAL *For Office Use Only*

REFERENCE CHECKS

Reference name	Comments	Would re-employ? ☐ Yes ☐ No	Initial	Date

POLICE CHECKS

Comments	☐ Yes ☐ No (Not appropriate)

OTHER ACTION

Action	Name	Date
Interview arranged for / /		
Offer of employment made		
Position		
Acknowledgement letter sent		
Letter of offer sent		
Induction due on / /		
Payroll details entered		
Probationary period expires on / /		
NOTES:		
Application unsuccessful		
Letter of advice sent		
Application to be destroyed on / /		
Other		

Template – Advertise a job

You can use the information you've already recorded in the job description to write a job advertisement.

The advertisement, at its simplest, needs to tell the reader:

- The name of the job
- The name of the employer – include a description of the business to encourage people to apply
- Benefits to the successful applicant (pay, conditions)
- The qualifications or experience applicants should have
- How and when they should apply for the position.

Use the four point guide called AIDA to construct advertisements: attract ***attention*** to the advertisement; develop ***interest*** in the job; create a ***desire*** for the job; prompt ***action*** by encouraging readers to apply for the job.

These advertisements are included as examples.

looking for a cutting edge career?

Making Waves has some of the best and most awarded hairstylists in town and we're looking to add to our fashion-focused team.

We are committed to providing our customers with innovative styling and we pride ourselves on our dedication to ongoing client satisfaction.

The team at our inner city salon is looking forward to welcoming a

First Year Apprentice Hairdresser

who will take advantage of first class on and off the job training, the opportunity for competition work and competitive salary ($20,000 to $25,000 per annum).

Ask our staff and they will tell you it's a great place to work with room for your own flair and creativity to shine through.

If you have a bubbly personality, great personal presentation, a commitment to client satisfaction and you're not afraid of a little hard work to gain an opportunity for a career in hairdressing, we'd love to hear from you.

Contact xxx to obtain a copy of the job description.

To apply, please forward your CV to:

Jane Citizen
Manager, Making Waves
123 Hometown Road, Hometown Tasmania 0756
Email: info@makingwaves.com.au
Phone: (03) 62XX XXXX

Applications close 5pm Friday 30 June 20XX.

a passion for pools? a craving to be creative?

Making Waves has created some of the best and most awarded garden swimming pools in the State and we're looking to add to our hard working construction team.

We provide innovative pool designs and we pride ourselves on our dedication to first class building quality.

Our southern construction team is waiting to welcome a

Qualified Landscaper

who will take advantage of flexible working hours, the opportunity for a competitive salary ($45,000 to $55,000 per annum), with access to first class designers and support from a well equipped construction team.

Ask our team and they will tell you it's a great place to work where one day is never the same as the next.

If you have flair with plants and garden design elements, have formal qualifications in landscaping or horticulture and can demonstrate a creative track record over the past three years we'd like to hear from you. Experience in landscaping around pools would be highly regarded.

To apply, please forward your CV, with any photos to:

Darren Citizen
General Manager, Making Waves
123 Hometown Road, Hometown Tasmania 0756
Email: info@makingwaves.com.au
Phone: (03) 62XX XXXX

Applications close 5pm Friday 30 June 20XX.

Templates – Letters to applicant

Here are some templates you can use to write letters to respond to job applicants, let applicants know if they were successful or unsuccessful and invite someone to an interview. Customise these sample letters to suit the way you prefer to communicate – you might like to use a casual, friendly tone or a more formal tone.

Template – Acknowledgment of application

(Company letterhead or address)

(Applicant's name)

(Street address)

(Suburb, State, Postcode)

(Date)

Dear (Applicant's name)

Thank you for your application for the position of (Job title).

We have received many applications from well-qualified and experienced candidates and we are currently short-listing candidates' applications.

Applicants who appear to meet the required selection criteria and most closely match the requirements of the position will be advised in due course and invited for an interview.

Thank you for your interest in joining us at (Business name) and for taking the time to submit an application for employment.

Yours sincerely

(Name of business representative)

(Title)

Template – Letter of offer

(Company letterhead or address)

(Applicant's name)

(Street address)

(Suburb, State, Postcode)

(Date)

Dear (Applicant's name)

We are very pleased to offer you the position of (Job title).

We have attached the terms and conditions of this offer. Please read this information and sign, and return the copy. You are encouraged to keep a copy for your records.

If you have any questions, please don't hesitate to call me.

We look forward to having you join our team.

Yours sincerely

(Name of business representative)

(Title)

Template – Acknowledgment of application – unsuccessful applicant

(Company letterhead or address)

(Applicant's name)

(Street address)

(Suburb, State, Postcode)

(Date)

Dear (Applicant's name)

Thank you for your application for the position of (Job title).

We received many applications from well-qualified and experienced candidates.

Unfortunately, on this occasion your application for employment with us was unsuccessful.

Thank you for your interest in joining us at (Business name) and for taking the time to submit an application for employment.

We wish you well in your future endeavours and encourage you to apply again in the future if a suitable position becomes available.

Yours sincerely

(Name of business representative)

(Title)

Template – Acknowledgment of application – shortlisted applicant

(Company letterhead or address)

(Applicant's name)

(Street address)

(Suburb, State, Postcode)

(Date)

Dear (Applicant's name)

Thank you for your application for the position of (Job title).

We're pleased to tell you that you have been short-listed for an initial interview.

Selection interviews will be conducted on (Date). Please contact (Business representative) to arrange a suitable time.

When you come to the interview, please bring the originals and a photocopy of any documentation that will support your application.

Thank you for your interest in joining us at (Business name) and for taking the time to submit an application for employment. We look forward to discussing your application in greater detail.

Yours sincerely

(Name of business representative)

(Title)

Checklist – Preparing for an interview checklist

Use this template to prepare for an interview. It should ensure that the interviews will be run efficiently and consistently.

Before selection interviews take place, all members of the selection panel should:

Tick when complete	Tasks
☐	Be familiar with the position description of the vacancy .
☐	Understand the selection criteria.
☐	Review applications.
☐	Be familiar with the rating scale applicable to interviews.
☐	Have sufficient copies of interview record pro forma.
☐	Have a copy of standard questions.
☐	Be aware of the way in which the interview is to be conducted (order of questions, who will ask questions).
☐	Have a pen!

GENERAL INTERVIEW GUIDELINES

All panel members should be familiar with applicable Equal Employment Opportunity (EEO) legislation and ensure that all candidates are assessed on the basis of merit.

Supplementary questions should comply with EEO principles and be applicable to the selection process (e.g. personal questions like 'are you married?' must be avoided).

Panel members should make appropriate and constructive comments on the interview evaluation form to enable feedback to candidates at a post interview briefing if requested.

Template – Interview record form

Use the information you provided in the job description to create the forms you'll use when you conduct interviews with applicants. Include each of the essential and desirable skills and qualifications so that the interviewers can give a score. This will help you to evaluate all of the people interviewed, and judge them against a fair and consistent standard.

GENERAL INFORMATION			
Position		Date	
Applicant's name		Interview time	
Interviewer/s			

INTERVIEW ASSESSMENT		
Selection criteria	Rating 1 - 5 1 = does not meet criterion 3 = meets criterion 5 = exceeds criterion	Comments
Essential		
Desirable		
Total score		
General comments		

ATTRACT, RECRUIT AND SELECT

3. INDUCT, TRAIN AND DEVELOP

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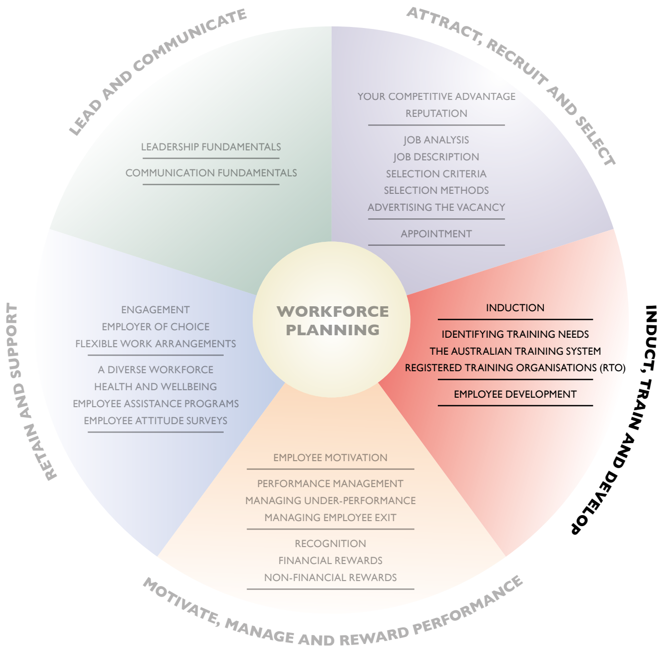

Overview

All employees will benefit from being properly introduced to the business and from training and development. If employees see that you're investing in their skill development they'll feel valued, and you will be helping them to work more effectively to ensure your business goals are met.

Employees are usually introduced to a business through an induction program. After induction it's important to address their training needs, which may vary from case to case. Employees generally will be attracted to, and feel a desire to stay in, a workplace where there are opportunities for further skill development.

This section of the guide will cover the following topics:

1. Induction
2. Identifying training needs
3. Employee development.


Checklist

Induct, Train and Develop checklist – summarises key information about induction, training and development.

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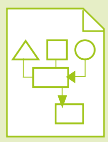
Flowchart

Essential human resource management process flowchart – induction, training and skills components.

Page 4

If you want more help with training and developing staff, you might consult a Registered Training Organisation.

3. INDUCT, TRAIN AND DEVELOP

1. Induction

Induction: the process of introducing new employees to the business, the working environment, management and other employees.

Template

Induction checklist template – provides an example of what to include in an induction.

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Induction (also known as orientation) is simply the process of making new staff familiar with the workplace, other staff and management and the business processes.

This is an important step in recruiting new staff, as it has been found that new employees decide within the first few days whether their decision to accept the job was a good one.

Research indicates that a significant percentage of staff turnover occurs within the first 90 days of hiring, so improving the employee's initial experience with the company may reduce turnover.

Although an induction process is generally intended for new employees, it also gives existing employees the information they need when moving into another position or area within your business.

Why should I provide an induction?

There are two key benefits your organisation will gain from good induction processes:

- reduction in staff turnover – reducing the likelihood that new staff will leave your business shortly after commencing employment
- increased productivity – a proper induction will allow new employees to be productive more quickly.

Welcoming the new person to your business and making them feel comfortable in their new workplace reduces their anxiety about starting work somewhere new. A new employee may be wondering:

- Will I be accepted and liked?
- Will I be able to do the work well?
- What happens if I make a mistake?
- Where will I park?
- What's the dress code? What if I over-dress/under-dress?

Helping new staff understand how things are done in your workplace will let them know what is expected of them in terms of behaviour (turning up on time), values (honesty and integrity) and attitudes (helpful and friendly).

Induction allows you to explain exactly what you want, what you don't want and what will happen if expectations are not met. This is the first step in performance management.

Induction also provides an opportunity for the employee to ask questions, seek assistance, and in some cases even provide suggestions that may improve the processes associated with his or her new role.

A good induction process helps you to ensure that you live up to the promises you made when recruiting and selecting new employees. If you don't honour your commitments it is highly likely that you may have to recruit again. Employees will leave if they feel unwelcome, inadequately supported or not properly informed about their responsibilities and obligations.

Aside from how new employees may feel, if not properly inducted:

- The employee may be unable to provide adequate service to customers, resulting in customers taking their business elsewhere.
- Your business may lose its competitive advantage. It is possible that an 'early leaver' may go directly to your competitor, perhaps taking valuable information with them.
- Your personal and business reputation may be negatively affected when the employee talks about his or her experience to friends and family.

Duty of care: each person has a duty to ensure their action, or failure to take action, does not harm others. It is part of the occupational health and safety responsibilities and obligations for employers and employees.

As an employer, your duty of care extends to ensuring that your employees (new and long-standing) are:

- aware of any risks to their health and safety and of the procedures that ensure they do not suffer injury or illness while at work
- protected, and that instructions and relevant protective equipment are provided and used as prescribed.

The new person at the workplace is most at risk of being injured, primarily due to a lack of experience. Make sure that you or responsible staff members provide proper training and supervise the new employee until you are confident that they are competent enough to be left unattended or unsupervised. Do not assume that they have experience or are familiar with safety procedures even if they have worked in similar jobs or workplaces – they must understand their obligations in your workplace.

It is your responsibility to ensure that they are safe in the workplace.

Research indicates that injury rates are very high for workers in their first six months. The average cost for each injury is highest for workers injured early in their employment.

In addition to the checklist provided in this kit, **Workcover Tasmania** has produced a template that you can use as the basis for your own checklist.

What do I include in the induction?

All inductions should involve the following elements:

- exchange of information, for example taxation, superannuation, payroll details
- a tour of the workplace, including amenities, emergency exits, other departments, staff entrances and exits
- an introduction to other employees and managers – a welcome morning tea or similar can be a quick and friendly way to introduce people and inform the new employee of what role others play in the organisation
- an introduction to the organisation's mission, vision and value statements
- an introduction to policy and procedures, which should cover the following at a minimum:
  - Occupational Health and Safety (OHS), and rehabilitation policies and procedures – minimum OHS information should cover identifying hazards in the workplace, for example vehicles in loading bays, working at height, working with chemicals or biological hazards and machinery; the use of any personal protective equipment such as hard hats, eye protection and gloves and how to access first aid assistance
  - employee code of conduct including your policies on harassment, drug and alcohol use (that is, your customer service charter)
  - emergency evacuation procedures
  - performance management processes
  - grievance policies.

Template

Policy documents template – assists in documenting policies.

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- general workplace information such as:
  - work times
  - shift information
  - meal breaks
  - recording procedures for the hours worked
  - processes for notification of absences (such as sick leave)
  - reiteration of workplace agreement, contract or award conditions (as applicable)
  - social activities such as social club, regular social functions.

How long should it take?

A thorough induction may take anywhere from several hours to several days to complete. You can spread the induction over a couple of days or weeks if there is no risk to the person in regard to occupational hazards. This allows the employee to gradually learn all that he or she needs, while becoming familiar with the new work environment.

Induction is not considered complete until the new employee has sufficient information to be productive to an acceptable level. It may be useful to think in terms of what information is required in the first day, first week and first month.

Some tips on good inductions

There are a number of good tips listed below that will assist you in designing a good induction for your business.

Anticipate arrival

Imagine how you would feel if you arrived on the first day of a new job only to find no one knew that you were coming! A well-prepared reception will create a positive impression of the organisation from the beginning.

To make new employees feel welcome:

- let other staff know who the new person is and tell them a little about their background
- if required, have a uniform ready or a fitting scheduled for the first day so the new employee can fit in as soon as possible
- arrange a workspace – a clean, organised work area will allow the new staff member to feel they have their own space, not leftovers from someone else – or worse, have nowhere to work
- create an email address, print business cards and have workplace communication directories updated
- arrange for a locker or other personal amenities where applicable
- arrange a time for you or a staff member to greet them upon arrival and to show them to their workspace.

Informal follow-up

Set a time for informal meetings with the new employee. These allow you to ensure that their introduction to the workplace

has been successful. Also, you can fill in any gaps that have been missed or answer any questions.

The buddy system

Assigning an existing employee to show the new employee the ropes will give them a sense of security in their new environment. This buddy employee should be able to answer questions, make introductions, conduct tours and generally help to ease the newly appointed employee into the workplace.

Probationary meetings

A common practice is for probationary meetings to be conducted at the completion of the first, second and third months. These should be documented and placed on the employee file. These allow managers to communicate expectations upfront and can protect each party should something go wrong in the future. These meetings also provide an opportunity to give feedback to new employees on their performance, to provide information and address any relevant training needs.

Evaluation

The induction program should be evaluated routinely to ensure it is keeping up with workplace practices and policies and the needs of staff. Asking those employees who have recently completed an induction if it gave them all the information they would have liked is a good start.

Induction needs of different groups

We know that customers have their own needs and we modify our products or services to meet those needs.
The same should apply to our employees.

New employees come from all walks of life and may have differing needs when it comes to feeling comfortable in the workplace during those first few months.

The particular needs of certain groups of employees are discussed below.

School leavers

School leavers typically have limited work experience and tend to be unfamiliar with the demands and habits of a workplace. They may need more support, greater detail regarding their responsibilities and obligations and may need a greater level of supervision for the first few months. It may also be the first time they have worked according to particular policies and procedures and they may need to spend extra time on the relevance of these in the workplace.

Graduates

Graduates include university graduates and those graduating from higher education institutions. Graduates are likely to be enthusiastic about entering the workforce and eager to apply their theoretical knowledge in a practical manner. To take advantage of this enthusiasm, explain how the theory may be applied to practice.

You may find it best to involve graduates in projects where their expertise can be used and where they can feel they have made a contribution to your business. Encouraging them to share their up-to-date theories and strategies will make the graduate feel like a valued member of your business.

Much like school leavers, this group may need additional support, particularly if they have had limited work experience.

Career changers/mature-aged workers

This group may have substantial work experience so their induction should focus on filling their skill and knowledge gaps. Being over-supervised may have a detrimental effect on members of this group. The induction period can be a good time for you to identify skills and information this person has that can help your business to become more productive and competitive.

Employees with a disability or cultural difference

Australian and State Government legislation prohibits discrimination against people with disabilities, ethnic/social minorities, people with caring responsibilities, and those from a non-English speaking background.

Reasonable adjustments may need to be made to accommodate newly employed people from these groups.
Think ahead about any modifications to the physical environment, rosters, work practices and processes that may be necessary. For example, can the office accommodate wheelchairs? Can the phone system accommodate aids to hearing? Does the roster need to be more flexible for those with caring responsibilities? Is there a quiet place for people who need time for prayer?

It is important that these types of things are considered before the new employee starts work.

The Australian Employers Network on Disability has useful resources to assist employers perpare for workers with disability.

Multicultural Tasmania can provide advice on the needs of employees from non-English speaking backgrounds.

Existing employees in new roles

Existing employees commencing new roles are often forgotten when it comes to induction.

An induction for an existing employee can be a valuable process and will increase the likelihood of this person feeling comfortable in his or her new role. This is particularly true for employees moving to new areas of your business and those who have been promoted.

2. Identifying training needs

Rarely does someone walk into a job with all the skills, knowledge and attributes required to undertake their work efficiently and effectively from day one.

There will always be a requirement for some form of skill or knowledge development. For example, different businesses use different software applications, machinery, customer service processes and trade related practices.

Training: the process of gaining skills (competencies) and knowledge to perform an activity. Training is usually practically focused.

Training needs analysis

Training needs analysis (TNA): the process of identifying what training might be required to bridge the gap between an employee's actual skill level and desired level.

Template

Training needs analysis (TNA) template – assists in identifying the skills, knowledge and attributes that are required to fill current and future roles.

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You will need to determine what training employees need, particularly new employees, to ensure that they are able to complete the work you need them to do. The technical term for this is training needs analysis (TNA).

A TNA can be applied across your business, from individual staff members to whole departments, and can include the entire business.

Training should be considered an investment in your business; training delivered to address skill development needs will result in staff being able to efficiently and effectively do their work, and this in turn will result in increased productivity, enthusiastic staff, higher morale, increased profit and positive business reputation.

Often, training and development needs are not properly determined, which results in irrelevant training being delivered, or the wrong delivery method being used, and consequently the need is not satisfied.

To ensure your training investment is properly targeted, consider these questions.

- How does each staff member contribute to your business? What do you want them to achieve? For example, how does the receptionist contribute to achieving your goals and what do you want him/her to achieve?
- Does each staff member have the skills and knowledge to do what you need them to do? If not, have you identified what skills or knowledge need to be gained?

It should be noted that a lack of skill or knowledge may not be the reason employees cannot do what you expect. In fact, the problems may be related to interpersonal issues, staff not having the right tools (physical tools to do the job, or processes and procedures to guide their performance), or the expectations of management may be unrealistic.

Before embarking on any training program make sure you have investigated the real and underlying reasons your goals are not being achieved and why the work is not being done in the way you expect. Workforce planning can assist you to determine whether training is required, refer to Section 1 – Workforce Planning.

If you think that training is the answer to your problem, you may like to consider the following questions to determine who should deliver the training, how it will be delivered, who should be involved and how it can be funded.

- Can the skill or knowledge gap be addressed by mentoring or buddying with other staff members?
- Is there anyone within my business who could deliver a formal training session?
- Are there others who would benefit from the same training/skill development/professional development?
- Can we start a group learning program and therefore save money?
- Do I need to engage an external provider? Can they deliver in the workplace or will staff need to go off site? (refer to **Using a Registered Training Organisation** in this section).
- Is training accredited or non-accredited? Is this important?
- Is there financial assistance available from the State or Australian Government for training staff? (refer to **Using a Registered Training Organisation** in this section).

While exploring the questions above it is also important to think about how you will manage workloads to enable employees to participate in training while limiting the impact on your business.

A team training plan will help to keep track of the training that your employees are undertaking.

Template

Team training plan template – assists in keeping track of the training that your employees are undertaking.

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Growing your own

Developing your current staff is a great alternative to recruiting new staff.

Businesses – especially small businesses – often overlook the advantages of developing their current employees' skills.

Consider these advantages:

- Skills and knowledge are developed when you need them, and can be taught and assessed in the workplace.
- Businesses can tailor the learning of individuals to meet the needs of the business – now and into the future.
- Learning can occur over a period of time so that skills are developed and used to coincide with the business' needs and cycles.
- Training or professional development is seen favourably by employees. Creating a potential career path assists in retaining valuable employees.
- Training providers are keen to form partnerships with businesses in order to customise vocational education and learning programs.
- Financial assistance may be available to help you to take on a trainee or apprentice, as well as for up-skilling existing employees.

Understanding the Australian training system

Australia's national training system aims to ensure consistency in training outcomes across the states and territories. For example, an apprentice in South Australia should be assessed to a similar set of performance standards and undertake similar units as an apprentice in New South Wales. The exception to this is the licensing arrangements in each state.

Further information on the Australian training system is available at **training.gov.au**

There are some things you may not know about the Australian training system.

- Businesses can choose who delivers their training from a range of public and private providers who are registered to provide nationally accredited training.
- Traineeships and apprenticeships are not only available for new or young employees. Existing employees at any age can be signed on to a training contract. There are financial incentives to train older employees. Contact your local **Australian Apprenticeship Centre** to find out the details.

How is the current system different from in the past?

The current Australian training system is based on the concept of competence. That is, a person is issued with a qualification based on what they can do, not on the time they have spent in training. Competence is assessed against a set of performance standards that are described in industry training packages. Industry training packages exist for most occupations in Australia and are written in consultation with relevant industry bodies.

These packages are designed to cover a collection of job related tasks that, bundled together, create a qualification. Qualifications range from Certificate I (usually at a prevocational or early entry level) through to Advanced Diploma, which is often pitched at a managerial level. The following table explains the difference between the levels of qualification.

Qualification level	Indicative workplace level
Certificate I	Prevocational, fundamental training for work.
Certificate II	Entry level, skills for undertaking supervised work.
Certificate III	More skilled, able to work with limited supervision.
Certificate IV	Supervisory level, able to work with some supervision and may supervise others within a limited workplace scope. Allows for entry to a specialised field.
Diploma	Able to take responsibility for self and others with minimal supervision. Able to make workplace decisions within a defined workplace scope. Para professional or Associate entry level.
Advanced Diploma	Managerial level. Able to take responsibility for self and others with no supervision.

Note: This table should only be used as a guide. Due to variations between occupations, you should speak with your local training provider to determine the likely workplace capability of individuals with qualifications in your industry.

Recognition of current competencies

The Australian training system also enables people without qualifications to have their experience and skills in chosen fields recognised. This means that existing employees can gain qualifications based on what they have learned over the course of their career or through life skills. This is known as recognition of current competency or recognition of prior learning and illustrates the philosophy that it doesn't matter how individuals come to learn something, it's what they can do that is important. For existing employees this can generate considerable confidence to go on to gain higher-level qualifications and develop new skills for use in the workplace.

Nationally recognised training

Nationally recognised training, or accredited training**:** training which has met nationally agreed standards and is part of the national training system delivered and certified by registered training providers. Training needs to be nationally recognised to attract Australian Government incentives.

Non-accredited training: training outside the national system. This training may not be recognised by other training providers or in any other jurisdiction.

Nationally recognised training is accredited training which has met nationally agreed standards. A logo may be displayed in association with a registered training organisation that has been formally recognised by the relevant State/Territory Training Authority to deliver training or it may be displayed in association with an accredited course or a training package and/or one of the components.

Nationally recognised training can also be funded by government through training incentives. Non-accredited training does not usually attract government funding.

Who delivers nationally recognised training?

The national training system includes training organisations that are registered with their relevant State Training Authority to deliver and assess nationally recognised training. These organisations are called Registered Training Organisations (RTOs) and consist of public, private and not-for-profit providers. They are audited to ensure they are adequately equipped to provide the nationally recognised training.

How do I know if a potential employee is suitably qualified?

All certification should be accompanied by a list of units that the individual has completed. The list of units will assist you to understand what skills and knowledge the qualification is made up of. You can contact the training provider to find out about the units identified on the certification.

What if the individual can't do what I want them to do?

Evidence of competency is collected in many different ways and there may be some differences between your expectations of the employee and how he or she will approach a task.

For example, someone may come to you with a Certificate III in Hospitality (Operations). Training may have been undertaken on the job in an establishment that is different from your own. Although your new employee may need assistance to work in the manner you want them to, they should still have an understanding, for example of the principles of food service.

Check that the units of training the person has been certified for are closely matched with the work you have engaged them to do.

All new employees will need time to settle in and find out how you want things done. However, if you are really concerned about the level of skill or knowledge that the person exhibits, contact their training organisation and find out what training they undertook. It may be that they were taught different skills from the ones you want.

For further information, contact **Skills Tasmania**.

Assistance with training options and funding

For further information on training packages and qualifications, refer to **training.gov.au** and contact **Skills Tasmania**.

Australian Apprenticeships Centres (AACs) operate around Australia and are charged with assisting businesses through the administrative landscape surrounding the provision of funding for nationally recognised training. AACs are often the first port of call for employers when seeking information about accredited training for apprenticeships and trainees.

You can find out where your closest AAC is by running a postcode search on the AAC website.

Using a Registered Training Organisation (RTO)

Registered Training Organisation (RTO): a training/assessment provider recognised by State regulators. RTOs are regulated by national standards against which they are audited regularly. RTOs can deliver nationally recognised training and issue Statements of Attainment and qualifications that are recognised within the national system.

If you want to access government funding you must engage a Registered Training Organisation (RTO). RTOs are the only training providers able to issue nationally recognised qualifications and statements of attainment.

Contact several RTOs and ask them about their services. The RTO that you choose should be able to answer the following questions to your satisfaction.

- What qualification should my staff member aim to achieve?
- How much of the training, if any, can be conducted in the workplace, online or by assessment? How much time will they need to spend off the job?
- How much time will the trainer/assessor spend in my workplace?
- How will I know what to teach and how much support will I get?
- Are the people delivering the training and assessment experienced in my industry/type of business operation?
- What if I can't properly provide training in my workplace?
- Who do I contact if I am dissatisfied with the progress of the training or standard of service provided?
- How much will the training/assessment cost? Remember that, like all things in life, the cheapest option may not always be the best.

Choose a training organisation that understands your business and can deliver the training your people need.

Getting the most out of your RTO

If you're not happy with your RTO, or the training assessment conducted, contact the RTO directly and try to resolve the problem.

If you are not happy with apprenticeship training, contact the Australian Apprenticeships Centre (AAC) that you dealt with initially. Explain your complaint/issue and they will investigate. In some circumstances you can elect to change your RTO but you must arrange this through the AAC.

3. Employee development

Employee development: The acquisition of knowledge, skills and behaviours that improve an employee's capability to meet changes in job requirements and in client and customer demands.

The holistic growth of employees is beneficial to the business as well as the employee. Employee development includes skill development and career planning

Skill development

Skill development: The acquisition of skills to improve the individual capability and proficiency an individual has to perform a particular task.

The best way to proceed with skill development is via the performance management process. Performance management allows you to:

- Assess the individual's strengths and weaknesses – this may give you both an understanding of where their talents are best used and where future development/training may be of assistance.
- Determine how strengths can best be used in the workplace and plan for movement into other roles when appropriate.
- Develop a plan so that the business and the individual can track how much time will be spent in each job role in order to develop well-rounded skills, knowledge and abilities for future career movements. For example, movement from accounts, to distribution, to sales, to management and so on may provide well-rounded skills for the individual and an advantage to the business through multi-skilling an employee.
- Identify if and when the individual will need to continue with formal study in order to progress.
- Develop a fair and equitable means of allowing time for study/training and decide how it will be funded (some businesses make contributions to formal professional development or allow time off for study).

Career planning

Career planning: the process employees undertake to plan their future employment. Plans will usually include information about the kind of employers they would like to work for, the jobs they would like to do and skills required.

A mutual approach to career planning can benefit both parties. Productivity can be improved by providing satisfying and fulfilling work for employees. Multi-skilled employees provide a broader base of skills on which to draw, thus reducing the reliance on recruiting from outside to fill vacancies, or temporary absences of other staff.

Many workers are driven by the desire for a career, not just a job. Working with employees to achieve their career goals will enhance your reputation as an employer of choice, which will help foster a positive employer brand and attract job seekers when external recruitment is required.

Career planning improves employee morale and can encourage teamwork because people are aware of the work of other departments and employees.

Career planning can also be managed through the performance management process, which allows you to:

- set some career goals and develop a career plan for the individual
- determine how the career plan will be evaluated to ensure that the individual is developing the right skills for the career they want to pursue.

For more information on performance management, see Section 4 – Motivate, Manage and Reward Performance.

Checklist – Induct, Train and Develop

Tick when complete	Tasks	Templates provided	Page number
☐	Design your own induction process and checklist.	Induction checklist	**62**
☐	Ensure all essential policies and procedures are available for a new employee to read when they do their induction.	Policy document template	**64**
☐	Start a training needs analysis (TNA) for your employees – this can be updated throughout employment.	Training needs analysis	**65**
☐	Update the team training plan to check if other employees need similar types of training.	Team training plans	**66**

Template – Induction checklist

This is a sample induction checklist. You can change it to suit your business' requirements; it should include all the things a new employee needs to know. You could keep a copy of the completed induction form in the employee's personal file.

Employee's name:

Task		Explain element	Date	Initial
Contract of employment	☐	Job classification		
	☐	Award/EBA/AWA		
	☐	Employment status		
	☐	Job description		
	☐	Probationary period		
	☐	Leave		
	☐	Pay rates		
	Other:			
Hours of work and rosters	☐	When rosters are available		
	☐	Where to apply for time off		
	☐	Where rosters are posted		
Standards and procedures documents	☐	Where they are located		
Company policies	☐	Smoking		
	☐	Uniform		
	☐	Reporting absences		
	☐	Drug and alcohol policies		
	☐	Disciplinary and grievance procedures		
	☐	Personal visits, telephone calls		
	☐	Parking		
	Other:			
EEO and harassment policies	☐	Copy sighted and available		
OHS and rehabilitation policy	☐	Copy sighted and available		

Template – Induction checklist continued

Task	Explain element	Date	Initial
OHS hazards – training given/ scheduled	☐ Equipment		
	☐ Chemical		
	☐ Environmental		
	☐ Manual handling		
Emergency procedures	☐ Who to contact in an emergency		
	☐ First aid stations and officers		
	☐ Evacuation procedures and muster points		
Tour of workplace	☐ Toilets and facilities		
	☐ Outlets		
	☐ Back-of-house areas		
	☐ Front-of-house areas		
	☐ Grounds		
Introductions	☐ Colleagues		
	☐ Supervisors		
	☐ Management		
	☐ Other areas		
Paperwork	☐ Tax declaration		
	☐ Superannuation		
	☐ Employee detail form		
	☐ Union membership		
	☐ Bank account details		

Other:

Induction conducted by:

Date of induction:

Employee's signature:

Template – Policy documents

Policy documents help to prevent misunderstandings within a business. While you don't have to regulate everything your employees do, it's useful to have policies that describe any topics that may be complicated or cause confusion.

Policy documents should be kept as simple as possible, while describing all the things you want your employees to know and do. They should be included in the business' employee handbook or with the induction materials.

(Title of policy)

Aim of this policy

Description of exactly what is expected of employees

Unacceptable actions (including examples)

Disciplinary action

Employee statement

I acknowledge receipt of and understanding of this policy. The policy is effective until further notice.

Employee's signature: ______________________

Employee's name: ______________________

Date: ______________________

Office use only

Policy approved by: ______________________ Date: ______________________

Template – Training needs analysis (TNA)

The TNA can be a useful tool during the performance appraisal process. A manager can discuss with an employee the areas of improvement required and the steps they can take to develop the required skills and training for them to achieve goals.

It is important to look carefully at the people within your business and establish what sort of training or experience they may need to fill current and future roles. When you identify skills gaps through this type of analysis you can work out what training to deliver now, and what development will be required in the future. This plan can be filed in an individual's personal file so it can be reviewed at formal performance evaluations.

Major tasks of position	Training/skills development required?		If yes, identify what training needs exist	How will this be achieved? (e.g. on the job, external training)	When?	Who to organise? Training provider?
	Y	N				

What do we want to achieve in the period ahead?

Where can you/we see your career moving in the next two years?

How are we going to make this happen?

What will you need from the company to assist you to reach your career goals?

Template – Team/unit/organisation training plan

If you have a number of employees who are undertaking training, it may help to record their training requirements in a team training plan.

Priority	Identified skill gap	Who needs training?	Type of training	Description of training	Training providers	Indicative cost	Delivery dates

4. MOTIVATE, MANAGE AND REWARD PERFORMANCE

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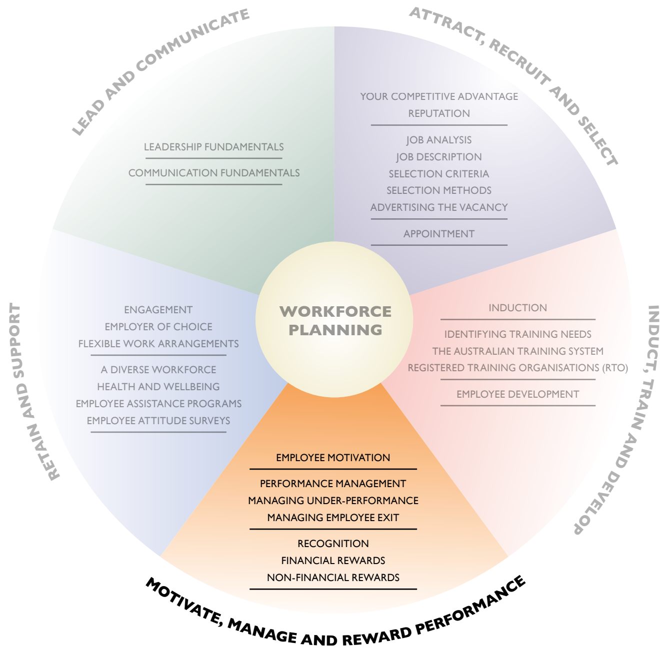

Overview

Research has shown that a business' ongoing success depends to a large extent on having highly motivated employees who are productive and creative. So it's important to understand the link between motivation and performance, and discover what motivates your employees.

Equally important is how you manage employees' performance and reward them, not just in terms of salary but, for example, through recognition and other incentives.

Highly-motivated employees are likely to go that extra mile for you. But offering relevant incentives isn't quite enough; you also should monitor the effectiveness of the incentives.

This section of the guide will cover the following topics:

1. Motivating employees
2. Managing performance
3. Rewarding performance.


Checklist

Motivate, manage and reward checklist – summarises key information about motivating, managing and rewarding performance.

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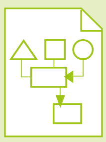
Flowchart

Essential human resource management process flowchart – performance and reward components.

Page 4

1. Motivating employees

Work motivation: the stimulation of behaviour required to achieve and maintain business goals.

An individual's motivation will affect their attitude and commitment and will be influenced by their supervisors and other individuals.

While it's obvious that employees are motivated by tangible rewards such as remuneration and promotion, we know that they also are motivated by other, more intangible factors such as contributing to a common good, a moral obligation to their colleagues and mentoring or giving back. We also know that not all employees are motivated by the same things.

One of the most important tasks a manager or leader has is to create an environment that allows all employees to do their best, to achieve agreed outcomes and to feel valued. There are many good business reasons to do this.

What are the benefits of highly motivated staff?

Research has shown that employees who are highly motivated are likely to:

- have fewer absences from work
- deliver higher levels of performance
- work harder when workplace demands are high
- be loyal to their organisation, resulting in a reduction in staff turnover
- deliver higher levels of customer service, resulting in greater customer retention.

Given these benefits, it is clear that highly motivated employees are likely to have a positive impact on your bottom line.

Motivational drivers

We are all motivated by different things. It is important for you to understand what motivates each of your employees so that you can develop, increase or maintain their motivation.

There are a number of theories that explain how people are motivated and the relationship between motivation and performance. David McClelland (discussed in Robbins et al. 2000) has researched this relationship and isolated three social motives. His 'Three Needs Theory' suggests that people are essentially motivated by a mix of the following factors.

- **Achievement.** Getting a sense of doing a job well and being recognised for it.
- **Power.** Having some control over one's own actions, and perhaps the actions and outputs of others. Influence such as this can be formal, as a recognised supervisor or manager, or informal, being known as the company expert on a particular software package or having the keys to the stationery cupboard.
- **Affiliation.** Feeling part of a team and having some social connection to colleagues. Social clubs, sporting teams and company dinners are common ways to generate this sense of belonging in a workplace.

Researchers have found that while some things will motivate a person to a certain point, other things are needed to create continual effort by staff. For example, when people receive their pay they don't suddenly work harder. This is because pay is an expected result of their effort. So too, things like Christmas bonuses often fail to generate better work performance because often they are expected. Creating a work environment which includes a range of motivators is more likely to result in improved and sustained performance.

Here are some examples:

- opportunities for job enjoyment or sense of achievement – through completing a task in a particular time or to a particular standard
- autonomy (giving individuals freedom to work in their own way)
- opportunities for promotion
- status/power – this can be represented in a job title
- responsibility – allowing people to work without unnecessary supervision or checking
- affiliation – fostering the building of relationships with colleagues and customers
- recognition of employees' performance and contribution

- money/material goods – unexpected, small rewards offered frequently are often more effective than one-off big rewards that may become expected (for example Christmas party)
- flexible work arrangements that allow employees to accommodate other personal interests and needs
- personal and professional growth – training and professional development.

It is important to recognise that employees can be very de-motivated in a workplace that attempts to treat everyone the same.

How to motivate your employees

These strategies may motivate your employees to contribute to your business' overall performance.

- Ask employees what they want. As a leader and manager you should try to understand what makes every staff member behave the way they do. Knowing what makes them tick will give you an understanding of how to keep them motivated.
- Focus on job enrichment. When you make employees' jobs more challenging and interesting they may find it more enjoyable. Provide them with challenges that match their skills, provide opportunities for them to excel, and you are likely to see long-term improvements in their attitude and performance.
- Provide opportunities for advancement. Many employees are motivated by opportunities for individual growth through additional responsibilities or new jobs.
- If you can't give your staff promotions, think about horizontal moves. Often people like to do a different job to build their skills and knowledge; this will renew interest in their work.
- Respect your employees and get to know them well. Take the time to learn what interests them and what is important in their lives.
- Recognise employees' efforts and achievements and reward performance. Take the time to personally thank employees for doing something well. Public recognition can also be a motivator. Mention effort or achievement in team meetings, in newsletters and on the intranet. This is an effective way of guiding and reinforcing desired performance.

- Create opportunities for social interaction, for example, encourage workplace sport or trivia teams. Some employees want to socialise with their colleagues and develop a sense of belonging; this can build commitment to both their colleagues and the business. Social interaction shouldn't be a forced activity; some social activities may conflict with personal beliefs (activities on weekends/prayer days, activities where alcohol may be available).

Template

Template – Ways to motivate and reward employees – illustrates how employees' behaviour can reveal what motivates them and what you can do to keep employees satisfied with their work and motivated to keep doing it well. Page 82

Understanding what motivates particular employees can help them to take ownership of a job and make it more challenging. Well-motivated employees are more likely to remain with your business, resulting in lower turnover and reducing the likelihood that they will leave to work for a competitor.

2. Performance management

Performance management includes a formal appraisal of an employee's performance and other actions such as follow-up or feedback, ongoing reviews, rewards and ongoing professional development or training. It should be linked to other human resources management processes such as work standards, benchmarks and business goals.

Why undertake performance management?

There are a number of great reasons to review employees' performance:

- Staff will more clearly understand how their work aligns with the overall business goals – what part they play in achieving these goals, what they should be doing and how they should be doing it. Employees are generally more productive, more enthusiastic and more committed when they know how they contribute to the business.
- Under-performance and its reasons (either work-related or personal) can be identified early, discussed and resolved before bigger problems arise.
- Potential skills gaps and appropriate training and skill development can be identified.
- Employees' career pathways can be defined more easily.
- Succession planning opportunities can be identified.
- Employees welcome constructive feedback – a pat on the back for a job well done can increase productivity and commitment.
- A structured, regular performance appraisal or review creates an opportunity for staff to raise issues and concerns, and express their opinions about their work.
- Managers can discuss with employees what it is that they enjoy about their work and what motivates them – for example, achievement, advancement, responsibility, new challenges, learning or financial rewards.
- Absenteeism is likely to be reduced as a performance review process establishes regular communication and feedback with staff.

Managing performance is a good way to check that employees have the right skills, attitude and knowledge that are necessary to achieve your business objectives.

Performance management is most effective when managers and employees work together to identify where training or development is required and where tasks might need to be changed.

Performance management procedure

Here are some basic steps you can follow to manage employees' performance:

- Tell each employee what you **expect** them to contribute, and document this agreement.
- **Inform** employees what the business goals are and how they will contribute to them, for example for client satisfaction measurers or weekly sales targets.
- Decide **what** you want to measure – for example, the number of sales made by each individual and each team.

- Decide **how** to measure it – for example, by tracking the number of sales every day/week/month.
- Give **feedback** to individuals and teams so they know how they're going – for example, put up a graph to show how many sales each team has made in a certain period, say "well done" when you're talking to them and recognise good performers.
- Set up regular **performance appraisal** appointments to discuss each employee's progress. Compare this against their job description and goals. For more guidance on how to carry out a performance appraisal refer to the job performance appraisal template.

Performance appraisal: the process assesses an individual employee's progress towards the achievement of the desired goals or other performance standards.

Template

Job performance appraisal template – assists in carrying out a performance appraisal.

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- Set **employees' goals** for the coming year and work out if they'll need extra training or support. Using the SMART principle (Specific, Measurable, Attainable, Realistic and Time-based) keeps goals realistic and valid. Ask if their work is satisfying and rewarding, what aspects they like/dislike and seek their suggestions for improvements or requests for professional development. Record this information so progress can be measured at the next appraisal.
- Regularly **measure** the business' progress against the business goals and let everyone know how things are going.
- **Repeat** this process regularly, modifying the goals as your business changes.

Some tips on managing performance

Performance management will be most successful when you:

- have realistic goals and expectations – allow time in everyone's work schedule for regular performance management tasks including performance appraisals
- commit to the process so that managers and staff see it as important, rather than allowing everyday pressures to get in the way
- follow up issues that arise during performance management discussions – otherwise employees will be disappointed and in the future won't genuinely participate
- ensure that you offer praise as well as identify areas that need improvement, otherwise staff may fear the review and think of it as a time when they'll be criticised, rather than supported.

Discussions on performance issues should not come as a surprise during a formal performance appraisal. Performance issues should be dealt with at the time of occurrence and not left until appraisal time.

Identify what you want employees to achieve in the future

You can use information from past performance to identify what you want for the future.

Know what it is you want. Is it better productivity or efficiency? What are the specifics? Better customer service/higher return custom? Have you considered smarter and more efficient ways of doing business? Whatever it is, make sure employees know what they need to do specifically to achieve your business goals and plans. If your employees don't have a clear picture of what they're working towards and how they need to work differently they'll continue to do what they've always done.

What do you want to measure and how?

It is commonly stated that what gets measured gets managed, so it's important to consider ways to quantify and measure performance. Make sure your measurement tools do, in fact, measure what you aim to measure. For instance, measuring revenue per employee is not a sufficient measure when you also want to know whether your customers are satisfied with the service they receive.

Job descriptions are a good start for deciding what to measure. If constructed well they will give you and each staff member a clear guide of what they are required to do.

Think about the following quantitative measures:

- Productivity may be measured by output over a certain period.
- Customer response times may be measured using a time log.
- Sales volume and profit may be measured monetarily.

Qualitative standards may include factors such as customer satisfaction levels, which may be measured by customer surveys or repeat visitation rates.

Individual or team?

Some performance is based on teamwork. If this is the case then measures should be team based. The performance of the team should be rewarded or corrected. Congratulating or correcting an individual for team responsibilities is neither fair nor productive.

When and how often will you talk with staff about performance?

Performance management is an ongoing process. In principle it should never have a definitive beginning or end point. Managers engage in performance management every day in some form, from encouraging staff who work well and have put in extra effort during the shift/day/project to assisting an employee who is under-performing. The formal appraisal or review should be supported by ongoing informal feedback processes. If you are new to performance appraisals you may choose a structured approach of every six or 12 months. The performance appraisal process should be undertaken for every employee not just those who are not performing.

How will you follow up on the outcome of discussions?

Decide on how you'll follow up on the performance appraisal. Clearly identify and seek the employee's agreement/confirmation of the matters to be followed up and make sure this is done. An excellent way to do this is to prepare an action plan that lists what is to be done, by whom, and when. An action plan is included in the job performance appraisal template.

The action plan can be a useful reference for the next performance discussion. It provides a record for managers (including new managers) and employees to help them quickly identify what has been done and what an individual is striving to achieve.

How will you know that this process is working?

Ask employees if this process helps them to clearly understand what you want them to achieve and how. If your performance targets are not being met or you are not seeing the results you expected, you may need to review what is being done and question whether you are measuring the right things or rewarding the right behaviour. Make the necessary changes but don't abandon the process; it will take some time to achieve the benefits you expect.

How will you sell the benefits of performance management to your employees?

Depending on your employees' past experience, performance management may be seen as a covert or under-handed way of finding reasons to sack someone. Be open and clear about why you want to introduce performance reviews and seek employee

input. Let them know that the performance management process establishes the links between the business goals and employee's contribution. Another approach could be to explain that performance management is about looking and moving forward and learning from the past.
It should not concentrate on the past. It is therefore important that employees contribute to their performance management through training and professional development. A program that has employee buy-in is more likely to be supported.

Formal methods of performance management

If you want to take your performance management to the next level there are many methods you can use. Some can be purchased as off-the-shelf software programs. Larger businesses might find some of these methods useful; however, they can involve lots of administration and might be too complicated for small business.

Fact sheet

Formal methods of performance management fact sheet – provides a summary of formal methods of performance management; one or more might work well to monitor performance in your business.

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Managing under-performance

There will be times when an employee's work is not satisfactory. While discussing this may be unpleasant, if the poor or unsatisfactory performance is to be remedied good discussion is crucial.

There are a number of steps that may help you manage under-performance.

- Act promptly. Don't let poor or unsatisfactory performance continue without comment as it will be more difficult to resolve if left unchecked – unless told otherwise, employees will assume their performance/work is at the level expected. Also, if the incident is not dealt with, it may set a precedent for other employees.
- Arrange a private meeting to discuss under-performance with an employee.
- Give the employee an opportunity to explain the reasons for his or her behaviour. Under-performance may be due to lack of information and skill, job related issues or personal circumstances. Problematic personal circumstances may be more appropriately dealt with by someone with appropriate skills or through an Employee Assistance Program (refer to Section 5 – Retain and Support)
- Tell the employee what is unsatisfactory and ensure that he or she understands the difference between what they are doing and what you want done. Check that they understand relevant instructions, processes or policy, and performance targets, job descriptions and budgets, for example. Ensure that the employee is given ample time to respond and ensure it is a two-way conversation.
- Agree on how the unsatisfactory performance will be resolved, including deciding on how the employee will develop the skills to do the job to the standard you expect.
- Make a time for review to ensure that both parties are happy with the outcome.
- Ensure at the review that the employee knows whether he or she is now performing to the required standard or still has some work to do.
- Always follow up and give positive feedback when the employee is working as you wish. Managing under-performance should be seen as an opportunity for continuous improvement by the employee. It should be undertaken in a positive manner, which will have greater impact on the employee.

If performance does not improve, you may need to follow this process several times, ensuring you continue to allow the employee to identify the reasons for under-performance and to suggest ways of improving performance. You need to consider what action will be taken if the employee's performance remains unsatisfactory and to inform the employee of these possible consequences – for example demotion, transfer, more training or dismissal.

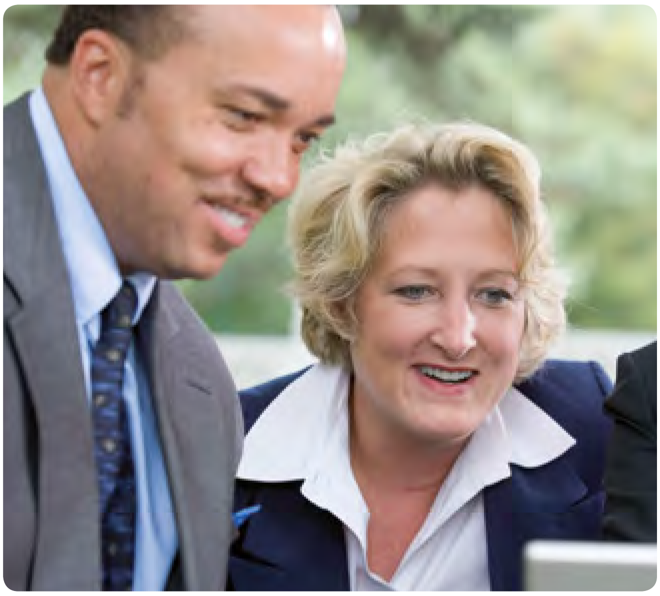
Procedural fairness in performance management: all possible and appropriate opportunities have been given to allow the individual to access a fair and reasonable process to become aware of and adhere to the standards of performance required by the business.

This process is appropriate for simple unsatisfactory performance issues. A number of other performance issues are dealt with in the following section.

Managing conflict and disputes

We want to create workplaces where different ideas and different (and presumably better) ways of doing things are expressed. While this might result in healthy debate, effectively managing this process will prevent damaging conflict.

Conflict can occur between individuals, departments or even in one's own mind when, for example, family and work demands may clash. Much conflict occurs because we fail to deal with a problem when it arises. But not all conflict is negative. There are two types of conflict: functional and dysfunctional.



Characteristics of functional conflict	Characteristics of dysfunctional conflict
Drives innovation and improvement by challenging the status quo	Is ignored or not dealt with quickly and becomes damaging
Is accepted and dealt with by people involved	Is used to keep employees in a particular frame of mind – for example, being suspicious of others or keeping resources to themselves
Creates learning, leading to better workplace behaviour	No one takes responsibility for resolving issues
Creates an environment where disagreements are seen as normal	Often leads to higher staff turnover and poor workplace relations
Keeps businesses fresh because people care enough to fight for what they see as the right thing	Means of managing complaints and grievances are poorly defined and implemented
People feel free to make their ideas known and bring their opinions to the table without fear of ridicule	Fosters a culture of blame and punishment
People own up to their mistakes	The organisation or its departments are divided and do not communicate properly

A certain level of functional conflict is good for an organisation as it maintains innovation and encourages continuous improvement in workplace practices. However, where dysfunctional conflict exists, managers should exercise their conflict resolution practices as soon as possible.

Dysfunctional conflict may adversely affect productivity and the general feeling of wellbeing in a work environment.

Conflict and disputes may arise from:

- change in the workplace
- personal or cultural differences
  (refer to Section 5 – Retain and Support)
- insufficient resources or competition for available resources
- stress
- ineffective communication
- workplace structure
- inconsistent goals/instructions.

Some useful techniques on how to approach conflict resolution are provided below.

- Listen to both sides of the argument and ensure you thoroughly understand the issues. Seek agreement of the parties to disregard the incidental and focus on the cause of the problem.
- Avoid hiding behind policies (ensure policies reflect reasonable expectations), pulling rank and personal attacks.
- Try to have the conflicting parties agree on some point and find some common ground.
- Stick to the facts. Do not become party to the argument or accusations.
- Bring an element of calm by assuming the role of mediator.
- Sort out the easy issues first. Gaining agreement on something is encouraging.
- Keep early discussions informal and get both parties to recognise the value of the workplace relationship.
- Be creative in how you approach the resolution. The first solution may not always be the best or most appropriate.
- Aim for a genuine, mutually agreed outcome: try to create a win/win situation.
- Use arbitration as a last resort.

Developing good conflict management and resolution skills can save your business a lot of angst, lost productivity, poor performance and interpersonal grief. It makes good business sense to foster functional conflict (competition) and resolve conflict that takes the focus of employees away from working effectively and efficiently in your business.

Managing employees out of the business

Dismissing employees because of under-performance, lack of work or change in business circumstances (redundancy, downsizing) is a difficult and complex process. Getting it wrong can be costly and damaging to your business.

Employers have particular legal obligations to satisfy in these circumstances. These obligations may vary according to each individual case so it is wise to get advice from your business or legal adviser, or your industry association prior to making any decisions or taking any action regarding redundancy or terminating your employee's employment.

Employee exit – when people move on

Template

Employee exit checklist template – provides an example of areas to consider when an employee leaves your business.

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There comes a time when the relationship between an employer and an employee ends. Sometimes it's an involuntary separation (termination of employment or redundancy) but at other times an employee just moves on (resignation or retirement).

While an employee's unplanned departure may be disruptive, particularly for a smaller business, it is also an opportunity to obtain information which may be beneficial to the business.

Exit interviews with departing employees are one way of capturing information that ordinarily may not be available to you. Knowing the reason(s) for someone leaving may allow you to make changes in the workplace so that others don't leave for the same reasons.

Exit interviews may reveal things such as:

- working conditions need to be improved
- the actual job or work involved needs to be redesigned
- interpersonal relationships need to be managed better – for example, between individual employees or management
- recruitment, selection and induction processes are flawed or give applicants a distorted view of the job or organisation, for example you did not live up to your promise made at interview
- training and professional development opportunities are inadequate and need to be reviewed
- the management practice is not achieving the required level of productivity and consequently needs to be reviewed
- the job aspects the employee enjoyed the most and the least
- the level of team or organisational morale.

The exit interview should be undertaken like any other

interview. Find a quiet, comfortable place where you will not be disturbed. Exit interviews are often conducted by a third party, which can allow for a free discussion.

Questions should not be presented like an interrogation, but rather as a means of eliciting information that may be useful to the organisation. Ask questions that allow employees to give as much information as they wish. For example, ask why they are leaving and what would persuade them to stay. If they're going to another employer, ask what attracted them to the new position. This may give you an idea of what benefits/rewards other businesses are offering and may help you to retain other employees.

Sometimes, of course, people won't want to provide this information, or may tell you what they think you want to hear. This can be frustrating, but giving departing employees the opportunity to have a say is very important. After all, they may be persuaded to come back at a later time, perhaps bringing with them new skills and ideas that may add value to your business.

Consider business security

The exit process should also be managed from a security point of view. Consider what needs to be returned or terminated – for example:

- name badges and identification devices
- keys or pass cards
- portable file storage devices (USB drivers) and other electronic access devices
- work tools and privilege cards such as petrol card or company credit card
- uniforms
- passwords, email accounts.

When an employee is leaving, request the return of such things sensitively, so you don't convey disrespect or distrust.

Also, remind departing employees of any confidentiality clauses that may have been an original part of the contract of employment.

Working out a period of notice is often required. However, where employees have access to commercial-in-confidence information or material, you may need to consider forgoing the notice period. This is especially relevant if the individual is moving on to another business that may be a competitor.

Note: there are rules covering the circumstances in which employees leave without serving their period of notice. Check the relevant industrial agreement/award and seek advice from your legal or business adviser.

Finally, it is important to ensure the exit process is as positive as possible, remembering that former staff will talk about your organisation to family and friends.

3. Rewarding performance

It's as important to reward good performance as it is to motivate and monitor performance. Reward strategies determine the level and mix of financial and non-financial rewards required to attract, retain and encourage individuals with the skills, abilities and competence necessary to make your business successful. Reward and recognition strategies affect employee attitudes and behaviour.

As outlined in the section on attracting employees in Section 2 – Attract, Recruit and Select, it helps to consider the collection of benefits that employees may be looking for. While many of these benefits may be financial (including competitive pay and options for salary sacrificing) there are many non-financial benefits you can provide. The **Motivational drivers** section on page 68 shows that there are a number of factors that may motivate your employees. As a manager you need to understand that what motivates you may not be the same thing that motivates your employees.

Financial rewards

Remuneration

Remuneration: money paid for services or work done.

Having appropriate remuneration or pay structures is important to better attract and retain employees and to ensure equity in your workplace.

There are a number of factors to consider in developing pay levels.

- **Employer-driven (or product-market) competition.** This places an upper boundary on what employers are willing to pay.
- **Employee-driven (or labour-market) competition.** This places a lower boundary for which employees will be willing to work.
- **Deciding what to pay.** As an employer, you still have discretion regarding the actual amount paid, over and above legislated minimums (awards and agreements in the workplace). Pay grades or scales provide salary ranges for particular job classifications. Employers can choose to offer a salary within the range at a higher or lower level based on skills and experience.
- **Market pay surveys.** These represent a form of benchmarking, a process whereby a business compares its own practices against those of the competition.
- **Developing a job structure.** Based on the principles of job analysis and evaluation, it is useful to develop a job structure so that the relative worth of various jobs in the business can be compared.

Levels of pay are likely to differ in relation to geographic regions. It is important when establishing or revising pay structures to encourage employees to participate and communicate their requirements and knowledge of the wages within the industry.

Legal requirements relating to wages and employment conditions

Federal and State laws specify minimum wages and conditions of employment. Minimum wages are set by the Australian Government **Fair Pay Commission** and the **Tasmanian Industrial Commission**.

Options for pay structure

There are a number of options for structuring your employees' pay.

- **Job-based pay structure.** This method sets a rate of pay which relates to the job. That is, the particular role and responsibilities of a job attract a particular rate of pay and all employees undertaking that job will receive the same rate of pay.
- **Person-based pay structure.** Where an employee has particular skills or knowledge the pay structure may be based on the value of her/his knowledge and skills and not necessarily on the tasks that he or she will be undertaking. Pay rates may be subject to negotiation between the employer and the employee.

- **Performance-based pay structure.** These include merit-based profit sharing and group-based profit sharing. Employees may be remunerated depending upon their own or their team's performance against set criteria or goals. For example, where sales exceed a predetermined threshold, the employer may pay bonuses or above agreed rates.

Alternatively, individuals may be paid on a commission, piece rate or production basis. Some employers might share the overall profit with their workforce. Profit sharing allows money to be paid through bonuses, or for public companies via shares.

Remuneration and fringe benefits (including salary sacrificing)

Packaging a total remuneration arrangement can be beneficial to both employees and employers. Packaging can include options such as fringe benefits and salary sacrificing.

A fringe benefit is a payment to an employee, but in a different form from salary or wages. According to the fringe benefits tax (FBT) legislation, a fringe benefit is a benefit provided in respect of employment. This effectively means a benefit provided to somebody because they are an employee.

The term fringe benefit has broad meanings for FBT purposes. For example, a fringe benefit may be provided when an employer:

- allows an employee to use a work car for private purposes
- gives an employee a cheap loan
- pays an employee's gym membership
- provides entertainment by way of free tickets to concerts
- reimburses an expense incurred by an employee, such as school fees
- gives benefits under a salary sacrifice arrangement with an employee.

Salary sacrificing is where part of an individual's salary or wage is forgone in return for other compensation. Instead of paying cash the employer might provide benefits such as:

- extra superannuation payments
- car fringe benefits
- expense payment fringe benefits, such as school fees, childcare costs or loan repayments.

Whatever benefits are provided, they represent the same cost to the employer as wages or salary. While this means of remunerating is becoming increasingly popular and can have a range of advantages (especially in terms of motivation and retention of employees) it may not be simple.

It's important to check what your business might be able to provide in terms of salary sacrificing options. You should always get advice from your financial adviser or accountant before entering into any arrangement as there may be tax implications for the employer and the employee.

For more information on salary sacrificing and fringe benefits contact the **Australian Taxation Office**.

Non-financial rewards and recognition

Non financial rewards may include recognition, higher status, positive feedback, more responsibility and greater participation.

Recognition is an important non-financial reward which is particularly valued by some employees. Having efforts noticed and valued can be a great motivator and encourage employees to stay with an employer.

Other rewards

Other rewards shouldn't be seen as a substitute for a good pay scheme. They can, however, motivate employees and encourage them to stay with your organisation.

Other types of rewards include:

- extra leave
- Christmas and birthday gifts
- work-life balance benefits such as flexible working hours
- subsidised staff canteens and free tea/coffee
- cinema tickets, subsidised gym or sporting facilities membership
- training addressing personal development rather than simply the skills needed for the job
- gifts for work well done
- subsidised goods or services in relation to suppliers or business networks.

These benefits are valued by employees because they:

- enhance the quality of working life
- reward their efforts and make them feel valued
- add value to the employment contract.

Just remember that there may be tax implications associated with some of these benefits for you and your employee, so check with your accountant.

See Section 5 – Retain and Support for ideas on benefits and non-financial incentives that will improve your employees' work-life balance.


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Checklist – Motivate, Manage and Reward

Tick when complete	Tasks	Templates provided	Page number
☐	Set up a performance management system, including appraisals, and ensure both the employer and the employees have training or attend information sessions.		
☐	Consider what motivates and what would be seen as a reward by your employees and decide how to incorporate these into your business.	Ways to motivate and reward your employees template	82
☐	Consult with employees and/or teams to establish performance management goals.		
☐	Conduct a performance management appraisal for each employee.	Job performance appraisal template	83
☐	Evaluate employees' remuneration to see if it is in line with that of your competitors and government regulations.		
☐	If an employee leaves, carry out an employee exit process using the employee exit checklist.	Employee exit checklist	86

Template – Ways to motivate and reward your employees

Work out the things that motivate your employees and decide how to incorporate these into your business. For your star performers you might consider making a note of possible motivators in their personal file to help when you do their performance appraisal.

Here is a template to help you to identify some things that might motivate your employees, and to work out ways to include these things in your business to keep these people happy.

Motives: what makes them tick	What this might look like in the workplace	Who is like this within your business?	What you can do to motivate employees
Achievement, meaningful work and the work itself Promotion/self development	Turns up for work early and stays late. Really gets into projects and/or apparently enjoys their work Goes above and beyond what is required to do the job. Seeks recognition of performance and contribution and asks for feedback. Likes learning new things. Enjoys training. Looks for promotional opportunities.		Allow them to continue to do the work they enjoy. Often when people are promoted they find that it's not as enjoyable as their old job, so they leave. Do not assume that all staff are looking for promotional opportunities. Find out what it is they like about their job and give them more of it. Set up regular feedback sessions or a more formal employee recognition scheme. Offer training opportunities either on or off the job. Allow them to learn other roles within the organisation. Groom them for promotion where possible.
Power/ responsibility	Likes being in charge and is good at it. Takes on extra jobs. Likes working on projects. Likes to have their input heard and acted upon. Has an opinion and likes to share it.		Give them projects to manage in addition to their own work. Reward them for achieving productivity gains. Allow them to manage a small team of co-workers. Ask for their input on projects where they can make a visible contribution.
Affiliation/peer approval	Wants to work in a team. Likes social interaction during work. Likes getting a pat on the back from co-workers and managers. Enjoys being popular at work. Avoids conflict and may be too accommodating at times.		Create opportunities for teamwork. Encourage a social element in the workplace. Introduce and support team awards for achievement. Give open feedback that is supported by their peers (such as employee of the month awards). Protect from negative conflict where possible and ensure they are not taken advantage of.

Template – Job performance appraisal

When you conduct performance appraisals with individual employees, it is imperative to have a form to record their progress along with their goals for the future. That way you can track their progress from one appraisal meeting to the next. We've provided a sample appraisal form here. You could modify it to match the headings in your employee's job description.

PRIVATE AND CONFIDENTIAL

EMPLOYEE'S DETAILS	
Name	
Position	
Years/months employed in this position	
Date of this review	Date of next review
Reviewer (name and position title)	

PROGRESS TOWARDS GOALS IDENTIFIED IN LAST PERFORMANCE REVIEW (IF APPLICABLE)

Goal	Action taken	Completed?	Comments
Obtain forklift licence	*Enrolled in course*	*No*	*Became sick during course. Theory completed, practical exam will be taken in November.*
Build new shelves in storeroom	*Designed shelves, bought materials and assisted with construction*	*Yes*	*New shelves are great, finished well under budget.*

EMPLOYEE COMMENTS AND OPPORTUNITY TO EVALUATE OWN PERFORMANCE

The cash drawer tends to slam shut unexpectedly, therefore I become nervous while using it. I'd be more comfortable if this problem was fixed …

REVIEW THE MAJOR SKILLS REQUIRED TO FULFIL THIS POSITION'S DUTIES

Check the relevant boxes to indicate the employee's performance in each area. If additional tasks have been performed, ensure these are added here and also to the employee's job description if required.

Task description *(taken from job description)*	N/A	Poor	Satisfactory	Good	Excellent	Comments
Customer service – help customers				X		
Maintain stock levels					X	
Accept payment		X				*Cash drawer often does not reconcile*

MOTIVATE, MANAGE AND REWARD PERFORMANCE

Template – Job performance appraisal continued

GENERAL COMMENTS ABOUT THE EMPLOYEE'S PERFORMANCE

Jane is well-presented, popular with other staff members and liked by customers. She tends to become flustered when using the cash register and, as a result, her cash drawer is often difficult to reconcile.

ACTION PLAN - GOALS FOR NEXT REVIEW PERIOD

Goal	Action required	Date for completion
Complete forklift operator's course	*Complete practical exam*	*November 2008*
Improve cash handling skills so that cash drawer can be reconciled at least 80 per cent of the time	*Work with the payroll department for one week.*	*Improvement expected within one month of this review*

ADDITIONAL INFORMATION ABOUT THE ACTION PLAN OR GOALS FOR NEXT REVIEW PERIOD

ACKNOWLEDGEMENT OF PERFORMING APPRAISAL

Reviewer's signature

Employee's signature

Signatures indicate that everyone who participated in this review agreed that information and comments written here were true and correct.

Fact sheet – Formal methods of performance management

There are a number of methods you can use to manage performance. Smaller businesses might find it useful to consider the SMART principle (Specific, Measurable, Attainable, Realistic and Time-based) in developing performance management systems. Here is some information on a number of formal methods of performance management that may be used by small business.

Process	What is it?	Best used …
Management by objectives (MBO)	A collaborative method, the MBO defines goals and future targets by consultation. Future tasks, behaviour and productivity, for example, are discussed and a SMART plan is created so that both the manager and staff member are aware of what needs to be achieved, to what standard and by when.	Where people are results driven. Where the business uses formal processes to manage performance and where outcomes can be measured accurately.
360-degree appraisal (recognised best practice)	Often used for managers and supervisors, this method gathers feedback from different parties to give an all-round picture of performance. It can give a valuable insight into how the person's work and behaviour is seen by a range of other business stakeholders, not just by the manager. While the principles of this method are very useful, it can be administratively overwhelming for small businesses. If this method would be useful for your business, consider taking the principles and implementing a less formal 360-degree process where informal feedback can be used.	Where time, effort and funding is available. Where it is important to get several perspectives on a person's performance, for example in customer service roles or where the person works across teams.
Self assessment	Just as the name suggests, the individual assesses their own performance to set criteria. This is a good method for identifying where the business' opinion of performance and the individual's opinion are different.	Where there is an interview-style performance management process.
Competency based assessments	Components of competency (skills and abilities) are assessed in this method. Competency can be harder to define in jobs with a high level of ambiguity or where outcomes are not clearly identifiable, such as managing relationships with staff or customers.	Where skills and abilities can be readily identified and quantified. Where there are task-orientated jobs with little or no ambiguity or decision-making responsibility.

Template – Employee exit checklist

When an employee leaves your business it is useful to have a process to follow. You might write a list of tasks like the ones below and include these in your business processes.

Tick when complete	Tasks
☐	Arrange for the person to do a formal handover to someone within the business or to write procedures explaining any complicated parts of their job.
☐	Conduct an exit interview – store this information in the employee's personal file.
☐	File their personal file in a secure location, separately from files of current employees.
☐	Collect their keys, security passes, name badges and business identification.
☐	Collect their uniform if the business owns it.
☐	Collect any tools, electronic devices or other business property they have.
☐	Ask them to clean out their desk.
☐	Delete their computer access and remove all personal files and settings from their workstation.
☐	Remind the person of any confidentiality clauses they might have signed.
☐	If they have been a good employee, encourage them to keep in touch and issue a statement of service (you may consider giving them a verbal reference).

5. RETAIN AND SUPPORT

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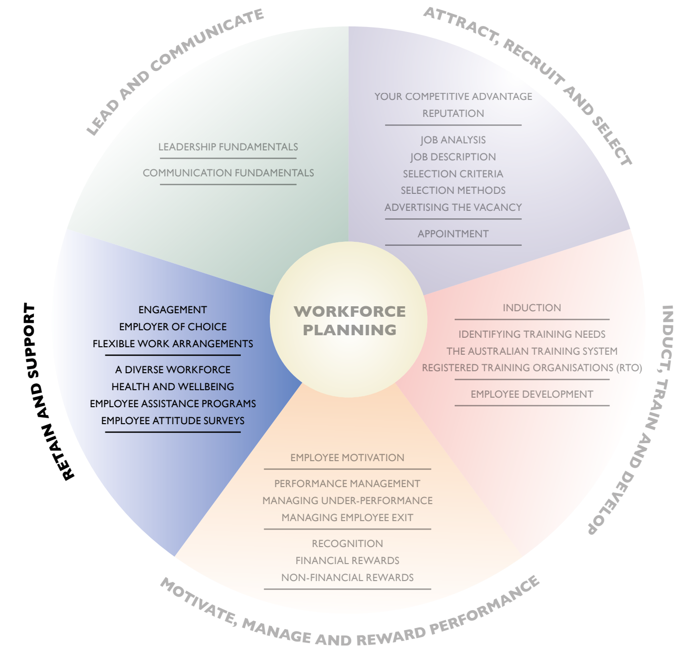

Overview

Businesses often experience strong competition for talent in the workforce. While it's tough to find the best employees for your business, it can be even tougher to keep them interested so they don't seek opportunities elsewhere.

Research has regularly found that the reason most frequently given by employees for leaving their jobs is that they are disconnected or disengaged from their bosses or work.

Skilled workers simply will not continue to work for a bad boss or in poor conditions. To retain employees you need to know what is important to them and keep them connected to their work. Connected or engaged employees will be more dedicated and committed to the business.

This section of the guide will cover the following topics:

1. Retaining employees
2. Supporting employees.

Checklist

Retain and support checklist – summarises key information about retaining and supporting employees.

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1. Retaining employees

Retaining skilled employees is a significant issue for a business because a high rate of employee turnover results in a loss of knowledge and skills and can be very expensive.

Research indicates that the cost of replacing an employee is around 1.5 times their annual salary.

The cost of losing an employee includes aspects of lost productivity and recruitment effort; you will already have made a significant investment (both time and money) in attracting, recruiting, selecting, inducting, training, developing, mentoring, monitoring and rewarding these employees.

Factors that affect employee retention

Why employees stay

Understanding why employees choose to stay in your business may help you reduce the likelihood of valuable employees leaving. Often the reasons that employees remain are the same reasons that first attracted them to your business (refer Section 2 – Attract, Recruit and Select).

Some of the factors that influence people to stay in a business are:

- the work itself – being engaged in the work
- good leadership
- relationships with immediate supervisors
- recognition
- remuneration.

The following diagram provides further detail of the various factors that may affect employee retention.

Factors that affect employee retention

Job	Culture	Personal	External
Challenging, interesting, meaningful work	Management perceived as competent	Match with personal and family commitments	Economic climate – how readily other jobs are available
Meets expectations in terms of salary and conditions	Supportive leadership and management style	Geographic location	Competition from other industries
Offers training to upgrade skills in the workplace	Meets expectations in terms of co-workers	Confidence in own marketable skills and experience	Past employment experiences (good and bad)
Offers career development opportunities	Provides recognition and rewards for good work	Age (fit with workforce)	Community view of industry, business and job
Good work can be identified and recognised	Gives a sense of security about the company	Health (impacts on and from the job)	
Status of the position (particulary for management and senior roles)	Company values match with personal values		
Leave and superannuation benefits			

(Source: Food, Tourism and Hospitality Industry Skills Advisory Council)

5. RETAIN AND SUPPORT

Why employees leave

The following factors may influence an employee's decision to leave her/his job:

- poor management
- unsatisfactory remuneration
- issues with immediate supervisors (personality differences)
- limited work-life balance.

Do employees regularly leave your business? Do you know why they leave? It may be insightful to calculate the rate of employee turnover in your business and compare this with the average in your industry sector: is your rate of turnover greater or less than the industry average?

Workforce turnover: the measure of people leaving the workplace in a certain period (usually on an annual basis). Turnover can be voluntary or involuntary, but all people leaving the workplace contribute to a total turnover measure. It is usually reported in percentage terms.

Template

Workforce turnover checklist and analysis template – assists in calculating your turnover rate and the associated cost.

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Employee engagement

Employees are more likely to stay with their employer if they have high levels of commitment to, and engagement with, their work and their employer. Connected employees will also be more open to communicating with supervisors when they become dissatisfied or disgruntled. Open communication can lead to rectifying a difficult situation and hopefully retaining the employee.

Research into high quality workplaces identifies three key behaviours of a highly engaged workforce:

1. **Stay:** employees have an intense desire to be a member of the organisation.

2. **Say:** employees constantly speak positively about the organisation to colleagues, potential employees, and most critically, customers (current and potential).

3. **Strive:** employees exert extra effort and engage in work that contributes to business success.

High levels of employee engagement correspond with high levels of productivity and customer satisfaction, and low employee turnover.

Australian measures of employee engagement indicate that there are three types of employees (including managers and executives):

1. **Engaged:** employees who work with passion and feel a profound connection to their organisation – they drive innovation and move the organisation forward.

2. **Not-engaged:** employees who attend and participate at work but who are timeserving and who put no passion or energy into their work.

3. **Actively disengaged:** employees who are unhappy at work and who act out their unhappiness at work. These employees undermine the work of their engaged colleagues on a daily basis.

It is estimated that disengaged employees cost the Australian economy tens of billions of dollars each year through loss of productivity, sick leave and even sabotage.

Engaged employees are more creative and enthusiastic, display more initiative when dealing with customers and other key people, are absent less often and are less likely to leave the business. Many businesses try to achieve higher levels of employee engagement through effective communication, encouraging contribution and recognising performance.

Employer of choice

The Tasmanian Government's Employer of Choice program aims to build the profile of Tasmania as a great place to work. The Employer of Choice Network brings businesses together to share ideas on employment practices that help to attract and retain skilled labour. The Employer of Choice Awards celebrates successful workplaces that understand and adapt to the needs of their staff.

Research shows that employers of choice:

- attract the talent they need and retain key people for the long term
- benefit from higher productivity, innovation and profitability
- receive more qualified job applicants for advertised positions
- experience lower levels of staff turnover and absenteeism
- enjoy higher levels of customer satisfaction and customer loyalty.

Employers of choice attract and retain skilled staff because they create truly engaging workplaces that support employees to perform at their best. These organisations:

- encourage new ideas and open communication
- acknowledge and reward employees' contributions and provide regular, constructive feedback
- facilitate opportunities for development, learning and career growth
- value fun, flexibility and fairness
- support work-life balance and social responsibility.

Employer of choice initiatives do not need to be complicated or expensive, but they do need to be actively supported by senior management and directed to address the organisation's specific attraction and retention issues. These issues may be identified through a process of workforce planning (refer to Section 1 – Workforce Planning).

It is also important to engage staff in the process of developing initiatives to improve attraction and retention. Examples of these initiatives include:

- flexible work arrangements such as work off-site, varied hours and salary sacrifice for additional leave

- practices that support families to balance work and caring responsibilities, such as additional parental leave, childcare or other subsidies, support for carers and employees who become seriously ill including extended unpaid leave
- support for employees to learn new skills, pursue personal and professional development or study
- providing a forum for staff to contribute new ideas and develop innovation in the workplace
- providing high quality performance development, leadership opportunities, coaching and mentoring
- employee assistance, workplace diversity, wellness and health programs
- support for employee transport such as car pooling
- support for employees participating in local community and volunteering activities
- celebrations and recognition of organisational and personal achievements
- alumni network to keep in touch with former staff
- assistance for employees to transition to their next workplace.

As job seekers look for work they may consider an organisation's reputation, leadership style, work environment, support structures and facilities, how employee effort is valued and rewarded, and the opportunities for progression. Because employers of choice are offering much of what is sought and valued by employees they attract more job applications and have lower turnover rates than other businesses, including their competitors.

Flexible work arrangements

Flexible work arrangements: a system where employees can adapt their work arrangements and work schedule to suit their personal requirements.

One of the most common reasons employees leave is because the job stops them from achieving a satisfactory work-life balance.

Employees are seeking greater flexibility to balance diverse work and life choices. If one employer can't meet their needs they will look for another that can.

Flexible work arrangements allow employees to better balance both their work and personal interests and responsibilities. You might consider what flexibility you could offer to satisfy your employees' needs.

Consider this example: a grandfather who loves his job but also wants to be involved in his grandchildren's music education arranges his working hours so that he can take his grandchildren to music classes on Friday mornings.

The benefits for employers who offer flexible workplace arrangements include:

- attracting talented staff
- improved employee retention and reduced associated recruitment costs
- increased loyalty from employees
- improved productivity
- improved client service
- increased trust and loyalty between the business and employees
- flexibility for a business to operate over a longer spread of hours and thus provide a better service to customers
- potential to vary staffing levels to allow appropriate levels during busy and quiet periods, which is particularly relevant to businesses with seasonal variations
- keeping knowledge in the workplace rather than losing it upon the sudden retirement of an employee
- providing efficient use of workplace infrastructure by using machinery and other equipment for longer periods, thus increasing productivity.

The benefits for employees include:

- improved motivation
- increased job satisfaction
- reduced stress levels
- improved work-life balance
- increased flexibility to undertake personal responsibilities or activities
- increased trust between manager and employee.

How to implement flexible work arrangements

Businesses often assume that only particular patterns of work are appropriate for their operations. But often both the business' operational requirements and the preferences of the employees can be satisfied.

Flexible work arrangements may include:

- part-time work and/or job sharing (such as splitting one full-time job into two part-time jobs)
- paid parental leave
- flexible working hours including variable start and finish times, condensed working weeks and flexible days of work
- additional annual leave – some organisations have formal arrangements that allow employees to reduce their normal pay to purchase an additional equivalent amount of annual leave
- rostered days off (such as working hours over nine days instead of ten)
- working from home
- flexible work time where the specified hours are worked over an agreed period
- allowing time off in lieu of time worked over the required hours for a designated time frame
- study leave for training and professional development
- leave-without-pay provisions
- child-care provisions – for example subsidising child-care costs and/or providing emergency child-care rooms in the workplace
- phased retirement for those wishing to remain at work but not wanting to work full time.

Job sharing and working from home are two flexible options explained in more detail here.

Job sharing

Job sharing is a voluntary arrangement in which one full-time job is shared between two or more employees, each working part-time on a permanent basis. Like part-time work, job sharing is a practical way to attract and retain experienced and skilled employees who do not wish, or who are unable, to work full-time. A job-share arrangement has many of the benefits of part-time work, as well as bringing a wider range of skills to one position and providing opportunities for job sharers to learn from each other and receive mutual support and encouragement to perform their job well.

When implementing job sharing you'll need to:

- determine the new work schedules
- calculate job-share wages and entitlements
- modify the contract of employment or letter of engagement.

Working from home

Home-based work arrangements enable employees to work from home for all or part of their working hours, on an ad hoc, temporary or permanent basis. It is important to bring those who work from home together with colleagues on a regular basis. Contact with the employer can be maintained via telephone or electronically, and by regular face-to-face meetings at the workplace.

There are a number of issues to address when implementing working from home:

- home-based occupational health and safety issues
- access to appropriate technology and security issues
- supervising a home-based employee
- provisions such as the part-year employment (or purchased leave) and family, carer's or bereavement leave.

Consider if employees who may work from home have the required infrastructure. It is also important to consider workers compensation and your duty of care if an employee will be working from home.

2. Supporting employees

A diverse workforce

As a manager, it is important that you recognise and appreciate the diversity of your workforce and manage differences to the benefit of individual employees and your business.

Just as our population is diverse, so too are our workplaces. Our workplaces comprise employees from different ethnic, religious, family and educational backgrounds, and of different age, gender and levels of disability.

The case to value diversity in the workplace is compelling; customers and potential customers come from diverse backgrounds too. Having a diverse workforce allows particular employees to deliver services to particular customers. For example, older customers may prefer to be served by employees of a similar age group. More and more businesses operate in the global marketplace and they find it beneficial to have employees with knowledge of different cultures and languages.

In a competitive labour market it is sensible to broaden the scope of who is considered a suitable employee. Often, the young, people with a disability or mature-aged job seekers – who may not initially have been considered suitable – are capable, willing and well suited to perform the work.

The following sections describe some of the different aspects of diversity.

Ethnic and cultural diversity

Australia has one of the most diverse populations in the world. Our workplaces reflect this, and include employees from many different cultures and ethnic backgrounds. Employees with different ethnic and cultural experiences bring different ideas, different ways of thinking and doing things to the workplace. This variety of new ideas, different ways of resolving problems and of working with colleagues is beneficial to a business.

Employers have responsibilities and obligations under Equal Employment Opportunity (EEO) and anti-discrimination laws to make reasonable and adequate allowances for staff with religious or cultural responsibilities, such as prayer or attending special events.

Generational differences

Individuals from different generations often have different motivations, expectations and aspirations. Employers who understand and respond to these motivations and expectations are more likely to retain valued employees.

In recent times it has become popular to categorise people according to their generation, and while it is dangerous to generalise, categorising employees in this way can help us to understand why people behave in different ways.

Your workplace may have employees from the following generations:

- Veterans — born before or during the Second World War
- Baby Boomers — born 1946–1964
- Generation X — born 1965–1979
- Generation Y — born 1980–1995.

Please note that the years indicated are arbitrary; many different definitions exist.

The table below outlines what each generation expects from their workplace. Note that these categories are stereotypes and individual employees will have different expectations regardless of their generation.

Baby boomers	Generation X	Generation Y
Well defined power differential for leaders	Effective leadership	Inspiring leadership
No-nonsense feedback	Regular honest feedback and coaching	A supportive environment that encourages new ideas and provides regular, constructive feedback
Managers who will take their suggestions on board	Managers who live up to advocated values	Mentoring
Stable work	Challenging work but with no expectation or need for a job for life with one organisation	An environment that respects skills, creativity and entrepreneurial flair but with no expectation or need for a job for life with one organisation
Opportunities to have their knowledge and experience valued	Opportunities to learn new skills	Access to the most up-to-date technology and training
Work-life balance	Work-life balance	Life-work balance

It is also important to recognise stage-of-life differences, as employees' expectations are influenced by their circumstances. For example, young, single employees have different needs and expectations from employees with dependent children.

Of course, different people are motivated by different things regardless of age (refer to Section 4 – Motivate, Manage and Reward Performance). There is no substitute for really knowing your staff, and what in particular explains their interest in and enthusiasm for their work.

Mothers returning to work

Recent news reports suggest that employers are keen to encourage mothers to return to work after maternity leave. Assisting mothers to return to work is an effective way of retaining knowledge and skill; however, some workplaces fail to make the appropriate provisions.

You can make some simple modifications to cater for the needs of working mothers, such as providing a private place for them to breastfeed, allowing flexible work arrangements to accommodate child-care responsibilities, offering to pay for child care as part of their salary package (refer to Section 4 – Motivate, Manage and Reward Performance for the taxation implications of salary packaging) and allowing personal or sick leave to care for sick children.

Consider appointing workplace buddies while mothers are away from work. These people keep your absent worker informed of what's going on in the workplace while on maternity leave.

There are legal provisions relating to the return to work after parental/maternity leave. You should check with your business adviser or industry association if this issue concerns you (refer to **Workplace Standards Tasmania**).

Mature-aged workers

Research indicates that there are approximately 4 million baby boomers scheduled to leave the Australian workforce in the next 20 years. Given the ever reducing number of young people entering, having retention strategies that specifically target mature-aged employees in your workforce makes good sense.

Mature-aged workers are often overlooked when recruiting and selecting new employees; however, there are fewer young entrants to the labour force these days and businesses will find it necessary to broaden their views about who is a potential employee. Current research suggests that mature-aged workers should be considered for the following reasons:

- life and work experience
- strong work ethic
- higher than average commitment to their workplaces
- lower absenteeism
- reliability and stability
- they are not necessarily looking for career progression, which can be good for workplaces that offer limited promotional opportunity.

As the general population ages, so do customers. Some of your customers might be happier dealing with staff members closer to their own age.

Practices to effectively manage the needs of mature-aged workers include:

- recognition of physical ability restrictions and strategies for retaining mature-aged workers by finding alternative roles where necessary
- deliberate partnering of newer staff with mature-aged employees
- phased retirement.

Phased retirement

Over the next decade we will see more people leave the workforce than enter it. Therefore it's smart to keep employees who want to keep working beyond the traditional retirement age. Phased retirement allows employees to phase their exit from work by moving to a part-time or casual arrangement, job-sharing, taking on mentoring or training roles, moving to a lower level position or by working from home. The benefits of retaining mature-aged employees past normal retirement age include:

- the opportunity to capture and transmit valuable corporate knowledge before the employee leaves completely
- training and skills development opportunities for those taking the retiree's place
- retiring employees' skills can be called upon to see the business through particular peak periods, thus avoiding the need to hire new people
- the retiree does not face an abrupt end to his or her working life
- the retiree maintains a sense of belonging to the organisation and may act as an advocate for your business to potential staff and customers.

Health and wellbeing

Promoting health and wellbeing in the workplace can lead to enhanced job satisfaction and productivity. It may also reduce staff-related costs including those associated with absenteeism and staff turnover.

A workplace health and wellbeing program refers to activities or initiatives undertaken within the workplace that are designed to impact positively on workers' general health and wellbeing. Programs will often differ from business to business in terms of cost, size and the range of initiatives offered.

Employers can successfully develop and implement health and wellbeing programs in the workplace by:

- displaying leadership and commitment to employees' welfare
- involving employees in the development of programs and ensuring that they relate to workforce needs
- considering a broad range of initiatives, ranging from simple to more complex, depending on their relevance to the workplace.

5. RETAIN AND SUPPORT

Research indicates that poor health and wellbeing can reduce an employee's productivity. Proactive organisations which implement health promotion strategies in the workplace can reduce their employees' health risk factors significantly.

Some initiatives you can adopt

Initiatives don't have to be complex. There are a number of simple initiatives you can adopt, such as:

- providing adequate filtered water within the workplace and having your air-conditioning and heating systems checked and maintained on a regular basis
- increasing the nutritional quality of food available in the workplace
- empowering employees to build physical activity into their working day; for example, provide facilities such as showers, change rooms and bike racks and encourage the use of stairs
- providing incentives such as membership discounts for fitness centres and involvement in team sports. It's worth noting that many health and fitness centres offer corporate rates
- making working hours more flexible.

Further information on health and wellbeing in the workplace is available from the **Tasmanian Premier's Physical Activity Council (PPAC)**.

Employee assistance programs

An employee who has problems at home or at work isn't likely to be very productive or committed. Employee assistance programs (EAPs) provide a professional and confidential counselling service to help resolve problems that may affect an employee's wellbeing. Counselling can help with problems like work pressure or stress, health, marital/relationships, family, financial, substance abuse or emotional concerns.

Employers may engage an external provider of an EAP on a retainer basis (where the provider is paid for services on an annual basis and provides services as and when required) or they can be engaged for specific reasons (such as to deal with the result of a traumatic workplace event like armed robbery).

The EAP can include individual or group sessions, depending on the circumstances, and may provide services to deal with the following:

- interpersonal conflict
- change management
- redundancy and downsizing events
- workplace restructures/mergers
- workplace stress
- training for employees and management (conflict management and stress management)
- personal and family issues.

Such programs can significantly reduce absenteeism, labour turnover, work-related injuries and illnesses and may assist the employer to meet statutory duty of care obligations. This is especially the case where the employee is dealing with issues stemming from workplace-related accidents, injuries or events. It is important to note that some issues may be related to workers compensation and so perhaps do not necessarily fit under an EAP.

Employee attitude surveys

Employee attitude surveys allow employees to give confidential feedback on their opinion of the workplace and the way it works. For example, questions may be formulated to find out how satisfied people are with their job, how their work/workplace might be improved and how committed they are to staying with the business in the future. This can provide managers with a good indication of how to improve workplace structures and processes in order to retain the staff they have, and indeed to attract the staff they may need in the future (refer to Section 1 – Workforce Planning).

Template

Employee attitude survey template – assists in finding out what your employees think of their workplace, providing you with a good indication of how you can improve your business to meet their needs.

Page 101

Checklist – Retain and Support

Tick when complete	Tasks	Templates provided	Page number
☐	Work out the potential costs to your business of a high employee turnover rate.	Workforce turnover checklist and analysis	100
☐	Do you have strategies for encouraging employees to stay with your business? Work out what motivates and rewards individual employees.	Ways to motivate and reward your employees'in Section 4	82
☐	Decide whether your business would benefit from providing more flexible working arrangements such as part-time hours, job sharing or working from home.		
☐	Identify strategies you can adopt to better support your employees in the workplace (diversity training, health and wellbeing programs, employee assistance programs).		
☐	Do you know what your employees think about their work and about your business? Ask them to fill in an employee attitude survey.	Employee attitude survey	101

Template – Workforce turnover checklist and analysis

This template provides three steps to analysing and addressing workforce turnover.

STEP ONE – MEASURE YOUR TURNOVER PERCENTAGE

1. What's your average number of employees?	Example	Your figures
Add the number of employees at the beginning of a nominated period (such as the financial year) with the number employed at the end of the period and divide by two.	(30 + 42)/2	<insert figures>
Average number of employees = (no. at beginning + no. at end)/ 2	36	<insert figure>
2. What's your turnover percentage rate?		
How many employees left during the same nominated period?	6	<insert figure>
Multiply the number who left by 100 and divide by the average number of employees in that same period. This gives you your turnover rate as a percentage.	(6 X 100)/ 36	<insert figures>
Turnover percentage rate =(no. of employees who left X 100) / av. no. of employees	16.6	<insert figure>

STEP TWO – CALCULATE THE APPROXIMATE COST OF YOUR TURNOVER

This framework uses the estimate that suggests that the cost of replacing employees is around 1.5 times an employee's salary.

1. Approximately, how much does turnover cost your business per exiting employee?	Example	Your figures
What's the average annual salary of an employee in your workforce?	$35 000	<insert figure>
Multiply this by the cost of replacing one employee in a year (approx 1.5 times an employee's salary).	$35 000 X 1.5	<insert figure>
Cost of replacing one employee per year = av. salary for one employee X 1.5	$52 500	<insert figure>
2. Approximately, how much does turnover cost your business?		
How many people left during the nominated time?	6	<insert figures>
Multiply this by the approximate cost of replacing one employee a year.	$52 500 X 6	<insert figure>
Approximate cost of turnover = cost of replacing one employee X no. of employees who left	$315 000	<insert figure>

Compare the total annual cost to you of losing an employee with the costs of providing some extra training or professional development.

STEP THREE – EXAMINE WHAT THE CAUSES OF YOUR WORKFORCE TURNOVER ARE AND ADDRESS ANY ISSUES THAT ARISE

1. Ask employees who leave or who are leaving why they are exiting. Exit interviews can reveal some of the common reasons.

2. Ask ongoing employees why they think employees may leave. Ask employees to complete an employee attitude survey that will gauge general satisfaction levels.

3. Address any issues that arise so that employees know you take their views seriously and that you are committed to reducing workforce turnover.

Template – Employee attitude survey

Use this survey within your business to see what employees think about their work and workplace.

This employee attitude survey will help us to determine what's good about your work and this workplace, and what you think could be improved. We can make positive changes when we have the right information. All answers you give will be treated with the utmost sensitivity and the information will not be used for any other purpose apart from planning and improvement.

Please read each statement below. Circle a number to show how much you agree or disagree with each statement.

Statement	Circle which is most appropriate Strongly agree = 5			Strongly disagree = 1		
I have asked for training to do my job better.	5	4	3	2	1	N/A
I received training when I asked for it.	5	4	3	2	1	N/A
I could be better at my work if I had some/more training or professional development.	5	4	3	2	1	N/A
I have the right tools and equipment to do my job.	5	4	3	2	1	N/A
When change is about to happen, I am consulted.	5	4	3	2	1	N/A
I think people appreciate the work I do.	5	4	3	2	1	N/A
I think I am paid the right amount of money for the work I do.	5	4	3	2	1	N/A
I would be interested in trading some workplace benefits in lieu of financial pay.	5	4	3	2	1	N/A
(If you agree, please list the benefits you'd like).	(i)					
	(ii)					
	(iii)					
I think the business cares about me as a person as well as an employee.	5	4	3	2	1	N/A
I think, in general, morale in this business is high.	5	4	3	2	1	N/A
I would recommend this business to others as an employer.	5	4	3	2	1	N/A
I would recommend this business as a provider of goods and/or services.	5	4	3	2	1	N/A
The best three things about working here are:	(i)					
	(ii)					
	(iii)					
The three things I would most like to see improved are:	(i)					
	(ii)					
	(iii)					
What else would you like to tell us about?						

Many thanks for taking the time to fill in this survey.

6. LEAD AND COMMUNICATE

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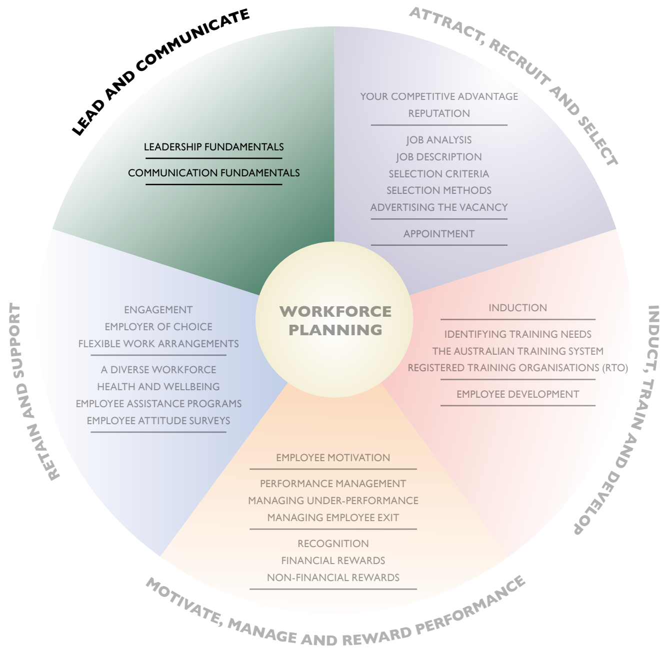

Overview

Leadership is a topic on which a multitude of articles and books have been written, research conducted and workshops devised. More than ever, developing good leadership is being cited as a priority for businesses, particularly in light of research by the Hay Group at Harvard University (Stringer 2002) which indicates that a manager's leadership style is the single biggest determinant of how people feel about working in a business.

The Hay Group, in research that builds on the original study by Litwin and Stringer (1968), has found that approximately 70 per cent of an employee's attitude towards a workplace is directly attributed to the leadership behaviour of the business owner, manager or supervisor.

A good leader is effective at motivating employees and creating an environment in which employees enjoy working.

Your ability to achieve this depends on the leadership and communication methods you choose when dealing with employees.

This section of the guide will cover the following topics:

1. Leadership
2. Communication.

Checklist

Lead and communicate checklist – summarises key information about leadership and communication.

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1. Leadership

Successful managers are those who are able to combine their management skills with strong leadership abilities.
For example, organising an employee roster is a management skill while motivating your employees to perform is a leadership capability.

Leadership: the ability to influence and direct the performance of individuals and groups towards the achievement of organisational goals.

Essentially, leadership is the ability to get someone to do what you want, ideally because he or she wants to do it.

Leadership is built on trust. Your employees will not follow you anywhere if they don't trust you. Getting people to trust you requires openness, fairness, understanding of human frailty, truth and honesty, consistency, living up to your promises – always, and confidentiality.

Leadership skills enable a manager to manage more effectively. Australian research has indicated that the key abilities that are important in good leadership are:

- managing relationships
- motivating employees
- resolving problems and making decisions
- dealing with conflict
- teaching, mentoring/coaching and supporting others by acting as a role model
- modifying one's own behaviour when necessary
- seeing a new or different path and encouraging others to follow.

Leadership is team-based behaviour, not about individuals … Leaders are captain-coach leaders, building the business from within.
They are passionate, consistent in behaviour and they walk the talk.

(HUBBARD, G, SAMUEL, D, HEAP, S AND COCKS, G 2002, *THE FIRST XI: WINNING ORGANISATIONS IN AUSTRALIA*, WILEY, MILTON)

Being a good leader helps you in several ways:

- **Connect with and retain staff.** They believe you see them as people, not just as resources. When staff feel you relate to them, they're more likely to be focused, and to want to stay and grow with your business
- **Assist your staff to achieve results they're proud of.** They'll persist with difficult jobs, bounce back in the face of setbacks and achieve work goals
- You better understand your staff and effectively coach and guide them.

Success as a leader is the quiet thrill of knowing someone you led just grew a little more.

(HENRY, A 2005, *LEADERSHIP REVELATIONS – AN AUSTRALIAN PERSPECTIVE*, CCH AUSTRALIA LIMITED, SYDNEY)

Leadership styles

Research by Sala (2001) and Stringer (2002), which has been adopted by the Harvard University Hay Group, focused on six styles of leadership, summarised below.

Leadership style	Definition	Example phrase	When the style works best	Also labelled
Directive	Emphasising immediate compliance from employees	Do it the way I tell you. I believe that people should do what I tell them.	In a crisis, to kick start a turnaround or with problem employees	Autocratic Dictatorial Coercive
Visionary	Emphasising the provision of long-term vision and leadership	I enjoy mobilising people towards a bigger picture. I believe I am firm but fair, giving employees clear direction, motivating by persuasion and giving feedback on task performance.	When changes require a new vision, or when a clear direction is needed	Big picture Authoritative
Affiliative	Emphasising the creation of harmony	I believe in people before tasks – emotional bonding.	To build buy-in or consensus or to get input from valuable employees	Harmoniser
Participative	Emphasising group consensus and generating new ideas	I believe in building support and commitment.	To build buy-in or consensus or to get input from valuable employees	Democratic
Pacesetting	Emphasising the accomplishment of tasks to high standards	I expect self-direction and excellence.	To get quick results from a highly motivated and competent team	
Coaching	Emphasising the professional growth of employees	I develop others for the future.	To help an employee improve performance or to develop long-term strengths	Developmental

Have the courage and commitment to create an environment where colleagues believe shared ideas, concepts and goals are realistic and achievable. Listen to your heart … yourself.

(HENRY, LOC. CIT.)

Leadership styles and appropriate situational behaviour

Managers can and do draw on the six leadership styles in their day-to-day interaction with staff. However, leaders modify their behaviour according to the situation. No single style, approach or theory fits all situations.

According to a number of studies of leadership, leadership style should be dependent on a number of factors, including:

- **The actual situation.** It's important to adapt your leadership style to suit the particular situation. For example, if you are leading in a crisis, one style will be more appropriate than others.
- **The skills, knowledge (can do) and motivation (will do) of the people being led.** Intuitively, we understand that sometimes people just need to be left alone to do their work without continual input from their leaders. However, it is also true that new, inexperienced or unconfident employees may need more assistance and should not be left to flounder.
- **Environmental factors.** Factors such as the workplace (including induction, resources, team structure and culture) and external factors may also influence what leadership style you might use.

Furthermore, your language and mood as a leader can influence the employees you are leading.

Emotional intelligence (EI)

Although the concept of EI has been around since the 1920s, it was not until the release of the book *Emotional Intelligence* (Goleman 1995) that it became a popular topic in management circles.

EI is an individual's ability to monitor his or her own emotions and feelings as well as those of others in an attempt to guide thoughts and actions.

Essentially it is about getting on with others by managing your behaviour and its impact on the feelings and behaviour of other people. Therefore, EI is a central element of being a good leader.

EI is about understanding that it is the boss' job to create an environment where people can be satisfied in their work, in their workplace and with their relationships with workmates.

People don't check their emotions at the door when they come to work. Having a handle on the rational and irrational nature of humans is part and parcel of being able to lead effectively.

How can I develop EI?

There is little evidence to suggest that EI can be effectively taught to people. However, awareness of how your own behaviour is affected by your emotions and feelings, and in turn how this affects others, can be developed over time.

- **Become more self aware.** Having self awareness will enable you to become a more effective leader. In order to become more self aware you should try to generate positive inner thoughts and dialogue. We all speak to ourselves every day; if we concentrate on the negative, we won't appear confident and credible to others.

> **Self awareness:** knowing what's important to you, how you experience things, how you feel and how you come across to others.

- **Make better use of your senses.** Information comes to us in all sorts of forms. Getting better at interpreting such things as body language and the tone and inflection in people's voices will enable you to be better able to determine what's going on, even though it's not been made explicit. This is the hallmark of an emotionally intelligent person.
- **Make better use of your feelings.** While this may be difficult for some, the inner reactions to things going on in the workplace can have an effect on others. Your feelings are often displayed in behaviour or involuntary reactions. For example, frowning in displeasure over someone else's actions can lead to that person reacting negatively. Being able to prevent yourself from becoming angry or frustrated will stop the spread of negativity among your staff.
- **Actions speak louder than words – know what you are communicating.** Being aware of the signals you give through your actions and posture can enable you to communicate better. Speech patterns, body language and non-verbal behaviour are more powerful than you might think. Others will pick up on this and determine their own meaning if you don't manage it correctly.

Developing the emotional intelligence of your staff or employing people who have good EI can benefit your business. Research suggests that workplaces which engage people with high EI will be better at:

- conflict resolution and managing to avoid conflict
- managing social interactions in the workplace to reduce in-fighting, gossip, bullying and turf wars
- dealing with customers and their complaints or demands
- generating ideas and being innovative due to the fearlessness created by a supportive workplace
- generally developing a more supportive and productive workplace.

2. Communication

Verbal communication is at the core of what most of us do, whether we're building a business, leading change, dealing with difficult situations, revitalising a team, coping constructively with complaints or creating an exceptional customer service climate.

The essential actions taken by managers and staff happen almost entirely through verbal communication. It sets the emotional tone and builds relationships that ultimately determine the performance culture of the workplace.

If verbal communication is not effective, coordination breaks down, relationships suffer, mistakes multiply and productivity plummets.

As a leader, you are the role model for the way conversations happen in your workplace. Some useful tips for effective communication are provided below.

- **Observe.** What is the tone of the conversation and body language being used? Do you need to use a different tool or strategy to improve outcomes? Ensure that your body language doesn't conflict with the words you are using.
- **Be self aware.** Know your perceptions, beliefs, triggers and behaviours, and be aware of how you apply this self-knowledge in terms of the impact your thoughts, feelings and behaviour have on others, and whether they achieve good outcomes.
- **Be clear on intent.** What outcome do you want from this conversation?
- **Be committed.** The degree to which you are committed to a conversation will indicate the level of concern, credibility and authenticity you have. Lack of it gives an impression of insincerity, fakery and inactivity.
- **Advocate don't debate.** Driving home your own view while diminishing someone else's is non-productive. It strengthens opposition and creates enemies. By all means, be firm and back up what you advocate with clear benefits, but listen to others' views too.

- **Listen.** To persuade someone to support you frequently requires finding out more about what they want. This takes skilful listening. If you can learn what someone else is thinking and what their needs are, you can often demonstrate to them how your way will give them what they want.
- **Provide opportunities.** Provide opportunities for others to speak, for example by asking questions. This will make people feel more included and they will be more likely to contribute.
- **Establish rapport.** Inquire after their thinking and feelings about the issue. See if you can build bridges for them to come over to your way of thinking and address the concerns you've picked up through careful listening.
- **Clarify assumptions.** When we don't clarify our assumptions, conversations get very cloudy. Many times we place conclusions or proposals into conversations without bothering to explain what led us to them. Take a little extra time to let people know what you're thinking and find out about other people's assumptions too: "What leads you to conclude that?"
- **Structure your discussion.** This is particularly important when working in teams. Many groups forget to agree to a plan for their conversation before they start. The following six points provide a useful starting point for discussions:
  1. Clarify the purpose and any conversational protocols or ground rules.
  2. Start by finding out employees' positions/perceptions. Let each person have a say.
  3. Move into paradigms and perspectives – deeper conversations where you reach a shared understanding of different views and perspectives.
  4. Explore different propositions or options the group needs to decide on. If this isn't done, decisions will rarely be fully supported.
  5. Decide on proposals and plans – the overall direction and the actions needed to achieve it.
  6. Ask for feedback – ensure the communication is understood.

Improving your leadership and communication skills

No one is born with all the skills required to be a supervisor, manager and leader. Many people learn through experience, some learn by working with others and most just do the best they can each day. If you'd like to develop your skills in this area some of your options include:

- **Books and online resources.** There are many books available through libraries, bookstores and websites on leadership and communication.
- **Courses or training**, provided by organisations such as chambers of commerce and Registered Training Organisations.
- **Mentors or consultants.** It might suit you best to engage a mentor or consultant to help you develop new skills in these areas. You may also like to consider a mentoring and coaching program within your business.

Template

Evaluation of leadership skills template – assists in improving your leadership and communication skills.

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Checklist – Lead and Communicate

Tick when complete	Tasks	Templates provided	Page number
☐	Consider different styles of leadership and think of appropriate styles for situational behaviour.		
☐	Consider writing a training needs analysis (TNA) for your own position.	Training needs analysis in Section 3	65
☐	Evaluate your own skills as a leader – are there things you want to improve, develop or delegate to others?	Evaluation of leadership skills template	110
☐	Consider how people communicate within your business. If this could use some improvement, perhaps some training or support could help.		

Template – Evaluation of leadership skills

Your leadership skills and training are important. You might find it helpful to fill out your own training needs analysis (TNA). A template can be found at the end of Section 3 – Induct, Train and Develop. You could set aside some time to develop your skills and knowledge.

Communication skills

- Consider different ways to communicate with staff and customers – a newsletter, email bulletin.
- Improve your public speaking skills by attending a course or 'rostrum'.
- Improve your written communication to avoid misunderstandings and to present yourself and your business in the best way possible.

Networking and professional development

- Attend industry events and workshops.
- Consider presenting sessions or speaking at industry events.
- Invite suppliers, competitors or people in the industry to meet you socially.
- Look at your competitors and the way they run their businesses – work out which skills they have that you would like to develop.

Technical skills and technology

- Investigate new technologies that might help your business.
- Update your computer skills.
- Consider further education including business management courses.
- Engage a mentor or consultant to teach you new skills.

Reading and research

- Find some books that you think would help your professional development.
- Subscribe to journals that will help you to keep up with developments in your industry.
- Find some websites that have news about professional development or about your industry.
- Update your knowledge about government regulations relating to your business operation.
- Find out about any government grants or incentives that might help your business (product development, commercialisation or training).

Health and wellbeing

- Plan some ways to incorporate regular exercise into your work routine.


CHLORIDE METER
Reagent
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PCLM 3
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