

Good Practice in Workforce Development

Tools & Tips for the Australian Meat Industry



Government of South Australia
Department of Further Education,
Employment, Science and Technology

SouthAustraliaWorks
linking people, skills and jobs

Acknowledgements

This manual has been prepared by Peter Graves, Strategon Capital Pty Ltd on behalf of the FTH Skills Council South Australia and the SA Meat Industry Workforce Development Steering Group.

In the preparation of this manual materials have been sourced from:

- Department of Further Education, Employment, Science and Technology (DFEEST) [*Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit*] &
- Department Trade & Economic Development (DTED) [*Building Business Capability in Workforce Development Project*].

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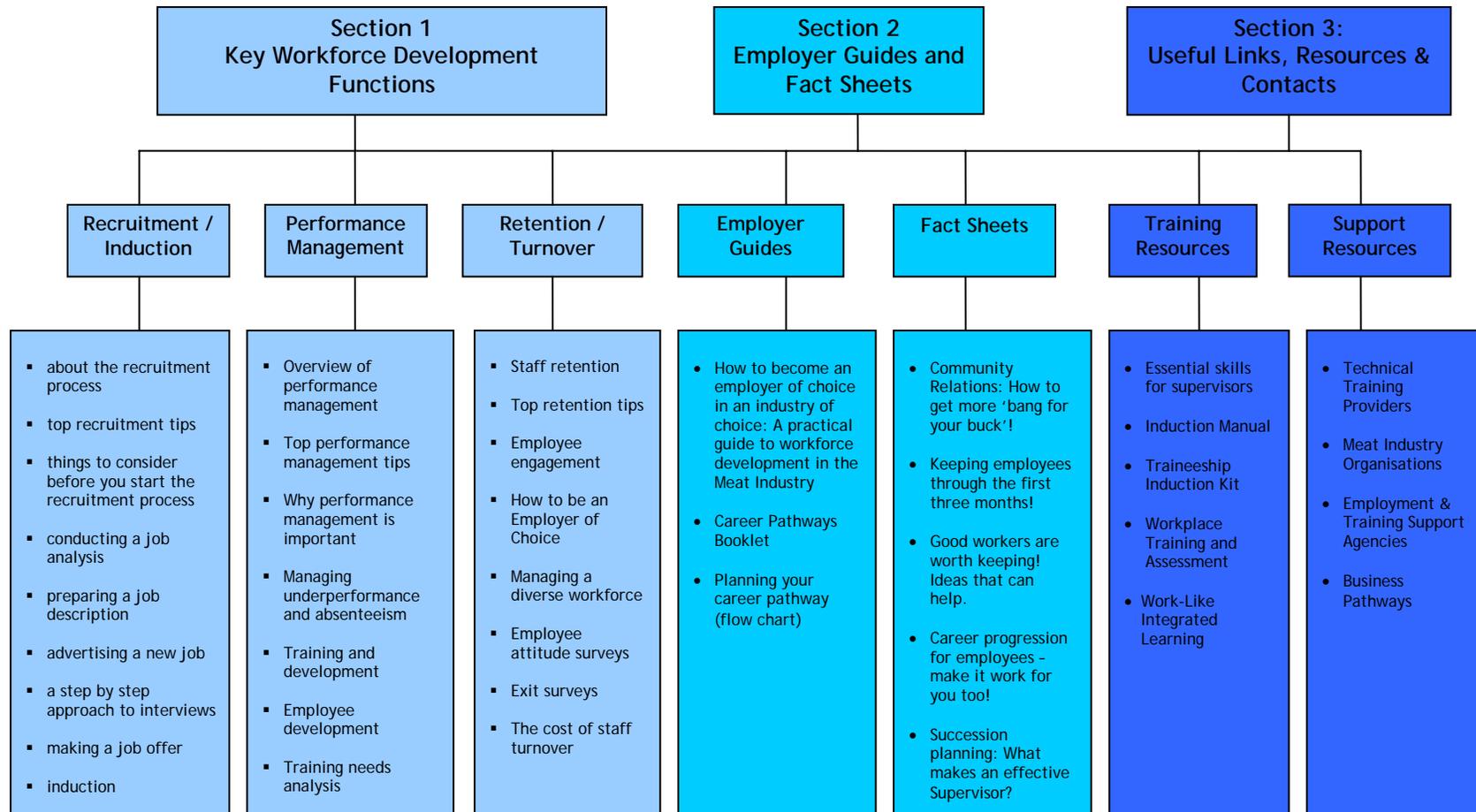
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Good Practice in Workforce Development

Tools & Tips for the Australian Meat Industry

Manual Overview



Good Practice in Workforce Development Tools & Tips for the Australian Meat Industry

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SECTION 1: Key Workforce Development Functions



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SECTION 1: Key Workforce Development Functions

An overview

This section addresses a number of workforce development areas. It contains plenty of practical ideas, tips and templates that can be adapted for your business.

The topics covered in this section:

1. Recruitment
2. Induction
3. Managing performance/review
4. Staff Retention
5. Workforce Turnover

Symbols:



You will find a series of templates in this section that you can adapt for your business.



You will find further information on specific topics.

1. RECRUITMENT

The purpose of a good recruitment process is to attract suitable candidates and employ the right person for the job. For the process to be successful it is important that the selection criteria for the job being filled are accurate and relevant, and that the person responsible for the recruitment process understands the job fully to be able to appoint the right person.

What this part covers:

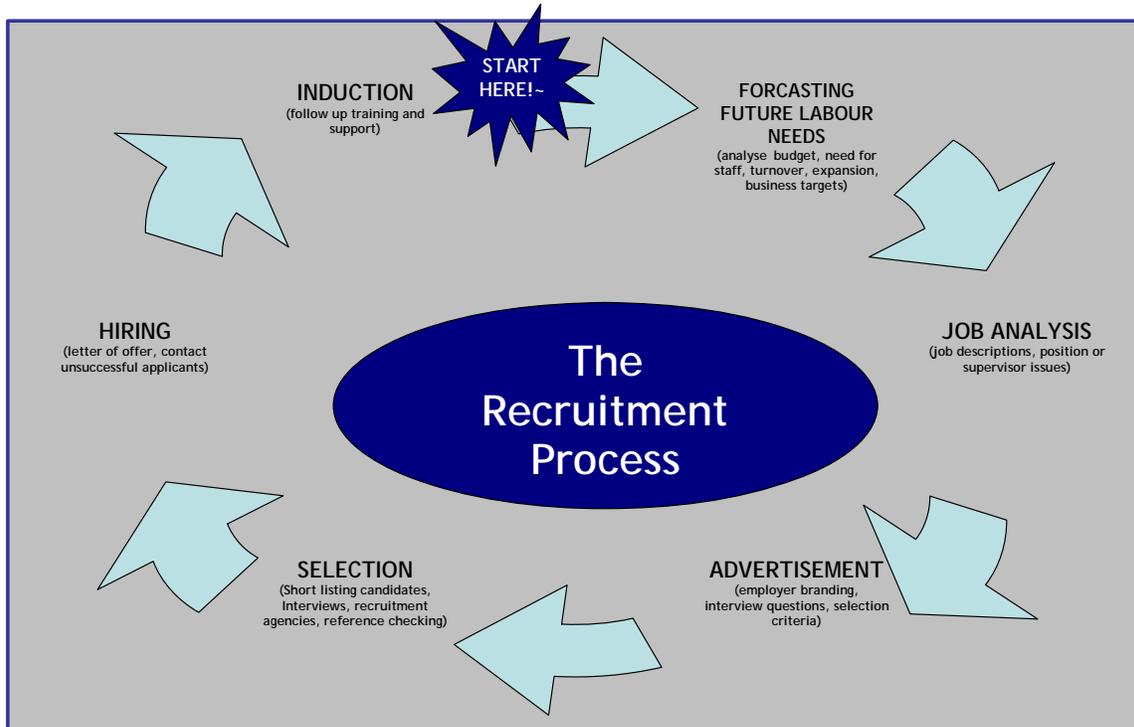
1. about the recruitment process
2. top recruitment tips
3. things to consider before you start the recruitment process
4. conducting a job analysis
5. preparing a job description
6. advertising a new job
7. a step by step approach to interviews
8. making a job offer



You will find a series of recruitment templates at the end of this section that you can adapt for your business.

1. About the recruitment process

The following diagram highlights the recruitment process.



The decision to hire someone should be based primarily on their ability to do the job.

During the recruitment process it is important not to base any decisions on areas that could be direct or indirect discrimination, including but not limited to:

- Race or ethnic origin
- Criminal record (unless a police check is a requirement of the position)
- Marital status
- Gender
- Pregnancy
- Disability physical or intellectual (when unrelated to the ability to do the job)
- Sexual preference
- Union membership
- Age

An example of discrimination would be “ *We need to hire a male because we don’t think a female would suit the environment*” or “ *We want to hire someone that will fit in with our youthful and energetic culture*”.

-  *For more information on discrimination refer to Employment and Training Support Agencies.*
-  *Further information on workforce planning and recruitment issues can be found in the “How to become an employer of choice in an industry of choice” booklet. Refer to pages 4-19.*

2. Top recruitment tips

-  Undertake the recruitment process in a timely manner. In today’s labour market candidates have many choices and opportunities, you’re likely to miss good candidates to other companies if you take too long.
-  When analysing business needs think about the big picture of the business and how staffing matters fit. Assess both existing and future workloads and determine if the role can be distributed amongst existing staff for career advancement or development.
-  The job analysis process should ensure the tasks and responsibilities are in line with the goals and direction of the business. Determine if the role should be expanded or modified to suit the changing needs of the business or to give greater job enrichment to the employee.
-  When writing a job description, the criteria for fulfilling the role are separated into ‘essential’ and ‘desirable’. The selection criteria should refer to the specific skills, experience, qualifications and knowledge that the job requires.
-  ‘Employer branding’ is how your company is represented and what people think of your business. What do your staff, clients, locals and associates think of your business?
-  Make the recruitment process clear and simple for applicants. Provide instructions and inform candidates throughout the process.

- Sell the job and the business realistically – don't create false expectations. Have positive but realistic things you can promote about your business. For example, 'a positive culture', 'flexible working arrangements', 'family friendly practices', 'employee involvement practices' etc.
- Think in terms of the applicants' long-term potential for your business – can you see their skills and abilities fitting where the business is going?
- During the interview, use appropriate language and repeat questions differently if the candidate is having difficulty understanding the meaning. Ensure tone of voice and body language such as eye contact, facial expressions, and gestures are also appropriate.
- Ensure that your practices are compliant with Equal Opportunity Legislation and be aware of personal bias.
- Be professional and create a positive business image, including to those applicants who were unsuccessful in obtaining the job.
- Make 'team fit' the final selection; choose a person who can best work with others in existing teams. The right person must suit the role and the culture of the workplace.
- Don't rush or force the final decision. If you don't have a suitable candidate, then avoid hiring someone for the sake of it. You may need to go back and reassess your recruitment process or readvertise the vacancy.

3. Things to consider before you start the recruitment process

Before deciding to recruit staff, a business analysis should be conducted to assess where the business is at and where it is heading. Business analysis is the set of tasks, knowledge, and techniques required to identify business needs and determine solutions to business problems. Solutions often include a systems development component, but may also consist of process improvement or organisational change.

The following questions can assist in planning for recruitment:

- Do we really need to hire another person?
- What are the alternatives to recruitment? Can existing staff take on more responsibility? Can the work be shared?
- Should internal or external candidates be recruited? Should employee referrals be used?
- Why did the previous person leave? How can we make the work more interesting or attractive?
- Who is responsible for recruitment? HR team, recruitment agency, line managers?
- Resources for recruitment? Is now the best time to recruit? Budget, time for training, any major organisational change occurring?
- Is the new recruit going to be permanent/casual/fixed term contract?
- What does the business need from the new role? Will this change?

Avoid the common pitfalls:

1. Recruiting in a hurry: Workforce development and business planning should mean you can approach recruitment in a methodical manner - so that you have time to make the best selection for the needs of the business, rather than simply 'plug the gap';
2. Recruiting for now, rather than later: Workforce development and business planning should mean you don't have to recruit just 'to get the job done now' - but can also align your candidate selection to future needs;
3. Failing to match values: In a period of labour and skill shortages, it can be tempting to grab what's available rather than consider the 'fit' with your business, and
4. Failing to clearly define what you need: Clarity about the available position is not just important for you in your selection process, but also for your potential new employee. 'Failed expectations' is a key contributor to many workforce short-term resignations.

4. Conducting a Job Analysis

A job analysis is when a job and its tasks are evaluated against business goals and needs. Conducting a job analysis will assist business by identifying how and if that role is meeting business needs, what tasks relate to a role, and ways a role can be improved to better suit business needs.

The benefits of a job analysis include that it allows an employer to:

- Identify how the job contributes to meeting business goals and what outcomes are required to meet those goals;
- Determine the actual tasks to be conducted by the employee and what tools will be effective;
- 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;
- Identify new tasks or responsibilities that a new employee could undertake, and
- Use a tool that can be used for performance management/review.

Job analysis requires a thorough understanding of the job's purpose, its duties and responsibilities. Once a job analysis is complete, a 'Job Description' should be written to document the relevant information for the worker.

5. Preparing a Job Description

A job description is a document which lists all the tasks and responsibilities assigned to a role, so the employee knows what their role is. Within the job description, selection criteria should be included which links the job tasks with the skills, knowledge and attributes that a person in that job should have, including personal qualities. The selection criteria should be separated into essential and desirable criteria.

The **essential criteria** are job requirements that a job cannot be performed without. (*For example*) Forklift licence, good verbal communication skills, or Cert II in Meat Processing.

The **desirable criteria** include the experiences or qualifications that are over and above what is essential, such as 'experience with specific equipment or tools', 'industry experience' and 'other relevant qualification'.

Job descriptions should be regularly reviewed and updated to account for changes to the role, particularly when a vacancy becomes available. It can be useful for an employee to make suggestions about their own job description, as they know the job better than anyone else. "What is the best part of your job?" "What needs improvement?"

A job description generally has 3 parts: *(For example)*

1. General Information

- Job title
- Classification (*for example* Meat Processing Level 1)
- Department
- Location
- Reporting responsibilities
- Compulsory responsibilities

2. Objectives

- Purpose of the job (why the job exists)

3. Task, Duties and Responsibilities (main document):

- Description of tasks, eg packing, preparing and trimming carcasses (be concise);
- Key accountabilities;
- List the skills, experience, and qualifications required. Separated into "essential" and "desirable", and
- Personal attributes required to perform the role eg organization skills, punctual, team player, creative, initiative, reliable.

Remember to keep the information relevant to the job and keep it factual.

6. Advertising a new job

When it comes to advertising, the aim is to make the job appeal to the right person. The advertisement is going to be a representation of the company and the job being advertised.

Factors that could be considered when advertising for a new position include:

- Who do you want to appeal to? Graduates, experienced employees, unemployed, low skilled, semi-retirees;
- Where is the advertisement most likely to get seen by the target audience?;
 - Internet
 - local paper/National papers
 - community groups/noticeboards
 - schools, TAFEs, Universities
 - language schools

- job network providers
- existing workers (relatives or friends)

- What will appeal to your ideal employee? Flexible hours, travel opportunities, career advancement, salary;
- How does the advertisement compare to competitor advertisements?;
- How much will it cost to advertise? Will you get a return for your investment?;
- Who should you establish a relationship with for this and other vacancies in the future? eg TAFE, schools, recruitment agencies, and
- How is your company being represented? What does my Employer Brand say?

Employer branding is how people think of you as an employer and how readily people will want to join and stay with your business. These views can be formed by:

- Existing and past employees
- Local community
- Industry sector
- Unions

Factors that affect employer branding

- Direction and leadership
- Quality of people and social environment
- Recruitment/induction processes
- Reward and recognition processes
- Values, behaviours and policies
- External reputation and image
- Performance management/review policies
- Resources and environment
- Roles you have available and their level of interest
- Communication
- Development and support available
- Post employment processes and support

Advertisement could contain the following:

1. A job title;
2. Brief job description;
3. Location of the job;
4. Brief description of the organization, eg name, size, main function
5. Minimum experience, knowledge and qualifications (refer to job description);
6. Brief explanation of any unusual working arrangement (shift work, travel prospect, physical requirements);
7. Salary range and any fringe benefits;
8. Clear instructions on how to apply, and
9. Where to get further information - a contact person with knowledge of the role and recruitment process



See Template 5 - Advertisement examples, which you can modify and adapt to suit your business.

7. A step- by- step approach to interviews

Interviews are an important step in the recruitment process that require planning, preparation and good implementation to ensure that the outcome is successful. This will require employers to:

- Prepare for the interview
 - Establish selection criteria and necessary skills and attributes needed to gain an interview
 - Review all applications against the selection criteria
 - Contact successful applicants and arrange an interview time. Be flexible, yet try to stay within a time period to conduct all the interviews
 - Confirm the interview time and day with an email or letter to the candidate.
- Create an interview plan
 - Formulate questions to ask candidates
 - Make the questions relevant to the selection criteria only
 - Use the same questions for all applicants so that you have the opportunity to compare answers

- If there is more than 1 interviewer decide who is asking which questions
- Relate questions to the resume/application form.
- Arrange the interview environment
 - Create a friendly, and warm environment
 - Ensure no interruptions occur and that enough time is allocated
 - The interview should take place in a private room, with no distractions.
- Conduct the interview
 - Use a skilled interviewer/s who will be good ambassadors for your business
 - Explain the organisation and the job role in detail
 - Speak clearly and slowly
 - Ask open questions
 - Ask questions about the information the candidate has provided on their resume/application form
 - Allow the candidate to answer the question fully
 - Allow for silence
 - Keep control of the interview
 - Encourage the candidate to ask questions
 - Take notes during the interview; do not rely on memory
 - Be pleasant but not too friendly - be professional
 - Be aware of language and literacy issues - English may not be the candidate's first language.
- Selection process
 - While the interview is by far the most common selection method it can sometimes be insufficient or inappropriate when used in isolation
 - Use the written application in conjunction with:
 - Informal chat - allows you to talk to the person and get to know them , and can be less daunting than formal methods
 - Work samples - if you need to hire someone with certain skills
 - Written test - eg multiple choice, true/false, short answer
 - Ask for examples - what has the candidate done in the past
 - Presentation - candidates prepare a presentation on a set topic
 - Referee check
- Testing- use
 - Police checks (if required)
 - Aptitude and physical testing (if applicable)
 - Reference checks

- Deciding who to employ
 - Go through notes from interview(s)
 - Compare the candidates with the selection criteria
 - Re-interview if necessary

- Offering the job
 - Verbal offer
 - Employment contract
 - Inform unsuccessful applicants

Language, literacy and numeracy

Be aware that a candidate's language, literacy and numeracy skills may impact on the way they present at an interview. This will need to be taken into consideration and adjustments may need to be made in the interview process.

'The 2006 Adult Literacy and Life Skill survey found that about 40 per cent of employed Australians, and 60 per cent of unemployed Australians, do not have adequate literacy skills to function effectively in the workplace.'

When these percentage figures are applied to the latest Australian Bureau of Statistics' data on labour force statistics¹ they result in two significant figures:

- 1. 4.3 million people (40 per cent of 10.6 million) who are currently employed, and*
 - 2. 300,000 unemployed people (60 per cent of 500,000)*
- do not have sufficiently high literacy skills to deal with the present and increasing demands of employment and in some cases everyday life.*

¹ P19. Australian labour market statistics 6105.0 April 2008

This study would indicate that some support may be required by some of the applicants. It should be noted that a person's language and literacy skills does not mean that they are not more than capable of carrying out the job.

Testing

If any testing is necessary for the job to be performed, such as police checks, physical or aptitude testing and reference checking, then this process happens after the interview process. These tests should be conducted on at least 2 successful candidates who have passed the interview.

If both candidates successfully pass their tests, then the decision should be based on the overall performance, and based on the selection criteria. If a person does not pass a part of the testing process it is important to notify them

but be aware of discrimination in areas such as disability, age and criminal record.

8. Making a job offer

The successful candidate should first be offered the job verbally, followed by a letter of offer. The candidate should have the chance to read and sign the letter before commencing employment.

Your 'Letter of Offer' could contain the following:

- Job Title/Classification
- Commencement Date
- Status (Full Time, Permanent, Fixed term contract)
- Wages/salary and superannuation
- Hours of work
- Probationary period
- Conditions of job such as annual leave, sick leave, etc (refer to the Award Name, or Collective Agreement if applicable)
- Who they are reporting to
- Dress standards
- First day arrangements, what time, where to go, who to ask for?
- Attach the 'Job Description'
- Attach Company Code of Conduct or expectations

The candidate must sign the letter of offer to accept the position, and the terms of the job.

Once the successful candidate has accepted, the unsuccessful applicants should be notified. This can be done via email, letter or more personally with a phone call.

It should be noted that in order to maintain a positive experience and if you want the candidates to apply in the future, it is important to be professional and supportive to unsuccessful applicants. This involves notifying them that they have been unsuccessful, do so within a reasonable timeline, and provide feedback on their application if requested.

Reasons for treating unsuccessful applicants well:

- They could have skills that are relevant to jobs that are advertised in the future;
- Word of mouth - if treated poorly the unsuccessful applicants can tell others not to apply for future roles and affect future applicants from applying, and
- Poor employer branding and attitudes amongst the community about your business.

 For further information on *workforce planning & recruitment* refer to the “How to become an employer of choice in an industry of choice” booklet.
Refer to pages 4-19.

Summary of Templates - Recruitment

Template Number	Template Description
1	Employer self-assessment: How attractive are you as an employer?
2	Job Analysis
3	Job Description
4	Job Application Form
5	Advertisement Examples
6	Prepare for an Interview checklist
7	Interview Record Form
8	Sample Behavioural Questions
9	Letter to Applicant - Acknowledgement of application
10	Letter to Applicant - Successful short listing for interview
11	Letter to Applicant - Unsuccessful applicant
12	Letter of Offer

Template 1

Employer self-assessment: How attractive are you as an employer?

Rate your effectiveness 1-5; with 5 being high

Employer brand characteristics:

How effective is your business using the following criteria?

1	Direction & leadership	
2	Quality of people & social environment	
3	Recruitment/induction processes	
4	Reward & recognition	
5	Values, behaviours and policies	
6	External reputation and image	
7	Performance management/review	
8	Resources & safe, clean and attractive work environment	
9	Job roles you have available and the level of interesting work	
10	Communication	
11	Development & support available	
12	Post-employment processes & support	
	TOTAL POINTS/ POTENTIAL OF 60	

Continued.....

Employer attractiveness factors

How well do we establish these needs and meet them with potential/new employees?

*Rate your effectiveness 1-5;
 with 5 being high*

1	Opportunities to apply their skills	
2	Opportunities to develop their skills	
3	Opportunities to develop their career	
4	Supportive culture and management to develop & maintain their confidence and feelings of self-worth	
5	Salary they need; regular reviews; benefits of interest to them	
6	Team & socially supportive environment	
7	Personal interests eg. meaningful work, new things, technology, creativity, quality etc	
	TOTAL POINTS/ POTENTIAL OF 35	

Think about your areas of strength and weakness. What can be done to emphasise the strengths and develop the weaknesses?

From: Building Business Capability in Workforce Development Manual. DTED. May 2008

Template 2 Job analysis

Date of review: <insert date> Reviewed by: <insert reviewer>

Job title: <insert job title> Award/EBA/AWA: <insert award>

Department / Unit : <insert department /unit Reports to: <insert manager>

<insert classification / level / grade> <insert supervision responsibilities>

Classification/level/grade: <insert classification / level / grade> Supervision of: <insert supervision responsibilities>

Duties and responsibilities	Major functions	Selection criteria, competencies and experience	Qualifications required	Essential or desirable?

General overview of the job:

<insert comments>

Validated by staff member: <insert staff member details>

Next job review date: <insert date>

From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

Template 3 Job description

Job title:	<insert job title >	Incumbent:	<insert name of incumbent >
Award/EBA/AWA:	<insert Award>	Classification/level/grade:	<insert classification>
Department:	<insert position>	Reports to:	<insert Manager's name>
Supervision of:	<insert supervision responsibilities>		
Authorised by:	>	Date authorised:	<insert date>

General overview of the job

<insert purpose of the job>

Essential duties and responsibilities

Function	Task description
<insert function>	<insert task description>

Supervisory responsibilities

Function	Task description
<insert function>	<insert task description>

Work environment

<insert comments>

Selection criteria

Essential (inc qualifications/licences)	<insert essential qualifications / licences>
Desirable (inc qualifications/licences)	<insert desirable qualifications / licences>

Skills / knowledge / experience

Essential

<insert essential skills / knowledge / experience >

Desirable

<insert desirable skills / knowledge / experience>

Special Conditions (travel, cold work)

<insert special conditions>

*From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer
Resource Toolkit. May 2008*

Template 4
Job application form

Position applied for: _____

Personal details

Given name: _____ Family name: _____

Preferred name: _____

Address: _____

Telephone Daytime: _____ Mobile: _____

Email: _____

Current qualifications

Qualification title	Institution/training provider	Year completed

Are you currently undertaking study/training?
(tick one) Yes No

If yes, course/program name: _____

(tick one) Full time Part time Distance Other

Previous employment (most recent first)

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

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 No.	Position held/working relationship (e.g. supervisor)	<i>Office use check initial/date</i>

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

When will you be available for work?

Please provide any other information that you identify as being pertinent to this application (e.g. 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 checks will be required and I will be notified if this applies to this application.

Signed: _____ Date: _____

Confidential – reference checks *For office use only*

Reference name	Comments	Would re-employ?		Initial	Date
		Yes	No		
		<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>		

Action

Interview arranged for: (date) _____

Offer of employment made _____

Position: _____

Letter of advice sent: (date) _____

By: (name) _____

Letter of appointment signed: (date) _____

By: (name) _____

Induction due on: (date) _____

Payroll details entered: (date) _____

By: (name) _____

Probationary period expires on: (date) _____

Notes _____

Application unsuccessful

Letter of advice sent: (date) _____

By: (name) _____

Application to be destroyed on: (date) _____

Notes _____

From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

Template 5 - Advertisement examples

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)
- Any qualifications or experience applicants should/could 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.

MEAT PTY LTD

Meat process workers
Immediate start

Meat Pty Ltd is a leading manufacturer of high quality food products. With business continually growing a number of Meat Process Workers are required

You will be working for a meat works factory. Fulltime and part time hours available working Monday to Saturday

Duties of the job will include:
Basic knife work (trimming off excess meat)
Packing meat
Labelling
Process work

No Experience is necessary as training is provided.

The successful applicants will be rewarded with
Pay rates of \$XX.XX/hr + super
Flexible working hours
Onsite car parking
Productivity bonuses
Progressive career development opportunities

To apply, please forward your CV to:
Jane Citizena
MEAT Pty Ltd
123 Hometown Road
Hometown SA 5999
Email: jobs@meat.com.au
Phone: (08) 84XX XXXX

Applications close 5pm Friday 30 Oct 2008

PORK WORLD

HAVE YOU EVER CONSIDERED A CAREER IN THE MEAT INDUSTRY?

Process Worker - Food Industry

Our client is rapidly growing, expanding in staff and in need of reliable, self-motivated people who are looking for ongoing, permanent work starting **IMMEDIATELY**. Roles need to be filled within the packaging, processing and cleaning departments.

Duties will vary according to the role with some being manual handling:

**Production line work;
Assembly line work;
Cleaning; and
Sorting and Packaging.**

The successful candidates must be physically fit, be able to work in a fast paced environment and must be able to work well in a team.

The hours available Monday to Friday are:
- Day shift with start time varying between 7:00am and 9am, working for 7.5 hrs
-Or Day shift 7am to 3pm
- Afternoon Shift 3pm to 11pm
Pay Rate of \$XX.XX per hour (plus super). Afternoon shift also has an allowance.

For more information or to apply please contact Karen on 9505 3590, or submit your resume to employ@porkworld.com.au.

Template 6 Prepare for an interview checklist

Tick when complete	Tasks
<input type="checkbox"/>	Be familiar with the position description of the vacancy
<input type="checkbox"/>	Understand the selection criteria
<input type="checkbox"/>	Review applications
<input type="checkbox"/>	Be familiar with the rating scale applicable to interviews
<input type="checkbox"/>	Have sufficient copies of the interview record forms
<input type="checkbox"/>	Have a copy of standard questions
<input type="checkbox"/>	Be aware of the way in which the interview is to be conducted (e.g. order of questions, who will ask questions)
<input type="checkbox"/>	Have a pen!

GENERAL INTERVIEW GUIDELINES

- All interviewers should be conversant 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).
- Interviewers should make appropriate and constructive comments on the interview evaluation form to enable feedback to candidates at a post interview briefing, if requested.

From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

Template 7
 Interview record form

General Information

Position	<insert position>	Date	<insert interview date>
Applicant name	<insert applicant's name>	Interview time	<insert interview time>
Interviewer(s)	<insert interviewer's name(s)>		

Selection criteria	Rating (1 – 3) 1 = does not meet criterion 2 = meets criterion 3 = exceeds criterion	Comments
Essential		
<insert essential criteria>	<insert rating>	<insert comments>
Desirable		
<insert essential criteria>		
Total score <insert total score>		

Personal Characteristics	Rating (1 – 3) 1 = Poor 2 = Average 3 = Excellent	Comments
Positive Attitude	<insert rating>	<insert comments>
Level of Interest		
Education		
Work Experience		
Ability to work with others		
Hand – eye coordination		
Verbal Expression		
Initiative		
Reliability		
Ambition		
Appearance		
Alertness		
Willingness to work in the cold		
Total score <insert total score>		

General Comments:

From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

Template 8 **Sample Behavioural Questions**

To retain quality people in your business, start by hiring the best performers you can find, and then develop and support them to build a long-term career in the industry.

The best performers have certain attributes. Find out what these are by observing your best performers in different job roles. Some typical attributes follow, with some sample questions you might ask at interview to help you recognize these attributes.

- **Positive attitude to the industry and its challenges; openness to change**
 - Is flexible to change and others' views
 - Is prepared to try new ideas or to move with change
 - Shows positive energy; meets the challenges of the job with energy and enthusiasm
 - Is open to others; works well with a range of other people

Sample interview questions:

What has attracted to you to working in the meat industry?

What do you most enjoy about working in the industry?

What challenges do you want to pursue in the next few years?

- **Passion/ personal pride and drive**
 - Has goals and personal drive
 - Has a long term interest in the industry as a career
 - Is confident in their own ability to make a difference or impact

Sample interview questions:

Tell me about a goal that motivates you currently?

What place does your work/ trade have in your life when off the job?

If someone was asked about your impact on the job, what words would they use to describe you?

- **Initiative and tenacity**

- Takes initiative; does things without supervision or being asked;
- Takes responsibility for his/ her role in the business not just the job
- Is able to stick with a difficult task over time, in spite of obstacles, difficulties or rejection encountered

Sample interview questions:

Tell me about a time when you did something at work to fix a problem - what did you think, say, do?

Tell me about a time when you took the initiative in a work situation - what did you think, say, do?

Tell me about a time when you had to persist to achieve something against the odds - what did you say and do?

- **Commitment to developing skills**

- In depth specialist knowledge which the person attempts to apply, maintain and improve

(With development and encouragement, the best performers also seek to develop their contribution to the business, they balance decisions of their job with business and cost decisions in the interests of the business in the longer term - but don't expect this from a new recruit or newly qualified person.)

Sample interview questions:

Describe how you work with the owner of the business that currently employs you.

What do you see as the role of the <position> in this type of business?

- **Concern for quality and orderly work**

- Takes personal pride in what the business does and what the team produces
- Checks the quality of own and others' work
- Has personal standards for work; works in an orderly fashion

Sample interview questions:

Tell me about a time when you worked to repair/ fix an order that someone was dissatisfied with - what did you say and do?

What are some of the key things you've learned that set you up for quality product and service every time?

What things are important to you personally in how you do your job?

How do you prepare yourself for your shift?

How does your work station look at the end of your shift?

- **Ability to manage self (reliability, handling pressure and stress, organizational skills)**
 - Handles stress and difficult situations
 - Maintains an even temper when faced with stressful situations or opposition or hostility from others
 - Personally responsible, reliable and consistent
 - Manages to balance a number of different priorities; manages time, personal and work priorities readily; manages to meet commitments made to others

Sample interview questions:

Tell me about a stressful work situation and how you handled it - what did you say and do?

Tell me about a difficult situation you've had with a customer/ co-worker and how you handled it.

What are the various priorities you have in your life and work? Tell me how you organize your week.

This work is a pressured job at times: what do you do to handle it?

- **Energy and enthusiasm**
 - Positive energy; meets the challenges of the job with energy and enthusiasm

Sample interview questions

Tell me about a time when you were faced with a challenge and took an optimistic view of the likely outcome.

What do you do to keep your energy levels up in a busy week?

- **Interpersonal skills; openness and ability to communicate/ work with others**
 - Able to work with a range of people
 - Open to others' ideas and views
 - Approachable
 - Patient
 - Able to lead others: can direct and instruct as well as work in with the team
 - Able to resolve differences between people (again, don't expect this of everyone, especially a new hire or newly qualified tradesperson).

Sample interview questions:

Tell me about a time when you had to get a group of people to do something (not necessarily a work situation is relevant - for some, leadership ability only surfaces in their private life)

Tell me about a time when you helped others resolve their differences

Tell me about a time when you had to be tactful in a work situation

From: Building Business Capability in Workforce Development Manual. DTED, May 2008

Template 9
Acknowledgement 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 short listing candidates' applications to determine initial interviews to be held on <Date>.

Applicants who appear to meet the required selection criteria and most closely match the requirements of the position will be advised within <.....week/s>.

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>

From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

Template 10

Acknowledgement of application – successful short listing for interview

<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>

Template 11
Acknowledgement 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.

Your information will be retained for 12 months should any suitable positions become available.

Yours sincerely

<Name of business representative>

<Title>

**Template 12
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.

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>

2. INDUCTION

Induction is the process of making new staff familiar with the workplace, other staff and management and business processes by providing information, training and supervision.

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.

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.

Benefits of a good Induction:

- Retention 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 learn their job quicker and reduce errors and rework;
- Minimise workplace accidents and injuries;
- Create a better bond with supervisor and team mates, which can increase retention, and
- Makes new employees feel welcome and reduces their anxiety about starting somewhere new.

Helping new staff understand how things are done in your workplace will let them know what is expected of them in terms of behaviour, values and attitudes. Inductions also provide an opportunity for the employee to ask questions, seek assistance and even provide suggestions for improvement of their new role.



MINTRAC has developed comprehensive induction manuals for meat processing plants including templates and practical activities to suit your business. A resource has also been developed for inducting trainees. The resources are suitable for companies wanting to implement a new induction program, or those wanting to improve an existing one.



**For further information on these resources contact MINTRAC
www.mintrac.com.au**

3. MANAGING / REVIEWING PERFORMANCE

Managing performance or performance review of employees is an important business function that enables both employer and employee to assess current performance and behaviour and see how it is aligned to the role and business expectations. Performance management/review includes a formal appraisal of an employee's performance and other aspects such as feedback, ongoing development, and training and can monitor issues such as ongoing absenteeism and underperformance.

Performance management/review can also be carried out on team performance and for goal setting.

What this part covers:

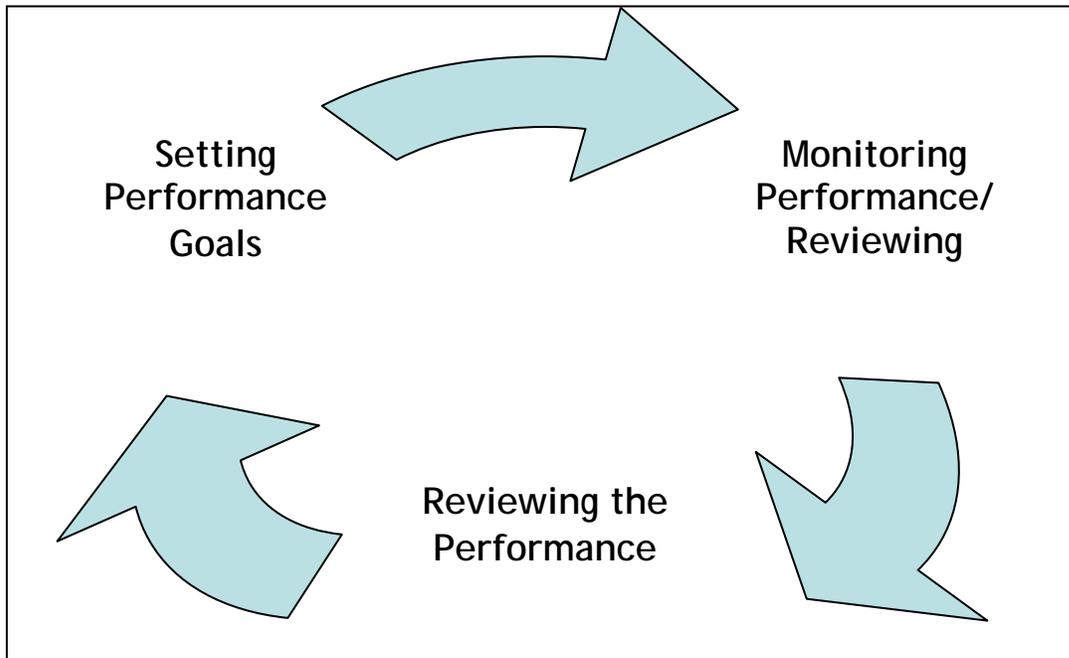
1. Overview of performance management/review
2. Top performance management tips
3. Why performance management/review is important
4. Managing underperformance and absenteeism
5. Workplace Training and development



You will find a series of performance management/review templates at the end of this section that you can adapt for your business.

1. Overview of Performance Management / Review

Performance Management/Review is a process that can align organisational objectives with employees' skills, competency requirements, development plans and the delivery of results.



The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high performance workforce.

Performance management/review includes:

- Formal appraisal of an employee's or team's performance
- Ongoing reviews
- Following up performance issues
- Ongoing development
- Training

Steps in a performance management/review process:

Set Performance Goals

(This can be done at a team level or individual level)

- Align with business goals/selection targets with performance expectations
- Agree on how to assess the employee (eg what and when)
- Listen to employee's input: what they think they can achieve, interests and abilities
- Discuss which behaviours need to be addressed and put in an action plan
- Identify training and career development needs
- Agree on feedback methods, eg formal vs informal
- Set a date to review the process.

Monitor performance along the way

- Manager and employee meet to discuss progress towards achievement against specific outcomes
- Give genuine positive feedback
- Take corrective action if needed, sooner rather than later.

Review performance

- Make it formal; give it quality time; show the employee you care and treat this seriously
- Have a consistent process, both employee and Manager should contribute
- Seek feedback on your own performance
- Ensure balance; listen to their views
- Reassess goals and performance measures- are they realistic, are they still relevant to the position and business goals?
- Realign training and development needs.

From: Building Business Capability in Workforce Development Manual. DTED. May 2008

2. Top Performance Management Tips

- Performance management/review is most effective when managers and employees work together and the system is supported and seen to be a useful and effective process.
- Set up regular performance appraisal appointments, giving both the team leader/supervisor and employee time to prepare for what needs to be discussed.
- Inform employees of the business goals eg greater client satisfaction, more sales, greater productivity.
- Inform your staff how you will measure their performance and set realistic goals together.
- Discuss with employees what they need to do to achieve results and put timeframes in place.
- Allow employees a chance to voice what they want out of the role; remember this is a two way process.
- Give feedback so staff know how they are progressing, congratulating good work and providing constructive criticism.
- This should be a comfortable environment for both team leader/supervisor and employee to share information.
- Incorporate a training plan into your performance management/review process to develop existing skills and knowledge of employees, which can improve morale and satisfaction levels.
- Conduct a training needs analysis to assess the current skills, knowledge and abilities of staff and see how they align with current and future business needs.

3. Why performance management/review is important

- Managing performance/review allows for a way to check employees have the right skills, attitudes and knowledge required to make your business productive.
- You can introduce performance management/review as a team activity. The team members work with their team leader/supervisor to come up with goals that they wish to achieve.
- After staff have been involved with performance management/review as part of a team, you can then offer staff an individual performance review.
- Staff have a clear understanding about how their work aligns with the business goals and department (team) goals.
- Staff know what tasks they should be performing and how to undertake those tasks.
- Under-performance issues can be identified early, discussed and resolved before turning into larger problems.
- Potential gaps in skills can be identified, which enables a training plan or skill development activities to be arranged.
- Employees can see progress in their work, and how career development and progression can be obtained.
- Succession planning opportunities can be identified.
- Give employees information about what performance management/review is.
- Employees welcome constructive feedback. By telling staff they have done a good job, and how they are assisting the business to be productive, shows appreciation and can build commitment.
- A structure and regular performance appraisal system creates opportunities for staff to raise issues and concerns and help to identify areas of improvement in the workplace.

- Absenteeism can be reduced as performance reviews allow for employee and manager relationships to be strengthened as communication and feedback is exchanged.
- Managers can discuss what motivates the employee to see what they require for fulfilment and job satisfaction, eg achievement, advancement, responsibility, new challenges, recognition or financial rewards.

Tips for Employees in the performance management/review process	Tips for Supervisors/Managers in the performance management/review process
<ul style="list-style-type: none"> • Be prepared – identify in advance what you want to say and achieve • Focus on being positive, constructive and proactive • Avoid being defensive or overly sensitive about criticism of work or performance • Identify career goals and developmental opportunities • Be honest, open and sincere • Focus on major achievements and things done well • Ensure a clear outcome is achieved, ask for clarification if you're not sure 	<ul style="list-style-type: none"> • Prepare for meetings with examples and evidence concerning feedback on performance • Allocate enough time with no interruptions • Focus on the employee's recent achievements and outcomes, with little focus on historic events • Make sure the employee has a good understanding of what is expected • Be an active listener, try to be flexible and open minded • Balance both positive and negative aspects of work performance • Ensure when the employee leaves the meeting they are feeling positive about what can be done to improve performance, and not distressed • Proactively identify and solve work- related problems • Support the performance review process, take the lead and show employees why they are useful

Active Listening is a key factor in managing performance/review. Information exchange is both ways and managers need to have the skills to listen to employees as well as provide the feedback.

- Put all the attention on the speaker, and avoid talking about yourself;
- Stay attentive and responsive throughout the conversation, and not distracted by time or other issues;
- Repeat back to the speaker in your words what was said to demonstrate understanding;
- Try again if your active listening statement was not entirely correct, avoid pretending you understood when you haven't;
- Try not to ignore feelings in the situations, so ask 'how did that make you feel?', or 'how has that affected you?';
- Don't allow the speaker to drift onto less significant topics, and remain focused on the issues at hand, and
 - Allow for silences in conversation; let the speaker take time to explain themselves

4. Managing underperformance and absenteeism

Unplanned absenteeism and poor performance represents a major cost for businesses. It can cost businesses:

- production losses and inefficient material use
- in juggling other employees to cover the work of the absent worker
- overtime for those covering the work of the absent employee
- in casual labour to replace the absent employee

Causes of absenteeism and underperformance include:

- work/life issues
- low morale
- poor working conditions
- boredom on the job
- lack of job satisfaction
- inadequate leadership and poor supervision
- personal problems (financial, marital, substance abuse, child care etc.)
- poor physical fitness
- transportation problems

- stress
- workload
- employee discontent with the work environment
- personal and family needs

Ways to manage underperformance:

- Act promptly - don't allow poor performance to continue without notifying the employee. The employee may not be aware there is a problem and assume their performance level is acceptable. Also, if others see team mates working at a low level this can cause others to follow their lead;
- Arrange a private meeting to discuss underperformance issues and where possible keep the issue confidential;
- Allow the employee to provide an explanation for their behaviour;
- Inform the employee the performance is unsatisfactory and inform them of the correct behaviour or performance level;
- Agree on how the performance issue will be resolved and implement actions that need to be undertaken within appropriate timeframes;
- Make a time to review the performance with the employee to discuss the outcomes. This may be in addition to the regular performance appraisal appointment;
- At time of review of the performance inform the employee whether the performance is up to standard or whether their performance still needs improving, and
- Provide feedback on a regular basis, including positive feedback.

Strategies to reduce absenteeism:

- Provide flexible work practices which can allow business and employee needs to be met;
- Work with staff to develop strategies to improve unplanned absences;
- Promote a high performance culture and emphasise how each individual makes a contribution to achieving business goals;
- Redesign, or reduce repetitive jobs;
- Widen job responsibilities and allow employees to have ownership over certain tasks;
- Increase promotional and development opportunities;
- Recognise and reward your employees where possible, for example team awards, and 'employee of the month'.

- Introduce systems to reward staff for not taking sick leave, for example bonuses linked to attendance, however care should be taken not to discriminate against those who were genuinely sick or had carer's responsibilities;
- Implement preventative OH&S strategies to minimise injuries and accidents in the workplace;
- Monitor annual leave and long service leave accruals to ensure employees are taking adequate recreational breaks;
- Impose stricter sick leave policies, which require medical certificates and
- Look at cashing out sick leave each year.

5. Workplace Training and Development

Because of today's tight labour market you may find it more difficult than in the past to find the person with all the skills you require. As a result, you might like to consider developing your current staff as an alternative to recruiting new staff.

As your business evolves and changes, your employees will need to keep pace with new developments. To do so, they may need to learn enhanced or additional skill sets.

By being proactive and supporting workplace training and development on an ongoing basis, your employees will be able to work to their full potential and meet the changing demands of your customers.

Advantages of workplace training and development include:

- 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's needs;
- Training or professional development is seen favourably by employees.
- Creating a potential career path assists in retaining valuable employees, and
- Training institutions are keen to form partnerships with programs in order to customise vocational education and learning (VET).

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

What is Workplace Training?

Training is about investing in human capital. While 'training' has really commenced during day one of the orientation process, some employers feel it ends with the completion of the induction process.

However, providing training and personal development opportunities at every level of the workforce increases:

- Productivity and profitability
- Attractiveness to jobseekers
- Staff morale (which reduces absenteeism)
- Flexibility to accommodate changing needs
- The ability to value add
- Competitiveness on quality and service
- Opportunities for multi-skilling/job rotation

Training and personal development reinforces a job's purpose, meaningfulness and value - all key requirements for employee retention - and, by promoting training opportunities to all staff, you convey the message that you expect them to keep up to date and strive for improvement.

Skill development needs can be assessed during the performance management/review process.

- Assess the individual's strengths and weaknesses - this may give both employee and employer knowledge of where skills are best used and where future developments may be;
- Determine how strengths can best be used in the workplace and plan for movement into other roles when appropriate;
- Develop a plan to multi-skill employees to provide the individual with well rounded skills, knowledge and abilities for future career movements;
- Identify if and when the individual will need to continue with formal study in order to progress, and
- Develop a fair and equitable means of allowing time for study/training and decide how it will be funded.

A key aspect of retaining your workforce capability is to ensure exiting employees have an opportunity to pass on their knowledge and skills to other employees, whether they are to be drawn from the existing workforce or from new recruits. A unit of competence you might like to look at to assist employees to pass on their knowledge and skills is TAADEL301B *Provide*

Instruction Through Instruction And Demonstration of Work Skills (one unit of competence from Certificate IV Training and Assessment).

Vocational qualifications

National Vocational qualifications are tied to the work typically undertaken by employees. Training and assessment are tailored to the individual and the workplace. The learning is practical and related to the individual and the workplace. Most of the training is conducted on the job and can be completed in stages at the learners own pace. It is flexible, usually with a number of options to choose from.

Recognition of current competencies

The Australian training system also enables people without qualifications to have their experience and skills recognised - Recognition of Prior Learning (RPL). This means that existing employees can gain qualifications based on what they have learned over the course of their career or through life skills. 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.

Career Planning

Career planning involves making a plan about the future of the employee and where they are heading. Benefits of career planning include:

- Satisfying and fulfilling work for employees;
- Improving employee morale and encourage teamwork because people are aware of other departments and their functions, and
- Lessening reliance on recruitment to fill skill or job gaps. Existing employees can be trained to fill crucial jobs when they become vacant.

Continuous skilling of the workforce through various Certificates II,III,IV and even Diploma to Advanced Diploma can have long term benefits for the business.

The choice of career fields includes:

- Meat processing
- Meat retailing
- Smallgoods
- Rendering
- Food services
- Maintenance
- Engineering
- Quality assurance

It is important to recognise that not all training and development activities need to be directly linked to the meat industry - courses in Leadership, Communication, Conflict Resolution, Team Building, Cultural Awareness, Human Resource Management, etc, all have a role in the workplace - not all training needs to be workplace-based.

Dependent on the needs of your business, there are opportunities in self-paced distance learning programs, on-line learning and discussion groups, project based learning, conferences and workshops.

Training needs analysis

You will need to determine what training employees need to ensure they are capable of effectively completing tasks required to run your business well. A training needs analysis can be used to determine this need.

A training needs analysis is the process of identifying what training might be required to bridge the gap between an employee's actual skill level and desired level.

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, a training needs analysis should be carried out.

Consider these questions:

- How each staff member is contributing to business and what is needed from them?
- The skills and knowledge each staff member has, and what needs to be gained?

A training needs analysis can be incorporated into the job analysis process to determine what is required from each role and then use the performance management/review process to assess each person's skills to implement a training plan.

If you think training is the answer 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 the training?
- Are there others who could benefit from the same training? Can group training be delivered 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?
- Is the training accredited or non-accredited? Is this important?
- Is there financial assistance available from the State or Australian Government for training staff?



See Template 7 - Training needs analysis, to assist your business identify what training is required

See Template 8 - Team Training plan, to help keep track of the training your employees are undertaking.



For further information on *employee development* see Employer Guide 'Career pathways in the Australian Meat Industry: A practical guide to career progression for new and current employees' and "Fact Sheet 4 - Career progression for employees - make it work for you too!"

Summary of Templates - Managing Performance / Review

Template Number	Template Description
1	Team Performance Management/Review
2	Individual Performance Management / Review (example 1 & 2)
3	Business Diagnostic - Assessing your current performance management and rewards methods
4	Review of your performance management system for employees
5	Effective feedback planner
6	Ways to motive and reward your employees
7	Training needs analysis
8	Team training plan

Template 1 Team Performance Management/Review

Team Goal Setting

To be completed by the team, the team leader and/or supervisor.

Team		Location	
Team member		Position	
Date of review		Date of next review	

This section outlines the goals and action plans that the team will set for the next twelve months.

Step 1: Team leader/supervisor identifies relevant goals and actions and discusses with the team.

Add more rows if needed

Step 2: The team and team leader/supervisor identify team goals and action plans that support the achievement of the goals.

Goal development (highest priority first)

Goal:	
Measure (How will we know if we have achieved the goal):	
Target date for completion:	
Date for review:	

Action plans	Responsibility	Date of completion

Add more rows if needed

Step 3: Goal Review

The review is carried out with the team and the Team leader/supervisor, and the results are discussed at the team review meeting.

Was the goal achieved?	If not, what were the barriers to achievement?	If the goal is still relevant, what changes need to be made to ensure achievement?	Team member comments on their contribution to the goal.	Team leader's comments on the team members' contribution to the goal.

Team Training/Development

What training/development would help the team or the team member achieve the goals?

Development Activity	Team or team member	Responsibility	Timeframe	Resources Required (\$, time)

Review of team Training/Development

The review is carried out with the Team leader/supervisor

Development Activity	Team or team member	Responsibility	Progress	Comments

EXAMPLE

Step 2: The team and team leader/supervisor identify team goals and action plans that support the achievement of the goals.

Goal development (highest priority first)

Goal:	Example: Reduce Manual Handling injuries by ...%
Measure (How will we know if we have achieved the goal):	Compare number of Manual Handling injuries to those of previous year
Target date for completion:	June 09
Date for review:	Dec 09

Action plans	Responsibility	Date of completion
Increase manual handling risk assessments (devise a list of MH risk assessments to be conducted and prepare a schedule for completion of each)	Team leader/supervisor, Team members, OHS reps (list any other stakeholders)	Monthly
Review Standard Operating Procedures (devise a list of SOPs and prepare a schedule for review of each)	Team members relevant to operation, team leader/supervisor	Monthly
Complete appropriate manual handling training	All	Aug 08

Add more rows if needed

EXAMPLE con.

Step 2: Goal Review

The review is carried out with the team and the Team leader/supervisor, and the results are discussed at the team review meeting.

Was the goal achieved?	If not, what were the barriers to achievement?	If the goal is still relevant, what changes need to be made to ensure achievement?	Team members comments on their contribution to the goal.	Team leader's comments on the team members' contribution to the goal.
Yes/No	<p>Example Some barriers may include:</p> <ul style="list-style-type: none"> -goal not clear - not enough time/cost 	<p>Example -reset goal to make it clearer - more time/cost</p>	<p>Ask team questions related to the goal. What went well/what could be improved.</p>	<p>Team leader reflects on team's contribution.</p>

Template 2

Individual Performance Review (example 1)

Understanding of role

Do you understand the requirements of your job? (refer to job description)

Achievements

What are the main things you have achieved in the last 12 months?

Challenges

What difficulties have you experienced at work? In what way have you tried to overcome these?

Team Involvement

What have you done to contribute to your team over the past year?

Decision making

Do you feel you are given an opportunity to contribute to the decision making process? Can you give me an example? If not, how would you suggest this could be improved?

Planning and Organising

How effective do you think you have been in the last year in planning and organising your work? Explain

Communication

How well do you communicate with your team leader and/or supervisor? Do you think this could be improved? How?

Innovation and initiative

Do you feel you have been given the opportunity to show initiative and be innovative? If not, how could this be improved?

Technical Skills

Are your technical skills at a level which allows you to appropriately meet the requirements of your role? If not, what training do you require?

OHS

Do you feel you have adequate training in occupational health and safety? Do you have anything you would like to discuss about occupational health and safety?

Areas for development

Are there any specific areas that you would like to personally develop in the next 12 months?

Other

Are there any other issues you would like to talk about today?

General Feedback from Team Leader/Supervisor

Template 2 Individual performance Review (example 2)

PRIVATE AND CONFIDENTIAL

EMPLOYEE'S DETAILS

Name <insert employee's name>

Position <insert employee's position>

Years/months employed in this position <insert length of employment>

Date of this review <insert date> Date of next review <insert date>

Reviewer (name and position title) <insert name and position of reviewer>

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

Goal	Action taken	Completed?	Comments
<insert goal>	<insert action>	<insert yes or no>	<insert comments>
<i>e.g. Obtain forklift licence</i>	<i>Enrolled in course</i>	<i>No</i>	<i>Became sick during course. Theory completed, practical exam will be taken in November.</i>

EMPLOYEE COMMENTS AND OPPORTUNITY TO EVALUATE OWN PERFORMANCE

<insert comment>

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	Satis- factory	Good	Excellent	Comments

GENERAL COMMENTS ABOUT THE EMPLOYEE'S PERFORMANCE

<insert comment>

ACTION PLAN – GOALS FOR NEXT REVIEW PERIOD

Goal	Action required	Date for completion
<i><insert goal></i>	<i><insert action></i>	<i><insert date></i>
<i>e.g. Complete forklift operator's course</i>	<i>Complete practical exam</i>	<i>November 2008</i>

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

<insert additional information>

ACKNOWLEDGEMENT OF PERFORMANCE 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.

From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

Template 3

Business Diagnostic - Assessing your current performance management and reward methods

This diagnostic will help you identify your effectiveness as a supervisor/manager in managing the performance of staff.

Managing Performance - Manager's Self Assessment	Importance of factor to retaining workers in your business	Effectiveness of you as a manager
	1 = low 5 = high	1 = low 5 = high
1. formal review meetings are held twice a year with staff to provide feedback on performance, set agreed work goals and discuss development activities	1 2 3 4 5	1 2 3 4 5
2. outcomes of performance discussions are documented in a performance plan	1 2 3 4 5	1 2 3 4 5
3. regular, ongoing communication with staff on performance is provided on a day to day basis	1 2 3 4 5	1 2 3 4 5
4. ensuring that employees understand the agreed work objectives and that the objectives are measurable, relevant and achievable	1 2 3 4 5	1 2 3 4 5
5. a personal commitment to the performance management process is evident	1 2 3 4 5	1 2 3 4 5
6. staff are kept up to date with changes in the market, along with other business and organisational changes	1 2 3 4 5	1 2 3 4 5
7. individual staff members feel comfortable with the process and have sufficient opportunity to discuss topics of relevance	1 2 3 4 5	1 2 3 4 5
8. employees are helped to meet their agreed performance goals through regular feedback and guidance	1 2 3 4 5	1 2 3 4 5
9. employees have access to development activities that are related to their performance plan	1 2 3 4 5	1 2 3 4 5
10. employees are provided with feedback where their performance is not meeting agreed standards	1 2 3 4 5	1 2 3 4 5

Template 4

Review of your performance management system for employees

This review is to be completed by employees, as a means of feedback on the business' performance management/review system

1. List the main duties and key skills of your position. Are these reflected in your current Performance Review?

2. Has your job changed significantly since the development of your Performance Agreement? What other additional activities have you been involved in?

3. How would you describe your performance in key business areas? Have you met any agreed targets or objectives? What is the most important achievement this period (or year) to date?

4. Which parts of your job do you best or most enjoy and why? What parts of your job are most difficult and why? Are there parts of your job you feel unsure about?

Template 5 Effective feedback planner

Use the table below to plan how to give feedback to a particular staff member

Issues to consider in planner	Examples and details	Possible assertive language to use	Other possible tactics/action to consider eg. negotiation, influencing, conflict resolution
<p>Be descriptive rather than judgmental. Offer a description of what you have observed or heard. Give examples. Expand.</p> <p>Be specific and accurate. Relate the feedback to specific behaviours and examples. Use descriptive behavioural language. Identify the impacts you've observed on the work and others. Use the expanded DISC formula.</p> <p>Be positive and constructive. Offer praise or recognition of positives. Indicate positive expectations of the future. Sandwich negative feedback. Ask for their views and responses</p>			

Issues to consider in planner	Examples and details	Possible assertive language to use	Other possible tactics/action to consider eg. negotiation, influencing, conflict resolution
<p>Be supportive not authoritarian. Help people identify for themselves how they can improve. Guide don't tell. Ask questions rather than make statements.</p> <p>Be realistic about limits. What behaviour can be changed?</p>			

My Agenda for Giving and Receiving Feedback at Work

<i>Things I want to provide feedback on</i>	<i>To whom</i>	<i>Pinpointed behaviours to include</i>	<i>Draft of appropriate assertive language</i>

Suitable times/ events for this feedback:

<i>Things I want feedback on</i>	<i>From whom</i>	<i>My assertive request -draft</i>	<i>Possible reactions & how I'll handle them</i>

From: Building Business Capability in Workforce Development in South Australia, DTED. May 2008.

Template 6 Ways to motivate and reward your employees

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.	<insert name>	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.	<insert name>	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.	<insert name>	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 (e.g. employee of the month rewards). Protect from negative conflict where possible and ensure they are not taken advantage of.

From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

Template 7 Training needs analysis

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				
<insert major tasks of position>	<input type="checkbox"/>	<input type="checkbox"/>	<insert training needs, if any>	<insert how this will be achieved>	<insert when>	<insert who is going to deliver the training>
	<input type="checkbox"/>	<input type="checkbox"/>		e.g. on the job, external training		
	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>				
	<input type="checkbox"/>	<input type="checkbox"/>				

What do we want to achieve in the period ahead?

<insert comments>

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

<insert comments>

How are we going to make this happen?

<insert comments

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

<insert comments

From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

Template 7
Team training plan

Priority	Identified skill gap	Who needs training?	Type of training	Description of training	Training providers	Indicative cost	Delivery dates
<insert priority >	<insert the training need>	<insert name of employee>	<insert the type of training>	<insert a description of the training>	<insert the name of the training provider>	<insert cost of training >	<insert delivery dates>
			e.g. conference, course				

From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

4. Staff Retention

This section will outline the importance of staff retention and the consequences to the business if there is high turnover. Areas discussed include workforce diversity and looking at cultural and generational differences and needs, as well as ways to actively engage employees in the workplace. Obtaining feedback by conducting employee surveys are a good way to see what employees think about your business and provide ways for improvement and increased staff retention.

What this part covers:

1. Staff retention
2. Top retention tips
3. Employee engagement
4. How to be an Employer of Choice
5. Managing a diverse workforce
6. Employee attitude surveys
7. Exit surveys



You will find a series of retention templates at the end of this section that you can adapt for your business.

1. Staff Retention

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

In today's tight labour market workers will not continue to work in poor conditions or be ill treated. 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.

2. Top Retention Tips

- Employee engagement and satisfaction will improve staff retention
- Staff retention can be directly linked to productivity, customer satisfaction and profitability
- Clear communication and feedback between management and employees can result in effective feedback and help align employees with the business values and strategy.
- Recognition and rewards for achievements and activities are top motivators for staff. Have a formal reward program in place which is timely and specific.
- Resolve employee problems in a timely manner. Find the cause and implement solutions
- Encourage training and development for current and future roles, and align into the business succession plan. Broaden responsibilities rather than have narrowly-defined job functions
- Manage workplace diversity - know your staff needs and motivations
- OH&S - feeling secure and safe in the workplace, free from harassment and discrimination
- Be an employer of choice. Compensate staff fairly with financial and non financial benefits. Incentives and bonuses can be used, as well as flexibility and encouraging work-life balance

- Independence and innovation, allow employees to get involved and make suggestions on how to improve performance
- Use staff surveys and questionnaires to obtain constructive feedback from staff and address issues that are affecting productivity

3. Employee Engagement

Employee commitment to the organisation and trust in leadership can positively impact a company's bottom line. Employees are more likely to stay with their employer if they have high levels of commitment and engagement with their work and employer. Engaged employees are more creative and enthusiastic, display initiative when dealing with customers and clients, less absent and less likely to leave the business.

Satisfied / Engaged Employees are more likely to:

- Stay with the employer for longer
- Work smarter and longer hours without being asked twice
- Highly motivated to perform to their best
- Recommend the company's products and services to others
- View their own personal growth as linked to the company's performance

Satisfaction of employees has been directly linked to:

- Productivity
- Employee retention
- Customer satisfaction
- Profitability

i For further information on *staff retention and workplace culture* refer to the "How to become an employer of choice in an industry of choice" booklet.
Refer to pages 20-33.

What causes employees to be disengaged?

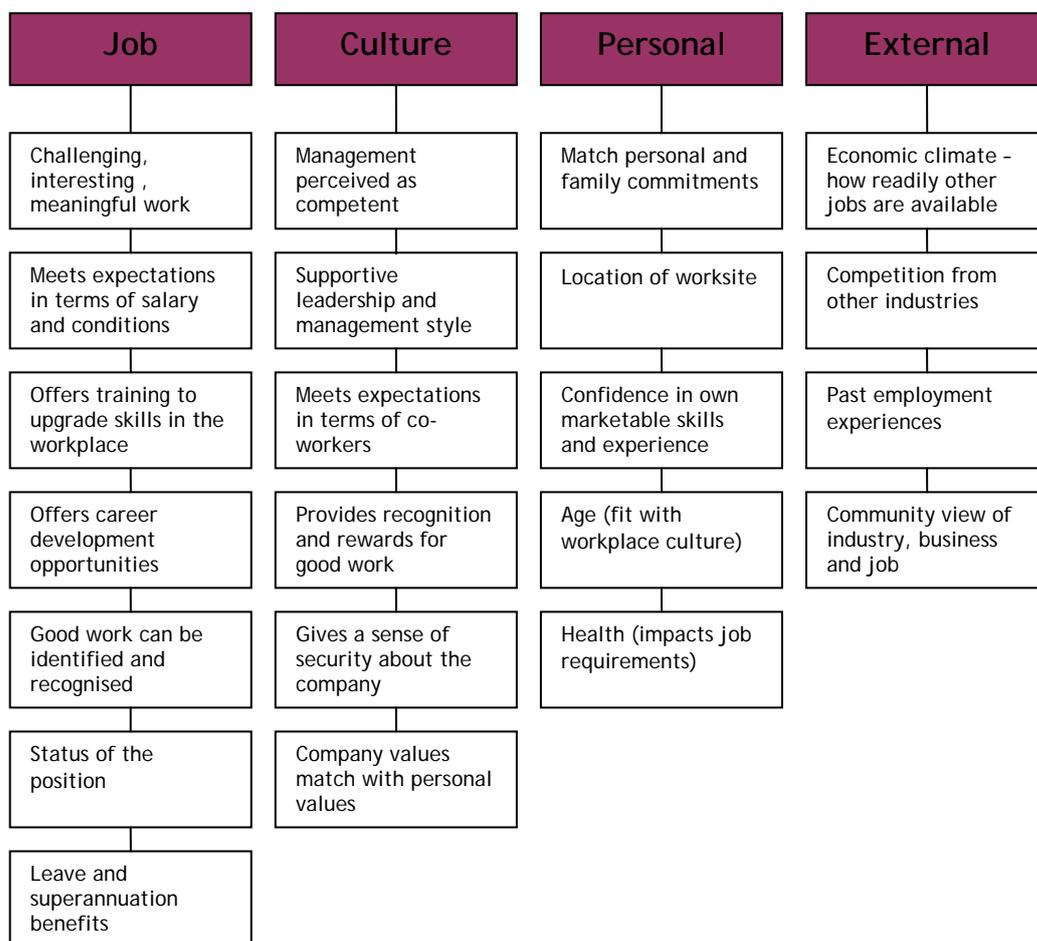
A combination of the following factors can influence employees to feel disengaged, and the need to seek other career opportunities:

- Unsatisfying work
- Lack of job security
- No clear opportunities for advancement
- Poor management
- Unsatisfactory remuneration
- Limited work-life balance

“The reason most frequently given by employees for leaving their jobs is that they are disconnected or disengaged from their bosses or work”

Managers including those on the front line, project leaders or senior managers have more power than anyone else to improve employee satisfaction and commitment in the workplace. Managers can do this by providing recognition and feedback regularly, offering opportunities to learn and grow, ensuring fair compensation for employee contributions and value to the organisation, fostering a safe and happy work environment, and respecting and recognising employee’s needs, desires and working style.

Factors that affect employee retention



From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

i For further information on *staff retention* see “Fact Sheet 2 - Keeping employees through the first three months!” and “Fact Sheet 3 - Good workers are worth keeping! Ideas that can help”

4. How to be an Employer of Choice

Staff retention can be enhanced by being an employer of choice, meaning that employees that are attracted to the business are more likely to be retained.

Initiatives used to become an employer of choice include:

- Competitive remuneration and attractive salary packaging options
- Additional paid personal leave
- Personal feedback, genuinely given, specific and timely
- One off cash bonus - give employees discretion on how they spend it
- Employee health and wellbeing initiatives
- Leadership development programs and mentoring or coaching programs
- Supporting employee's further education, training and personal development opportunities
- Initiatives to publicly and formally recognise employee's performance and achievement
- Support for local and community events
- Fun, with celebrations marking all manner of organisational and personal achievements
- OHS -a safe and harassment free environment for all staff
- Funded social events, themed days, team building days
- Tickets or vouchers which can be shared with family and friends
- Promotion of healthy lifestyle - fresh and health food available, lunch time sporting activities

Other aspects of an organisation that employees find valuable include an organisation's reputation, leadership style, work environment, support structures and facilities and opportunities for progression.

Enhancing work life balance is a common reason employees leave their jobs. Employees are seeking greater flexibility to balance diverse work and life choices to meet both their work interests and personal responsibilities and activities.

Ways to implement flexible work arrangements include:

- Part-time work and job sharing, working from home and gradual re-entry or exit arrangements
- Paid parental leave
- Flexible working hours, including flexible start, finish and break times, as well as being flexible with days of work
- Additional annual leave, ability to purchase more or cash out annual leave
- Rostered days off
- Working from home
- Averaging of hours, so specified hours are worked over an agreed period
- Allowing time off in lieu
- Study leave for training and professional development
- Leave without pay provisions for travel or personal commitments
- Child care subsidies
- Phased into retirement

5. Managing a diverse workforce

Workplace diversity is an important aspect of staff retention, as issues relating to culture and individual differences need to be managed effectively.

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

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, mature age job seekers and new migrants, who may not initially have been considered suitable, are capable, willing and well suited to perform the work.

Ethnic and cultural diversity

Australia has one the most diverse populations in the world. Our workplaces reflect this and include employees from many different cultural experiences bring different ideas, experiences and skills, which are beneficial to a business.

The humanitarian or skilled migrant experience

- 26 % of the SA workforce and population were born elsewhere¹
- Net overseas migration contributing 13,000 workers to SA annually (180,000 to Australia)²
- 248 ancestries in SA with 240 different languages spoken at home; 16% of SA population³
- 82% of SA migrants aged 25-54; 75% participation rate in employment (higher than the SA population)⁴
- Varying cultural values around respect for authority, family, respect for the group rather than the individual, focal point of relationships
- Cultural differences in terms of accepted interpersonal communication styles, behavioural responses to stress and pressure, religious practices, experiences of power in relationships
- Pre and on arrival - tested for health, values, character, skills, communication
- Need physical and cultural adjustment support

The indigenous Australian experience:

- 25,000 self declared in SA in 2006 census
- Cultural values around group and connectedness to homelands - less focus on individual identity, rights, having a say
- Cultural differences in terms of accepted interpersonal communication styles, behavioural responses to stress and pressure, body language
- Specific employment strategies, health strategies - being the subject of "interventions": urban/ rural differences in terms of life and family environment



See Template 2 for *attraction and retention* options to support workplace diversity.

¹ Australia. ABS, 2006 Census, Quick Stats.

² Australia. ABS. Demography as of September 2007 (source: Australian Demographic Statistics. Cat no.3101.0)

³ 2006 Census www.censusdata.abs.gov.au

⁴ Australia. ABS. *Labour force statistics and other characteristics of migrants*. November, 2004. (Cat.no.6250.0)

Generational Differences (Baby Boomers, X, Y)

Individuals from different generations often have different motivations, expectations and aspirations. Employers who have a good understanding of these motivations and expectations are more likely to retain valuable employees.

Characteristics of the workforce today: differences in motivation, interests and attraction factors⁵

Mature workers (45+):

- “Veterans” and “Baby Boomers”
- The greatest opportunity area for adding real additional workforce numbers - women especially - 85% of workforce growth by 2012⁶
- Getting ready to leave but can't afford it?
- Used to working long hours and being work-oriented
- Hard workers; more loyal to employers
- Work to play later
- 60's liberals but relatively conservative now
- Asset rich but cash poor
- Emotionally resilient - survived redundancies etc
- Can talk the talk but don't necessarily have high levels of inter-personal or technology skills
- Can be enticed to change but not necessarily out looking for another job or employer
- Motivated by job achievement, respect, appreciation
- Need more security now than when they were younger
- Capable of quiet focused work and study
- More productive⁷
- Less prone to injury & illness

Generation X (Aged 29-early 40's):

- 45% of workers
- Interested in moving ahead but lack upward opportunity in many organizations, so prepared to move employers
- Easy to recruit; hard to retain
- Work pays for preferred lifestyle
- Interested in flexibility about work location & rewards
- Resourceful, confident, self-reliant because of family experiences
- Need a dual income because have few assets
- Results -oriented; relationship oriented
- Motivated by responsibility, autonomy and feedback
- Seek co-operation, co-ordination and to have a say
- Like relaxed, casual atmosphere and interactive environments

⁵ MISAC. *Workforce solutions that work! A guide to workforce planning for employers in the SA Manufacturing Industry*. 2007. p.12.

⁶ Mature Age Employment Practical Guide (DFEEST cited reference - confirm full details)

⁷ NCVER. Literature survey on older workers. SA, 2006

Generation Y (aged 15-28):

- Small workforce group at present but 20% of general population
- Likely to have multiples careers & employers; higher levels of self-employment
- Continually seek change; selective about employer - 'What's in it for me?' (Quick to quit?)
- Prepared to work anywhere
- Want flexible working conditions that fit in with their lifestyle = want both work and play equally
- Optimistic, confident and sociable
- Get things now and pay later mentality = need cashflow constantly
- Demand entitlements
- Very comfortable with diversity in the workplace and society
- Want collaboration and consensus/ harmony
- Motivated by variety and challenge
- Multisensory and spontaneous
- Like multimodal learning in quick bursts

From: Building Business Capability in Workforce Development Manual. May 2008.



See Template 1 for information on *attraction and retention* options for different generations of workers.

6. Employee Attitude Surveys

To gain an understanding of how your staff are feeling about the organisation, their team mates and how much they enjoy or dislike their role it is important to obtain regular feedback from your staff.

Feedback can be obtained through regular discussions between supervisors and staff during performance discussions, or feedback boxes. However, employees may prefer to remain anonymous, which is where a staff survey can be useful.

Employee attitude surveys allow employees 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 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 to attract the staff they need in the future.

Employee surveys have great potential to improve workplace outcomes by:

- Enhancing employee moral and attachments with the organisation, as employees are given an opportunity to speak out about their concerns and feel a part of organisation change. This encourages the employee to feel more engaged with their workplace
- Identifying emerging issues
- Reduce adverse reactions associated with organisation change
- Improve the management of absenteeism
- Prevent harassment and bullying and workers compensation claims
- Identify sensitive issues if survey's remain confidential

The employee should be able to express how he/she felt about the company's attitude towards employee satisfaction, work culture and environment. Questions relating specifically to the job, such as: work load, availability of resources, safety standards, orientation, supervisory control, pay and benefits, should be addressed.

Any other aspects can also be addressed, such as:

- efficiency of the management,
- treatment of the employees,
- feedback mechanisms,
- communication effectiveness,
- effectiveness of policies and practices,
- recognition for achievement, and
- opportunity for development.

Ideally, the questions can be open-ended to encourage any additional comments or suggestions. Other aspects that may be covered are reasons employees may choose to leave, future plans after leaving the company, and level of satisfaction with the company.

Conducting the survey

- **Make it anonymous and confidential.**
No matter what is on their minds, employees will share more if they trust that their responses will not be linked to them individually. If they were going to tell you regardless, then they probably already would have done so! Note that simply announcing that responses are confidential may not suffice. Often employees feel more comfortable the more obvious and explicit their anonymity.
- **Share the results.**
Committing beforehand to sharing at least a summary of the results encourages people to participate. Closing the communications loop demonstrates respect for the effort that people put into responding and signals that people have been heard.
- **Celebrate achievement and address weaker points.**
A survey will reveal the stronger and weaker aspects of your company. Take time to celebrate and acknowledge the strengths, which form a good starting point for building success. At the same time, make plans to shore up any weaknesses that could be holding back the company.
- **Incorporate results into planning and management.**
There are many ways that survey results can inform company operations. For example, they can help formulate a mission statement, signal the need for training, or constitute a measure for personnel assessment relative to goals.
- **Engaging employees**
Appropriate employee involvement is a critical factor in a successful employee survey process. Employees should be appropriately engaged in reviewing and interpreting survey information. This creates a sense of shared responsibility to develop outcomes that result in the achievement in sustainable organisational changes. Initially, consulting representative groups of employees to identify current issues can be used to formulate additional questions and involving them in action plans.

Tips on how to conduct staff surveys

- Staff surveys should be conducted on a regular basis, especially during times of change
- Surveys can be done in house, or externally
- Describe the survey process to employees and state why it is being done
- Encourage participation in the survey by:
 - Reassuring employees that the results are confidential.
 - Describing how the results will be used, and/or how past results have been used.
- Provide a reasonable deadline as to when they need to be completed
- Review all of the surveys and summarise findings
- Inform employees what the results were of the survey - highlighting the organisation's strengths, and compare the results to the last survey
- Encourage employee participation in providing strategies and actions to respond to the weaknesses
- Let the staff see you take their feedback and issues seriously, and keep them informed of any action and progress
- Obtain feedback of the survey process and use that feedback effectively

Surveying employees about their impressions of their employer is the best indicator of the overall culture in a company. This culture will permeate every aspect of the organization affecting co-workers and clients alike. Employee surveys are one of the necessary steps in identifying problems and opportunities for improvement. Then, using these survey results and a benchmarking database, a company can determine what the trends are for their industry, and where they stand compared to their competitors.

7. Exit Surveys

Employee exit surveys are an ideal way to 'feel the pulse' of employees and to determine the exact reason(s) why the employee is leaving. When an employee leaves an organisation, they take a whole set of skills, ideas and expertise, maybe to a competitor's company. Employee exit surveys help to determine many aspects about an employee's ideas and feelings about his/her employer.

Benefits of an exit survey

- Identify what employees value most in the workplace;
- Identify what the organization is doing well, and not so well;
- Identify specific management issues that may not be revealed during a person's time of employment;
- Identify training resources and professional development needs of your employees, and
- Identify competitive advantages and disadvantages within your market.

Employees leaving the company are a useful source of understanding the employees' ideas about the company. Whether the separation is normal (retirement) or unusual (leaving for better opportunities elsewhere), former employees are a very good resource for understanding the existing employees' feelings. Ideally, an exit interview contains some general questions about the employees experience while working with the company.

Exit surveys are an excellent way of ensuring that when personnel leave an organisation they are leaving for the right reasons; not due to reasons that, if appreciated earlier, could have been addressed and resolved by management. Although identifying a problem may not prevent a person leaving it could solve an unappreciated issue that may, if left unchecked, result in other key personnel also leaving.

Recognising the obvious costs, companies are taking proactive steps to reduce turnover and retain employees. Learning and understanding why employees stay and leave and the attributes that make an employer a preferred place to work is vital to the success of any business.

The feedback provided by an exit interview process, might also capture knowledge about what it takes to do a particular job, how to improve corporate and departmental culture, and identifies possible issues with management. Exit feedback data can provide valuable trend information that can be utilised to prevent employees from following their colleagues out the door.

Summary of Templates - Staff Retention

Template Number	Template Description
1	Attraction and retention options to support diversity
2	Attraction and retention options for different generations of workers
3	Business Diagnostic - Assessing your retention methods
4	Employee attitude survey
5	Employee exit survey
6	Exit checklist

Please note: If you have employees with language or literacy issues you can adapt the survey templates and use the questions as a guide to verbally discuss these questions with the employee.

Template 1 Attraction and retention options to support diversity

<i>Group</i>	<i>Attraction options</i>	<i>Retention options</i>
Indigenous workers	<ul style="list-style-type: none"> • Make contact through local Indigenous groups • Overt statements in advertising • Tap into STEP programs and supports for employers or similar 	<ul style="list-style-type: none"> • Ensure a supportive work culture and group environment • Ensure more than one worker in a team to reduce isolation and “spotlight” • Provide an Indigenous mentor (internal or external to your company) • Ensure respectful practices, language & behaviours • Provide flexibility in work conditions to allow for cultural obligations
Workers from other cultures	<ul style="list-style-type: none"> • Make contact through community groups & programs • Approach via specialized Job Network providers • Overt statements in advertising 	<ul style="list-style-type: none"> • Ensure more than one worker in a team to reduce isolation and “spotlight” • Provide diversity training for employees and supervisors • Ensure inclusive cultural practices even in social activities • Encourage community links for both worker and other employees • Ensure respectful practices, language & behaviours • Provide flexibility in work conditions to allow for cultural obligations
Workers with a disability Myth-busting: “People/ customers will feel awkward around a person with a disability” Reality: Employers of people with a disability report a positive impression of their business is created and a positive impact on other workers. ⁸	<ul style="list-style-type: none"> • Make contact through community groups & programs • Approach via specialized Job Network providers • Overt statements in advertising 	<ul style="list-style-type: none"> • Use trial periods to orient the worker so all can get comfortable and gauge readiness on both sides • Use external expertise to remove possible job and workplace barriers to mobility; use government incentives to support any workplace modifications

⁸ Disability Works Australia, information on website www.dwa.org.au

Template 2
Attraction and retention options for different generations of worker

Generation	Attraction options	Retention options
<p>Mature workers (45+)</p> <p>Realities from research⁹:</p> <ul style="list-style-type: none"> • More productive than younger workers • Less injury time and sick days • Less cost if injured (more prone to strains) • More likely to stay • Certain abilities peak in the 50's and 60's eg. inductive reasoning, verbal reasoning, spatial orientation • Mental abilities remain constant for most people in developed countries until 70's • Mature workers are not seeking to climb the career ladder as much; more interested in flexibility and job satisfaction that allows them to balance life, caring etc • While not as tech savvy as younger workers, they remain early adapters to technology & can learn & retain new skills better than younger workers¹⁰ 	<ul style="list-style-type: none"> • Check job & selection criteria for any bias • Indicate that "all ages" can apply, in your advertising text • Avoid descriptive language that implies youth eg. "energetic", "enthusiastic" • Use language more characteristic of this group eg. "committed", "responsible", "reliable", "able to work independently" • Highlight flexible working hours or opportunities to negotiate hours eg. part-time • Highlight non-salary benefits as well as dollars • Promote the values of your business & your corporate reputation • Highlight security of employment (if it exists) • When placing a vacancy with a recruitment agent or in the media, ensure that these are likely to be used by mature workers • Consider local newspapers for non-management roles • Supplement internet advertising with at least another form • Use word-of-mouth and networks in your local community groups where mature workers spend time • Ensure that people involved in handling enquiries, short-listing etc project respect for the enquirer, and that you are focusing on experience rather than age or potential; consider using an older person for this role • Treat each applicant on their merits, without assumptions based solely on resume. Recruit for attributes. 	<ul style="list-style-type: none"> • Allow people to change / reduce working hours/ days as their caring/ health/ personal issues become more pressing • Consider whether the job could be handled through job share to make up the hours (esp attractive in some industries/regional environments) • Support existing workers to plan and prepare for a long working life, with options to "shift gears" in later career, or to move out of physical work • Find out about their other skills • Allow for part-time and fixed contract work • Tailor your conditions and benefits where you can to the individual employee's situation • Provide reassurance, positive expectations of potential to learn, support and lots of feedback when training in new skill areas to ensure confidence as well as competence • Keep in touch • Express appreciation of hard work • Provide individual as well as team based rewards • Ensure generational and cultural mix in teams without isolating any individual • Ensure supervisors and managers are competent and supportive • Allow independence in approach to work and decision making where you can • If your jobs require mobility or coverage of a geographic territory, do what you can to make it local for the employee.

<i>Generation</i>	<i>Attraction options</i>	<i>Retention options</i>
Generation X (approx 30-42)	<ul style="list-style-type: none"> • Offer & promote competitive salary & benefits, opportunities for advancement & skills development • Financial & informal rewards • Flexible working hours & locations • Family/ relationship friendly policies & practices • Professional organized HR & company approach • Current functionality in company technology • Opportunities for networking & relationship work activities • Wellbeing programs/ benefits • Opportunities to be involved in decision making • Internet or radio based advertising that sells the employer brand, the dollars and the job environment • Market your market position, reputation • Use recruiters that reflect the professionalism, age and energy of this age group 	<ul style="list-style-type: none"> • Personal choice of benefits • Benefits that are portable and medium term in payoff • Parental leave (paid) • Personalised training and development • Relationship based management with high levels of communication and feedback • Involvement in the business decision making • Fresh physical environment; relaxed atmosphere • Inclusive, equitable management style • Company supported study & other development • Company supported wellbeing/ health programs • Help them understand how they fit into the big picture & the future of the business • Acknowledge extra efforts with cash or informal rewards eg. time off
Generation Y (approx 17-30)	<ul style="list-style-type: none"> • Promote your company reputation/ brand aspects relate to innovation, challenge, leading edge etc • Promote your values, seek to do things differently, have an impact in some way • Opportunities for career pathways • Opportunities to study while you work • Provide a fun, equitable, team work environment • Promote any opportunities to travel • Use 'trendy' recruiters & online job sites • Accept applications on your company website • If advertising in print media choose interest publications eg. cars, music • Look outside own region 	<ul style="list-style-type: none"> • Keep them on the move & challenged • Accommodate their keenness to learn • Ensure their supervisor is 'connected' to young people; a coach & a good role model • Lead by example • Assign a buddy & consider using older workers as mentors for short sessions • Find ways to keep the workplace fresh & fun, eg café style lunch room • Communicate directly or informally • Help them understand how they fit into the big picture & the future of the business • Acknowledge extra efforts with informal rewards eg. time off

⁹ Mature Age Employment Practical Guide ¹⁰ NCVET Mature Aged Literature Survey, 2006.

Template 3 Business Diagnostic - Assessing your retention methods

Understanding why people stay in their jobs is critical to managing the reasons why they leave. The factors that influence people to stay and leave will vary from one individual to another. Different groupings will place importance on different factors eg a more mature worker may have a greater concern for job stability, long service leave and superannuation benefits whereas a younger worker may value a diversity of experiences and not necessarily see their stay a long one - you may be funding their next overseas trip!

Think about your workforce. What do you think are the major factors that influence workers to stay? How effective are you in addressing these factors?

Factors that impact on staff retention	Importance of factor to retaining workers in your business	Effectiveness of your business
	1 = low 5 = high	1 = low 5 = high
Job		
1. Challenging, interesting, meaningful work	1 2 3 4 5	1 2 3 4 5
2. Meets expectations in terms of salary and conditions	1 2 3 4 5	1 2 3 4 5
3. Offers training to upgrade skills in work	1 2 3 4 5	1 2 3 4 5
4. Offers career development opportunities	1 2 3 4 5	1 2 3 4 5
5. Good work can be identified and recognised	1 2 3 4 5	1 2 3 4 5
6. Status of position (more management & senior roles)	1 2 3 4 5	1 2 3 4 5
7. Long service leave and super benefits	1 2 3 4 5	1 2 3 4 5
Culture		
8. Management perceived as being capable	1 2 3 4 5	1 2 3 4 5
9. Supportive management style	1 2 3 4 5	1 2 3 4 5
10. Meets expectations of co-workers	1 2 3 4 5	1 2 3 4 5
11. Provides recognition and rewards for good work	1 2 3 4 5	1 2 3 4 5
12. Gives a sense of work security	1 2 3 4 5	1 2 3 4 5
13. Company values match with personal values	1 2 3 4 5	1 2 3 4 5
Personal		
14. Match with personal & family commitments	1 2 3 4 5	1 2 3 4 5
15. Geographic mobility (governs ability to relocate)	1 2 3 4 5	1 2 3 4 5
16. Confidence in own marketable skills & experience	1 2 3 4 5	1 2 3 4 5
17. Age (fit with workforce & mature, less mobile)	1 2 3 4 5	1 2 3 4 5
18. Health (impacts on and from the job)	1 2 3 4 5	1 2 3 4 5
External		
19. Job climate - how readily jobs are available	1 2 3 4 5	1 2 3 4 5
20. Competition from industry growth & other industries	1 2 3 4 5	1 2 3 4 5
21. Past employment experiences (good & bad)	1 2 3 4 5	1 2 3 4 5
22. Community view of industry, business, job	1 2 3 4 5	1 2 3 4 5

So, what does this tell you about the workforce retention practices in your business? For the factors that matter, identify the areas that you've got covered and those factors that you need to work on.

Factors that we've got covered:

Factors that we've got to address:

(After you make a general list, identify the five most urgent)

From: Building Business Capability in Workforce Development Manual. DTED. May 2008.

Template 4 Employee Attitude Survey

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)					
	(iv)					
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

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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.

From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

Template 5 Employee Exit Survey

We are sorry that you are leaving the company. We would very much appreciate you completing the following exit survey so that we might learn from your experiences with us.

Reasons for Leaving

Please indicate if any of the following affected your decision to leave the Company?

<input type="checkbox"/> Remuneration	<input type="checkbox"/> Benefits
<input type="checkbox"/> Conflict with colleagues	<input type="checkbox"/> Conflict with supervisor
<input type="checkbox"/> Conflict with management	<input type="checkbox"/> Working environment
<input type="checkbox"/> Family/friends related issues	<input type="checkbox"/> Commuting
<input type="checkbox"/> Working hours	<input type="checkbox"/> Career Development
<input type="checkbox"/> Lack of job satisfaction	<input type="checkbox"/> Lack of prospects
<input type="checkbox"/> Dislike the company	<input type="checkbox"/> Travelling/moving away from area
<input type="checkbox"/> Rather not say	<input type="checkbox"/> Lack of flexibility
<input type="checkbox"/> Job duties and responsibilities	<input type="checkbox"/> Terminated
<input type="checkbox"/> Other	<input type="checkbox"/> Redundancy/end of contract

About the Job

Statement	Circle which is most appropriate				
	Strongly agree = 5			Strongly disagree = 1	
The job was challenging	5	4	3	2	1
The job was satisfying	5	4	3	2	1
The proper tools and equipment were provided	5	4	3	2	1
Sufficient training was provided	5	4	3	2	1
Your skills and experience were properly utilised	5	4	3	2	1

About your supervisor

Statement	Circle which is most appropriate				
	Strongly agree = 5			Strongly disagree = 1	
Your supervisor was competent in their job	5	4	3	2	1
Your supervisor was knowledgeable	5	4	3	2	1
Your supervisor assisted you in your job	5	4	3	2	1
Your supervisor ensured that you had sufficient training	5	4	3	2	1
Your supervisor was an effective manager	5	4	3	2	1
You were able to communicate well with your supervisor	5	4	3	2	1
You respected you supervisor	5	4	3	2	1

About your department

Statement	Circle which is most appropriate				
	Strongly agree = 5			Strongly disagree = 1	
The Department worked efficiently	5	4	3	2	1
The Department worked well with other departments	5	4	3	2	1
The Department was well staffed	5	4	3	2	1
The Department was well responsive to staff issues and concerns	5	4	3	2	1

About management

Statement	Circle which is most appropriate				
	Strongly agree = 5			Strongly disagree = 1	
Management were always fair	5	4	3	2	1
Management were pro-active	5	4	3	2	1
Management were effective at addressing job related issues	5	4	3	2	1
Management were effective at addressing non-job related issues	5	4	3	2	1
Management always treated you with respect	5	4	3	2	1
Management provided encouragement	5	4	3	2	1

General

How would you rate the following areas?

Statement	Circle which is most appropriate				
	Strongly agree = 5			Strongly disagree = 1	
Remuneration	5	4	3	2	1
Employee benefits	5	4	3	2	1
Hours worked	5	4	3	2	1
Working environment	5	4	3	2	1
Flexibility	5	4	3	2	1
Health and Safety	5	4	3	2	1

Would you recommend this company to your friends and family?

Yes

No

What did you like most about your job?

What did you like most about this Company?

What improvements do you recommend?

Any further comments?

Template 6 Exit checklist

Tick when complete	Tasks
<input type="checkbox"/>	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.
<input type="checkbox"/>	Conduct an exit interview - store this information in the employee's personal file.
<input type="checkbox"/>	File their personal file in a secure location, separate from files of current employees.
<input type="checkbox"/>	Collect their keys, security passes, name badges and business identification.
<input type="checkbox"/>	Collect their uniform if the business owns it.
<input type="checkbox"/>	Collect any tools, electronic devices or other business property they have.
<input type="checkbox"/>	Ask them to clean out their desk.
<input type="checkbox"/>	Delete their computer access and remove all personal files and settings from their workstation.
<input type="checkbox"/>	Remind the person of any confidentiality clauses they might have signed.
<input type="checkbox"/>	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 or written reference).

From: DFEEST. Building Business Capability in Workforce in Development in SA. Employer Resource Toolkit. May 2008

5. Workforce Turnover

A significant investment in both time and money is spent in attraction, recruitment, induction, training and development, mentoring and rewarding employees. Therefore the cost of losing an employee can be a great expense to a business not only in terms of investment, but also in regards to the loss in productivity and recruitment effort to re-fill the position.

Causes of staff turnover:

- Retaining the wrong people
- Retaining right people in wrong jobs
- Use of recruiters instead of promoting from within
- No links between employees and succession plans
- Lack of recognition and respect for employees
- No clear career paths
- Inadequate training
- Unskilled supervisors/managers
- Organizational climate - low morale
- Favouritism or harassment
- Lack of adequate communication or information
- Poor management of performance



To understand the effect your *workforce turnover* is having on your business calculate the exact figures by using the following template.

Workforce turnover checklist and analysis

STEP 1 - MEASURE YOUR TURNOVER PERCENTAGE		
	Example	Your figures
1. What's your average number of employees?		
Add the number of employees at the beginning of a nominated period (e.g. financial year) to the number at the end of the period and divide by two.	$(30 + 42)/2$ = 36	<insert figure>
2. What's your turnover percentage rate?		
How many employees left during the same period?	6	<insert figure>
Multiply the number by 100 and divide by the average number of employees in the same period. This gives you your turnover rate as a percentage. Turnover percentage rate = (No. employees who left x 100)/average no. of employees	$(6 \times 100)/36$ = 16.6	<insert figure>
STEP 2 - CALCULATE THE APPROXIMATE COST OF YOUR TURNOVER		
This framework uses the estimate 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 existing 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). Cost of replacing one employee per year = average salary for one employee x 1.5.	\$35,000 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 figure>
Multiply this by the approximate cost of replacing one employee a year. Approximate cost of turnover = Cost of replacing one employee x no. of employees who left	\$52,500 x 6 = \$315,000	<insert figure>
Compare the total annual cost to you of losing an employee with the costs of providing some extra training and/or professional development.		

From: *Building Business Capability in Workforce Development Manual*. DTED. May 2008.

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SECTION 2: Employer Guides and Fact Sheets



Government of South Australia
Department of Further Education,
Employment, Science and Technology

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SECTION 2: Employer Guides and Fact Sheets

This section contains documents that complement Section 1 - Key Workforce Development Functions. This document provides further information on areas such as Succession Planning, Workforce Development, Migrant Recruitment and Workplace Culture that can be incorporated into your business.

Documents included:

Employer Guides

1. How to be an employer of choice in an industry of choice
2. Career Pathways booklet
3. Planning your career pathway in the meat industry (flow chart)

Fact Sheets

1. Community relations: How to get more 'bang for your buck'!
2. Keeping employees through the first three months!
3. Good workers are worth keeping! Ideas that can help.
4. Career progression for employees - make it work for you too!
5. Succession planning: What makes an effective supervisor?



To obtain a copy of these products contact the *Food, Tourism and Hospitality Industry Skills Advisory Council Inc* on 08 8362 6012 or visit www.fthskillsCouncil.com.au

Employer Guide 1. How to be an employer of choice in an industry of choice

How to become an employer of choice in an industry of choice:

A practical guide to
workforce development
for the
Australian Meat Industry



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Employer Guide 2. Career Pathways Booklet

Career pathways in the Australian Meat Industry:

A practical guide to
career progression for
new and current employees



Government of South Australia
Department of Further Education,
Employment, Science and Technology

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Employer Guide 3. Planning your career pathway in the Meat Industry

Planning your career pathway in the South Australian Meat Industry

Good workers are needed
(there are plenty of good jobs available in many locations)

Earn while you learn
(on-the-job training so you get paid to upgrade your skills)

Nationally recognised qualifications
(work anywhere in Australia)

Choice in learning level
(Certificate I to Advanced Diploma & Degrees)

Choice in sector

- Smallgoods
- Meat Processing
- Food Services
- Retailing

Choice in career field

- meat processing
- meat retailing
- smallgoods
- rendering
- food services
- maintenance
- engineering
- quality assurance
- human resources
- training
- health and safety
- clerical
- finance
- administration
- management

The Pathways Package

This pathways package shows how you might map a personal career pathway in the South Australian Meat Industry—depending on the field you choose to work in and the type of work you choose to do.

The Models

The models are examples only. They show the type of:

- ⇒ qualifications you could earn
- ⇒ jobs and positions you could have
- ⇒ work you could do.

The Qualifications

You don't always have to get these qualifications in order to be promoted into these jobs—and achieving a particular qualification doesn't mean you will always get the job you want. Use the models to see some of the options that are available and what is achievable. In some cases there are other qualifications that may be more suitable for you or your workplace.

The Jobs

Talk to management and HR personnel and use web sites and other resources to find out more about jobs you're interested in—including the percentage of the Meat Industry's workforce in those positions and the average wage or salary that applies to particular jobs.

Not all worksites will have all of the jobs and levels shown.

Useful Websites to know

There are a number of websites that will help your planning process. You could try:

- www.myfuture.edu.au
- www.jobguide.dest.gov.au
- www.mintrac.com.au

Plot your own pathway

This package can give you an understanding of how career progression pathways might work—but it's important that you plot your own personal course.

Use the four steps in 'Planning is the key to success' to work out what's the best pathway for you!

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Fact Sheet 1 - Community Relations: How to get more 'bang for your buck'!

How to become an employer of choice:
A practical guide to workforce development for the Australian Meat Industry

Community Relations: How to get more 'bang for your buck'!

Fact Sheet #



'Community Relations': What is it?

- Many businesses still consider *Community Relations* is a feel-good exercise—a 'nice-to-have' that shouldn't be allowed to get in the way of 'proper business'.
- Some consider they don't need it because they have distant 'head offices' and even more distant export customers. Others unfortunately feel the Meat Industry has such a poor public image that they are powerless to change it.
- Building appropriate community relationships, however, is a critical success factor for all businesses. *It is the planned, active and continuing interaction between a business and the community within which it operates.*

Building community relationships: Why would you do it?

- People are attracted to a business that has a good standing in the community—more people are likely to apply for your jobs.
- Good people with strong work ethics like to work for businesses that show high values—the people you want will be more interested in you.
- People tend to stay longer in jobs where they can feel pride in the place that they work—retention levels are likely to improve.
- People are happier at work when they feel part of something that is of value to their community—this can help to reduce absenteeism and increase productivity.
- Communities will more likely support you on issues such as migrant recruitment and environmental impacts when they know and understand you.
- Government and industry regulators are more confident dealing with businesses who show transparent and accountable practices. Your good community relations will stand you in good stead with them too!

A reputation as
a good corporate citizen
will benefit you by:

Attracting more people
—and the right people—
to apply for your jobs

Persuading key influencers
—parents, schools, friends—
you're an employer of choice

Encouraging staff retention
—and productivity—
through pride in the workplace

Engaging the community,
governments and regulators
—prior to dealing with issues

Fact Sheet 2 - Keeping employees through the first three months!

How to become an employer of choice in an industry of choice:
A practical guide to workforce development for the Australian Meat Industry

Keeping employees through the first three months!

Fact Sheet #

2

What is this Fact Sheet about?

- This Fact Sheet has been specifically written to help you keep some of the hundreds of new employees who flee the Australian Meat Industry within hours, days or weeks of starting work!
- It's *not* about *induction* (though you may consider reviewing some of your Induction processes after reading it). It's also *not* a rehash of the many retention techniques used by Industry to develop long-term stable workforces.
- This Fact Sheet has been written to stimulate thought about why so many people leave the Meat Industry so soon after entering it.
- It's for employers who are making progress against the challenge of recruiting in a time of low unemployment—but remain frustrated because they still don't have enough people on the floor!

Why would you focus on the first three months?

- Depending on your recruitment and Induction processes, it can cost between \$2500 and \$5000 to get a new employee to start work.
- However, the expense of recruitment, Induction, vaccinations and PPE fit-out are not the only costs to your business if a large number of your new recruits leave in the early days of the job.
- Even if the impact on daily production is not so great—because you weren't expecting too much too soon—a revolving door scenario has a more significant effect on the rest of your workforce.
- Morale takes a dive if employees feel they are being forced to assume an 'unfair' workload—or if they've lost bonuses while spending time helping a newcomer. (You may not be alone in feeling you haven't had a return on your investment!)
- And what does the community get to hear about your workplace? What reason do people give for the fact they're unemployed again so soon? How does that impact on potential new recruits?
- In many ways, a short term employee who quits can do you more harm than someone leaving who's been around awhile.

"I'd say we lose about half of the people we recruit—you're always trying to guess who'll stay."

HR Manager
SA Meat Processor

"Sometimes they don't even see out the first day—they don't really give it a chance to work for them!"

Plant Manager
SA Meat Processor

"They start okay & one day they just don't turn up—after the second or third day you realise they're not going to."

Supervisor
SA Meat Processor

Research in 2005 found turnover rates from 35% to 90% (average 56.5%) and an annual turnover bill for an average plant ranging from \$650,000 to \$1.3 million!

Fact Sheet 3 - Good workers are worth keeping! Ideas that can help.

How to become an employer of choice in an industry of choice:
A practical guide to workforce development for the Australian Meat Industry

Good workers are worth keeping! Ideas that can help

Fact Sheet #

3

Do your good workers get the attention they deserve?

- The Australian Meat Industry is battling skill shortages; recruitment issues impacted by low unemployment and an ageing workforce; compounded by escalating turnover rates that severely impact on the bottom line.
- Many plants feel they are in crisis mode. Some react to that by continually seeking new people. Others put a lot of effort into managing people who are underperforming.
- Those employees who have been around for awhile and 'get on with the job' don't attract attention. Everyone assumes these people know they are doing a good job.
- They don't.

Why should you focus on good workers?

- Research shows that one of the most important things missing from people's working lives is feedback on how well they're doing.
- Whether their performance is good or poor, most people identify feedback as one of the things they most value.
- Yet, your best workers may not know that they're so good.
- Your middle-of-the-road workers may not know exactly where they could improve.
- Even your non-performers—although they're certain to know the Supervisor's not happy with them for missing days, turning up late and generally goofing off—may not know which parts of their job they're actually doing well.
- The danger is in letting the underperformers (who are usually a small percentage of the workforce) take up the majority of the Supervisor's time—and the majority of your attention (during disciplinary consultations).
- Good workers deserve attention too, to keep them that way—and to keep them with you!

Research has shown people stay longer and perform better when they feel valued!

You use a 'prevention' rather than a 'cure' approach in other parts of the business...

...yet 'good employees', who are your most valuable resource, are often overlooked!

Good pay and bonuses are good rewards—but they just don't always cut it on their own...

...and can at times even be perceived as 'unfair' by good workers in lower paid roles.

Fact Sheet 4 - Career progression for employees - make it work for you too!

How to become an employer of choice in an industry of choice:
A practical guide to workforce development for the Australian Meat Industry

Career progression for employees — make it work for you too!

Fact Sheet #

4

Career progression: What is it?

- *Career Progression* is not the same as *Career Development*—which is the term most people are accustomed to using.
- A person's *Career Development* pathway is likely to be much more broad than just the time spent working in the Australian Meat Industry. It will involve a range of individual choices in managing work, learning and lifestyle activities.
- *Career Progression* is more occupation-focused. It's about advancement within a job, within an organisation, or within an industry. As an employer in the Australian Meat Industry, you have an interest in facilitating *Career Progression* for the people who work for you.

Facilitating career progression: Why would you do it?

- People are often attracted to a particular industry, company or job by opportunities for career development through learning and training to match life goals.
- People are more likely to stay in their jobs when the work is challenging, interesting, meaningful—and when they have opportunities to upgrade their skills in the work.
- People are more likely to stay with a particular company when there is opportunity for career progression—and they know what they need to do, to make that happen.
- People are more likely to stay in a particular industry when they can take pride in the work that they do and the place that they work.
- When people:
 - are attracted to you
 - stay with you
 - upgrade their skills and qualifications

there are immediate benefits for your business in terms of availability and capability—and long term benefits through effective workforce planning!

A reputation for career progression will attract people to work for you

Opportunities for career progression will encourage people to stay with you

Employee career progression gives you flexibility to fill current and future gaps

Staff morale, productivity, skills and qualifications all increase

You achieve an available, capable and effective workforce!

Fact Sheet 5 - Succession planning: What makes an effective Supervisor?

How to become an employer of choice in an industry of choice:
A practical guide to workforce development for the Australian Meat Industry

Succession planning: What makes an effective Supervisor?

Fact Sheet #

5

What is this Fact Sheet about?

- Some companies in the Australian Meat Industry feel they have some Supervisors who are not quite right for the job. Yet, it is often these Supervisors who are later called upon to identify and recommend the promotion of others into the role.
- Developing effective Supervisors is not just about enrolling people in a formal training program. It's also about selecting people with the appropriate attributes—and the potential to acquire the appropriate skills—to represent you as a frontline manager.
- This Fact Sheet provides advice on how you might identify people suited to the role—and ways to offer support and manage their early development process so that they eventually can become effective Supervisors.

Why effective Supervisors are so important

- Research tells us the key factors that attract people to apply for work with a company include the image of the workforce.
- We also know that factors affecting staff retention include a supportive management style by managers at all levels, who are perceived as competent.
- Specifically, we know that one of the most common reasons people leave their jobs is because of a sense of being treated 'unfairly'. This sense of unfairness can come from many things, including a perception they are 'not listened to' or a sense of 'bullying' by management or peers.
- Supervisors also have an extraordinary impact on workplace culture—they have what is known as 'expert power' because they commonly have technical expertise; they have 'learned power' because they're generally older and have been at the site longer—and then you give them 'legitimate' power by appointing them in the role.
- It's critical these people with such huge capacity to impact on your business are chosen wisely—and given the tools to do their job effectively!

To do the job well, people need effective work organisation and effective work relationships...

Supervisors are the key players in both work organisation and work relationships!

Good leadership behaviour is essential to good teamwork behaviour...

...and people need leadership deserving of respect before they will give their best.

That's why the saying 'People join companies and leave managers' most commonly applies to frontline managers!

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SECTION 3: Useful Links, Resources & Contacts



Government of South Australia
Department of Further Education,
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SECTION 3: Useful Links, Resources & Contacts

Section 3 contains resources and key links and contacts that could help support businesses manage their workforce planning and development in the future. This section provides useful information and training resources relevant to the meat industry to assist them to improve their workforce development policies and practices.

The topics covered in this section:

1. Training Resources
2. Technical Training Providers
3. Support Resources/Links

1. Training Resources

MINTRAC have a comprehensive range of training resources. Go to the website www.mintrac.com.au and click on MINTRAC Products. Some of their products are profiled below.

MINTRAC - Essential skills for supervisors - two-day workshop materials

These materials include a PowerPoint presentation, and a facilitator's guide with suggested session plans, activities, and a student workbook which can be used to conduct a two-day supervisor induction program. These materials cover the role of a supervisor in the Australian meat industry, with a particular focus on communication and interpersonal skills.

MINTRAC - Essential skills for supervisors - self paced CD

Similar to the e-learning program, these materials introduce new supervisors to the role and responsibilities of a supervisor in the Australian meat industry. There is a particular focus on the communication and interpersonal skills needed for people in a supervisory role. The program takes approximately six weeks to complete, but students can progress at their own pace. The CD includes a printable student workbook and a facilitator's guide, instructions for students, learning pathways, and six interactive learning modules.

MINTRAC - Essential skills for supervisors - e-learning version

This online training program is a great way to give new or potential supervisors an overview of their role and provide them with important communication and inter-personal skills required for the job. There are six modules, each taking approximately one week to complete. The program includes a downloadable facilitators guide and student workbook. When you order this product you will get the website address of the program and a user name and password which will allow your company to access the site for six months from the dates of purchase.

MINTRAC - Induction Resource

Induction manual for meat processing plants. Primarily for induction personnel in meat processing companies this 31 page manual includes one-day and five-day induction models, as well as tips for improving induction, examples of checklists, session plans and activity statements, and strategies for evaluating the induction program after it has been implemented. Suitable for companies wanting to implement a new induction program, or those wanting to improve an existing one.

MINTRAC - Traineeship induction kit - updated version

Including a DVD about assessment, an induction powerpoint presentation, career and qualification information, fact sheets and support strategies for trainers, trainees and employers, this kit is ideal for companies who employ trainees.

MINTRAC - Certificate IV in Training and Assessment Training Kit

This resource kit has been designed to support training for the delivery of the TAA Certificate IV in Training and Assessment qualification. The purpose of this kit was to develop suitable support materials and assessment tools to ensure that materials are relevant, meat industry specific and available to trainers. This kit includes training and assessment support materials, assessment tools and PowerPoint presentations for facilitators to use during training sessions.

Agri-Food Industry Skills Council - *Work-Like Integrated Learning: A Guide for Trainers and Assessors*

The *Work-Like Integrated Learning: A Guide for Trainers and Assessors* - has been developed to assist Registered Training Organisations (RTO), schools, curriculum centres, trainers and assessors with alternative ways to implement qualifications.

It will take you through the steps needed to understand work-like integrated learning, design an industry relevant integrating activity, set up the learning environment and how to structure the learning. The Guide will assist also in explicitly addressing employability skills and supporting participants and assessing whether outcomes have been achieved.

It has been used successfully with the following target groups:

- school students undertaking VET in Schools programs
- youth at risk of leaving school
- long-term unemployed
- mature age workers returning to work after a long absence
- indigenous groups
- those with special needs such as physical or intellectual disabilities

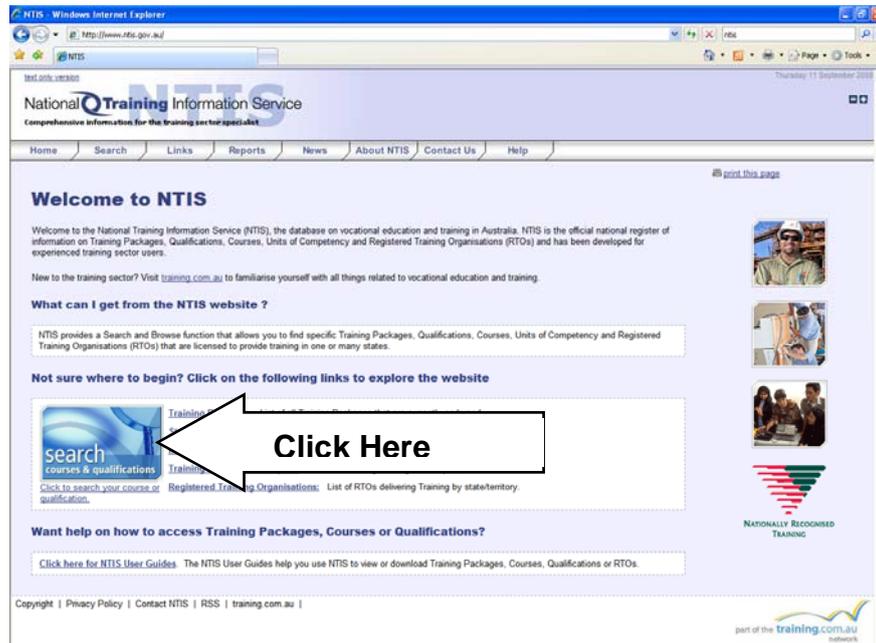
2. Registered Training Organisations

A Comprehensive list of Registered Training Organisations who deliver training in the Meat Industry can be found on the National Training Information Service web-site.

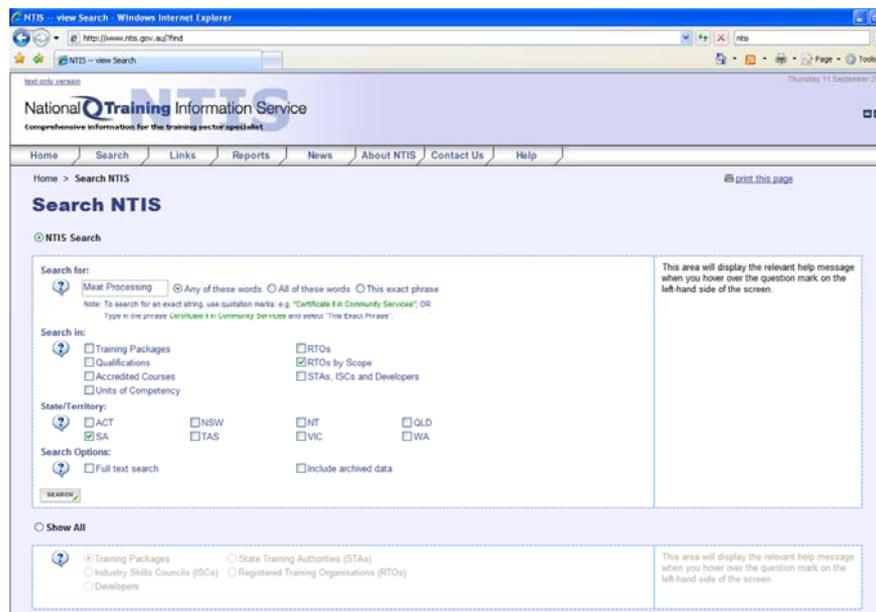
Follow the directions below to access the providers.

www.ntis.gov.au

Step 1:



Step 2:



DISCLAIMER

Companies will need to determine the suitability of these providers and their ability to respond to their needs.

Information on web is provided by Registered Training Organisations (RTO). Any further information that you require is to be obtained directly from the RTO.

This publication will not be held responsible for the content or conduct of any training or service advertised. All websites correct at time of printing.

3. Support Resources / Links

Meat Industry Organisations:

 **Meat Industry Training Resources Advisory Council (MINTRAC)**
www.mintrac.com.au

Mintrac is a company, owned by the meat industry, which represents the industry on training matters. Mintrac's role is to improve the skills of workers in the industry through the provision of recognised and accredited training from entry level through to senior management.

 **Australian Meat Industry Council (AMIC)**
www.amic.org.au

The Australian Meat Industry Council (AMIC) is the peak council that represents retailers, processors and small goods manufacturers and is the only industry association representing the post-farm-gate Australian meat industry.

As the peak council, the Australian Meat Industry Council confers with members, governments and industry groups to influence policy and provide technical and other advice to the industry.

The Australian Meat Industry Council represents its members on many committees - ranging from technical, food standards, food safety, communications and export - to ensure the best trading environment for members and the industry.

 **Australian Meat Industry Employees Union (AMIEU)**
www.amieu.asn.au

The Australasian Meat Industry Employees Union is the union that represents the interests of workers in the meat industry. This includes butchers, slaughterers, boners, small goods makers, wrapper packers, workers in abattoirs, boning rooms, slaughter houses, retail shops, supermarkets, small goods factories, wholesalers, caterers, by-products and rendering plants, meat markets, pre-packing areas, runner processors and various others sectors of the meat and by-product industry such as drivers and salespeople, etc.



AUS-MEAT

www.ausmeat.com.au

AUS-MEAT is a product of, and is wholly owned by, the Australian meat and livestock industries. AUS-MEAT has always been directly accountable to industry through representation on the Australian Meat Industry Language and Standards Committee.



Primary Industries and Resources SA (PIRSA)

www.pir.sa.gov.au

Primary Industries and Resources SA (PIRSA) is a dynamic, Government of South Australia agency, committed to the economic development of the state and the sustainable use of the state's food, fibre and minerals industries. This is underpinned by the agency's skills and expertise in planning and local government.



Food, Tourism & Hospitality Industry Skills Advisory Council (FTHSC)

www.fthskillscouncil.com.au

The Food, Tourism and Hospitality Industry Skills Advisory Council SA Inc, trading as the FTH Skills Council, is one of nine established Industry Skills Boards working with industry, community, and government to develop industry specific work plans. They also identify workforce trends and emerging skill needs and consider issues relating to career advice and the attraction and retention of a skilled workforce.

The Food, Tourism and Hospitality Industry Skills Advisory Council SA Inc has been established to represent the interests of the food and beverage processing and manufacturing, and tourism and hospitality industries in South Australia.

 **Meat and Livestock Australia (MLA)**
www.mla.com.au

Meat & Livestock Australia provides research and development and marketing services to the red meat industry.

Meat & Livestock Australia (MLA) is a producer-owned company, working in partnership with industry and government to achieve a profitable and sustainable red meat and livestock industry. MLA has the unique responsibility of providing marketing and research services to its 43,500 livestock producer members and the broader red meat industry to help them meet community and consumer expectations.

 **Agri-food Industry Skills Council**
www.agrifoodskills.net.au

The Agri-food Industry Skills Council supports and gives leadership to the development, implementation and continuous improvement of quality, nationally recognised training products and services, including training packages. Its purpose is to:

- provide industry intelligence and advice to Skills Australia, government and enterprises on workforce development and skills needs;
- actively support the development, implementation and continuous improvement of high quality training and workforce development products and services, including training packages;
- provide independent skills and training advice to enterprises, including matching identified training needs with appropriate training solutions, and
- work with enterprises, employment service providers, training providers and government to allocate training places.

 **The Australian Bureau of Agricultural and Resource Economics (ABARE)**
www.abare.gov.au

The Australian Bureau of Agricultural and Resource Economics, are located in, Canberra, is an Australian government economic research agency noted for its professionally independent research and analysis.

Employment and Training Support Agencies:

-  **Department of Education, Employment & Workplace Relations (DEEWR)**
www.deewr.gov.au

DEEWR implements government policies and programs to provide education and training opportunities for all Australians, to increase employment participation and to ensure fair and productive workplaces. Education, training and workforce participation are central to our goal of building a productive and socially inclusive nation, one which values diversity and provides opportunities for all Australians to build rewarding social and economic lives.

-  **Department of Trade & Economic Development (DTED)**
www.southaustralia.biz

DTED works in partnership with the business sector to provide information, advice and workshops for start-ups and established businesses to promote growth and prosperity (e.g. 'Starting your own business', Developing your Brand, Supply Chain and Logistics, Accurate Costing for Profitable Pricing etc; as well as Project Managing new workshops such as piloting the BBC in Workforce Development Workshops).

-  **English Language Services (ELS)**
www.els.sa.edu.au

ELS is a South Australian Government institution and a Registered Training Organisation. It is also funded by the Australian Federal Government to deliver the national Adult Migrant English Program through the Department of Immigration and Citizenship.

-  **Workplace English Language and Literacy (WELL)**
www.dest.gov.au/well

The WELL Programme provides funding for organisations to train their employees in English language, literacy and numeracy skills. WELL training projects are jointly funded by the Australian Government and the organisation.



Group Training Australia (SA) Inc

www.grouptraining.com.au/gta_sa.html

Group Training Australia (SA) (GTA SA) is a network of independent not-for-profit organisations located in metropolitan Adelaide and all major population centres throughout the state. These organisations operate on either an industry or regional basis and collectively they provide employment for in excess of 3,000 apprentices and trainees. As at 30th June 2005, Group Training Organisations (GTOs) held 11.2% market share of employment of apprentices and trainees in SA making them one of the largest employers of apprentices and trainees in the state.



Job Network Agencies

www.workplace.gov.au/workplace/Programmes/JobNetwork/

Job Network is a national network of private and community organisations dedicated to finding jobs for unemployed people, particularly the long term unemployed. Whether you are a job seeker or employer, this site provides information about how Job Network members can help you.



Australian Apprenticeship Centres (AACs)

www.australianapprenticeships.gov.au/

Australian Apprenticeships Centres are contracted by the Australian Government to provide one-stop shops for those seeking to hire Australian Apprentices or to take up an Australian Apprenticeship as a career path.

Australian Apprenticeships Centres:

- Provide assistance to employers, Australian apprentices and training providers throughout the duration of the Australian apprenticeship;
- Market and promote Australian apprenticeships in the local area;
- Administer incentive payments to employers;
- Work with the state and territory training authorities to provide an integrated service, and
- Establish effective relationships with Job Network providers, Group Training Organisations, Registered Training Organisations (RTOs), schools and community organisations.

 **Registered Training Organisations (RTOs)**
www.ntis.gov.au/

The National Training Information Service (NTIS) is a database on vocational education and training in Australia. NTIS is the official national register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs) and has been developed for experienced training sector users.

 **Information on Training**
www.training.com.au/

A single point of access to the vast range of vocational education and training information, products and services in Australia including lists of training courses and which training course would suit your business.

 **Equal Opportunity Commission**
www.eoc.sa.gov.au

The Equal Opportunity Commission provides three main services in South Australia:

- Information
- Education
- Assessing and resolving complaints

The EOC provides education and training to individuals, organisations and businesses to create a better understanding of Equal Opportunity laws. This helps people understand how to prevent and respond to problems if they arise.

 **Human Rights and Equal Opportunity Commission**
www.hreoc.sa.gov.au

The Commission's responsibilities include:

- Education and public awareness
- Discrimination and human rights complaints
- Human rights compliance
- Policy and legislative development.

One of the central functions of the Commission is to raise awareness about human rights in Australia - from schools to business and industry, community groups to government. This includes raising awareness of people's rights and responsibilities under federal anti-discrimination laws.

 **Immigration SA**
www.immigration.sa.gov.au

Contains fact sheets, especially Skilled Migration and On Arrival Services.

 **Migrant Resource Centre of South Australia**
www.mrcsa.com.au

For information on settlement services, community development, advocacy and welfare support available to support migrant workers.

 **Australian Taxation Office**
www.ato.gov.au

Taxation information is provided on a wide range of issues.

 **Australian Bureau of Statistics**
www.abs.gov.au

The Statistics section of the Australian Bureau of Statistics (ABS) website gives you access to the full range of ABS statistical and reference information.

 **Workplace Information**
www.workplace.gov.au

Australian Workplace provides job seekers, employees and employers with information about finding a job, starting work and workplace issues.

 **Recruitbetter**
www.recruitbetter.sa.gov.au

South Australian Government website has lots of practical tools and tips for effective recruitment. Some may require basic modification.

 **Workforce Development and Planning**
www.workforceinfoservice.sa.gov.au

The Workforce Information Service (WIS) is an online tool managed by the Department of Further Education, Employment, Science and Technology's Workforce Development Directorate. WIS provides high quality information and advice about the labour market, economic and demographic trends, regional workforce analysis, industry workforce analysis, specific labour supply and demand issues, occupational information and analysis, and workforce development practice.

 **Career Guidance**
www.myfuture.edu.au

Myfuture is a joint initiative of Australian, state and territory governments that provides information on careers and jobs for individuals, employers, career counselors and parents.

 **Job Guide**
www.jobguide.dest.gov.au

The Job Guide provides an in-depth look at a range of occupations, and their education and training pathways. It also gives useful information about how to work out what occupations suit you best, based on your interests and abilities. The site enables users to narrow the list of around 1500 occupations, specialisations and alternative job names by using Job Search. The Job Guide also shows useful contact addresses under each entry so that users can find out more detailed information about the occupation.

 **Staffing Matters - Hospitality**
www.ftskillscouncil.com.au/hosp/hospitality_site_final/

This website is the outcome of extensive consultation with industry leaders and managers of hotels, pubs, restaurants and cafes in South Australia. It provides a one stop shop of practical checklists, resources and contacts to assist owners and managers to better manage, motivate and retain staff.

Business Pathways:



Department of Trade & Economic Development (DTED)

www.southaustralia.biz

DTED is the South Australian Government's key economic development agency. We work with business and the community to:

- Increase business investment
- Maintain an internationally competitive business climate
- Facilitate major projects
- Encourage innovation
- Promote trade
- Ensure the development of a highly skilled workforce
- Create and retain jobs
- Build sustainable communities in regional South Australia

DTED offers programs and services to support all business activities that benefit the State - from small business operations through to billion-dollar projects and major investments.



Area Consultative Committees

www.acc.gov.au

Area Consultative Committees (ACCs) are not-for-profit, community-based organisations funded by the Australian Government under the Regional Partnerships programme.

There are 54 ACCs across Australia serving rural, regional, remote and metropolitan communities. The national network effectively covers the whole of Australia.

ACCs position themselves as key regional stakeholders to build networks and partnerships to find local solutions to local problems. Through these networks, ACCs promote and disseminate information on Government priorities and programmes for the benefit of business and the community. ACCs are an example of how the Australian Government is working in partnership with business and the community to achieve regional economic growth.

Regional Development Boards

www.southaustralia.biz/Regional-SA/RDB-Network.aspx

South Australia's framework for regional development is based on the 13 Regional Development Boards (RDBs), which operate in the following areas:

- Adelaide Hills
- Fleurieu
- Mid North
- Riverland
- Barossa & Light
- Kangaroo Island
- Murraylands
- Southern Flinders Rangers
- Eyre
- Limestone Coast
- Northern
- Whyalla
- Yorke

Key objectives of the Regional Development Boards are to grow the economic base of their regions. They:

- Provide Small Business with new and expansion development assistance;
- Facilitate and support industry development;
- Provide current and potential exporters with new and expansion development assistance;
- Identify industry opportunities;
- Attract new business investment into the region;
- Develop regional infrastructure;
- Provide community leadership on economic development issues;
- Assist with interface between regional community/business and Government;
- Provide advice on various Government programs;
- Facilitate employment creation and / or retention opportunities, and
- Facilitate education and training opportunities.

Business Enterprise Centres (BECs)

www.beca.org.au/

Services offered at BECs include:

- Business Information
Current literature and publications eg. Tax GST & PAYG, Yellow Pages, business registration, available training, and benchmarks.
- Training Programs
Financial Management, record keeping, BAS, marketing, business planning, customer service and promotions. New Apprentices training. Certificate IV Small Business.
- Business Referrals
Local accountants, solicitors, marketing consultants, insurers, ATO officers and financial planners.

- **Government Programs**
Management of New Enterprise Incentive Scheme (NEIS), Small Business Improvement Program (SBIP), Smart Start, WIB.
- **Business Networks**
Encouraging local businesses to meet each other and share experiences and network for more business, developing strategic alliances, establishing local community liaisons.
- **Workshop/ Seminars**
Current issues eg. Taxation reform, e-commerce, Women in Business (WIB), Starting Your Own Business, The Internet, Home Based Business.
- **Mentoring Support**
For start-up and established small and micro businesses.
- **Business Analysis**
Research, quality management, purchasing a new business.
- **General Management**
Business projects, Business Incubators, Work for the Dole, Internet Service Provider, Online Access Centre, Access to Finance, event planning & facilitation and office services.

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