

# People Plus





## Acknowledgements

The Department of Transport and Main Roads would like to acknowledge the contribution of the Queensland Automotive Skills Alliance in developing this publication.

### Disclaimer:

*This document contains general information and does not offer legal, professional or commercial advice. Any inquiries regarding this document or its content shall be referred to the Department of Transport and Main Roads, TLI Connect. The State gives no warranty in relation to the material contained in this document (including accuracy, reliability, completeness, currency or suitability). The State of Queensland accepts no liability for any decisions or actions taken by third parties on the basis of this document. Persons external to the Department of Transport and Main Roads should satisfy themselves independently and by consulting their own professional advisors before relying upon any of its contents.*

*Transport and Main Roads People Plus Version 5*



© The State of Queensland (Department of Main Roads) 2020  
<http://creativecommons.org/licenses/by-nc/2.5/au>

## Table of contents

 <p><b>chapter 1</b></p> <p><b>I'd like to...</b> attract people to my business</p> <p>pg 5</p>	 <p><b>chapter 2</b></p> <p><b>I'd like to...</b> recruit the right people</p> <p>pg 11</p>
 <p><b>chapter 3</b></p> <p><b>I'd like to...</b> keep my best people</p> <p>pg 25</p>	 <p><b>chapter 4</b></p> <p><b>I'd like to...</b> actively manage my ageing and exiting workforce</p> <p>pg 43</p>
 <p><b>chapter 5</b></p> <p><b>I'd like to...</b> employ an apprentice or trainee</p> <p>pg 53</p>	 <p><b>chapter 6</b></p> <p><b>Resources</b></p> <p>pg 71</p>



## How to use this toolkit

People Plus is a toolkit developed for the transport and logistics industry. It contains a comprehensive collection of human resource policies, procedures and guidelines to effectively attract, recruit, keep and manage employees.

Because People Plus is divided up into different topics that mimic the employee's lifecycle – from recruitment to what to do when an employee leaves your business – it's not necessary to read every page to get value from this resource. You can simply read each section as you need to. The recruitment section will be extremely helpful as it contains sample position descriptions, interview guides (including interview questions) and many practical tips on how to recruit the right person for your business.

This toolkit is packed with checklists, sample forms and useful language for inclusion in your own forms, and a reference section with references to web sites and other information sources.

People Plus seeks to provide you with practical advice on key people-related issues centred around:

- attracting people to your business
- recruiting the right people
- keeping your best people, and
- actively managing your ageing and exiting workforce.

People Plus is divided into five main chapters. The first four copy the lifecycle of an employee, from recruitment and selection, to learning and development and finally managing employees who leave your business. The final chapter looks at traineeships and apprenticeships and how they can work in your business.

Each section references templates and forms that you can photocopy or cut and paste into your own template. These are found at the back of the book.

### Finding out more

For more information or to access to programs and opportunities you see featured in this toolkit, you can contact TLI Connect at the Department of Transport and Main Roads.

**Web site:** [www.tmr.qld.gov.au/tliconnect](http://www.tmr.qld.gov.au/tliconnect)

**Email:** [tli.connect@tmr.qld.gov.au](mailto:tli.connect@tmr.qld.gov.au)

**Phone:** 07 3066 0785

I'd like to...

attract people to my business

chapter 1



I'd like to...  
attract people to my business

## In this chapter

<b>Introduction</b>	<b>7</b>
<b>What makes an employer of choice?</b>	<b>7</b>
<b>Who do you want to attract?</b>	<b>8</b>
<b>Simple steps to building your employer brand</b>	<b>8</b>
Step 1 – Define yourself	8
Step 2 – Promote externally	9
Step 3 – Build internally	10

## Tools relating to this chapter

Culture questionnaire	105
Workplace culture check	106

## I'd like to... attract people to my business

### Introduction

When people talk about attractiveness as an employer, they often talk about 'employer brand'. Your employer brand is based on your reputation as an employer and the image that people associate with your business. Just as you sell your product, service or brand to your customers, you sell your employer brand to potential employees.

Why is this important? If your brand is well known and respected in the labour market, then you are more likely to attract good applicants for your vacancies. Word of mouth is still one of the most effective methods of advertising. So if your staff are saying positive things about the company, it will improve your employer brand.

One thing to remember is that your employer brand needs to be consistent with reality. If people come to work for your business and their experience is different to what they expected, they aren't likely to stay for very long. This will be discussed in more detail in Chapter three.



### What makes an employer of choice?

Firstly, you need to have the basics right. Today's job seeker will research your company, so it is important to have a good web site as this is often the applicant's first impression of your company. It's also important to maintain good practices in areas like recruitment, selection, induction, training, development and workforce management to give your business a positive and professional image to prospective employees.

Secondly, know what people are looking for. You don't need to be a large employer to be attractive to today's job seekers. A study indicated that the following factors were considered attractive to new recruits (in order of importance):

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

(Hooper 2007)

Businesses of all sizes can offer these and other benefits in simple and cost-effective ways.

Thirdly, think about how your business is known in the community. Job seekers (particularly younger age groups) are likely to be attracted to a business that has a respected place in the community and ethical dealings with employees, customers and the community. For example, some businesses sponsor local charities or partner with local schools to offer school-based work experience or traineeships. Beyond the basics, things you can do to position your business include:

- introducing health and wellbeing initiatives – try encouraging walking at lunch time, staff competitions or team entries into local sporting events
- going green – power-saving, recycling, carbon-offset programs
- promoting and participating in community event days – shows, fetes, charity events and activities
- encouraging volunteering (some businesses give their employees time off to volunteer) or doing a volunteer activity as a team for example, collecting items for donation
- sponsoring a team sport, like touch football, to build teamwork in your company.

These types of activities will also have a positive impact on your existing employees by engaging them as a team and building their loyalty to each other and the business.

## Who do you want to attract?

In today's labour market, it's important to attract a broad range of candidates. These include people from different generations, cultural and ethnic backgrounds and people of different ages and genders to ensure that you get the best people for your business. You can also think about your working conditions (such as hours of work) and think about how you can attract applicants you wouldn't normally.

You might look at your local community as a potential recruitment pool. Are there a lot of schools nearby? There may be a number of parents looking for part-time work. Advertising in schools and childcare centres could be an effective method of attracting people to your business.

Consider your current workforce. Are the majority of your employees due to retire soon? Are most of your employees male? You may want to position yourself to attract a more diverse range of people.

A diverse workforce means greater stability and a stronger future for your business. If there are roles that you find hard to fill, look at alternative methods of recruitment to complement what you currently do.

### Did you know?

Did you know women make up approximately 46 per cent of the labour market, but only 22 per cent of the transport and logistics workforce in Australia? (\*Australian Jobs 2017)

## Simple steps to building your employer brand

The good news is that you already have an employer brand. The goal is to ensure that your reputation as an employer is an accurate reflection of what it is like to work with your business.

Many small to medium-sized businesses are truly great places to work but this fact is the best kept secret in town.

## Experience pays

By 2055\* (2015 Intergenerational Report - Australia in 2055, Australian Government) it is forecast there will be only 2.7 Australians of traditional working age (15–64 years) for every one Australian over 65 years of age.

So now is the time to develop age-friendly workplaces and keep older workers in the workforce.

The idea of employer branding is to promote the reality of why your business is a great place to work via your web site, the tone and content of your recruitment advertisements and throughout the interview and induction processes.

There is no one 'best' employer brand to have. Just as everyone is different, every employee is attracted to different features a business has to offer. Some are searching for interesting and challenging work and care little about set work hours or a job for life. Another person may be attracted to a part-time position with flexible hours and be happy performing repetitive or routine tasks. Every employee has different values; the key is to employ people who share the same or similar values to the business to ensure a good long-term match.

### Step 1 – Define yourself

Work out what makes you unique or appealing as an employer. Factors may include:

- convenient location
- family business
- flexible work options
- opportunity for diverse roles or career pathways
- travel opportunities
- unique work experiences and interesting work.



## Employee value proposition (EVP)

**‘The rewards and benefits that employees receive in return for the skills, capabilities and experiences they bring to the business.’**

(Minchington 2006)

Together, these aspects form your employee value proposition (EVP). More than just a salary, it's the total employment package that you offer current and potential employees. It should fit with your overall mission and values and how you want to be seen by employees, customers and the community.

Ask your existing employees why they chose to work for you. Also ask them why they stay. Their answers will help describe your employment brand and help you sell to a prospective employee why they would want to work for you. Your existing employees are the best ambassadors for your employment brand and your business. It is also important to recognise that your existing employees can be your biggest critics.

Once you define your EVP, you can use it as a basis for both attracting and retaining people who will fit well within your business. The better the fit, the longer and more productive their contribution will be.

### Activity to define and understand your employer brand

The best way to truly understand your employer brand involves asking your existing employees. Your perception as the manager or owner of the business is often different to that of your employees working on the front line.

Ask each employee to complete the Culture questionnaire (page 105) and return it to you. You can even discuss the answers to the questionnaire at a team meeting to provide you with a deeper insight into employee perceptions. You may also provide the option for employees to complete the questionnaire anonymously to encourage open and honest feedback.

At the same time, complete the Workplace culture check (page 106) yourself.

### Tip:

The Workplace culture check (page 106) will help you describe your workplace to potential employees.

Combined with the feedback from your employees, it will give you a good understanding of your employer brand and how your perceptions differ from those of your people.

## Step 2 – Promote externally

There are lots of opportunities to reinforce your employer brand. For example, if you develop or recognise your people through Vocational Education and Training (see Chapter three) you can include this when marketing your business to clients. Being able to state that your workforce has nationally recognised qualifications can give clients confidence in your ability to deliver quality services.

### Need help?

Ask your existing employees what attracted them to work for you.

### The bigger picture

If you are trying to attract people to your business, you are also trying to attract them to the industry. Seeing that you are part of a diverse and exciting industry can help attract job seekers, particularly those deciding on a career, such as young people.

There is a range of resources available that can support you in promoting careers in the transport and logistics industry. Contact TLI Connect for more information.

Your web site is another opportunity to leverage your employer brand. Including a section such as ‘Working for us’ or ‘Career opportunities’ will deliver your message to a wide audience. Some sites also give people the ability to email their resume in for future vacancies.

Vacancy advertising is a prime opportunity to sell your brand and attract the right applicants. Having a careers section to your web site allows you to recruit 24 hours a day. You can receive a number of unsolicited applications and resumes from which you can recruit from in the future, saving money on advertisements and recruitment agencies. The next chapter will give you tips on writing advertisements that stand out from the crowd.



### Be authentic

Don't try to be something that you are not. Are you promoting a strong team environment but in reality your people work independently of each other? Are you promoting a flexible workplace but not encouraging or rewarding people who think differently? Neither end of the spectrum is wrong, but a match between your image and reality will save you from hiring people who don't fit your culture. Ultimately, this will reduce your turnover and give you a more cohesive and productive team.

### Step 3 – Build internally

When your employees are asked where they work and what they do, what do you think they say? Do they tell people good things about your business? Are they proud to work for you? The answer to these questions can give a good indication of how people perceive you as an employer. Your existing employees are one of the most powerful marketing tools you have, so it's important the reality of your workplace matches the image you are selling.

---

## Workplace culture – ‘the way we get things done around here.’

(Deal and Kennedy 1982)

---

The internal environment is often referred to as your workplace culture. Your workplace culture is the personality of your business and governs how your people approach their work, each other and your customers. Often referred to as ‘the way we get things done around here’, it's stronger than any written policy or procedure and is largely influenced by what people experience and observe in the workplace.

This is where leading by example comes into play. Your people will take their cues from management behaviour. While it's not always easy, this is where the ‘rubber hits the road’. It's where you set the standard for attitudes and behaviour.

Use newsletters, posters, performance reviews or team meetings to reinforce aspects of your EVP. For instance, there is no point in having a great training and development program if none of your employees know it's there or how to use it. Communication is the key.

If your employees are positive about where they work, they will let their friends and family know.

### The benefits?

Employers who do this often receive proactive approaches from people looking to work with them. This is because word of mouth is a powerful marketing platform. When vacancies have arisen, often these businesses have ready access to a pool of interested people they have kept on file.

I'd like to...  
recruit the right people

chapter 2

I'd like to...  
recruit the right people

## In this chapter

<b>Introduction</b>	<b>13</b>
<b>Useful contacts</b>	<b>13</b>
<b>The recruitment process flow chart</b>	<b>14</b>
<b>Planning ahead</b>	<b>15</b>
Identifying what you need	15
Undertaking a job analysis	15
Preparing a position description	16
<b>Running the recruitment process</b>	<b>17</b>
Advertising	17
Acknowledging applications	18
Selecting the right person	18
Interviewing successfully	19
Job offer and acceptance	20
<b>Commencing employment</b>	<b>21</b>
Induction	21
The red tape	23
The Human Resources file	23

## Tools relating to this chapter

Induction checklist	74
Job analysis form	107
Letter of offer template	84
Personal details form	115
Position description form	108
Position description sample	103
Position filled letter template	87
Record of interview form	109
Recruitment checklist	73
Thank you letter template	83
Vacancy advertisement sample	104

## I'd like to... recruit the right people

### Introduction

*Recruitment checklist – page 73*

Hiring the right person, the first time, can be a challenging job for any business. It is important to hire the right people for the right job every time you recruit. To recruit effectively you will need to plan ahead.

- Know the specific skills, knowledge and job competencies needed for each position. Where possible, develop position descriptions for your roles.
- Can the functions be absorbed in your current workforce?
- Is the workload temporary?

If not:

- advertise the position
- make a selection using a structured and consistent process
- make sure you have an induction plan or program to introduce new employees to the business and get them trained up quickly.

### Useful contacts

The following resources can assist you in your people-selection and management process.

#### The Fair Work Commission

The Fair Work Commission is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to:

- set the safety net of minimum wages and employment conditions
- ensure the enterprise bargaining process is fair
- deal with protected and unprotected industrial action
- help with resolving workplace disputes
- deal with termination of employment matters.

You can find the latest copy of the relevant award and find out the terms and conditions you should be offering to your employees on the Fair Work Commission web site, [www.fwc.gov.au](http://www.fwc.gov.au). There are many useful fact sheets on this web site on a range of employer and employee entitlements and obligations.



#### The Fair Work Ombudsman

The Fair Work Ombudsman is an independent statutory office and works closely with the Fair Work Commission to ensure services are integrated, timely, relevant and accessible to all Australians. Their jurisdiction is set out in the Fair Work Act and they provide free services to all employers and workers in Australia relating to:

- finding correct pay rates, and helping employers work out what they should be paying employees
- finding out about entitlements (for example, leave, overtime and allowances)
- educate people about fair work practices, rights and obligations
- investigate complaints or suspected contraventions of workplace laws, awards and agreements
- act to enforce workplace laws
- work with industry, unions and other stakeholders
- helping you to manage business transfers, shutdowns and closures.

All enquiries should be directed to:

- Fair Work Infoline on 13 13 94
- Fair Work Ombudsman [www.fairwork.gov.au](http://www.fairwork.gov.au).

#### Jobactive

Visit [www.jobactive.gov.au](http://www.jobactive.gov.au) for the Australian Government's way to get more Australians into work. It connects job seekers with employers and is delivered by a network of jobactive providers in over 1,700 locations across Australia. The jobactive website is delivered by Australian JobSearch — a free online jobs website.

## The recruitment process flow



## Planning ahead

Transport and logistics businesses typically operate in competitive markets with low margins. Workforce planning is critical to your success and survival.

### See it in action

The TLI Connect web site contains a variety of fact sheets and case studies that can assist you with workforce planning.

## Identifying what you need

Workforce planning involves getting the right number of people, with the right skills, experiences and competencies, in the right jobs, at the right time.

It provides your business with a plan for forecasting and predicting your future workforce needs. Rather than be surprised or unprepared when change occurs, businesses can put plans in place to address current and future workforce needs. Workforce planning is a four step process.

### 1. Review your current workforce

- What skills, experience and training do my people have? What can they do? What do they do? What other qualifications or experience do they have? Can they be upskilled?
- Who are my people? What mix of ages, gender and languages, and so on, do I have? Are my people ready to retire? How long have they been with me?
- What is the direction of my business? Does this affect my current workforce?

### 2. Review your requirements (job analysis)

- What jobs do I need filled today?
- What tasks, responsibilities, skills, experience and knowledge are required?
- Should jobs be part-time or casual?
- What jobs will need to be filled in the future? Does the direction of my business change what jobs I'll have available? Will we need more people or fewer people?

- What issues do I currently face with attracting and retaining employees? Do my exit surveys tell me why people leave my business?
- Will there be a shortage or surplus of certain people, jobs or trades in the future?

### 3. Analyse and close gaps

- This step looks at any gaps between your current workforce and your future needs and developing strategies to close these gaps.

### 4. Continually review

- Revisit any step whenever necessary. Bear in mind that workforce planning is a continuous process. Workers will always come and go and your business requirements may change over time.

## Undertaking a job analysis

*Job analysis form – page 107*

This is the most important step in recruiting since it forms the basis for any hiring decisions you will make. A job analysis involves reviewing the duties and responsibilities a job entails, this assists you to work out if the existing role can be modified or performed in a more cost-effective way.

Before beginning the job hunt by advertising and interviewing, you should first ask yourself the following:

- What work needs to be done?
- Is there a position description?
- Do we need to employ a new person to do the job or can the job be divided among existing workers?
- How many people do we need?
- Would a part-time or temporary employee be a better alternative to a full-time employee?
- What skills are we looking for?
- Are specific qualifications or licences required?
- How much experience is required and what type of experience?
- What modern award does the job fall under?
- What is the required minimum rate we must pay for this position?
- Can we afford to pay the wages long-term?
- What will be the impact on sales or performance of hiring a new employee?

## Need help?

If you're having difficulties analysing a job that doesn't currently exist in your business, talk to employees and supervisors at other companies that have similar positions.



### Consider the ongoing costs of employment

Undertaking the job analysis process will help you determine whether you need a part-time or full-time employee, whether the person should be permanent or temporary and whether you could use an independent contractor to fill the position. You should consider the costs of ongoing permanent employment if it is possible the workload will decline over time.

### Preparing a position description

A position description is a written record of the duties, responsibilities, skills and qualifications associated with a particular job. It makes it easier to match the right person to the right job and it tells the employee what their responsibilities are. In preparing a position description you should include the following details:

- a short paragraph about your company including information such as a vision statement, employment initiatives or any community work

- a general description of the job
- a list of the duties to be performed
- the responsibilities of the job, including any positions that report to this position
- the specific skills that are needed including qualifications and licences
- education and/or experience required to do the job.

### Steps to writing the position description

*Position description form – page 108*

*Position description sample – page 103*

**Step 1** – If possible, talk to the person who is currently doing the job. You may find it helpful to ask them to outline the tasks they regularly perform. You can use this as a starting point.

**Step 2** – Come up with a list of tasks. List those tasks that someone in the position might be asked to do. For example, a service receptionist greets customers, books in work, sells service work, takes payment, writes repair orders, produces invoices, answers telephone calls and communicates with the workshop.

**Step 3** – List key responsibilities. You should be able to come up with four or five key areas of responsibility for each position description, which you can then list the tasks underneath.

### Hint:

If the employee already in the position has a position description or list of duties, you may want to ask them which tasks are most important or performed most frequently.

**Step 4** – Write the position description; with your task list, this should be easy. Keep the position description to a single page if possible. You should include enough helpful information so the position description will be of use to a new employee learning their job.



**Tip:**

If there are specific legal issues or requirements associated with the job, be sure to include these in the position description as well. For example, a qualification or licence may be required to perform the role successfully.

Keep your position descriptions up to date as the job and your business evolve. You may also find them useful during performance reviews to discuss and assess an employee's performance.

**Communication is the key!**

When advertising a vacancy, make sure you inform your current workforce and encourage them to apply.

**Running the recruitment process****Advertising**

When you recruit for a vacancy you want the best person for the job. The best person may be someone already within your business, or someone external to it. You won't know this until you look at both types of applicants. This is why it is recommended that you make it a standard practice to advertise your vacancies.

In doing this, it is important to engage your existing workforce and give them the opportunity to apply. This sends the message to your employees that there is room for advancement within your business and that you care about your employees' career plans and futures.

**Tip:**

Performance appraisals are an opportunity to discuss your employees' development and career aspirations.

**Inform employees of the vacancy**

- Advertise the position publicly throughout your business, for example, email, noticeboards and team meetings.
- Give enough information to allow your people to decide whether they have the necessary qualifications and experience to apply. Show them the position description.
- Be prepared to consider anyone who puts up their hand or makes an application. The tough part will be telling those internal applicants who are unsuccessful. Give these applicants honest feedback. Detail where they need to improve their skills or experience and where possible, offer development to close the skill gap.

**Methods of advertising***Online*

Each of these internet services below provides helpful hints to assist you to advertise online.

[www.adzuna.com.au](http://www.adzuna.com.au) (fee paying service)

[www.seek.com.au](http://www.seek.com.au) (fee paying service)

[www.careerone.com.au](http://www.careerone.com.au) (fee paying service)

[www.jobsearch.gov.au](http://www.jobsearch.gov.au) (free service)

*Through local programs and people*

Another way to advertise your vacancy is to make your needs known to the local schools, TAFE, colleges and universities. You can also put signs up in your truck windows, bus back windows, office or reception desk so members of the public are aware of the opportunities available.

Don't forget to ask your existing employees to spread the word or for referrals. Your employees are already committed to your business and can help find and recommend suitable applicants.

Throughout the state, community organisations coordinate a range of employment and training programs to help job seekers gain the skills they need to join the industry or occupation of their choice. These can be tailored to suit industry needs, giving participants nationally recognised skills, tickets and licensing to prepare them for a career in the transport and logistics industry. To find out about accessing these programs, please contact TLI Connect at the Department of Transport and Main Roads.

## Tip:

### Access existing programs

The Department of Transport and Main Roads can provide links to a range of programs that fund training of new entrants and provide them with pathways into the transport and logistics industry. These programs are an excellent source of candidates that already have interest and aptitude in the industry. Contact TLI Connect to find out which programs are currently accessible in your area.

#### Newspapers

Newspapers can be one of the most effective ways of advertising because of their wide circulation. However, advertising in Saturday's careers section can be very expensive in major papers. Some local or regional newspapers can be more cost-effective. To create an effective advertisement:

- Choose a newspaper that has the most appropriate coverage for your needs. The local suburban paper may be better than a state-based daily, depending on the vacancy.
- Consider advertising in industry magazines or web sites. This can be cheaper than newspaper advertising.
- Know when recruitment advertisements are published. For example on Wednesday and Saturday, however the Wednesday careers section is not focused on the transport and logistics industry.
- Consider how you want your ad to appear. Should it be a standard classified ad, a box advertisement or a large display advertisement? A general rule of thumb is: the more your ad stands out, the more it will cost.
- Give the most relevant information, such as details of duties, hours, approximate wages and any key requirements the applicant must have (for example, experience and qualifications). Indicate how you want the applications made, by phone or email, who they should be addressed to and the closing date.

*Vacancy advertisement sample – page 104*

### Using an employment agency

If you decide to use a recruitment agency to help fill a position, be sure that you understand what you are signing up for in terms of fees and your commitment. Agencies can be expensive, but can also save you time and money in the long run. Make sure you carefully check out the agency before you commit. Most recruitment agencies will negotiate fees if a formal arrangement is put in place. If you negotiate a Preferred Supplier Agreement (PSA) a recruitment agency is likely to reduce their fees. When choosing an agency, make sure you pick one that fully understands your industry and business.

### Acknowledging applications

*Thank you letter template – page 83*

It is important to acknowledge when someone has submitted an application to you. This gives your business a professional image and informs candidates of the next steps of your recruitment process.

### Selecting the right person

Have you ever recruited someone only to find they just didn't 'fit' in the company? Perhaps they didn't have the necessary skills to do the job. How can you know if someone is right for the job?

A good interview is still one of the best ways of selecting a person for a job. A good interviewer is prepared, so make sure you have a list of relevant questions based on the position description to ask. Ask each candidate the same questions. Include on-the-job scenarios in your interviewing process.



### Finding out what's important

Focus your interview questions on the following five key areas. These questions will help you determine if the applicant has the required skills, knowledge and motivation, cultural fit and desire to work for you.

1. What are the candidate's motivations for the job? Why do they want the job?
2. Is the candidate qualified?
3. Is the candidate experienced?
4. Has the candidate produced proven results with past employers?
5. Will the candidate 'fit' in with your existing team and your culture?

You can only ask interview questions that relate directly to the job and the selection criteria. A good interview can take 45 minutes to 1.5 hours, depending on the position.

### Involve others in your workplace in the interview process

It can be a good idea to have people who will work alongside the candidate involved in the decision-making process. Have them ask the candidate a couple of questions informally – you could couple this with a workplace tour.

Seek their feedback afterwards and incorporate it into your decision. Remember, hiring someone who fits in to your workplace can be as important as hiring for technical skill.

### Interviewing successfully

*Record of interview form – page 109*

#### Tip 1: Read resumes and conduct phone interviews

Read the candidate's resume and application letter carefully and note any questions you would like to ask to clarify or expand on any information in the application. For example, explore the applicant's reason for leaving past jobs.

Conduct a short phone interview first to establish suitability for an interview. This can save you a great deal of time down the track. A 10 minute phone interview can tell you a lot about a person's phone manner, personality, conduct, attitude and motivation for the job.

#### Tip 2: Ask the same interview questions

Ask all candidates the same interview questions. This way you'll have a common ground on which to compare the applicants and make your decision. Ask open-ended questions – i.e. questions that can't be answered with a 'yes' or 'no' – and ask candidates for examples of how, when and why.

#### Tip 3: Don't spoon-feed the candidate

Phrase your questions carefully. Avoid telling the candidate what you want to hear. For example, 'The workshop is a very busy place, and everyone has to pitch in. Have you worked in busy workshops before?' could be replaced with, 'Can you tell me about the pace of the last workshop you worked in? What happened when it was very busy? How did you handle that?'

#### Tip 4: Look, listen and learn

Pay attention to the candidate's punctuality, appearance, body language, tone of voice and general personality. You can learn as much about a person by observing these attributes as you can from their answers. Do these attributes fit the job for which you are recruiting?

#### Tip 5: If you want to know, ask!

The interview is the time for you to find out what you need to know to make the recruitment decision. If something is bugging you or you want clarification, ask now. Asking and having answered something as simple as 'Are you nervous?' can make a difference to your decision.

#### Starting the interview

- Introduce yourself and any colleagues present
- Create a rapport. Ask if the candidate would like a glass of water or if they found the location easily
- Explain your business and the job – but keep it short (below 15 minutes)
- Explain the interview procedure, for example, if you will be taking notes, the types of questions that you will ask or if anyone else is involved
- Ask three standard questions.

### Tip:

A good interviewer should spend more time listening than talking. The 80/20 rule applies here – aim to spend around 80 per cent of your time listening and 20 per cent talking. The more you talk, the less you learn about the candidate.

### Behavioural based interviewing

Behavioural based interviewing uses questions that seek examples of past behaviour the candidate has displayed. The answers give an indication of how the candidate might perform in similar situations in the future. The questions require very specific responses and it is generally harder for a candidate to exaggerate or give a dishonest answer when they are being asked to describe a situation they have been involved in. Behavioural interview questions are effective because past performance is typically the best predictor of future performance.

The traditional approach has been to ask questions such as:

- What are your strengths?
- What do you see as your weaknesses?
- Where do you see yourself in five years?

These questions often don't work. There is no way to tell how a candidate might perform on the job with the answers to these questions or whether they will fit in with the rest of the team.

Behavioural based interviewing uses questions such as:

- Tell me about the last time you were unable to deliver to a customer on time?
- What was the situation?
- What did you do? What did you say?
- Who else was involved? What did they say? How did you respond?
- What was the outcome?
- What would you change if you could?

By following this interview approach you should be able to select the most suitable candidates.

Prepare behavioural based interview questions using this formula:

- describe an event
- describe the behaviour (what happened)
- describe the outcomes
- ensure you also ask some technical questions as to how the candidate would do a particular task or job.

Equal opportunity legislation makes it illegal to ask certain question at interview, such as those relating to a person's race, disabilities, gender, marital status, parental status or religious or political beliefs.

Stay on the safe side and only ask questions that are relevant to the skills, abilities, experience and knowledge required to do the job.

### Tip:

Reference checks are often little more than a confirmation of employment, however they are extremely important and should be done thoroughly to confirm the candidate's written application for the interview. You can increase their effectiveness by asking behavioural interviewing questions of the candidate's referee.

### Job offer and acceptance

*Letter of offer template – page 84*

When an employer makes an offer of employment (verbal or written) and the employee accepts this offer, a contract of employment has been established. This is a legally binding agreement. Under this contract, both the employee and employer have rights and obligations, which come from the common law, industrial relations legislation or awards and agreements. It is generally a legal requirement that job offers and employment contracts are made in writing.

The letter of offer should include the primary terms and conditions of the job, such as start date, job title, the position description, qualifying period (formerly called the probation period), the classification, status (full-time, part-time or casual), hours of work, the hourly rate of pay or salary, the relevant award or workplace agreement (including leave entitlements) and any other terms and conditions. The starting point is usually to check to see what, if any, award the employee's job falls under to ensure that your offer is consistent with the legal minimum employment standards.

The letter of offer forms the contract of employment. It must be given to the employee before they start employment to allow them time to read it and ask any questions before signing and returning it to you to indicate their acceptance. To be a valid contract, the employee needs to agree to the terms of the contract. However, that doesn't necessarily mean they are required to sign it. Agreement to the contract is implied if they act as though it applies to them. For example, they can be taken to agree to the conditions of employment contained in the letter of offer just by turning up for work. However, it is preferable that you encourage new employees to sign and return their employment contract.

### Tip:

#### Take the time to get it right!

The letter of offer is a legal document and should be written carefully. A poorly worded phrase, a typing mistake or the omission of an important item may prove very costly. It is a good idea to get a professionally drafted template.



An employment contract may not always look like a contract. A verbal agreement or an exchange of emails or letters could also become your contract if they represent an agreement between you and your employee.

All employers should make sure they have a current and up-to-date employment contract template that they modify and issue for each job offer. You can either engage a lawyer or human resources professional to draft these for you, or speak to your industry association or visit [www.fairwork.gov.au](http://www.fairwork.gov.au) for more information.

Most employment issues stem from or fall back to the original employment contract, so it is very important to start on the right foot with new employees.

Once the candidate has accepted the offer, you can send letters to the unsuccessful applicants thanking them for their application, advising them of the outcome of the process and offering them feedback.

*Position filled letter template – page 87*

## Commencing employment

*Induction checklist – page 74*

### Induction

Induction is the process of introducing new employees to the business, the working environment, the job itself, other employees, management and sometimes customers. Induction (also known as orientation) is simply the process of making new employees familiar with all the requirements, people, processes, rules and procedures of their new workplace. The more quickly new employees are skilled up in these areas, the more quickly they will get up to speed and perform the job they were hired to do.

### Why do induction?

There are three key reasons why a good employer should provide an induction:

1. Research has shown that the majority of new employees decide in the first week whether their decision to accept the job was a good one. Poor or no induction can be linked to employee turnover.
2. The employee may be unable to provide adequate service to customers. They may make mistakes and cost the business money which can negatively affect productivity.

3. Employees may unknowingly break the formal or informal workplace rules due to lack of proper training.

Welcoming a new employee to your business and making them feel comfortable in their new workplace reduces their anxiety about starting a new job. New employees are usually anxious about the job and whether they will be liked and fit in with the existing team. Induction also provides the employee with the opportunity to ask questions.

Helping new employees to understand how things are done in your workplace will let them know what is expected of them in terms of behaviour (for example customer service, attendance and communication). Induction allows you to explain exactly what you want, what you don't want and what will happen if expectations are not met within the qualifying period or probation period.

In today's tight labour market, employees will leave generally within the first three months of employment if the expectations that were set at the interview are not met. If you have not delivered what the employee thinks they have signed up for this can be a major reason why employees leave your business.

### How long should induction take?

Induction can take days or weeks depending on the job and the person. Induction into the workplace can start prior to the first day of employment by giving the employee information to read about your business and people policies. Induction is not complete until the new employee has sufficient information to be productive to a satisfactory standard.

### What to include in the induction?

It can be useful to plan an induction in terms of what information the employee needs to know before they start, on their first day, first week and first month.

An induction should include the following things:

- signing off on the employment contract and collecting the completed payroll, tax and superannuation forms from the employee
- a tour of the workplace including bathrooms, parking, kitchen facilities, entrances, exits, fire exits and employee lockers

- an introduction to other employees and managers – a welcome morning team is a quick, friendly way to do introductions
- an overview of the business policies, procedures and services
- a review of the employee's position description, job expectations and code of conduct
- confirmation of attendance, start and finish times
- handover of tools to do the job
- a point of contact for questions or issues that may arise.



### Whose responsibility is it?

It is primarily the responsibility of management to ensure that induction is complete. Using the 'buddy system' you might ask an existing employee to help the new recruit by answering questions, making introductions and generally helping the new person fit into the workplace.

### Being prepared:

- the manager should set up and organise the induction and greet the person upon arrival on their first day
- make sure that people involved in the induction process have made time to participate in an induction program
- put together an Induction checklist (page 74) and provide this to the new employee
- create a personnel file for the new employee.

It is the responsibility of the employee's manager to ensure that the following takes place:

- The new employee receives all information required in the induction process to do the job
- The induction checklist is completed and filed in the employee's personnel file
- Set a time for an informal follow-up meeting with the new employee to ensure the induction has been successful and identify any areas where the employee requires additional training, coaching or support
- Ask the employee if their initial job expectations have been met. Are they still pleased they accepted the position and are they happy to continue?
- Give the employee feedback on any areas of concerns you may have identified throughout the induction process. Ideally you should not save these issues up to discuss at the end of the induction program but you should instead raise any issues or concerns as soon as they arise to immediately correct unsatisfactory or unacceptable performance.

### The red tape

*Recruitment checklist – page 73*

There can be quite a bit of important paperwork involved when hiring a new employee, including bank details, superannuation and tax forms, copies of qualifications, driver's licences and signed employment contracts.

Use a checklist to confirm that you have completed all of the required paperwork and stored it appropriately on an HR file.

### The Human Resources file

A HR or personnel file should contain all work-related information about your employee. It is imperative that you copy and keep records. Not only is it a legislative requirement, it can also save you money should you ever be in a legal disagreement with a current or former employee.

Create a personnel file for the new employee and store it in a locked filing cabinet.



The personnel file should contain the following records:

- resume
- employment contract
- position description
- all completed forms
- copies of all licences and qualifications
- interview and reference check notes
- performance appraisals
- warning letters
- copies of medical certifications
- leave applications.





I'd like to...  
keep my best people



## chapter 3

I'd like to...  
keep my best people

## In this chapter

<b>Introduction</b>	<b>27</b>	<b>Motivating your people</b>	<b>35</b>
<b>Why employees stay and why they leave jobs</b>	<b>27</b>	Why motivate your staff?	35
From an employee's perspective	27	Factors that contribute to employee motivation	35
Quick quiz	28	10 quick motivational techniques	35
Practical retention ideas	28	Making motivation work	36
<b>Getting the basics right</b>	<b>28</b>	Benefits and incentives	36
<b>Workplace conduct</b>	<b>29</b>	<b>Resolving workplace conflict</b>	<b>37</b>
What is it?	29	Causes of workplace conflict:	37
What's in it?	29	Practical tips to resolve conflict	37
Workplace conduct policies	29	<b>Performance management</b>	<b>38</b>
Definitions	30	Performance review process	38
<b>Workplace bullying</b>	<b>30</b>	Practical tips to conducting the appraisal	39
Why is workplace bullying a problem?	31	Pitfalls and common mistakes	39
What should employers do?	31	Reacting to difficult situations	40
<b>Work health and safety</b>	<b>32</b>	Providing feedback	40
Further information and assistance	32	<b>Diversity</b>	<b>41</b>
Obligations	32	Managing through generations	41
WHS training needs	33	Gender diversity	42
Maintain appropriate WHS records	34		
Types of hazards	34		
How is a workplace hazard identified?	34		
Steps in managing hazards in the workplace	35		

## Tools relating to this chapter

Code of conduct sample policy	93	Performance objectives and action plan form	122
Complaints and grievances sample policy	96	Performance review checklist	80
Disciplinary sample policy	98	Retention health checklist	77
Harassment and discrimination sample policy	94	Work health and safety audit form	116
Hazard reporting form	117	Work health and safety checklist	78
Incident record/reporting form	118	Work health and safety sample policy	100
Job safety analysis form	120		

## I'd like to... keep my best people

### Introduction

*Retention health checklist – page 77*

The current skills shortage is creating a real challenge among businesses in the recruitment and retention of quality people. Skill shortages are expected to worsen as the baby boomer generation moves toward retirement, so attracting and retaining staff will become even more crucial in the years ahead.

Retaining skilled employees is a significant issue for a business. High employee turnover rates result in a loss of knowledge and skills that can cost a business a lot of money. The cost of losing an employee is high because you have already made a substantial investment in both time and money in recruiting, training and developing the employee. So it makes sense to try to keep your good employees for as long as possible.

---

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

(Stretton 2000)

---



### Why employees stay and why they leave jobs

#### From an employee's perspective

Money is rarely the major motivating factor in deciding whether to accept or leave a position. While money is important, if you are paying at or around market rates (putting you at the same level as other businesses), then there must be other factors involved in the decision.

Understanding why employees choose to stay in your business may help you reduce the likelihood of them leaving in the first place. Some of the reasons people stay in your business include:

- a good relationship with their immediate supervisor
- their relationships with co-workers
- challenging and interesting work the job itself
- career opportunities
- opportunities for training and development
- recognition and rewards schemes
- good pay and extra conditions such as flexible working hours, paid overtime and rostered days off
- leadership (that is leaders that they trust and respect)
- the location of the workplace in relation to their home or family
- company values that are similar to their personal values.

It is recognised that employees also leave jobs for many reasons. A well-known reason people leave jobs is due to dissatisfaction with their immediate manager or the leadership in general. Other reasons include:

- a poor relationship with a manager
- unsatisfactory pay and conditions
- personality differences with co-workers
- poor work or life balance, for example: excessive working hours or a lack of flexible work options
- a lack of perceived opportunities for career advancement
- an unsatisfactory work environment and conditions.

Employees are more likely to stay with their employer if they have high levels of commitment to, and engagement with, their work and their employer.

## Quick quiz

These are 11 core questions (from an employee's perspective) that need to be answered 'yes' to be able to attract and keep valuable talent in the business:

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to perform my role?
3. In the past week, have I been recognised for good work?
4. Does my supervisor seem to care about me?
5. Does anyone at work encourage my development?
6. Do my opinions seem to matter?
7. Does my company's reason for operating make my work seem important?
8. Are my co-workers committed to quality work?
9. Do I enjoy the company of my colleagues?
10. In the past six months, have I talked with someone about my progress?
11. At work, have I been given opportunities to learn and grow?

### Tip:

Retention is not about keeping everyone at any cost. It is not a strategy to force someone to stay, nor is it about holding on to poor performers. Retention means encouraging an employee's free choice to remain with the company.

A little flexibility goes a long way. You can be innovative about how an employee can structure their working arrangements. Some options include part-time work, job sharing, working from home, flexible working hours and part-year employment.

## Practical retention ideas

Here are a few low-cost retention ideas you may want to consider implementing at your workplace:

- employee of the month awards, with a small reward or gift
- an early finish on a Friday for someone who has demonstrated excellence over the course of the week
- movie tickets or dinner vouchers as a monthly bonus.

## Other strategies include:

- attendance at external conferences or seminars
- study leave and financial support
- flexible work arrangements
- interpersonal skills training
- technical training
- physical fitness benefit such as gym memberships
- extended parental leave
- financial planning assistance
- job rotation opportunities
- child care assistance benefit
- paid time for volunteer work
- higher duties opportunities
- career development plans for individuals
- regular catch-up meetings to check in with employees.

## Make it meaningful and personal

For your birthday, which present from a loved one would give you the most pleasure? Cash or a gift appropriate to your hobbies? The cash would be easy and practical but isn't what one would expect to receive from someone close who knows you well. Consider your business the same way. Why offer only monetary rewards? Try to match rewards to the individual's skills and interests. This way the reward will be more motivating.

## Getting the basics right

Getting fundamental workplace policies and practices in place is essential before any additional programs or incentives are introduced. Good practices around work health and safety, bullying, harassment and discrimination are the building blocks of a workplace that is able to retain quality employees.

## Workplace conduct

*Code of conduct sample policy – page 93*

Every business should have something in place that documents and clearly outlines the company's rules, expectations and accepted standard of behaviour. This is the formalised culture of a workplace and it can be useful to display it in common areas. The best way of doing this is to introduce a code of conduct document that all employees are made aware of and are required to read, sign and adhere to at all times. The code of conduct should be explained as part of the induction process.

### What is it?

A code of conduct is a set of standards describing behaviours you expect from your employees. It provides clearly communicated, black and white ground rules for professional conduct in the workplace.

A code of conduct is not a legal requirement, however it makes sense to have one for the following reasons:

- it gives an employee guidelines and examples of how to act
- it can be used on a daily basis to guide employees on appropriate behaviour and conduct when faced with everyday challenges
- it is a basis for comparison when undertaking disciplinary action based on inappropriate or unacceptable behaviour or conduct by an employee
- it is a useful training tool that should be explained in the induction process
- it helps to set a benchmark for workplace culture.

### What's in it?

A code of conduct should include all your rules or expectations covering areas such as attendance at work, standard work hours, performance of duties, use of alcohol and prohibited drugs, use of email, internet and computers, safety procedures, personal behaviour, harassment and accepting client gifts.

A code of conduct is really a summarised version of relevant standards, policies and rules, not a substitute for them. A code of conduct sets out clearly what is acceptable and unacceptable behaviour and conduct in the eyes of the employer.

What is acceptable conduct at one workplace may be unacceptable at another place of work. The employee's only way of knowing this from the start is by being trained to meet the standards established in the code of conduct.



## Workplace conduct policies

*Harassment and discrimination sample policy – page 94*

*Complaints and grievances sample policy – page 96*

*Disciplinary sample policy – page 98*

As a minimum standard you should have the following policies in place in your company – these should all be referenced in your code of conduct and form part of any induction process:

- harassment and discrimination policy
- complaints/grievance policy
- disciplinary policy
- work health and safety policy.

Each of these policies should:

- clearly state the employees and employers responsibilities in relation to the policy topic
- explain the consequences for breaching the policy.

## Definitions

*Harassment and discrimination  
sample policy – page 94*

Discrimination occurs when one person is treated less favourably than another because of certain attributes they possess (direct discrimination) or when a requirement that is the same for everyone has an unfair effect on some people because of an attribute, such as race, pregnancy, gender or disability (indirect discrimination). The grounds under which discrimination is unlawful are stated in the *Queensland Anti-Discrimination Act 1991*.

Harassment is a form of discrimination and may be sexual in nature or based on gender, race, disability, sexual preference or a range of other factors listed in the *Queensland Anti-Discrimination Act 1991*. Harassment also includes workplace harassment or bullying.

Harassment may involve physical, verbal, written or visual messages (such as emails) or behaviour. Behaviour that may constitute harassment includes but is not limited to: staring, leering, touching or unwelcome familiarity, taunts, insults, jokes or gestures.

Harassment may be a single act of offensive behaviour or a series of repeated events that may be considered unlawful, regardless of whether the behaviour was intended to offend or humiliate and regardless of whether the individual has asked for the behaviour to stop.

Sexual harassment is any unwanted, unwelcome or uninvited behaviour of a sexual nature which makes a person feel humiliated, intimidated or offended. Sexual harassment can take many different forms and may include physical contact, verbal comments, jokes, propositions, the display of offensive material or other behaviour that creates a sexually hostile working environment.

Specific examples of sexual harassment include but are not limited to:

- uninvited touching
- uninvited kisses or embraces
- smutty jokes or comments
- making promises or threats in return for sexual favours

- displays of sexually graphic material including posters, pinups, cartoons and graffiti
- messages left on notice boards, desks or common areas
- repeated invitations to go out after prior refusal
- ‘flashing’ or sexual gestures
- sex-based insults, taunts, teasing or name-calling
- staring or leering at a person or at parts of their body
- unwelcome physical contact such as massaging a person without invitation or deliberately brushing up against them
- touching or fiddling with a person’s clothing including lifting up skirts or shirts, flicking bra straps or putting hands in a person’s pocket
- requests for sex
- sexually explicit conversation
- persistent questions or insinuations about a person’s private life
- offensive phone calls or letters
- stalking
- offensive email messages or computer screen savers.

Sexual harassment is not behaviour that is based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated it is not sexual harassment.

## Workplace bullying

*Harassment and discrimination  
sample policy – page 94*

Workplace bullying is abusive behaviour based on creating fear. The behaviour is designed to achieve control of others and compliance with the bully’s wishes.

Workplace bullying takes on many different forms. Some examples of this include:

- abusing workers loudly in front of workmates or customers
- sabotaging a fellow employee’s work by such means as not passing on information, hiding tools and equipment and damaging completed work and so on – usually with the aim of belittling the victim in front of management

- persistent complaints and criticism on trivial matters
- threats of dismissal for trivial mistakes or shortcomings
- spreading false rumours
- excluding individuals from workplace social events or not speaking to them
- holding a person up to public ridicule.

This sort of treatment is continual and usually directed at one particular individual who often does not understand why it is happening.

### Tip:

It is easier to prevent workplace bullying than it is to intervene after an event or mediate during an established pattern of bullying.

### Why is workplace bullying a problem?

Bullying should be recognised as a potential hazard in all workplaces because it can occur in any workplace. Under certain conditions, most people are capable of bullying. Bullying can be harmful to organisations as well as individuals, resulting in:

- high levels of absenteeism and staff turnover
- a breakdown of teams and work relationships
- poor public image and a reputation as a difficult place to work
- reduced efficiency, productivity and profitability
- increased costs associated with counselling, mediation and compensation claims, recruitment and re-training of new staff
- potential litigation.

Each individual will react differently to bullying behaviour and the effects may include:

- high levels of distress
- anxiety, panic attacks and depression
- poor health
- insomnia
- loss of self esteem and confidence
- feelings of social isolation
- reduced work performance or incapacity to work
- deteriorating relationships with family and friends.

Bullying behaviour can be difficult to identify, and it may exist even if there are no reported incidents. There are a number of reasons why employees may not have raised concerns, including:

- fear of retribution from the perpetrator
- feeling too intimidated or embarrassed to complain
- lack of confidence that anything will change if they report a problem
- feeling powerless due to their position in the organisation
- thinking it may affect their future prospects
- accepting workplace bullying as a normal part of the workplace culture.

### What should employers do?

The first step is to establish whether bullying exists in the workplace or whether there is the potential for it to occur. Common warning signs are:

- sudden increase in absenteeism
- unexplained requests for transfers
- behavioural changes such as depression
- sudden deterioration in work performance
- breakdowns in communication of a particular team or department.

Identify whether there are any factors that could increase the risk of bullying behaviour:

- Significant organisational change – major internal restructuring or technological change may inadvertently create an environment that increases the risk of bullying.
- Workforce characteristics – some employees may be at greater risk, such as new workers and those that represent a minority in the workplace due to age, gender, religion or race.
- Workplace relationships – poor workplace relationships and inadequate communication can contribute to bullying behaviour, such as workplaces that tolerate teasing and practical jokes.
- Work systems – staff shortages, poorly defined jobs, lack of policies and procedures and lack of training and supervision.
- People management practices – managers who have not had leadership training, poor interpersonal skills or a 'command and control' management style.



The following methods can be used to collect information about potential bullying behaviour:

- monitoring patterns of sick leave and workers' compensation data
- feedback from worker attitude surveys, exit interviews, managers and supervisors, union representatives and employee assistance providers
- consulting with work health and safety representatives and committees
- setting up a system to encourage the reporting of incidents, such as organising suggestion boxes to enable staff to raise concerns anonymously or conduct a confidential and anonymous employee opinion survey using an external provider
- ask employees at their performance review meeting if they have experienced or observed incidents of bullying or any behaviour.

## Work health and safety

*Work health and safety sample policy – page 100*

*Work health and safety checklist – page 78*

Every year, businesses lose millions of dollars due to work health and safety incidents and lost-time injuries. Businesses are required by law to provide a safe working environment. This means your company, and you as a manager or supervisor, have a 'duty of care' toward staff. This duty of care is both moral and legal.

Work health and safety (WHS) is assured when people are free from:

- death, injury or illness caused by the workplace, work area, work activities, work equipment or materials or substances
- risk of death, injury or illness caused by the workplace, work area, work activities, work equipment or materials or substances.

Across Australia, safe working is governed by the relevant state or territory occupational health and safety acts. In Queensland, the relevant legislation is the *Queensland Work Health and Safety Act 2011*, administered by Workplace Health and Safety Queensland, Office of Industrial Relations.

### Further information and assistance

A useful web site to explore the main topics around WHS is located at [www.safeworkaustralia.gov.au](http://www.safeworkaustralia.gov.au). Check this for updates to the above act.

You may also refer to the *Queensland Work Health and Safety Regulation 2011* located at [www.legislation.qld.gov.au/view/whole/html/inforce/current/sl-2011-0240](http://www.legislation.qld.gov.au/view/whole/html/inforce/current/sl-2011-0240)

*Work health and safety sample policy – page 100*

### Obligations

Take note of your employer and supervisor responsibilities regarding WHS. You must ensure all of your employees are aware of these responsibilities.

Employers are obliged to:

- provide a safe environment, appropriate equipment and systems and ensure they are correctly maintained
- ensure safe systems for the use, handling, storage, transport and disposal of hazardous substances
- provide safe systems of access and egress
- provide information, instruction, induction and training about safety requirements
- provide information about hazards
- ensure the health and safety of visitors, contractors and others in the workplace
- provide adequate supervision
- provide appropriate rehabilitation processes for people returning from injury or illness
- provide for consultation processes, such as WHS committees.



Supervisor responsibilities include:

- conduct workplace inspections (risk assessments) in order to identify and control workplace hazards – involve others
- carry out a risk assessment before a task is undertaken – involve others
- inform, explain, communicate and ensure understanding of WHS policies, procedures and programs
- ensure safety rules, requirements and protocols are followed – provide training, coaching and counselling when they are not
- ensure safety is included on the agenda of team meetings and given sufficient time in discussions – encourage a high level of involvement to generate ideas, options and solutions
- facilitate the management of rehabilitation policies and procedures
- ensure accidents and incidents are promptly reported and investigated
- promote the importance of safety to the team
- support the WHS representative and the WHS committee
- ensure adequate instruction and training for all employees at induction and ongoing as needed.

Employees' responsibilities include:

- taking reasonable care of their own safety at work
- not placing the health and safety of others at risk
- cooperating with the employer in providing a safe workplace
- following instruction and training provided
- complying with workplace rules and procedures
- ensuring Personal Protective Equipment (PPE) is worn as required
- maintaining equipment, tools and PPE in good condition – report when broken or in poor condition
- not interfering with anything provided in the interests of health and safety
- ensuring the correct, appropriate and lawful use of tools and equipment.

Employees should have access to:

- WHS legislation and regulation
- codes of practice and standards
- company WHS goals, policies and procedures, including documentation or records
- company WHS programs
- types of workplace hazards and controls
- how to report hazards and incidents
- specific WHS responsibilities
- outcomes of WHS issues including risk assessments, accident reports and other issues raised formally or informally on WHS.

### Tip:

It is the responsibility of the employer and management to ensure all employees understand their obligations in fulfilling their 'duty of care'.

### WHS training needs

Employers must provide adequate safety training to ensure employees understand and follow safe and correct procedures at all times. Safety training is an important part of any WHS management system. People need knowledge, skills and the correct attitude to work safely.

WHS training may be required when:

- a new person joins the organisation or the team (part of induction)
- an employee changes roles or locations
- a contractor comes on site
- new equipment, work processes or materials are introduced
- new regulations, codes of practice or procedures are released
- a new WHS officer is appointed
- an activity requires a specific or legal level of competence (for example forklift operation)
- an accident or incident occurs and investigations identify a training need to prevent it recurring
- new information or guidelines about an existing hazard emerges

- experienced people require a refresher (particularly in high-risk activities such as working in confined spaces and manual handling)
- an area of compliance is required in the workplace, such as first aid training and fire extinguisher training.



### Maintain appropriate WHS records

Maintaining accurate and complete records is essential in all parts of the business. It is particularly important that appropriate occupational health and safety (OHS) records be maintained as part of the WHS management system.

#### Tip:

#### Record training on personnel files

WHS records must be kept to comply with minimum standards. Records can be kept electronically or manually or both, but they must be accessible to all stakeholders.

Examples of records to keep can include:

- work permits
- Material Safety Data Sheets (MSDS)
- Job Safety Analysis (JSA)
- training activity on WHS
- safety inspections and audits
- equipment calibration
- WHS key performance indicators (such as lost-time injuries)
- WHS statistical reports (including breakdown of type of incidents)
- incident reports
- non-conformance and corrective action forms and reports
- employee competence levels, e.g. certificates
- team meeting records
- counselling and coaching reports
- rehabilitation records.

*Work health and safety audit form – page 116*

*Hazard reporting form – page 117*

*Incident record/reporting form – page 118*

*Job safety analysis form – page 120*

#### What is a hazard?

Something by its nature with the potential to damage or cause injury.

#### What is a risk?

The likelihood of that potential being realised.

#### Types of hazards

There are many types of hazards in the workplace and they can be categorised into six major types:

- physical
- radiation
- hazardous substances
- psychological
- environmental
- biological.

#### How is a workplace hazard identified?

The most efficient way to identify hazards is through:

- employee consultation
- history of injuries or illness
- workplace inspections

- changes in equipment and work practices
- direct job observation
- external consultants
- industry trends.

*Hazard reporting form – page 117*

*Incident record/reporting form – page 118*

*Job safety analysis form – page 120*

## Steps in managing hazards in the workplace

Steps	How
1. Identify hazards	<ul style="list-style-type: none"> <li>• checklists</li> <li>• observation</li> <li>• Job Safety Analysis (JSA)</li> <li>• incident reports</li> <li>• audits</li> <li>• discussions</li> <li>• safety inspections</li> </ul>
2. Assess risk	Prioritise on severity of consequence against likelihood of occurrence
3. Control risk	Immediate action if needed (e.g. shut down). <ul style="list-style-type: none"> <li>• plan ways to eliminate</li> <li>• reduce risk – discussions</li> <li>• research</li> <li>• planning</li> </ul>
4. Monitor	Has risk been reduced or eliminated? Have all actions been carried out?

## Motivating your people

### Why motivate your staff?

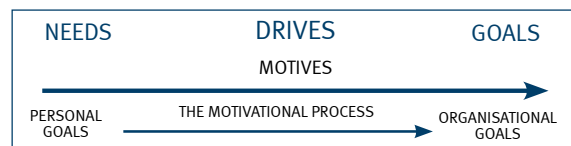
One of the keys to growing any successful business is retaining quality employees. Your employees are your greatest asset. Keeping them motivated and retained in a competitive job market is crucial to the ongoing health and success of your business.

Motivators may be internal or external:

- Internal motivation – when a person is motivated by personal factors, such as self-satisfaction, fun and enjoyment.
- External motivation – when a person is motivated by outside factors, such as money, power, authority, recognition and reward.

It is the role of the supervisor to create an environment where employees are willing to perform to their potential. There are many factors influencing motivation and some employees will resist any attempt to raise their motivation and commitment.

## Factors that contribute to employee motivation



It is important you get to know your employees, what might motivate one person is very different to what will motivate another.

Someone's personality and their cultural and social backgrounds are key factors in individual motivation. If you understand the needs and goals of your employees and provide opportunities for them to be met, motivation will increase.

### Tip:

Successful communication and consultation between you and your people is critical to your business's success.

## 10 quick motivational techniques

A manager should:

- treat employees as individuals – show them respect
- encourage participation in decision making
- set clear and practical objectives with and for each employee
- monitor progress and recognise achievements
- promote co-operation and teamwork
- be sincere with praise
- counsel after weighing all the facts and do so professionally
- provide growth (responsibilities) opportunities
- trust
- involve employees.

### It's not always the money

While money or other financial offerings will always be a key motivator, non-financial benefits are becoming increasingly popular. Benefits should be personalised to individuals to ensure they are genuinely beneficial and meaningful. The financial and non-financial benefits work together to make up the employee value proposition (EVP).

### Development opportunities

Many people identify opportunities for professional development in the workplace as a key contributor to their satisfaction. By offering a structured development program and ongoing opportunities for personal and professional growth, you will not only ensure the increased skill levels, capabilities and expertise of your employees, but you will also promote retention and, ultimately, the success and growth of your business over the long term.

#### Tip:

Incentives can be financial or non-financial, however they should be substantial enough to motivate your people and reflect the effort and time involved in accomplishing the goals.

### Making motivation work

To ensure you are effective in motivating your employees, there are a number of things you should do:

- get to know your employees
- involve everyone
- set achievable goals
- give positive feedback for a job well done
- develop a structured development plan for each staff member
- schedule regular staff meetings
- be approachable and ask for employee opinions
- consult employees before making major decisions.

### Benefits and incentives

Implementing effective and meaningful benefits and incentives can help you to attract high quality people, boost the productivity and morale of your workforce and motivate and retain valued people. Some simple non-financial and low-cost benefits to consider include:

- additional leave days, e.g. on birthdays
- complimentary parking, gym membership, or cinema and sporting tickets
- work-life balance benefits such as flexible working hours, working from home, study leave or childcare assistance
- discounts on company products and services
- complimentary massages or yoga classes
- yearly offsite team-building experiences
- high quality, personalised Christmas and birthday gifts
- magazine subscriptions
- praising and recognising employees for their effort and achievements
- expressing genuine thanks for a job well done
- offering promotions, salary increases or lump-sum bonuses based on performance
- celebrating individual, team and company successes
- offering non-financial bonuses such as weekends away or event tickets to reward effort
- offering long-service incentives such as additional annual leave.

#### Tip:

#### Recognising skills and experience time to get

Why not reward and motivate your people by having their existing skills recognised with a formal qualification? Their experience, skills and knowledge can be recognised and gain credit toward a vocational qualification using the Recognition of Prior Learning (RPL) process. Visit <https://training.qld.gov.au/training/recognition/rpl> for more details on RPL or talk to your preferred Registered Training Organisation.



## Resolving workplace conflict

Conflict is defined in the dictionary as ‘a disagreement or clash between ideas, principles or people’. It is a costly issue, as up to 25–50 per cent of management time is spent dealing with anger. We’ve all seen it – Jeff isn’t speaking to Larry, Bill and Karen can’t be working on the same job at the same time, and Wayne goes behind Phil’s back and ‘forgets’ to advise him of a crucial piece of information provided by the customer.

### ‘Conflict is inevitable, but combat is optional.’

(Max Lucado, Christian author and minister)

#### Causes of workplace conflict:

- personality or style differences
- personal or private problems
- leadership or management styles
- unrealistic job expectations
- employees feeling ‘taken advantage of’
- employees feeling that they, or their work, are not respected or valued
- people feeling unsafe
- differing values or goals
- lack of information
- ineffective conflict management.

#### Warning signs of emerging conflict:

- negative attitudes, tension is high and morale is low
- sudden or frequent arguments that are often left unresolved
- employees don’t enjoy coming to work and absenteeism increases
- gossiping and backstabbing increases.

#### Conflict is costly

Productivity and efficiency suffer as people focus on their distress and anger, rather than their work.

#### Practical tips to resolve conflict

*Code of conduct sample policy – page 93*

**Set standards.** A written set of standards or a code of conduct will let employees know what is expected and acceptable behaviour in the workplace. Providing this standard on commencement of employment will ensure they are aware from day one of what is acceptable conduct at your workplace.

**Expect conflict.** Put a group of people together for any extended period of time and conflict is almost certain. It’s a fact of life. Instead of fearing or avoiding conflict, learn how to recognise the early warning signs.

**Don’t ignore people who ignore the standards.** Discuss it with them privately and as quickly as possible. Let them know their behaviour is unacceptable and will have consequences should it continue. Get them to acknowledge the breach, and commit to a change in the future.

**Walk the walk.** Try to manage your own anger or frustration and avoid getting heated up over small things. Choose your issues to make a stand on wisely.

**Reward and recognise.** Acknowledging and rewarding team spirit will encourage others to follow suit. Watch what a physical reward, such as a bonus or gift, can do to motivate employees to work together.

**Draw a line in the sand.** Establish boundaries. Make it clear that if work is suffering, the behaviour will not be tolerated.

**Use neutral language.** When addressing conflict issues, avoid ‘blame’ language and use of the word ‘you’. Address it from your own point of view and from that of the business. Focus on the problem, not the person.

**Agree on the problem.** Clarify what the problem actually is, using active listening skills and effective questioning techniques. Quite often, the conflicting parties aren't arguing over the same issue or the same options. Get everyone to agree what the problem is, what the possible solutions are and how these solutions affect each person and negotiate an outcome from there.

## Performance management

Performance management is necessary for improving the overall performance and profitability of a business by linking and aligning individual and business objectives and results. It is also a way to recognise and reward good performance and to manage under-performance.

A structured, regular performance discussion creates an opportunity for employees to raise issues and discuss their work and productivity. Potential skills gaps and training needs can be identified and a development plan can be put in place.

Performance management requires good communications between the manager or supervisor and their employee to discuss how the employee is performing against set objectives.

Ideally, employees should have input when setting their work objectives to gain their commitment. These objectives should be agreed and resources provided for the employee to perform their work effectively.

### Tip:

#### There's no 'i' in team

Performance management can help people understand how their individual actions and results impact the business as a whole.

### It's an appraisal, not a disciplinary meeting

Don't wait for a performance appraisal meeting to bring up inappropriate or poor performance or conduct for the first time. The meeting can be a time to discuss strengths and weaknesses and how an employee is progressing in correcting past behaviour, but it isn't the place to raise new disciplinary actions. This should occur when the behaviour is first noticed.

### Tip:

Discipline and discussion of performance and goals don't work well together.

The forms listed can assist managers and employees in this process. The overall process is summarised below.

## Performance review process

*Performance review checklist – page 80*

### Set performance objectives and training/resource requirements

- employee to identify objectives to be achieved and when
- employee to identify training needs
- objective setting meeting between employee and manager/supervisor to discuss work related objectives and resource requirements
- employee training agreement.



### Training form

- development program period commences.



### Ongoing review

- informal performance discussion between the employee and the manager regarding the progress of work performance compared with objectives.



### Annual review

- manager reviews employee performance and development over the past 12 months and commences next performance and development planning period.

## Practical tips to conducting the appraisal

### **Pick the right place at the right time.**

Make sure the appraisal meeting is held somewhere quiet, private, at a time suitable for you both, and enough time is set aside (usually 30–45 minutes). You should also give the employee at least 48 hours notice.

### **You don't have to go it alone.**

Have someone else with you (another supervisor or manager) if you expect serious disagreements or anticipate the outcomes of the meeting will later lead to disciplinary action. If it is business as usual, go it alone.

### **Apply the 80/20 rule.**

Seek the employee's input and feedback – they should spend 80 per cent of the time talking, compared with you talking 20 per cent. If the employee is the one to voice or recognise an area of concern, they will be more likely to take ownership and commit to change.

### **Don't overload the employee.**

Focus on the major issues; the most important things that would improve the employee's performance. Look for the reasons or causes, not the symptoms.

### **Don't forget to discuss what the employee is doing well.**

### **Use what you've got.**

Review any past appraisals and objectives.

## Tip:

### Difficult situations

It can be a difficult, but not unusual, situation when an employee is significantly older than their manager, or the employee and manager are friends. To overcome this:

- follow the same guidelines for all employees, regardless of the nature of your relationship
- focus on the main objective: to assess and review the employee's performance.

### **Don't surprise the employee with bad news.**

### **Good supervisors provide ongoing feedback throughout the year.**

This isn't the time to discuss significant problems or instigate new disciplinary action.

### **Focus on results.**

## Pitfalls and common mistakes

### **Lenient or inflated appraisals**

No one really enjoys raising sensitive issues, criticising others or giving a poor rating. Not doing it doesn't make the problem go away. Remember – if someone doesn't know there is a problem, they can't attempt to fix it and inevitably it will get worse. Adding to this, if you continually give good ratings to a poor performing employee, it becomes very difficult to later discipline or terminate them and sends the wrong message to other staff.

### **Too much of the good stuff**

Praise and positive reinforcement are terrific. However, compliments quickly become meaningless if they aren't specific and substantive. They can also give an employee the false impression that you are completely pleased with everything they do. Be honest and straightforward.

### **Making it stick**

Most of the time and effort spent in planning for and conducting a performance appraisal will be lost if you don't follow through with the agreed action plan. Performance management should happen daily, not just at annual review time.

### **Don't make it about a recent issue**

A particularly recent or significant event may skew overall judgment of an employee. Take informal notes about employees (both good and bad things) throughout the year to ensure your evaluation is based on the entire appraisal period – not just what happened last week.

## Tip:

Don't postpone or skip an appraisal. Delays create the impression that the appraisals are not important. Your people may get the impression that you don't value them enough to provide feedback.

#### The horns effect

Giving an employee a lower rating than they deserve, based on past ratings, unrelated circumstances or your personal feelings towards the employee.

#### The cookie cutter effect

Not focusing on individual, specific performances and therefore rating all your employees or groups of employees the same.

#### The halo effect

Giving an employee a higher rating than they deserve, based on either past ratings, favouritism or your feelings toward the employee.

#### The last is first effect

Focusing and basing the appraisal on recent events, rather than performance across the entire review period.

### Reacting to difficult situations

The employee becomes defensive or makes excuses:

- Listen to what the employee has to say and paraphrase it back. Remain neutral. Maintain eye contact.
- Don't solve the problem. Don't argue or reject the employee's excuses.
- Ask for specifics with open-ended questions.
- Try to determine the cause: 'Tell me more', 'How did you reach that conclusion?'
- Discuss the need to make changes, not excuses. Ask how the employee will resolve the problem.

The employee becomes angry or upset:

- Stay calm. Maintain eye contact.
- Listen to what the employee has to say and paraphrase it back.
- Bring discussion back to the employee's performance on the job.
- Ask open-ended questions.
- If the employee is out of control, end the meeting, reschedule and talk to other managers or supervisors for advice and support.

### Tip:

There may be legitimate reasons why an employee has been unable to complete assigned goals. However, don't immediately accept excuses for poor performance. Often, they're simply not valid. If they are appropriate, then a solution and action plan should be developed to avoid such problems in the future.

### Providing feedback

- Keep it simple.
- Be specific: provide details and examples.
- Where possible, base assessment on facts and figures, not just observation and hearsay.
- Be objective: feedback should address the behaviour, not the person.
- Be honest yet tactful.
- Keep discussions about negative past performance to a minimum. Instead, discuss present weaknesses in the context of explaining how to fix them in the future.

### The key to providing positive feedback

While we all like being told that we're doing a good job, employees need to know what they did to earn your attention and why they're being praised. If they know why they're being applauded they're likely to repeat the behaviour. Personalised, specific praise is also more meaningful and credible.



**Tip:**

Give specifics. For example, instead of saying: 'Great work Bill!' try: 'Great work Bill! You've increased the number of repair orders each day by 15 per cent, while maintaining the lowest comeback rate in the workshop. Your dedication and hard work are a key factor in the success of the company.'

**'Criticism may not be agreeable, but it is necessary. It fulfils the same function as pain in the human body. It calls attention to an unhealthy state of things.'**

(Sir Winston Churchill)

**Tip:****Provide constructive feedback**

Constructive feedback alerts an individual to an area where their performance could improve. Constructive feedback is not criticism: it is descriptive and should always be directed to the action, not the person.

Instead of: 'You never seem to get as much work done as everyone else.'

Try: 'All our order pickers are expected to work at an 85 per cent pick rate. Over the last two months, you have averaged a 65 per cent pick rate, which means that your productivity is about 20 per cent less than what we should be seeing. This is causing additional work for other order pickers and increasing the cost of us staffing the warehouse.'

**Diversity****Managing through generations**

There are many generations at work, interacting with each other on a daily basis. Sometimes this gives rise to frustration, conflict and misunderstanding. Yet each generation has something worthwhile and exciting to offer.

Accommodate employee differences. Treat your employees as you do your customers.

**Practical ideas to improve retention and productivity**

- Be approachable. The younger members of the workforce need to know they have access to the people who make decisions that impact on them directly. Likewise, adopt a personal approach to your management style – thank employees for doing a good job and listen to what they have to say.
- Allow for a work-life balance. Be flexible in your approach to working hours.
- Build morale. Have an open work environment; encourage initiative and welcome new ideas.
- Spell out expectations and goals.
- Encourage employee development. Provide feedback on performance. Ensure that promotions and rewards are based on performance, not seniority or longevity.

**See it in action:**

There is government funding available to help you with the costs of providing training (at the Certificate III level or above) to your mature age employees. Visit the Department of Education and Training web site, <https://training.qld.gov.au/employers/funding> for more details.

## Gender diversity

In a study of Australian organisations across private and public sectors, Chesterman et al (2004) found that the characteristics of cultures more likely to sustain and support women were:

- formal support and encouragement from leaders in the organisation
- critical mass of women
- increased use of networks
- flexibility and family-friendly work practices:
  - Family-friendly organisations respect the family (usually children or aged parents) of the employee and are able to accept that individuals can delineate work and family responsibilities.
  - The organisation focuses on outcomes and not 'being seen' in the workplace.
  - Women are more likely than men to work part-time. They make up 70.5 per cent of the part-time workforce and 33.7 per cent of the full-time workforce.
- commitment to values.

Research also shows that reasons for under-representation of women in management roles across Australian business and industry include:

- organisational power architecture and occupational segregation
- management culture
- career aspirations of women themselves
- work-life balance
- multiple roles
- inaccessibility of informal ('boys') networks
- unavailability of appropriate mentors.

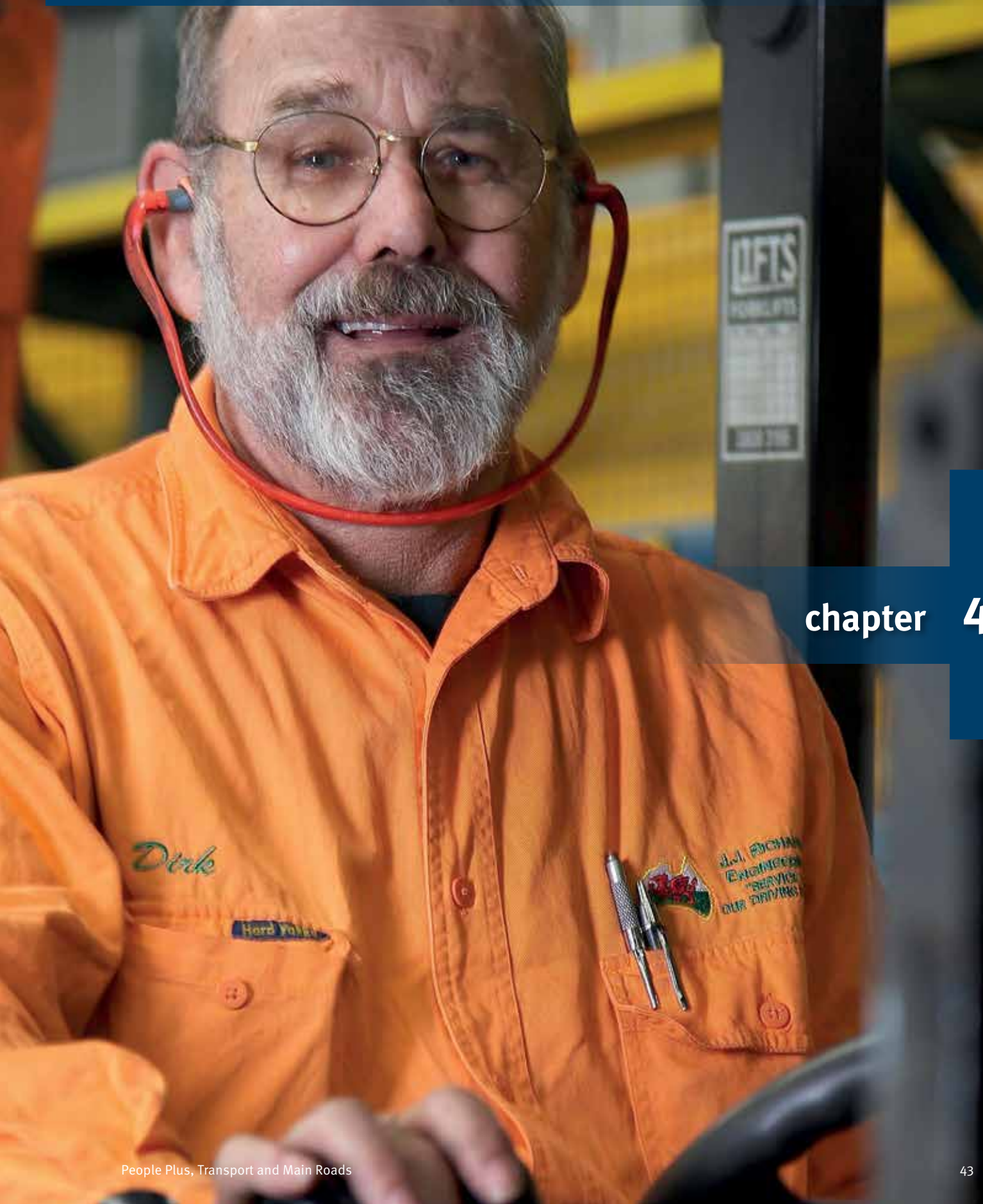
Consideration should also be given to the generational gap where younger women entering the workforce are without personal knowledge of historical barriers and do not distinguish between traditional and non-traditional employment roles. They enter the workforce without any notions of discrimination and therefore should not be treated differently.

## Recommendations

- Develop a diversity plan
- Develop guidelines for a family-friendly workplace
- Recruit and employ in accordance with legislative requirements
- Develop a mentoring program where the retiring workforce mentors young women
- Encourage mature women to apply for your roles
- Encourage and promote professional development programs for women.

I'd like to...

actively manage my ageing and exiting workforce



## chapter 4

## I'd like to...

### actively manage my ageing and exiting workforce

#### In this chapter

<b>Managing an ageing workforce</b>	<b>45</b>
Phased retirement options	45
Role redesign	46
Training	46
<b>Succession planning</b>	<b>47</b>
Steps for succession planning	47
<b>Leaving the business</b>	<b>47</b>
Notice periods	47
Terminating employment	48
Instant dismissal	49
Poor performance	49
Disciplinary process	49
Leaving the business flowchart	50
<b>Exit interviews</b>	<b>51</b>
Who should do them?	52
When and where to do them	52
How to run the exit interview	52
What to do with the results	52

#### Tools relating to this chapter

Certificate of service form	125	Termination letter (absence) template	91
Disciplinary sample policy	98	Termination letter (performance) template	92
Exit interview (comprehensive) form	127	Warning letter (absence) template	89
Exit interview (short) form	126	Warning letter (performance) template	90
Exit checklist	82	Work health and safety checklist	78
Release of information consent form	124		
Retention health checklist	77		

## I'd like to...

# actively manage my ageing and exiting workforce

## Managing an ageing workforce

In 2008 more Australians exited the workforce than entered it, and by 2020 it is estimated there will be 500,000 jobs without people to fill them. (McCrindle and Wolfinger, 2009). Now more than ever, it is imperative that employers adopt age-friendly recruitment and workplace management practices to help attract and retain valuable older workers.

Mature-age workers can bring great dividends to the workplace as they generally display strong company loyalty and dedication and comprehensive management and mentoring skills. They are also generally level-headed in a crisis, and exhibit a lower absentee rate than their younger counterparts.

To avoid the risk of lost productivity and to maintain a competitive position in the current economic environment, there are several things that can assist employers when facing the issues surrounding the ageing workforce. The reality is that we live in an environment where there are fewer younger workers to take the place of retiring older workers, so preparation is essential.

First, employers need to ensure they are well equipped for the future by taking stock of their current workforce and addressing the potential impact ageing may have on their business. They need to comprehensively plan so that they have the right people in the right place at the right time. This cannot be done without first getting concrete facts.

The key to successful management is open and frank employer and employee communication. If you're a larger organisation, you might ascertain this through employee surveys or while conducting individual performance reviews. If you're a smaller operator, take time to talk to your people about their future plans.

Whichever method you use, the best results occur where discussions are governed by trust and mutual respect. The mature-age workforce faces unique challenges that can relate to subjects that are difficult to address in the workplace. The level of general awareness of managers and supervisors regarding potential age-related issues must be improved.

Primary among the issues facing older workers could be physical ill health, the challenge of caring for ageing parents, grandparents, other family members and death of a spouse, parent or sibling. The complex demands of these situations may lead to mental fatigue, emotional and physical burnout, feelings of helplessness or depression.

While these issues are not limited solely to the older workforce, there can be reluctance among mature-age workers to raise discussion with their employer as they may feel this places them at risk of being replaced by a younger worker. This is particularly the case if they require a form of flexible working arrangement to enable them to meet their family obligations or recover from a health condition. It is important that the employer take the lead in these discussions and have in place appropriate support mechanisms for employees if required.

Employers who offer health care or other related services need to ensure that these programs or policies are structured to meet the needs of older workers. Best practice employers actively support the health and general well being of all employees, so it may be timely to review the current strategies that surround work health and safety requirements within your establishment.

Communication must also focus on the employee's career goals, future retirement plans, employer expectations and the flexible work options they might be prepared to offer their workers.

## Phased retirement options

### See it in action:

TLI Connect has developed 'Wisdom is Experience', a knowledge transfer document to help capture information from employees to and convert it into institutional memory so it is not lost when the employee leaves the business. Visit the TLI Connect web site to obtain a copy: [www.tmr.qld.gov.au/tliconnect](http://www.tmr.qld.gov.au/tliconnect).

One of the most common employer assumptions is that workers are going to retire during the standard 60–65 year timeframe. Often, the reality is entirely different.

The proportion of Australia's population aged over 65 will almost double over the next 40 years (Australian Bureau of Statistics), and there is a crucial need to reverse the trend to early retirement and encourage workers to remain in the workforce for longer. Our industry is facing a substantial loss of people as the baby boomer generation retires, this could result in large organisational impact with the loss of invaluable technical, management and corporate knowledge and skills.

Fortunately for businesses, many workers are now choosing to continue in the workforce after standard retirement age. To facilitate this in your workplace, it's important to have structured, flexible workforce practices, including semi-retirement or phased-retirement options. It could also include a job-sharing arrangement between two employees.

### Role redesign

Due to ill health or other factors, it might be necessary to undertake a redesign of an employee's current role so they can continue providing a valuable contribution to the workplace. In some cases these could be relatively simple adjustments to their regular duties, or in others it may be necessary to make more comprehensive changes.

It could also be necessary to provide further training to an older worker so they can be redeployed into another area of the business that is more suitable to their situation. When weighing up these options, it's important to consider both employer and employee needs so a favourable outcome can be reached for both parties.

### Training

In these ever-changing economic times, many employers are thinking innovatively about the structure of their workforce and analysing the capability among their labour pool. In the past, many businesses have traditionally offered training options preferentially to younger or newer workers. In some cases long-time or older employees have missed out on opportunities to augment their skill set, or receive training that may assist them in achieving promotion or career progression.

This may have been partly due to the once prevalent employer mentality that older workers 'aren't interested in learning new things, and are happy just biding their time until retirement'. In most cases, this statement couldn't be further from the truth. It's important that discussions occur which centre around career goals so the employer knows which training options would be most appropriate for each employee. Career goals should be discussed during employee performance appraisals, regardless of age or length of service.

With the labour force participation age consistently rising, forward-thinking employers are now actively investigating the various federal and state government funded programs to assist them to provide training opportunities to their workforce.



#### See it in action:

Visit the Department of Education and Training web site <https://training.qld.gov.au/employers/funding> to find out about funded training opportunities on offer.

#### Did you know:

In 2054–55, there are projected to be around 40,000 people aged over 100. This is a dramatic increase, well over three hundred times the 122 Australian centenarians in 1974–75. Not only will Australians live longer, but improvements in health mean they are more likely to remain active for longer. 'Active ageing' presents great opportunities for older Australians to keep participating in the workforce and community for longer, and to look forward to more active and engaged retirement years. (2015 Intergenerational Report - Australia in 2055, Australian Government)

### Succession planning

Succession planning is the process of identifying and preparing suitable employees to fill key positions within an organisation as they are vacated. This can be achieved through mentoring, training and job rotation. All small and medium-sized employers need to consider the issue of succession planning to ensure that no part of the business is at risk should a particular employee leave the organisation for any reason. Capturing this knowledge is especially important during this time, because once the employee has left there's no way to tap into their wealth of experience.

The key to a successful succession plan is to ensure it is attainable; set realistic timeframes and measurable milestones and stick to them. It's important to remember that sometimes the next person in line isn't always the best person for the job, so emphasis should be on skills and experience, not just longevity or 'connection'. By planning exits well in advance, you can maximise productivity and enable critical business needs to be met seamlessly.

It is also important to ensure that the owner or operator has looked at their own plans should they decide to downsize their involvement in the business or wish to leave it entirely.

### Steps for succession planning:

1. Review the needs of the business, i.e. what positions and skills are needed.
2. List key positions and the next time they might be open.
3. Look at the competencies and performance requirements for key positions.
4. Assess whether existing employees currently have the skills for key positions. Decide who could be groomed for them.
5. Develop and coach selected employees to move into new roles.
6. Provide career development to get people ready.

#### Tip:

Failing to plan is planning to fail.

### Don't forget the senior management

It's imperative that the business owners, CEOs and general managers are factored into the succession plan, taking into account the future possibilities of downsizing their involvement, becoming a silent partner, leaving the business entirely, or even long-term illness.

### Leaving the business

Employees leave your business for good reasons and bad. On the positive side, they find new opportunities, go back to school, retire or land their dream job. Less positively, they are fired for poor performance or are let go because of a business downturn.

Often when employees leave your business they are starting a new job. This can mean that the new employer may wish to perform a reference check with you to discuss things like performance and punctuality. You must remember to be honest and truthful during reference checks and it is best practice to gain their consent before they leave your business. Some exiting employees may also ask for other pieces of information before they leave.

*Release of information consent form – page 124*

*Certificate of service form – page 125*

### Notice periods

Notice periods are generally set out in the relevant award, in the *National Employment Standards* ([www.fairwork.gov.au](http://www.fairwork.gov.au)) or may be found in the employment contract. Depending on the award, sometimes the employer and employee are required to give each other the same period of notice for termination. However, some employment contracts outline a specific period of notice required to be given by the parties.

Mature aged-workers (over 45 years) who have completed at least two years service may also be entitled to additional notice (usually one week). Some awards also require an employer to allow time off during the notice period for the purpose of seeking other employment. An employer can decide to pay the employee in lieu of them working the notice.

Consider whether to provide a reference or only a statement of service. Remember the content of a reference must be true, not mislead and also not defame the employee. This goes for written and verbal references.

*Exit checklist – page 82*

### Tip:

#### Three strikes and you're out!

While you should provide at least one written warning, you are not required to warn three times prior to termination. You have an obligation to warn, allow time for improvement (this is known as 'natural justice', which is explained in more detail later) and can then undertake the described disciplinary action.

## Terminating employment

*Warning letter (absence) template – page 89*

*Warning letter (poor performance) template – page 90*

*Termination letter (absence) template – page 91*

*Termination letter (poor performance) template – page 92*

As an employer, you must follow the termination provisions (if any) set out in the relevant award and in the *National Employment Standards*. As a rule of thumb, you have an obligation to:

- act promptly – as soon as you are made aware of the misconduct or performance issue
- investigate thoroughly to ensure the allegation is true, using appropriate discretion and privacy
- act consistently in cases of a like nature.

The elements of a fair procedure to be followed in dismissing employees are:

- the employer should conduct a reasonable investigation to determine what circumstances should be taken into account when deciding whether to dismiss the employee
- the employer should be clear about what the employee has done or failed to do
- any allegations should be put to the employee
- the employee must be given a fair opportunity to respond to the allegations

- if the employee is regarded as guilty, he or she must be given a fair opportunity to be heard on whether a dismissal should take place
- the employer must take into account matters not directly connected with the alleged offence which might mitigate the penalty.

The minimum number of warnings depends on the nature and the severity of issues being dealt with and on the current legislation of the day. Best practice would be to provide all employees with an opportunity to improve their performance by way of giving them a verbal warning and at least one written warning clearly stating that the consequences for unsatisfactory performance may lead to termination of employment. The employee should be provided with every opportunity to improve their performance, with dismissal being the last resort.

## The Small Business Fair Dismissal Code

Employers of small businesses with fewer than 15 full-time equivalent employees are required to follow the *Small Business Fair Dismissal Code* when terminating employees. The code contains a checklist to follow prior to terminating any employee. For a copy of the code go to [www.fwc.gov.au](http://www.fwc.gov.au).

## Writing the termination letter

The termination of an employee should be confirmed in writing. Avoid wording like 'we regret to inform you' or 'we are sorry to tell you'. These phrases may sound compassionate but they suggest that you and the company are at fault for the termination. Include the reason for the termination in a few words and advise them of their last date of employment.

### Tip:

How will other employees be informed of the termination? Keep in mind the importance of maintaining strong employee morale and also not defaming the dismissed employee. Also try to ensure that employees don't discuss the dismissed employee inappropriately.



## Instant dismissal

*Disciplinary sample policy – page 98*

While you do not need to give any warnings to terminate employment immediately for gross misconduct, you are still required to act consistently and fairly. In order to terminate employment on the basis of misconduct, you must have:

- clearly defined what your expectations are
- communicated these expectations
- communicated the specific results of inappropriate actions, for example fighting at work will lead to instant dismissal.

If these expectations or policies have not been clearly communicated to all employees, they cannot be relied upon for a decision to terminate for gross misconduct.

In undertaking summary dismissal, you should:

- identify the problem or issue
- investigate thoroughly to ensure the allegations are true. Where there is a risk to people or property it may be appropriate to undertake this investigation while placing the employee on paid leave. This will reduce any threat of repeated instances of the alleged behaviour
- meet with the employee to discuss the problem, get a reason or a response. They are entitled to bring a support person along to assist if they wish. Be prepared to listen to and seriously consider any reason or excuses given by the employee for the misconduct
- make the employee aware of the consequences of their actions, that is instant dismissal
- document the outcomes of the meeting and write the termination of employment letter to the employee.

## Poor performance

*Warning letter (poor performance) template – page 90*

Terminating an employee for poor performance should only happen at the end of a structured disciplinary process including written warnings. For termination of employment to be legal it must be for a valid reason that is job and performance-related, not for an unlawful reason such as the employee's nationality or sex.

## Disciplinary process:

1. Identify the problem. Notify the person of the problem immediately. Not addressing issues quickly after they occur sends the wrong message to the employee – it indicates that their poor performance or behaviour is acceptable.
2. Discuss the problem and investigate the cause. Conduct a private meeting or interview to discuss the reasons. The employee may not necessarily be aware of the problem.
  - Get a response, reason or explanation. Be prepared to give a fair hearing of and proper consideration to any reason or excuses given.
  - Negotiate outcomes, for example training or the employee is committed to improving.
  - Set a period for review.
  - Make the person aware of the consequences of non-compliance with requirements. For example:
    - your future employment may be reviewed (first warning)
    - your employment will be terminated (final warning).
3. Document the outcome.
  - The employee should be allowed to see, sign and make any comments on this file note.
4. Concentrate on the facts of the situation and the clear quantifiable measurements to support these facts. Ensure there is evidence for facts and figures.
5. Monitor change. The employee should be allowed reasonable time to demonstrate improvement, in line with the review period and standards set at the performance counselling meeting.
6. If the behaviour persists, act as per the notified consequences.

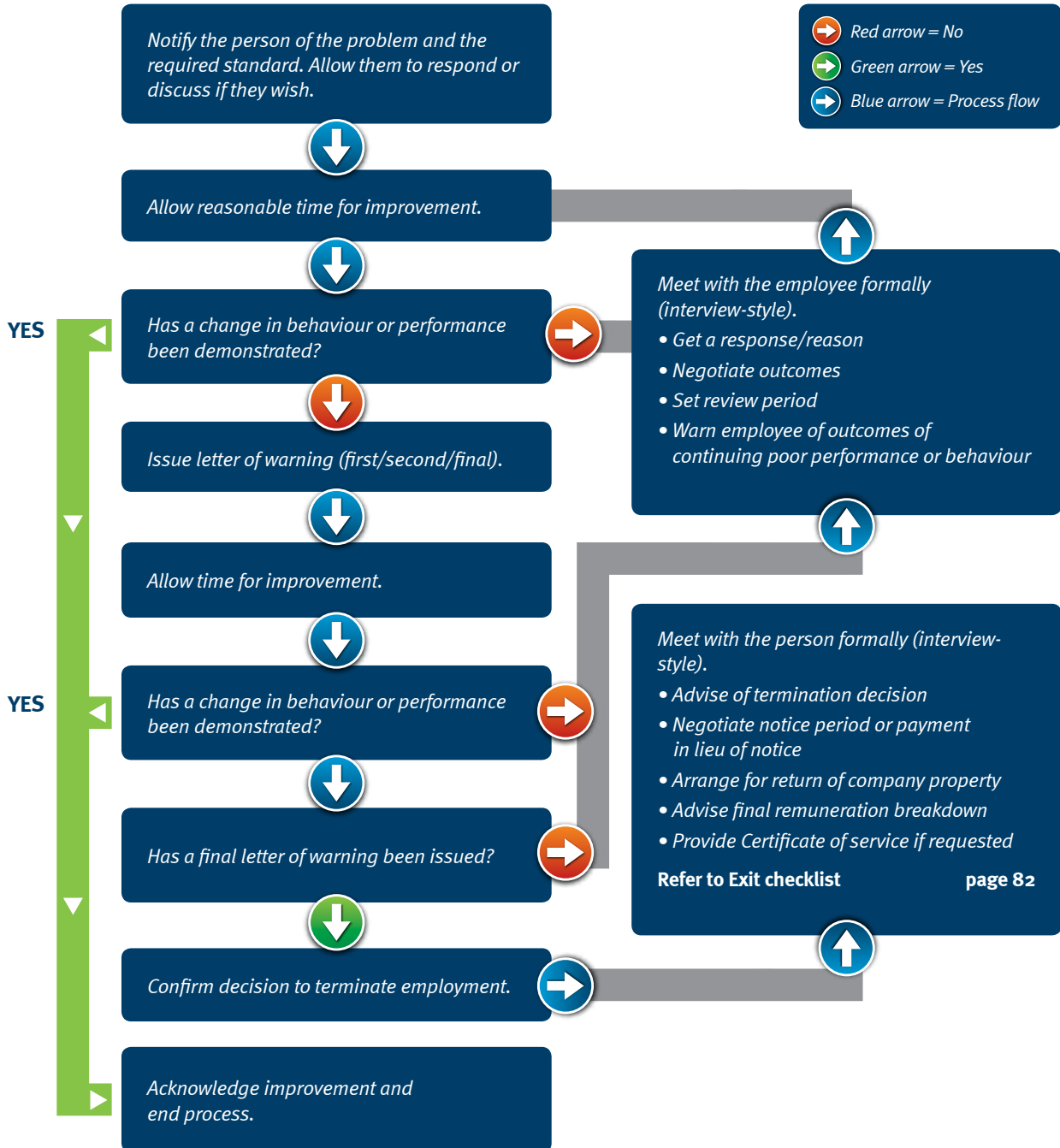
### Tip:

#### The aim is never to terminate

The desired result is an improvement in your current employee.

Why? It costs less to improve than to remove and replace.

### Leaving the business flowchart



## Exit interviews

*Exit interview (short) form – page 126*

*Exit interview (comprehensive) form – page 127*

*Retention health checklist form – page 77*

*Exit checklist – page 82*

Exit interviews are an opportunity to reduce employee turnover. Remember, replacing an employee is a costly exercise once you take into account recruitment, selection and training. It may also take considerable time before the new employee gains the experience and confidence required to take up a full workload. Exit interviews can also be a great health check for your business. Finding out what you are doing well and what things need to be reviewed and changed will help you retain people in your business. Exiting staff are more likely to be open and honest about areas that may need improving.

### The seven reasons most frequently cited for leaving are:

1. Lack of recognition: the employee feels underappreciated, that his or her contributions are not acknowledged.
2. Advancement opportunities: the employee sees few or no opportunities for promotion or growth within the business.
3. Money: the employee seeks higher pay or believes they are being unfairly compensated compared to others.
4. Too many bosses: lines of authority are hazy, such that people are unsure whom they answer to.
5. Personality conflicts: the employee experiences friction with co-workers, immediate supervisors or management.
6. Underqualification: because of poor selection practices, the employee is not fully qualified for the job and feels overwhelmed (the 'in-over-my-head' response).
7. Overqualification: the employee is qualified for or capable of more challenging or interesting work.



### Tip:

Research indicates that the most effective exit interviews should:

- Be anonymous: to ensure that the exiting employees feel comfortable providing their true opinions.
- Be conducted in a standardised survey format: to remove the interpersonal dynamics and ensure objectivity. This means asking the same questions every time to get comparable results.
- Provide quantitative data: that can be used to benchmark different parts of the business and inform decision making.

(McConnell 1992)

## Who should do them?

A neutral party should conduct the exit interview if possible – someone who the departing employee perceives as fair and interested in the opinions they have to offer. The exit interview should never be conducted by the employee's manager. Instead, they are best conducted by HR, an office manager or business owner.

The goal is to encourage the departing employee to give honest responses. To achieve this you need to have the right person conducting the interview, someone who the employee trusts with the information they are providing.

## When and where to do them

Conduct exit interviews during employees' final week of work but not on their last day, which should be reserved for goodbyes and administrative matters such as returning keys. Letting departing employees speak their minds before they leave can be a healthy way for them to unload any issues they may have had and move on positively from the organisation.

If it is not possible to conduct an interview, provide the questionnaire to the employee early in their final week and collect it before they leave. Not every employee will want to participate in an exit interview.

## How to run the exit interview

- Explain the purpose: you are trying to determine what might make this a better place to work and that you would value their opinions.
- Establish rapport: ask the most non-threatening questions first. Take notes of key points during the meeting.
- Remain open and interested: show sincere interest in his or her opinion. Use open questions to elicit more information. Ask or clarify using questions such as:
  - 'Tell me more about that?'
  - 'What do you mean by that?'
  - 'Can you give some examples?'
  - 'Can you say more?'

- Remain neutral: avoid becoming defensive and discussing other people's actions or behaviour. Simply record the employee's perceptions; analyse later.
- Use the same questions with all employees.
- Provide the questions to the employee before the interview.

## What to do with the results

One person's departure can sometimes influence others to follow. The way you are perceived to process the departure of an employee is of great importance, particularly how – or if – you act on advice given by departing employees. Do not base actions you take on the results of one exit interview. Wait until you have enough data to establish a trend and then decide what action – if any – can be taken to prevent future losses.

Look for common themes among departing employees' observations. Does interview data suggest that you should replace old equipment? Improve efficiency and productivity? Redesign work areas? Alleviate undesirable working conditions?

### Tip:

This information will help you shape your future workforce and enhance areas that may improve retention.

I'd like to...  
employ an apprentice or trainee



chapter 5

# I'd like to...

## employ an apprentice or trainee

### In this chapter

<b>What is an apprenticeship or traineeship?</b>	<b>55</b>
<b>Types of apprenticeships and traineeships</b>	<b>55</b>
Full-time apprentice or trainee	55
Part-time apprentice or trainee	55
Adult and mature age	55
School-based apprentice or trainee	56
Apprentices and trainees employed by group training organisations	56
Existing workers employed as apprentices and trainees	56
<b>Wages, entitlements and industrial relations for apprentices and trainees</b>	<b>57</b>
Entitlements	57
Wages for apprentices and trainees	57
Wages for school-based apprentices and trainees	57
Being paid for attending off-the-job training	57
Incentives for employing apprentices and trainees	57
Industrial action	58
<b>Information to get you started</b>	<b>58</b>
Obligations of the employer	58
Training for your apprentice or trainee	59
Apprenticeship and traineeship success roadmap for employers	60
Helpful hints for your apprentice or trainee	61
Where to find answers about...	62
<b>Pathways to further qualification and careers in transport and logistics</b>	<b>63</b>
Warehousing and distribution pathways	63
Stevedoring pathways	64
Rail operations pathways	65
Rail infrastructure pathways	66
Logistics pathways	67
Certificate II in Driving Operations pathways	68
Certificate III in Driving Operations pathways	69

## I'd like to... employ an apprentice or trainee

### Tip:

There are a number of pathways available for apprenticeships and traineeships. For more information on these pathways, visit the Apprenticeships Info website: <https://training.qld.gov.au/apprenticeshipsinfo>.

## What is an apprenticeship or traineeship?

An apprenticeship or traineeship combines practical work with structured training (on or off the job or a combination of both) and provides your employee with a nationally recognised qualification and hands-on skills. The successful completion of an apprenticeship or traineeship is on the basis of demonstrated competency. This means that the sooner your employee can gain the required skills and knowledge, the sooner they can complete their qualification.

There are more than 500 different apprenticeships and traineeships available in Queensland. A full list of apprenticeships and traineeships approved by the Training and Employment Recognition Council for delivery in Queensland is available. It includes details on supporting courses and qualifications, restricted callings and preferred suppliers (Registered Training Organisation), contact Apprenticeships Info on 1800 210 210, Training Queensland on 1300 369 935, or Queensland Training Information Service at <http://qtis.training.qld.gov.au>.

## Types of apprenticeships and traineeships

### Full-time apprentice or trainee

Full-time apprentices and trainees work and train full-time, usually from 36 to 38 hours a week.

Traineeships vary in length from 12 months to three years, while apprenticeships can take up to four years to complete.

With the introduction of expected durations that set a target for early completions, it is likely that some apprenticeships could be completed faster than this.

For further information on expected durations, view the Length of Apprenticeships and Traineeships information sheet (<https://training.qld.gov.au/apprenticeshipsinfo/information-resources/information-sheets/atis-019>)

or visit the Apprenticeships and Traineeships section of the training website: <http://training.qld.gov.au/apprentices/index.html>.

### Part-time apprentice or trainee

Part-time apprentices and trainees work and train no less than 15 hours each week, averaged over a four-week cycle.

### Adult and mature age

Apprenticeships aren't just for young people. There are many opportunities for older workers, especially in skills-shortage industries.

Your employee's existing skills and experience may provide them with credit and may reduce their training time. Even if they have never formally studied or trained in a particular area, they may have gained knowledge and skills through their education, training, work and life experience.

Recognition of Prior Learning (also referred to as RPL or recognition of current competencies), is the formal recognition of a person's current skills and knowledge, no matter how, when or where the learning occurred.

### See it in action:

Discuss the RPL process with your training organisation. For further information, visit the Recognition of Prior Learning page on the training web site at [www.training.qld.gov.au/information](http://www.training.qld.gov.au/information).





### School-based apprentice or trainee

School-based apprentices and trainees undertake an apprenticeship or traineeship as part of their high school studies.

A school-based apprentice or trainee's employment and/or training arrangements must impact on their school timetable for the program to be considered school-based. Apprenticeships and traineeships are available for students still at school and can be an ideal people investment for small and medium businesses. Some of the benefits:

- provides you with a low cost and flexible helping hand, when you may not require a full-time employee
- gives you the opportunity to see if the student will meet your future skills needs, i.e. 'try before you buy'
- allows you to employ the student normally for one set day per week, with the option of offering them extra hours after school, on weekends and during school holidays.

A range of school-to-work releases can be implemented, however the most common models are a fixed day or days once or twice a week.

### See it in action:

Read further information about school-based apprenticeships and traineeships at <https://training.qld.gov.au/apprenticeshipsinfo/school-based>.

### Apprentices and trainees employed by group training organisations

Apprentices and trainees employed by a group training organisation are placed with host employers to get on-the-job experience.

### Existing workers employed as apprentices and trainees

Existing workers employed as apprentices and trainees commence an apprenticeship or traineeship after working with an employer for longer than three months full-time or longer than 12 months on a part-time or casual basis.



## Wages, entitlements and industrial relations for apprentices and trainees

As the following is general information only, it is recommended you contact the Fair Work Infoline on 13 13 94 to enquire about the wages and entitlements applying to a specific employer, apprenticeship or traineeship.

### Entitlements

The entitlements for apprentices and trainees are also provided by the relevant award or agreement. Entitlements include such matters as hours of work, overtime, penalty rates, allowances (such as tool allowance), leave and termination of employment.

In some cases, school-based apprentices or trainees are not entitled to paid leave but receive a loading in their pay to compensate. In other cases, they are entitled to a pro rata of the nominal leave entitlements.

### Wages for apprentices and trainees

The wages and entitlements for apprentices and trainees are provided in the award or agreement they are employed under.

For most apprenticeships or traineeships in Queensland, the wage is calculated as a percentage of the tradesperson or adult wage, depending on the year or level of the apprentice or trainee. For apprentices and trainees employed by group training organisations, the tradesperson or adult wage may be the wage applicable to tradespersons or adults in the workplace where the apprentice or trainee is employed at the time.

The progression through the various wage levels for each apprenticeship or traineeship can be determined by the attainment of competencies for the apprenticeship or traineeship, the expiry of a period of time (for example, one year) or a combination of both. If an apprentice or trainee has already completed part of their apprenticeship or traineeship with another employer (or completed a relevant pre-vocational course), they will usually be entitled to credit for the competencies they have attained and the time they have been employed as an apprentice or trainee.

In some industries, minimum wages apply for adult apprentices and trainees. The age when an apprentice or trainee is considered to be an adult may also differ from industry to industry.

### Wages for school-based apprentices and trainees

School-based apprentices and trainees are a particular type of employee and are entitled to their own specific wage arrangements, depending on the relevant award or agreement.

For more detailed information about school-based apprenticeship and traineeship (SATs) wages and entitlements, contact the Fair Work Infoline on 13 13 94 or visit the Fair Work Ombudsman web site [www.fairwork.gov.au](http://www.fairwork.gov.au).

### Being paid for attending off-the-job training

Apprentices and trainees must be released from work without loss of pay to attend their off-the-job (college) training. In many cases, they are entitled to payment of wages for all time they spend in off-the-job training, regardless of when or where it is done (even in some cases at home).

### Incentives for employing apprentices and trainees

Incentives and allowances are available for both the employer and the apprentice or trainee (provided they are eligible) to help meet the costs of their employment and training.

#### Employer incentives (eligibility requirements must be met)

- State-funded training provided by RTOs approved by the state government (commonly known as 'User Choice').
- Australian Government incentives for commencement of qualification and successful completion of qualification for eligible apprentices and trainees.
- Support for mid-career apprentice and trainee wage subsidy for eligible apprentices and trainees.
- Payroll tax exemption for eligible apprentices and trainees.

For further information on any of the above, please contact Australian Apprenticeship referral line on 13 38 73 or visit [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au).

## Industrial action

Both the *Queensland Industrial Relations Act 2016* and the *Commonwealth Fair Work Act 2009* treat apprentices and trainees as employees. As a result, apprentices and trainees are free to choose whether to become a member of a union and are also free to choose whether or not to participate in lawful industrial action.

Lawful industrial action could be protected or allowed by legislation or an individual instrument. It may also be where there is an imminent risk to the apprentice or trainee's health and safety.

## Information to get you started

The employer, apprentice and trainee have certain roles and obligations to fulfill under the training contract.

### Obligations of the employer

At the beginning of the apprenticeship or traineeship, the employer must:

- contact an Australian Apprenticeship Support Network (AASN) provider to arrange the signing of a training contract
- ensure a training contract is signed by the parties within 14 days of the start of the apprenticeship or traineeship
- select a training organisation in consultation with the apprentice or trainee
- forward the signed training contract to the selected AASN provider within 28 days of the start of the apprenticeship or traineeship
- negotiate a training plan with the apprentice or trainee and the training organisation within three months of the start of the apprenticeship or traineeship.

For the duration of the apprenticeship or traineeship, the employer must:

- deliver training and provide, or arrange to provide, the facilities, range of work and supervision as specified in the training plan
- release the apprentice or trainee from work and pay the appropriate wages to attend any off-the-job training, including assessment as provided for in the training plan. This may not apply to school-based apprentices and trainees and the employer would need to check the relevant industrial instrument



- pay the wages and provide the entitlements specified in the relevant industrial relations instrument
- discharge all lawful obligations of an employer, including those relating to work health and safety
- at reasonable intervals of not more than three months, check that the training record has been updated.
- provide a minimum of the equivalent of 375 hours (50 days) paid employment each year for school-based apprenticeships and traineeships.

The employer must notify their AASN provider or Department of Education and Training (DET) in writing within 14 days of any of the following events:

- agreement by the parties to amend or cancel the training contract
- sale or disposal of the business by the employer
- dissolution or change of a partnership
- deciding that the apprentice or trainee is failing to make reasonable progress
- if the apprenticeship or traineeship will not be completed within the nominal term and an extension is required
- where the purchaser of a business agrees to continue to train an apprentice or trainee. In this case the employer must give notice to the AASN provider or DET of the agreement. On receipt of this notification, the training contract is taken to be assigned to the purchaser of the business (the new employer).
- Temporary transfer of a training contract (within seven days after the day the transfer takes effect).
- Suspension of a training contract - suspension effect date cannot be less than seven days from the date the advice was given to their AASN provider or DET.
- The employer must not directly or indirectly:
- obstruct or discourage in any way the apprentice or trainee from participating in the training required under the training plan to be delivered by the training organisation
- place the apprentice or trainee at a disadvantage because they participate or attempt to participate in the required training.

It is very important that parties maintain open lines of communication and attempt to resolve disputes between themselves in the first instance. If these attempts fail, disputes should be referred to the AASN provider or DET for further assistance and early intervention.

For further information:

Contact Apprenticeships Info on 1800 210 210 or visit <https://training.qld.gov.au/apprenticeshipsinfo>.

## Training for your apprentice or trainee

The methods by which your apprentice or trainee receives training will depend on the apprenticeship or traineeship, the learning style of the apprentice or trainee and the needs of your business.



**Classroom delivery** removes your apprentice or trainee from routine work duties to undertake training in a classroom environment. Classroom delivery can take place as block release or day release at the RTO, or in a classroom environment at your business premises or similar training venue.

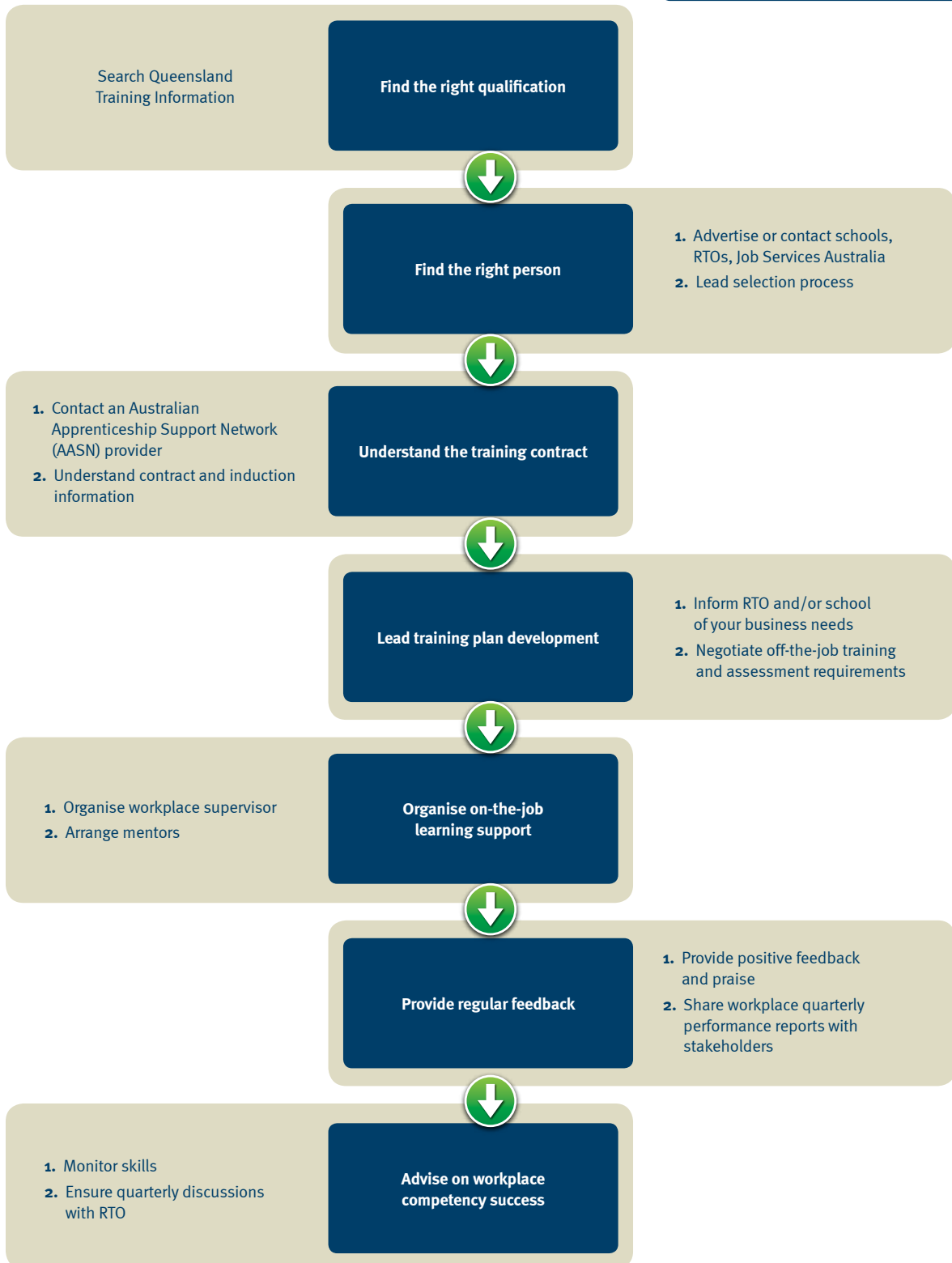
**Flexible delivery** removes your apprentice or trainee from routine work duties to undertake training using distance, correspondence, online or internet training, combined with instruction using face-to-face, video link or teleconferencing methods.

**Work-based delivery** allows your apprentice or trainee to develop the knowledge and skills required as part of normal work. Training is delivered in the workplace by you, with guidance and support provided by the supervising RTO.

You and your RTO will discuss how your apprentice or trainee will receive training when you formulate the training plan. At this stage, you also need to identify whether your apprentice or trainee requires any special training, such as extra help with maths or reading.

## Apprenticeship and traineeship success roadmap for employers

 Green arrows indicate principal pathways  
 Blue arrows indicate alternative pathways





### Helpful hints for your apprentice or trainee



Here are a few tips to help you and your apprentice or trainee get the most out of the apprenticeship or traineeship:

- Assign a workplace coach or mentor to your apprentice or trainee. A good coach will take a personal interest in your apprentice's or trainee's development, and act as a good role model.
- You should make learning expectations clear to your apprentice or trainee. You can provide clear instructions by:
  - assuming no prior knowledge
  - explaining why the job or task is done a certain way
  - using clear and simple language (writing the instructions down if necessary)
  - including safe work practices in your instructions
  - asking questions to check for understanding
  - ensuring there are no distractions.
- Take the time to show your apprentice or trainee the correct way to carry out work tasks.
- Give your apprentice or trainee time to practise the skills they learn.
- Provide your apprentice or trainee with regular feedback (positive and negative).
- Make sure your apprentice or trainee is aware of the usefulness and importance of the skills they learn.
- Ask your apprentice or trainee for feedback about the training they are receiving at work and from their RTO.
- Identify and resolve problems before they affect work performance and working relationships. Seek assistance if you can't resolve the problems on your own.
- Make sure that both you and the RTO follow the training plan and complete the training record.
- Review the training plan at regular intervals to ensure relevance.
- Where possible, provide a variety of relevant work tasks.
- Recognise the achievements of your apprentice or trainee. Recognition might include a special mention for his or her achievements at a staff meeting or an article in the company newsletter.

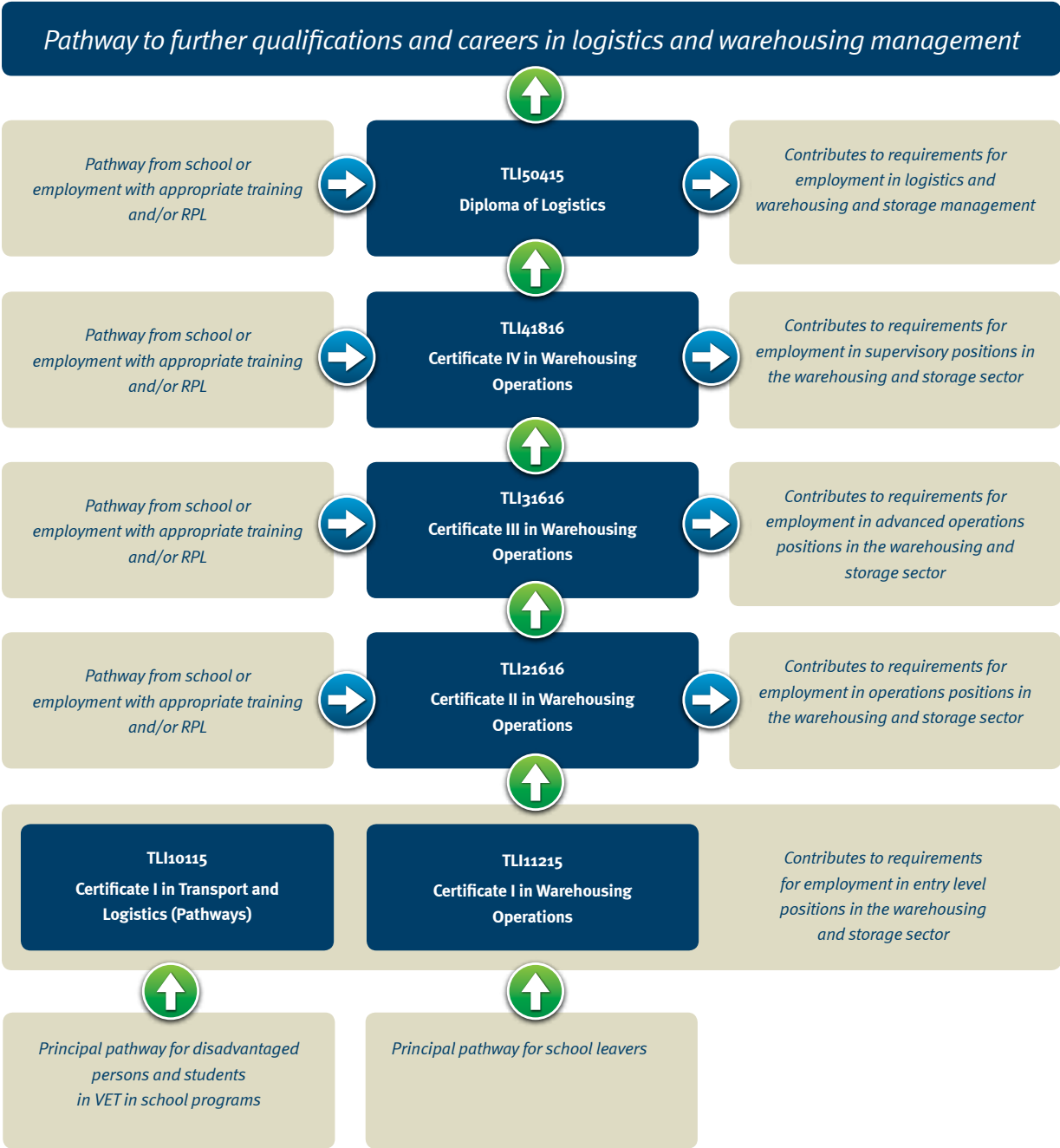
## Where to find answers about...

<p>What's happening in VET for the transport and logistics industry</p>	<p><b>TLI Connect, Department of Transport and Main Roads</b>                      Email: <a href="mailto:tli.connect@tmr.qld.gov.au">tli.connect@tmr.qld.gov.au</a></p> <p><b>Australian Industry Standards</b>                      Call: (03) 9604 7200                      Visit: <a href="http://www.australianindustrystandards.org.au">www.australianindustrystandards.org.au</a></p>
<p>Where to find education and training services available to businesses and individuals</p>	<p><b>The Department of Education and Training</b>                      Visit: <a href="http://www.training.qld.gov.au">www.training.qld.gov.au</a></p>
<p>Where to find a list of VET qualifications and skill sets and registered training organisations</p>	<p><b>Training.gov.au (TGA)</b>                      Visit: <a href="http://www.training.gov.au/Home/Tga">www.training.gov.au/Home/Tga</a></p>
<p>What apprenticeships or traineeships are available in Queensland</p>	<p><b>Queensland Training Information Service</b>                      Visit: <a href="http://qtis.training.qld.gov.au">qtis.training.qld.gov.au</a></p>
<p>What employer incentives are available to support apprenticeships or traineeships</p>	<p><b>Australian Apprenticeship Support Network</b>                      Call: 13 38 73                      Visit: <a href="http://www.australianapprenticeships.gov.au/australian-apprenticeship-support-network">www.australianapprenticeships.gov.au/australian-apprenticeship-support-network</a></p>
<p>What support is available for employers managing apprentices or trainees</p>	<p><b>Apprenticeship Info</b>                      Call: 1800 210 210                      Visit: <a href="https://training.qld.gov.au/apprenticeshipinfo">https://training.qld.gov.au/apprenticeshipinfo</a></p>
<p>What funding avenues are available for VET training</p>	<p><b>User choice</b>                      Call: Apprenticeship Info 1800 210 210</p> <p><b>The Department of Education and Training</b>                      Visit: <a href="http://www.training.qld.gov.au">www.training.qld.gov.au</a></p>
<p>How to resolve issues with training or with apprenticeships/traineeships</p>	<p><b>National Training Complaints Hotline</b>                      Call: 13 38 73</p> <p><b>Apprenticeship Info</b>                      Call: 1800 210 210                      Visit: <a href="https://training.qld.gov.au/apprenticeshipinfo">https://training.qld.gov.au/apprenticeshipinfo</a></p> <p><b>Training Ombudsman</b>                      Call: 1800 773 048                      Email: <a href="mailto:info@trainingombudsman.qld.gov.au">info@trainingombudsman.qld.gov.au</a>                      Visit: <a href="http://trainingombudsman.qld.gov.au">http://trainingombudsman.qld.gov.au</a></p>

# Pathways to further qualification and careers in transport and logistics

 Green arrows indicate principal pathways  
 Blue arrows indicate alternative pathways

## Warehousing and distribution pathways

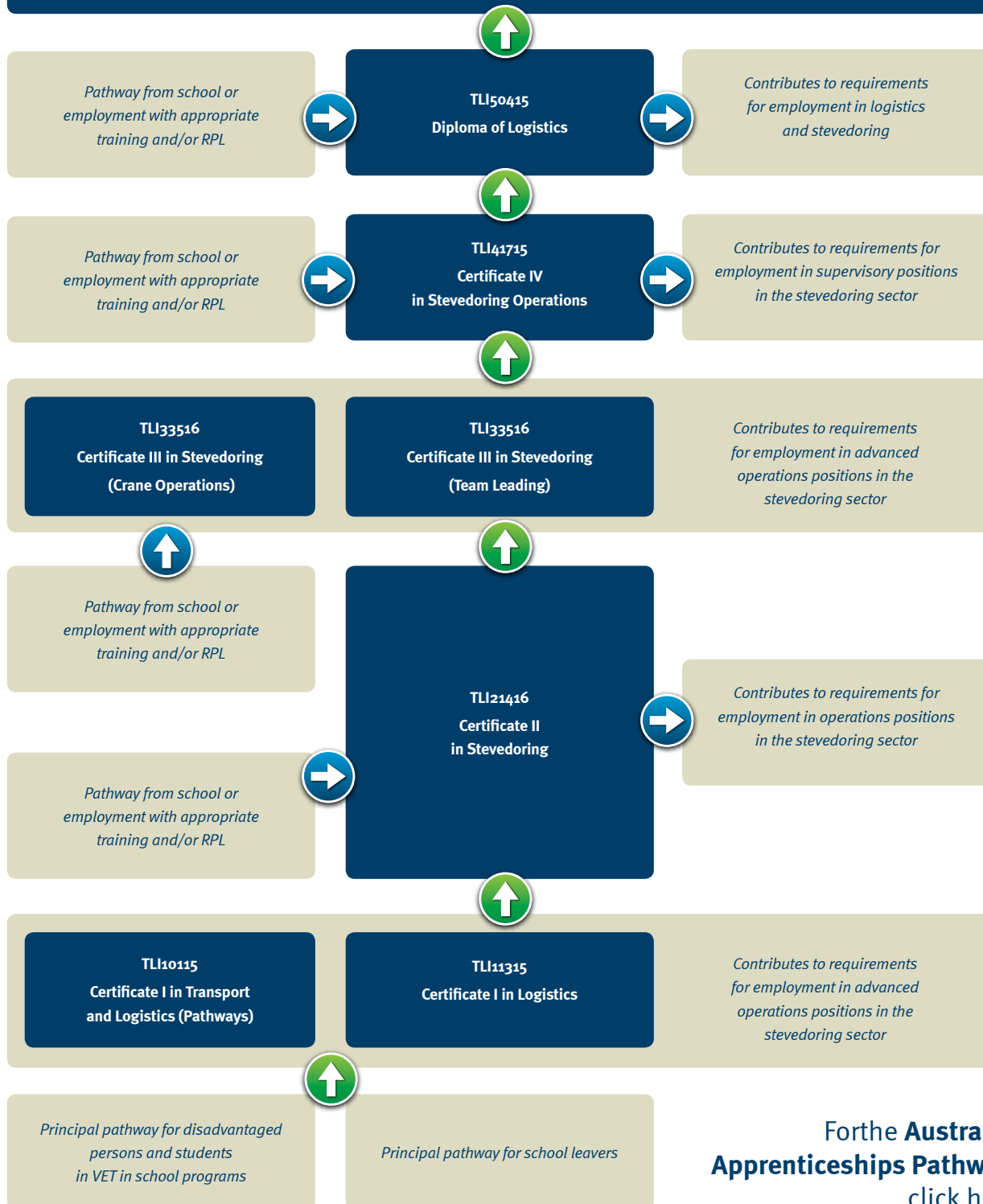


For the **Australian Apprenticeships Pathways** [click here](#).

➡ Green arrows indicate principal pathways  
➡ Blue arrows indicate alternative pathways



## Stevedoring pathways

### Pathway to further qualifications and careers in logistics and stevedoring management

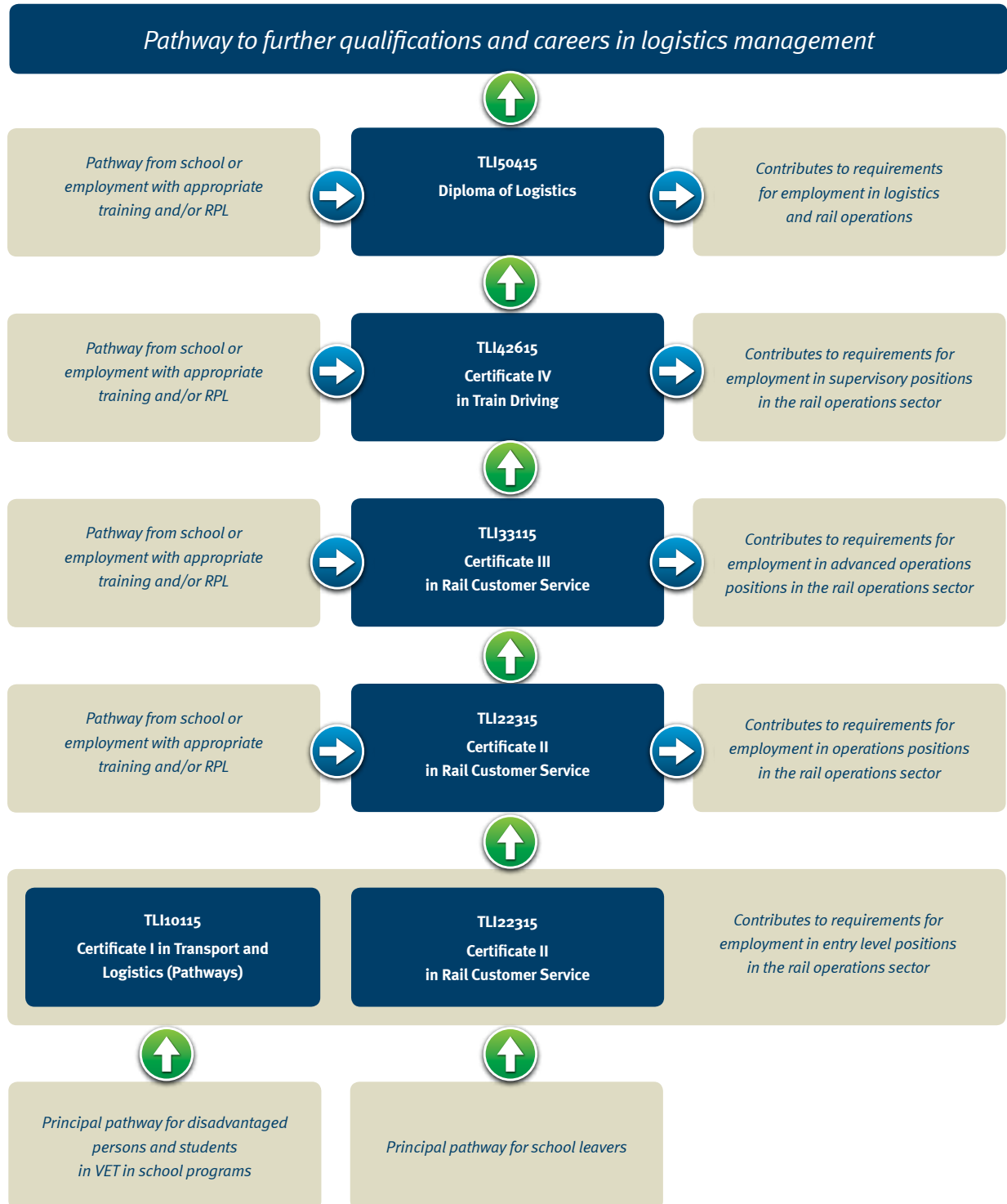


For the **Australian Apprenticeships Pathways** [click here.](#)





 Green arrows indicate principal pathways  
 Blue arrows indicate alternative pathways

Rail operations pathways

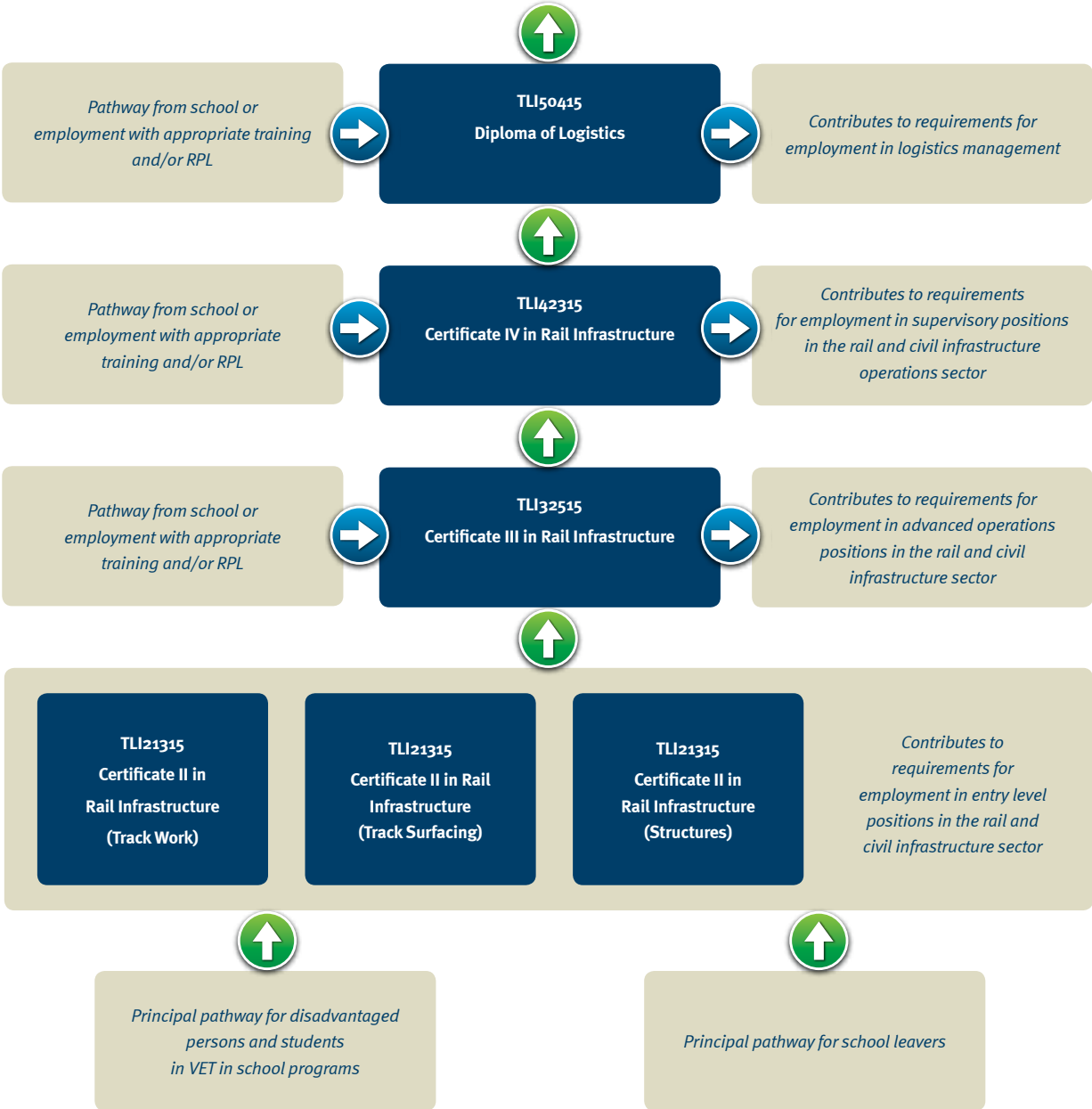


For the **Australian Apprenticeships Pathways** [click here](#).

 Green arrows indicate principal pathways  
 Blue arrows indicate alternative pathways



Rail infrastructure pathways

*Pathway to further qualifications and careers in logistics and rail infrastructure management*

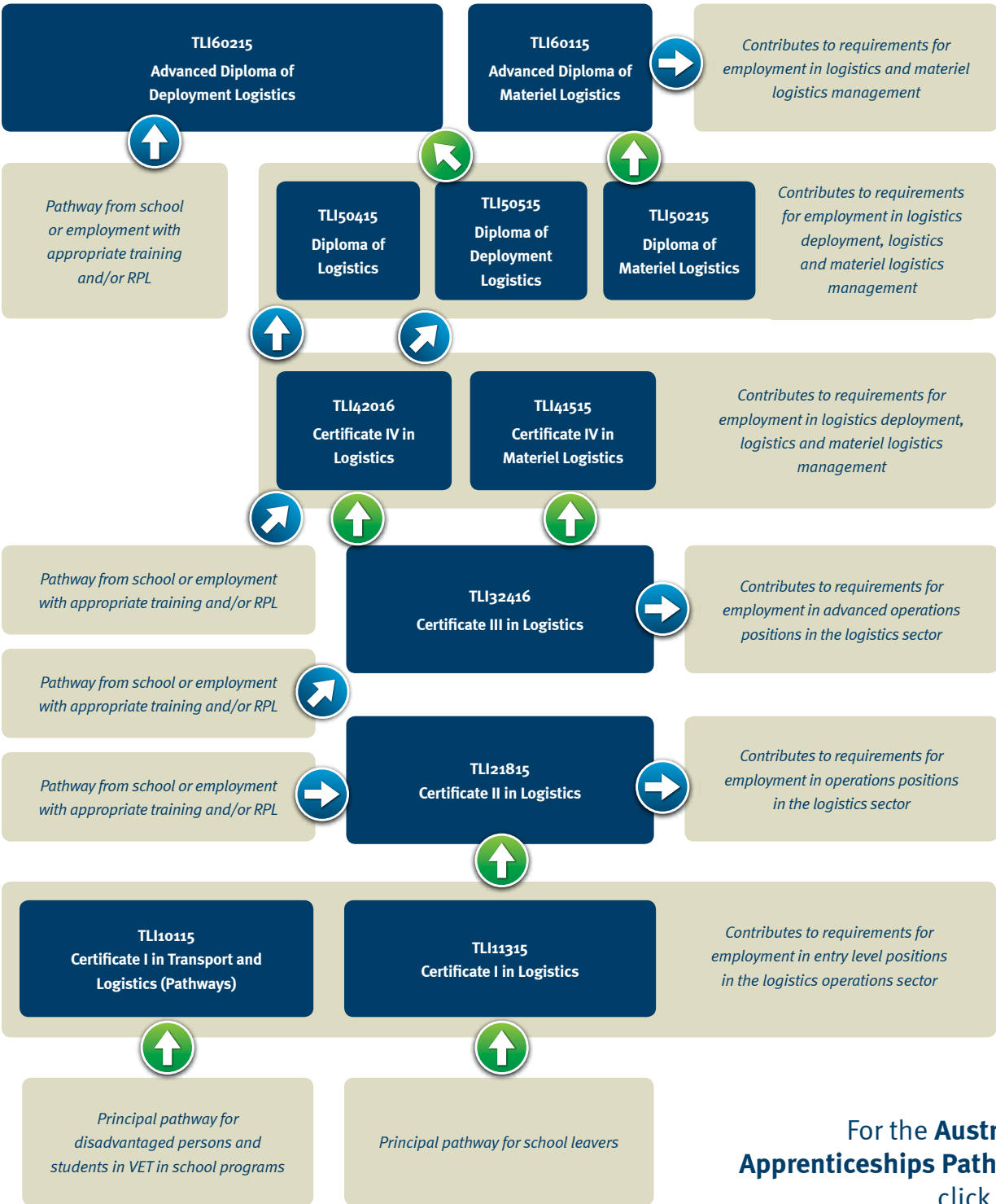


For the **Australian Apprenticeships Pathways** [click here](#).



Logistics pathways

 Green arrows indicate principal pathways  
 Blue arrows indicate alternative pathways

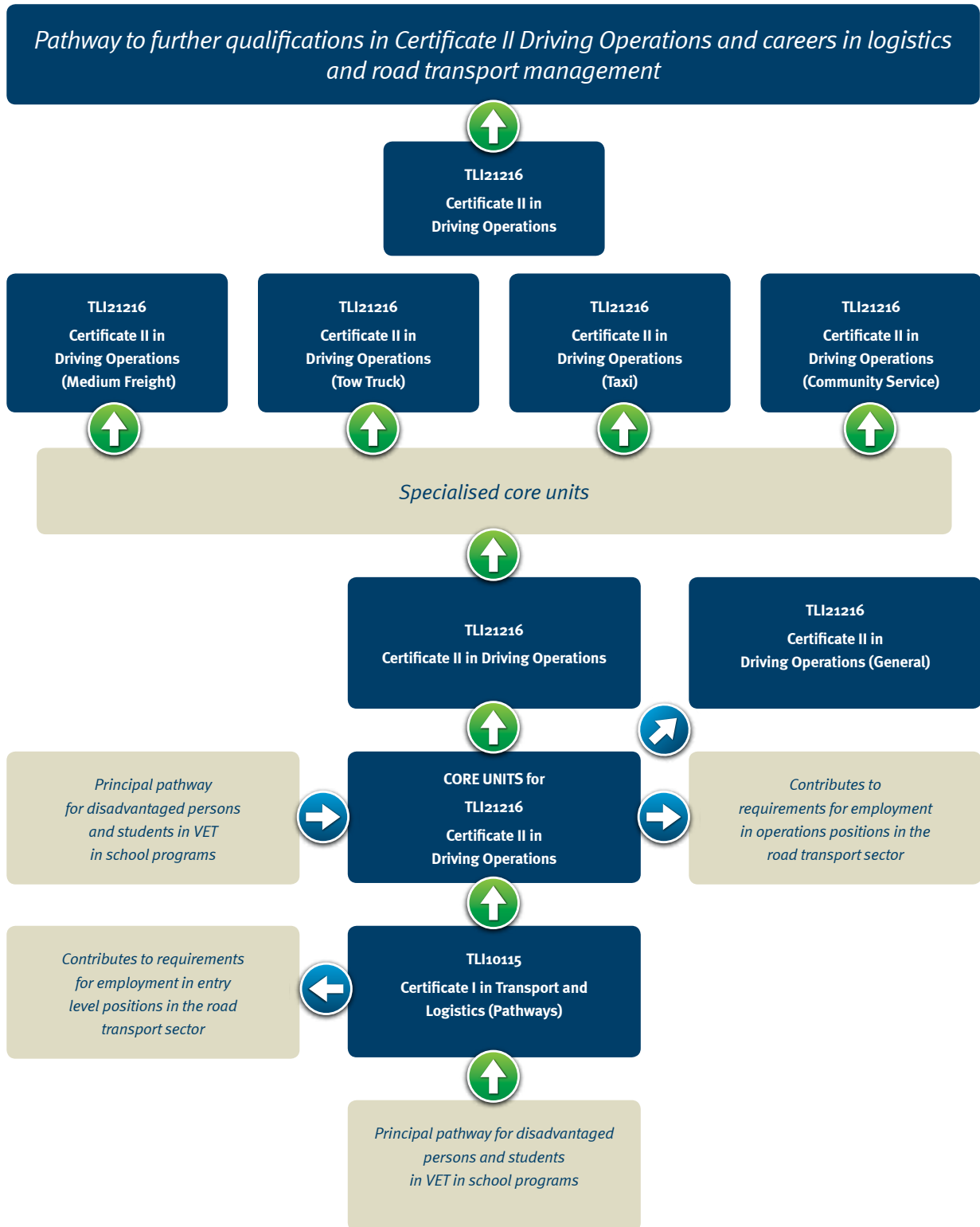
*Pathway to further qualifications and careers in logistics management*



For the **Australian Apprenticeships Pathways** [click here.](#)



-  Green arrows indicate principal pathways
-  Blue arrows indicate alternative pathways

## Certificate II in Driving Operations pathways

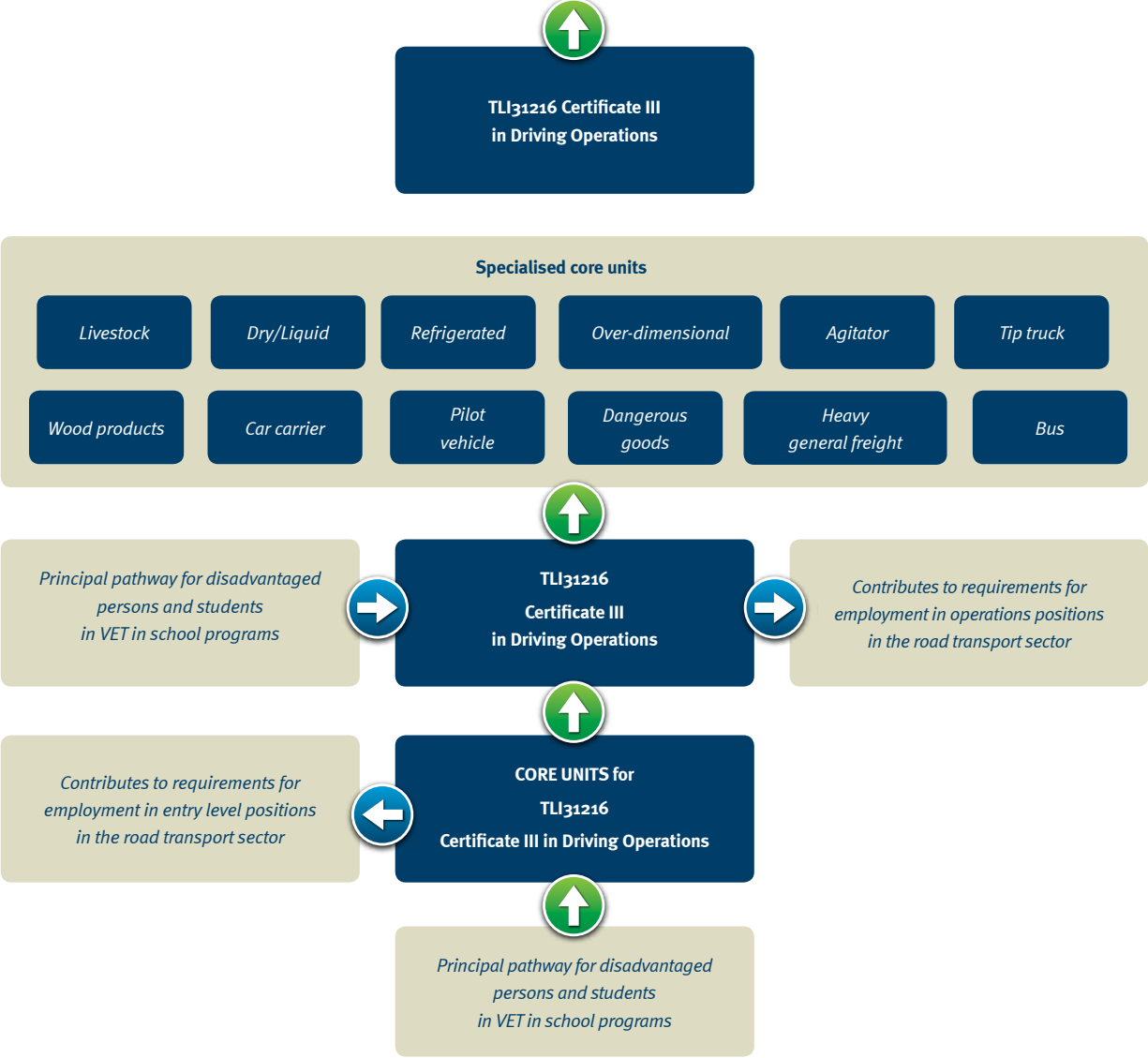


For the **Australian Apprenticeships Pathways** [click here](#).

Certificate III in Driving Operations pathways

 Green arrows indicate principal pathways  
 Blue arrows indicate alternative pathways

*Pathway to further qualifications and careers in logistics and road transport management*



For the **Australian Apprenticeships Pathways** [click here](#).



**Resources...**

**Samples of forms, checklists and policies**



**chapter 6**





## Recruitment checklist

**Job title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Recruitment process</b>	<b>Date completed and by whom</b>
Job analysis completed – page 107	
Position description sample written or updated – page 108	
Position is advertised and existing employees notified	
Resumes received, acknowledged and reviewed against the selection criteria and the position description	
Shortlist of applicants prepared	
Preliminary phone interviews with shortlisted applicants conducted	
Interview questions created or use template interview guide	
Interviews conducted – one or two interviews with a panel	
Record of interview form completed for each applicant, scored and evaluated against other applicants – page 109	
Reference checks completed with at least two past employers	
Verbal offer of employment made to successful applicant	
Letter of offer template sent with all relevant forms – page 84	
Unsuccessful applicants notified via letter	
Signed Letter of offer received including completed paperwork	
Police check completed and satisfactory (if applicable)	
Tax and superannuation forms lodged	
Organise workstation, tools, phone, email account, keys, etc	
Set up new employee on payroll system	

<b>Human Resources file</b>	<b>Date completed and by whom</b>
Copy of Letter of offer/acceptance (signed by applicant) and relevant paperwork	
Copies of training and qualifications	
Induction checklist (up-to-date)	
Records of application, interview and various checks	

## Induction checklist

**Name:** \_\_\_\_\_ **Assigned person:** \_\_\_\_\_

**Job title:** \_\_\_\_\_ **Date:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

### Prior to commencement

Induction activity	Date completed and by whom
All employment related forms and information are completed or provided (e.g. Tax File Number declaration, superannuation forms)	
Keys and any other personal equipment have been arranged	
Work area has been set up and any equipment organised	
Other staff are advised of the commencement and role of the new staff member	
Any necessary training has been booked	
Asked to provide any necessary certified copies of certificates/ qualifications	

### Initial induction phase (first day and first week)

#### First day

Induction Activity	Date completed and by whom
Tour of workplace	
Explain building access/security/parking	
Issue keys and any other personal equipment	
Meet with manager <ul style="list-style-type: none"> <li>• Discuss position description and requirements</li> <li>• Discuss timesheets, leave entitlements, pay details and cycle</li> <li>• Discuss key work outcomes</li> <li>• General expected work behaviour and input</li> <li>• Clarify work hours and expected attendance/absence procedures</li> <li>• Clarify dress standards/uniforms</li> <li>• IT overview – computer passwords, saving files, phones/fax protocols</li> </ul>	
Explain organisational structure	
Introduce to colleagues and explain their roles	
Copies of employee handbooks, safety policies and code of conduct provided (if applicable)	
Debrief at end of day	
<b>Work health and safety (WHS)</b>	
Shown emergency exits	
Walked through fire drill	
Shown where the first aid facilities are and who the first aid officer is	
Shown fire extinguishers	
Shown emergency contact numbers	

## Induction checklist (cont.)

### First Week

Induction activity	Date completed and by whom
Discuss culture (e.g. birthdays, social activities, footy tipping, lunch)	
Discuss training and development opportunities	
Discuss policies or expected behaviour as per Code of Conduct	
Performance framework overview <ul style="list-style-type: none"> <li>• Agree individual objectives</li> <li>• Explain qualifying period process and diarise review dates</li> <li>• Identify the essential and necessary development required</li> <li>• Discuss what further assistance the new starter feels they require.</li> </ul>	
Identify regular meetings and communication processes	
One hour induction meeting with (add name of colleague)	
One hour induction meeting with (add name of colleague)	
One hour induction meeting with (add name of colleague)	
Debrief at end of first week	
<b>Work health and safety induction</b>	
Shown how to use equipment and machinery correctly	
Shown how to use PPE	
Shown how to follow a workplace procedure or work instruction	
Shown how to manage hazards – identify, minimise/avoid, report	
Shown how to complete WHS records – Hazard reporting form – page 117, Incident record/reporting form – page 118	
Shown policies, procedures and work instructions	
Shown relevant codes of practice and standards	
Shown how to interpret warning signs and labels	
Shown where to obtain industry, union, and other sources of WHS information	
Risk assessment reports and control recommendations	

### Confirmation that the initial stages of the induction training has occurred, including WHS training

Employee signature:	Date:
Manager signature:	Date:

## Induction checklist (cont.)

### Ongoing induction phase (first and third month)

#### First month

Induction activity	Date completed and by whom
Regular meetings with manager to clarify objectives, seek help and discuss progress	
Discuss training needs and agree to action plan	
First performance review meeting (end of month)	

#### First three months

Induction activity	Date completed and by whom
Regular meetings with manager to clarify objectives, seek help and discuss progress	
Arrange access to required training/resources	
Qualifying period halfway check-in meeting regarding job match and job performance. Two-way discussion between employee and employer regarding the long-term suitability for the job	

#### Confirmation that the ongoing stages of the induction training has occurred

Employee signature:	Date:
Manager signature:	Date:

File this checklist in the employee's Human Resources file

## Retention health checklist

**Take some time to answer the following questionnaire to judge the capacity of your business to keep its employees engaged. The following questions are a good indicator of your commitment to retention. Tick each statement if it applies to you and your business.**

- My company is well regarded by job seekers and employees say positive things about their jobs.
- I have an employee-centric culture that values internal customers as much as external ones.
- My employees have the opportunity to understand how their work contributes to the bottom line.
- I provide my employees with opportunities for growth and development.
- I provide a comfortable, safe work environment and I have a good reputation in the community.
- My leadership is accessible and provides vision and direction.
- I know how much it costs me to replace every employee who resigns/needs to be replaced.
- I know the reasons for these departures and the difference between an avoidable and an unavoidable departure.
- I know why employees stay or leave my company and what keeps them engaged and motivated.
- The rate of turnover in my company is lower than the average in the industry.
- I spend more time and money on my retention program than on recruitment.
- Salaries and bonuses are linked to performance.
- Our managers are trained to recruit, identify, guide, coach, reward and retain their people.
- I know my workforce plan for the next two years.
- My employees are aware that they are an 'asset' in which one needs to invest and not a 'cost' to reduce.
- I use a job satisfaction or engagement survey to understand the requirements of my employees.
- I know who the talented employees in my company are that I can't afford to lose.
- I think my company does what is needed in order to retain its valuable employees.

### How many did you tick?

**Under 5/20:** You are likely to be regularly going to market for new employees and finding it increasingly difficult to attract staff. Either you are challenging established thinking that a salary and a job are enough to motivate your employees or perhaps you have a turnover rate of zero, so retention is not a priority for your company.

**Between 5 and 10:** The retention practices of your company are largely inspired by the concept of 'the carrot and the stick' and are centred on financial reward and Friday drinks. But you recognise that this mass motivation, used to obtain better productivity, has reached its limits. Retention is not about 'one size fits all'.

**Between 10 and 15:** You are conscious that your employees are as important as your clients and that you need to concentrate on the former to assure satisfaction of the latter. You know what is at stake with retention and you are committed to answer your employees' demands in a culture of engagement. Excellence is on its way!

**Between 15 and 19:** You are an employer of choice and everybody should know it.

## Work health and safety checklist

<b>Date of check:</b>			
<b>Conducted by:</b>			
	<b>OK</b>	<b>Not OK</b>	<b>Comments</b>
<b>1. Faulty equipment</b>			
Is any equipment faulty or in need of repair?			
Are safety devices such as guards in place and in working order?			
<b>2. Emergency procedures</b>			
Risk from fire or other emergencies, such as chemical spill, assessed?			
Evacuation procedures developed to deal with emergencies?			
Staff trained in evacuation procedure?			
Exit signs and directions to exits?			
Exit doors easily opened from inside?			
Exits not blocked?			
Fire alarm system working?			
Extinguishers in place, clearly marked for type of fire, and serviced in the past six months?			
Fire drills practised?			
Staff trained in use of fire extinguishers?			
Are flammables away from sources of ignition?			
<b>3. Electrical</b>			
Plugs, cables, sockets, switches in good condition?			
Hand-held power tools in good condition?			
Leads off the floor?			
Leads not strained?			
Circuit breakers installed?			
<b>4. Chemicals</b>			
Material safety data sheets for all chemicals?			
Containers labelled with contents?			
Employees trained in safe use of chemicals and first aid actions?			
Personal protective equipment available as required, clean and undamaged (e.g. glasses, goggles, dust masks, respirators, gloves, ear muffs, ear plugs, etc.)?			
Is piping labelled?			
Do employees wash before handling food and after smoking?			
<b>5. Machinery</b>			
Is machinery guarded if required?			
Is machinery clean?			
Are emergency stop buttons in easy reach?			
Does machinery need repair?			

## Work health and safety checklist (cont.)

	OK	Not OK	Comments
<b>6. Poison</b>			
Are any poisons in use? (This can be checked using material safety data sheets.)			
If poisons are present, are employees trained in safe use and handling and first aid procedures?			
Are containers labelled correctly?			
<b>7. Spills and drips</b>			
Are there any chemical spills not cleaned up?			
Is material provided for cleaning up spills?			
Is the floor non-slip?			
Are oil spills or water spills present on the floor?			
<b>8. Trips</b>			
Is the floor cluttered, walkways obstructed or other trip hazards?			
<b>9. First aid</b>			
Do employees know who to contact for first aid?			
Is a first aid kit available and clearly labelled?			
Are emergency numbers displayed?			
Are soap and towels available?			
<b>10. Workplace</b>			
Is work height or position awkward or difficult?			
Are sharp edges a hazard?			
Are bins available and emptied regularly?			
Is hearing protection/dust masks worn as appropriate?			
Is the work area clean and tidy?			
Is excessive noise controlled as needed?			

Any issues found during an internal check should be prioritised as follows and actioned accordingly.

**Recommendation priority**

Immediate action required.	URGENT
Action required within one month.	HIGH
Action to be taken within three months.	MEDIUM
Action to be taken within six months.	LOW

## Performance review checklist

### Prior to the meeting

Activity	Completed?
Set a date, time and location that is mutually convenient	
Give at least 14 days' notice, to allow time for adequate preparation both for you and the employee	
Set aside at least one hour for discussion	
Be prepared with copies of: <ul style="list-style-type: none"> <li>• the employee's position description form – page 108</li> <li>• a new performance objectives and action plan form for the next review period – page 122</li> <li>• the employee's last performance objectives and action plan if one has been done previously (including key performance indicators or performance standards)</li> <li>• feedback or letters from customers or workmates</li> </ul>	
<b>Undertake a performance assessment</b>	
If this is the first performance management meeting, consider what your employee needs to do, what your expectations are and what activities he/she may need to undertake throughout the next 12 months	
If this is a review, consider what the employee has done well, what they need to improve on and what you can do to help them do a better job	
Review any learning and development activities that have or have not occurred during the performance review period	
You may wish to complete a new, draft performance objectives and action plan to help with this	

### Performance meeting agenda – Initial

Initial meeting	Completed?
Welcome the employee	
State the purpose of meeting and objectives of performance management	
Discuss the elements in the performance objectives and action plan and what you and the employee wish to achieve	
Advise/discuss new goals, key performance indicators and/or objectives	
Seek employee input, suggestions, ideas or expectations of job performance over the next 12 months	
Define learning and development needs for the next 12 months with the employee	
Document outcomes on new performance objectives and action plan	
Summarise discussion	
Emphasise the positive	
Review overall expectations	
Finalise performance objectives and action plan	
Gain commitment and agreement	
Determine and agree on when the next performance review will be (i.e. 6 monthly or 12 monthly)	
Both you and the employee sign the performance objectives and action plan	



## Performance review checklist (cont.)

### Performance meeting agenda – Review

Activity	Completed?
Welcome the employee	
Reiterate purpose of meeting and objectives of performance management	
Review the existing performance objectives and action plan (including key performance indicators, objectives, completed/outstanding learning and development activities)	
Discuss where you both think the employee rates in the competency scale in the performance plan review section of the existing performance objectives and action plan	
Allow time for discussion of results and/or venting	
Update and complete the performance plan review section of the existing performance objectives and action plan	
Advise/discuss new goals, key performance indicators and/or objectives	
Seek employee input, suggestions or ideas to improve job performance	
Define learning and development needs for the next 12 months with the employee	
Document outcomes on new performance objectives and action plan	
Summarise discussion	
Emphasise the positive	
Review overall expectations	
Finalise performance objectives and action plan	
Gain commitment and agreement	
Determine and agree on when the next performance review will be (ie 3/6/12 monthly)	
Both you and the employee sign the performance objectives and action plan	

### After the meeting

Activity	Completed?
Action any agreed learning and development requests	
File all documents in HR file	
Give the employee a copy of the performance objectives and action plan	
Provide ongoing feedback about performance objectives throughout the year	

## Exit checklist

**Name:** \_\_\_\_\_

**Job title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

What	Date completed and by whom
Exit interview arranged or survey sent to departing employee	
Company property returned	
Final pay explained and agreed upon	
Certificate of service form provided – page 125	
Notification to Centrelink if required	

**Comments:**

Signed: \_\_\_\_\_

Full name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:**

- *Ensure checklist is signed by manager*
- *Keep copy in Human Resources file*

## Thank you letter template

[insert name and mailing address of applicant]

[date]

### **PRIVATE AND CONFIDENTIAL**

Dear [name of applicant],

#### **Re: Application for employment**

Thank you for expressing an interest in the position of [position name] which was advertised recently. We will commence short-listing applicants shortly and if you are successful at making our shortlist then we will be in contact with you to arrange an interview. If you do not hear from us, then unfortunately your application has been unsuccessful in this instance.

We wish to express our thanks to you for taking the time to apply for this position. We take this opportunity to wish you well with your future career endeavours.

Kind regards,

---

[insert full name and position of relevant officer]

## Letter of offer template

[insert name and full mailing address of new employee]

[date]

### PRIVATE AND CONFIDENTIAL

Dear [name of successful applicant],

**Re: Offer of employment with [name of company]**

We are pleased to confirm our offer of employment. To help you understand the full extent of our offer, we have set out below the terms and conditions of your employment. Your employment conditions are governed by the [name of the relevant award]. This contract does not diminish these conditions. The National Employment Standards also contains minimum entitlements which apply to your employment.

You have been appointed to the position of [position title]. A full position description is attached. You will report to [insert the name and title of the employee's manager].

If you wish to accept this offer of employment please sign the attached copies of this letter and the position description and return to me no later than [insert date]. I have also included the following forms for you to complete. These can be returned with your acceptance letter or on your first day.

- Personal details form
- Superannuation standard choice form
- Tax File Number declaration
- Code of conduct
- Privacy statement

We look forward to seeing you on [insert date, time and location]. You are welcome to contact us at any time prior if you have any questions.

Yours sincerely,

---

[insert full name and position of relevant person]

### Commencement of employment

## Letter of offer template (cont.)

You will commence your employment with [insert company name] on [insert date]. Please report to [insert name of person] at [insert time and location].

### Application of the award/agreement and your position

Your conditions of employment are outlined in this letter. Your employment will also be governed by the applicable provisions of the [name of award/agreement] as varied from time to time. You will be employed as [insert job title]. Regarding your work arrangements, you will be classified as [insert classification] for the purposes of the award.

### Qualifying period

You will be employed on an initial qualifying period of [insert 12 months for small business with fewer than 15 full-time equivalent employees and six months for employers with more than 15 employees]. Your continued employment with the above company depends upon your successful completion of the qualifying period. This period is an opportunity for both parties to assess your suitability for the job.

### Hours of work

Your ordinary hours of work will be from [insert commencing time] to [insert finishing time], Monday to Friday [or the days required]. A lunch break of [insert minutes/hours] shall be taken between 12 noon and 2 pm, unless otherwise arranged with the employer, taking into account the operational requirements of the business. You may be requested to work outside these hours and/or on Saturday and Sunday. You will be advised [insert number] days in advance of any such requirements.

### Remuneration

You will be paid at the rate of \$ \_\_\_\_\_ per \_\_\_\_\_. Your remuneration package will also include superannuation contributions of [insert per cent] to your nominated superannuation fund. [Other components of the package should be stated here, e.g. car, phone, internet.]

Your salary will be paid on a [weekly/fortnightly/monthly] basis on [insert date of the month or day of the week] and deposited into the bank account that you nominate.

### Overtime

From time to time due to business requirements, you may be requested to work reasonable overtime. We will endeavour to provide you with notice of this requirement and you must advise us immediately if you are unable to perform the additional hours for any reason.

### Leave provisions

Full-time employees are entitled to four (4) weeks annual leave each year, which may be taken by you at a mutually agreed time. Part-time employees are entitled to a pro rata annual leave entitlement. Annual leave accrues from year to year and must be taken in accordance with the employer's policies. The employer may direct you to take annual leave over any Christmas/New Year shut-down period.

You will be entitled to 10 days' paid personal/carer's leave each year. You may be required to provide satisfactory evidence to support applications for paid personal/carer's leave such as a medical certificate. Personal and carer's leave entitlements and obligations are contained in the National Employment Standards.

## Letter of offer template (cont.)

### Policies and procedures

You are required to comply with the policies and procedures of the company as varied from time to time. Failure to comply with the policies of the company may result in disciplinary action. You will receive a code of conduct and copies of other company policies as part of your induction. All employees are expected to comply with these policies and procedures.

### Work health and safety

It is the responsibility of all people to ensure their activities are carried out in a safe manner and to report any health and safety hazards or risks to management immediately.

### Smoking, alcohol and drug policy

Smoking is not permitted at any time on the premises or in sight of customers. The consumption of alcohol or taking of drugs is not permitted on the premises. Employees must not be under the influence of drugs or alcohol during opening hours or while representing the company or operating any equipment or machinery. Breaches of this policy may result in instant dismissal.

### Grievance procedure

Our policy is to resolve grievances internally through an informal consultation process. Should you at any time need to discuss any matter, you are encouraged to report any grievances immediately to your manager or supervisor.

### Special or additional duties of the position:

[insert any special conditions]

### Termination of employment

Termination of this appointment will require notice of [insert the period of notice as required under the award/agreement; note that minimum periods of notice may be specified – include notice by both the employee and employer]. In the case of serious misconduct, no notice is required.

### Acceptance of offer of employment

I, \_\_\_\_\_, have read, understand and accept the terms and conditions of the offer of employment as [insert title of position] as set out above.

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

## Position filled letter template

[insert name and mailing address of applicant]

[date]

### **PRIVATE AND CONFIDENTIAL**

Dear [name of applicant],

#### **Re: Application for employment**

Thank you for expressing an interest in the position of [position name] which was advertised recently. Unfortunately, your application has not been successful on this occasion.

If you would like to receive feedback on your application, please contact [insert name] on [insert phone number or email address] to arrange this.

We thank you for your interest, and take this opportunity to wish you well with your future career endeavours.

Kind regards,

---

[insert full name and position of relevant officer]

## Privacy statement template

### Commitment to privacy

Privacy is very important to [insert company name]. We are required to comply with the *Federal Privacy Act 1988* and its Australian Privacy Principles, and therefore our privacy policy applies to any personal information we collect, use or disclose, including the personal information of our employees and contractors.

### How and why we collect personal information

We collect personal information in order to provide various services to our clients. With consent, we may also use personal information for related purposes including providing clients with updates on our products and services.

### How we use and disclose personal information

We do not use or disclose personal information for any purpose that is unrelated to the services that we provide and that you would not reasonably expect (except with client consent). We have a duty to maintain the confidentiality of our clients affairs, including personal information. Our duty of confidentiality to our clients applies, except where disclosure of personal information is consented to by the client or is compelled by law.

Client personal information may be disclosed to approved third parties who are also required to comply with the Australian Privacy Principles.

### Security of your personal information

We endeavour to protect any personal information that we hold from misuse and/or loss, and to protect it from unauthorised access, modification and/or disclosure.

### Contact us

If you want to gain access to your personal information, correct or update your personal details, register a complaint about a breach of your privacy, or you have any other query relating to our privacy policy, please contact us.

I, \_\_\_\_\_, have read, understand and agree to be bound by the above Privacy Statement. I acknowledge this is binding even if I am no longer employed by this company.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## Warning letter (absence) template

### PRIVATE AND CONFIDENTIAL

Dear [employee name],

#### Re: Absence from work without notification

You have been absent from work on [number] consecutive work days [insert dates] without providing any notification or reason for your absence. As you are aware, you are required to notify us of your inability to attend work prior to the commencement of your shift.

We have attempted to contact you on [date] by phone but without success. We are concerned about the reasons for your non-attendance at work.

Please contact me immediately to discuss the reasons for your absence and failure to notify us, and your expected return date. This absence must be discussed prior to you recommencing work.

If you do not intend to return to work, please provide notice of your resignation in writing. Please include any company property (e.g. keys) to us in person immediately.

If you fail to respond to this letter by [enter date and time], we will have no alternative but to assume that you do not intend to return to work and have, in fact, abandoned your employment.

I urge you to contact me to discuss the situation immediately.

Yours sincerely,

---

[insert full name and position of relevant officer]

#### Instructions:

- keep copy in Human Resources file
- include a stamped, self-addressed envelope

## Warning letter (performance) template

### PRIVATE AND CONFIDENTIAL

Dear [employee name],

**Re:** [first/second/final] **Official warning of unacceptable** [conduct/performance]

This is your [first/second/final] warning in relation to [insert conduct or performance issue]. This warning follows the counselling/disciplinary interview held on [insert date] in relation to this issue.

Continued unacceptable [behaviour or performance] will result in further disciplinary action which may ultimately result in the termination of your employment.

As discussed and agreed during the interview, the following improvements are required to be made immediately by you.

[Insert required improvements]

Your [conduct/performance] will be reviewed on [insert date]. This warning will be placed on your personnel file. Please sign, date and return the enclosed copy of this letter as confirmation of receipt.

If you have any queries or would like to discuss the matter further, I would encourage you to contact me as soon as possible on [contact number].

Yours sincerely,

---

[insert full name and position of relevant officer]

#### Instructions:

- keep copy in Human Resources file

## Termination letter (absence) template

### PRIVATE AND CONFIDENTIAL

Dear [employee name],

#### Re: Termination of employment – absence from work without notification

You have not attended work since [insert date] and have failed to respond to our previous letter dated [insert date], requesting that you contact us to discuss your absence and the circumstances surrounding your failure to notify. As you have failed to do that, we have no alternative other than to assume you do not intend to return and have abandoned your employment. Therefore we have take action to terminate your employment.

Please ensure all company property is returned and accounted for. Your final entitlements have been calculated as follows:

	Hours	Amount
<b>Total</b>		<b>\$</b>

If you have any queries or would like to discuss the matter further, I would encourage you to contact me on [insert phone number] as soon as possible.

Yours sincerely,

---

#### Instructions:

- keep copy in Human Resources file
- include a stamped, self-addressed envelope
- include an Exit checklist, with the manager section completed, as far as possible, page 82
- make final payment.

## Termination letter (performance) template

### PRIVATE AND CONFIDENTIAL

Dear [employee name],

#### Re: Termination of employment

Further to the discussion on [insert date], between yourself, [and include and witness names] and I, I confirm that your employment with [insert company name] is terminated, effective [insert date].  
*[If providing payment in lieu of notice, outline actual leaving date and any special conditions].*

As stated at the meeting, the reason for the termination of your employment is as follows:

*[Insert reason and summary of steps that have been taken to date, including any meetings, phone contact or letters, and allowed time for change/improvement/contact. Attach any supporting documentation, including minutes of meetings, warning letters, performance reviews, etc.]*

Please return all company property, specifically:

*[List specific property that must be returned, e.g. keys, tools, manuals]*

Your final entitlements have been calculated as follows, and will be paid on [insert date]:

	Hours	Amount
<b>Total</b>		<b>\$</b>

Please sign, date and return the enclosed copy of this letter as confirmation of receipt. We will process your final pay in due course.

Yours sincerely,

---

[insert full name and position of relevant officer]

#### Instructions:

- keep copy in Human Resources file
- include a stamped, self-addressed envelope
- include an Exit checklist, with the manager section completed, as far as possible, page 82
- attach any supporting documentation
- make final payment

## Code of conduct sample policy

### General principles

When conducting business and dealing with customers, colleagues, workmates, managers and suppliers and other stakeholders, employees are to:

- act with integrity, professionalism and be conscientious in the use of company information, funds, equipment and facilities
- work considerately and respectfully with all – respecting diversity, different roles and boundaries, and avoiding giving offence
- avoid real or apparent conflicts of interest. Employees must not gain materially or financially unless specifically authorised to do so
- promote the interests of the company
- respect the opinions of others and work collaboratively with others, not competitively
- perform their duties with skill, honesty, care and diligence
- abide by policies and procedures, instructions and lawful directions that relate to their employment and duties
- act within the law
- make decisions in the best interests of the business
- report acts of fraud or policy breaches immediately
- actively engage in discussion, debate and voting in meetings – contributing positively, listening carefully, challenging sensitively and avoiding conflict
- act jointly and accept a majority decision – making decisions collectively, standing by them and not acting individually unless specifically authorised to do so
- comply with the spirit as well as the letter of the code of conduct.

### Breaches of the code

Employees have a duty to observe the code and ensure that no breaches occur.

Employees have a duty to report known or suspected breaches of the code.

Any employee, who in good faith makes a complaint or disclosure about an alleged breach of the code and follows the complaints/grievance policy, will not be disadvantaged or prejudiced.

**AUTHORISED BY:** \_\_\_\_\_

**EFFECTIVE DATE:** \_\_\_\_\_

## Harassment and discrimination sample policy

### General principles

We recognise the right of all employees to work in, and customers to receive service in, an environment free from harassment, bullying and unlawful discrimination.

Reports and complaints of harassment, bullying and discrimination will be treated seriously by the company and will be investigated promptly in a thorough and confidential manner, ensuring that complainants and witnesses are not victimised.

Every manager and employee has a responsibility to comply with this policy and to treat everyone who works here with dignity and respect.

### Definitions

**Discrimination:** Discrimination occurs when a person is treated less favourably than another person because of certain attributes (direct discrimination) or when a requirement that is the same for everyone has an unfair effect on some people because of an attribute, such as race, pregnancy, gender, disability (indirect discrimination). The grounds under which discrimination is unlawful are stated in the *Queensland Anti-Discrimination Act 1991*.

**Harassment:** Harassment is a form of discrimination and may be sexual in nature or based on gender, race, disability, sexual preference or a range of other factors listed in the *Queensland Anti-Discrimination Act 1991*. Harassment also includes workplace harassment, or bullying.

Harassment may involve physical, verbal, written or visual messages or behaviour. Behaviour which may constitute harassment includes, but is not limited to: staring, leering, touching or unwelcome familiarity, taunts, insults, jokes or gestures.

Harassment may be a single act of offensive behaviour or a series of repeated events which may be considered unlawful, regardless of whether or not the behaviour was intended to offend or humiliate and regardless of whether or not the individual has asked for the behaviour to stop.

**Sexual harassment:** Sexual harassment is any unwanted, unwelcome or uninvited behaviour of a sexual nature which makes a person feel humiliated, intimidated or offended. Sexual harassment can take many different forms and may include physical contact, verbal comments, jokes, propositions, the display of offensive material or other behaviour which creates a sexually hostile working environment.

Sexual harassment is not behaviour which is based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated, it is not sexual harassment.

**Workplace bullying:** Bullying is the use of strength or power – physical, mental or emotional – to coerce others by fear. This coercion may be either physical or emotional or both. Examples of bullying include, but are not limited to: unfair and excessive criticism, publicly insulting victims of bullying, constantly changing or setting of unrealistic work targets, ignoring others in your office or work unit consistently. Examples can include deliberately not saying good morning, deliberate exclusion of a person or persons from office activities/conversations, shouting at someone or physically handling a person.

## Harassment and discrimination sample policy (cont.)

### Rights and responsibilities

All managers have a responsibility to:

- ensure that all employees are aware of the principles and procedures set out in this policy
- monitor the working environment to ensure that acceptable standards of conduct are observed at all times
- act as a role model and display appropriate behaviour themselves
- treat all complaints seriously and take immediate action to investigate and resolve the matter
- refer a complaint if they do not feel that they are the best person to deal with the case (for example, if there is a conflict of interest or if the complaint is particularly complex or serious).

All employees have a responsibility to:

- comply with this policy
- offer support to anyone who is subject to these behaviours and let them know where they can get help and advice. They should not, however, approach the harasser themselves.
- maintain complete confidentiality if they provide information during the investigation of a complaint.

### Reporting and resolving

Any person who feels they are being harassed has the right to handle the situation themselves to resolve the situation. They should be aware that while certain behaviour could be regarded as offensive/harassing, it may be that the person did not intend it to be that way.

Any person who feels that he/she is being harassed is entitled to the support of the company and has the right to take action by:

- informing the offender that the behaviour is felt to be offensive and unacceptable. This can be done through direct discussion or in writing
- discussing the matter with a manager, who will outline the options available for resolution
- lodging formal complaint, following the company's complaints and grievances policy
- approaching the Anti-Discrimination Commission Queensland for information and confidential advice.

### Consequences of breaching this policy

Depending on the severity of the case, consequences may include an apology, counselling, demotion or other forms of disciplinary action. All employees should be aware that any behaviour constituting discrimination, harassment (including sexual harassment), workplace bullying or violence may result in immediate dismissal.

Immediate disciplinary action will be taken against anyone who victimises or retaliates against a person who has made a complaint about these types of behaviour.

**AUTHORISED BY:** \_\_\_\_\_

**EFFECTIVE DATE:** \_\_\_\_\_

## Complaints and grievances sample policy

### General principles

We aim to provide a fair, equitable and productive work environment for all employees. This policy seeks to support the achievement of this goal by providing a transparent and consistent process for resolving grievances.

Negotiated solutions will aim to address the key issues and be acceptable to all individuals or parties involved without ascribing blame, victimisation or discrimination. Complainants will not suffer any disadvantage, victimisation or discrimination as a result of raising a grievance, with minimum stress and maximum protection for all concerned.

Every manager and employee has a responsibility to comply with this policy and to treat everyone who works here with dignity and respect. Seeking redress of a trivial or vexatious issue through a grievance procedure will not be tolerated and may result in disciplinary action.

### Definitions

**Grievance:** A wrong or hardship suffered (real or perceived), which is the grounds of a complaint.

**Complaint:** An expression of grievance, dissatisfaction or concern.

**Victimise:** To act or omit to act towards a person in a way which is intended to cause disadvantage to that person because they have made a complaint, or may make a complaint, or may be or are the subject of a complaint.

### Rights and responsibilities

All persons have the right to:

- make a complaint to their direct manager or another member of the company at an appropriate level
- be treated with respect and impartiality and provided with support throughout the process
- have the principles of natural justice and procedural fairness observed. This means:
  - complaints must be fully described by the person with the grievance
  - the person who is the subject of concern must be informed of all the allegations in relation to his/her behaviour
  - the person who is the subject of concern must have a full opportunity to put forward their case
  - all parties to the complaint must have the right to be heard
  - all relevant submissions and evidence must be considered
  - irrelevant matters must not be taken into account
  - the decision-maker must be impartial, fair and just
- investigations and proceedings that are conducted honestly, fairly and without bias
- no undue delay in investigations and proceedings.

It is the responsibility of all parties involved in a grievance to participate fully in the resolution process in good faith. Confidentiality must be respected and maintained at all times within the constraints of the need to fully investigate the matter, subject to any legal requirements for disclosure and consistent with the principles of natural justice.



## Complaints and grievances sample policy (cont.)

### Procedure

This is a four-level procedure:

**Level 1.** The employee attempts to resolve the complaint as close to the source as possible, generally by discussing the issue with the person involved. This level is quite informal and verbal. Should the employee not feel confident in discussing the matter, they should proceed immediately to Level 2.

If the matter is not resolved, proceed to Level 2.

**Level 2.** The employee notifies their manager (in writing or otherwise) as to the substance of the grievance and states the outcome sought. Discussion should be held between the employee and any other relevant party. This level will usually be informal but either party may request written statements and agreements.

Should the person who is the subject of the complaint be the employee's manager, the employee should notify another manager, or another member of the company at an appropriate level. This level should not exceed one week.

If the matter is not resolved, proceed to Level 3.

**Level 3.** The manager must refer the matter to the business manager or owner. A grievance taken to this level must be in writing from the employee. The manager will forward any additional information thought relevant. The business manager or owner will provide a written response to the employee. The business manager or owner also communicates with any other parties involved or deemed relevant. This level should not exceed one week.

If the matter is not resolved, proceed to Level 4.

**Level 4.** The employee will be advised of his/her rights to pursue the matter with external authorities if they so wish.

**AUTHORISED BY:** \_\_\_\_\_

**EFFECTIVE DATE:** \_\_\_\_\_

## Disciplinary sample policy

### General principles

We aim to ensure that our people behave in a way that ensures everyone, including our customers and suppliers, are treated fairly and without bias or discrimination. We encourage behaviour that supports and fosters self-discipline and promotes our code of conduct.

Where deemed appropriate, disciplinary measures may be taken when people behave in a way that detracts from our ability to deliver a quality service to our customers, contradicts our code of conduct or in any other way that is perceived to adversely affect our company, objectives or good reputation.

This policy establishes an equitable and consistent approach to addressing unsatisfactory work performance and/or conduct by:

- ensuring the counselling takes place to reinforce the expected performance or conduct standards
- establishing a process under which warnings may be issued and discussed
- providing for disciplinary action where performance or conduct does not improve.

### Definitions

**Counselling:** The discussion and analysis of issues that affect an employee's conduct and/or work performance in an attempt to find solutions to on-the-job problems. Counselling is used to improve an employee's performance where their behaviour or conduct is unacceptable or unsatisfactory.

**Disciplinary action:** Action taken by the company to deal with any actual or perceived breach of policies, codes or other standards of work performance and/or conduct.

**Misconduct:** Behaviour so serious in its nature that it may warrant severe discipline of the employee by the employer including but not limited to instant dismissal.

### Rights and responsibilities

All persons have the right to:

- have the principles of natural justice and procedural fairness observed. This means:
  - the employee who is the subject of concern must be informed of all the allegations in relation to his/her behaviour
  - the employee must be provided with the opportunity to put forward their case
  - all parties must have the right to be heard
  - all relevant submissions and evidence must be considered
  - irrelevant matters must not be taken into account
  - the decision-maker must be impartial, fair and just
- investigations and proceedings that are conducted honestly, fairly and without bias
- no undue delay in investigations and proceedings.

It is the responsibility of all parties involved in counselling or disciplinary action to participate fully in the resolution process in good faith. Confidentiality must be respected and maintained at all times within the constraints of the need to fully investigate the matter, subject to any legal requirements for disclosure and consistent with the principles of natural justice.

## Disciplinary sample policy (cont.)

### Procedure

1. Identify the problem. Notify the person of the problem immediately. A lag here could imply your acceptance of poor performance or unacceptable behaviour.
2. Discuss the problem and investigate the cause. Conduct formal or informal counselling – a private meeting/interview is generally appropriate to discuss the reasons. The person may not necessarily be aware of the problem.
  - i. Get a response/reason/explanation. Be prepared to give a fair hearing of and proper consideration to any reason or excuses given
  - ii. Negotiate outcomes (e.g. training)
  - iii. Set a period for review
  - iv. Make the person aware of the consequences of noncompliance with requirements, for example:
    - your future employment may be reviewed (first warning)
    - your employment will be terminated (final warning).
3. Document the outcome.
  - i. The person should be allowed to see, sign and make any comments on this file note.
  - ii. Concentrate on the facts of the situation and the clear quantifiable measurements to support these facts. Ensure there is evidence for facts and figures. This requires good record-keeping to be an essential part of the process, and therefore to also be a part of the management practice of the business.
4. Monitor change. The person should be allowed time to demonstrate improvement, in line with the review period and standards set at the counselling meeting.
5. If the behaviour persists, act as per the notified consequences.

**AUTHORISED BY:** \_\_\_\_\_

**EFFECTIVE DATE:** \_\_\_\_\_

## Work health and safety sample policy

### General principles

We strive to conduct activities in a work environment that achieves the following:

- protects the health, safety and welfare of all people affected by our workplace activities
- actively encourages minimising risk in working practices, both at work and off the job
- protects the community and the environment
- provides quality products and services that meet the needs of our customers.

Work health and safety (WHS) is an integral part of the people management of any business.

It is a legal right for all employees to enjoy a safe workplace that complies with WHS legislation.

Effective WHS management will reduce workplace accidents, incidents and injuries.

Everyone is responsible for reporting all hazards, near misses, incidents and injuries to their manager immediately, using the following procedure. All reports must be completed in writing using either the Hazard reporting form or Incident record/reporting form – page 117/118.

The underpinning ideal to this policy is that no task will be undertaken if health, safety, environment and quality standards are to be compromised.

### Definitions

Work health and safety is ensured when persons are free from:

- death, injury or illness caused by any workplace, workplace activities or specified high-risk plant
- risk of death, injury or illness created by any workplace, workplace activities or specified high-risk plant.

**Risk:** Something by its nature having the potential to damage or cause injury.

**Hazard:** The likelihood of that potential being realised.

**Dangerous event:** An event at a workplace involving imminent risk of explosion, fire or serious bodily injury.

**Work injury:** An injury to an employer, self-employed person or worker in the course of doing work that requires first aid or medical treatment; or the recurrence, aggravation, acceleration, exacerbation or deterioration of any existing injury in a person in the course of doing work:

- that requires first aid or medical treatment
- to which the work was a contributing factor.

**Serious bodily injury:** An injury that causes death; or impairs a person to such an extent that as a consequence of the injury the person becomes an overnight or longer stay in a hospital.

**Work-caused illness:** A disease that is contracted by an employer, self-employed person or worker in the course of doing work and to which the work was a contributing factor; or the recurrence, aggravation, acceleration, exacerbation or deterioration in a person of an existing disease in the course of doing work to which the work was a contributing factor.

## Work health and safety sample policy (cont.)

### Responsibilities

To achieve a healthy, low-risk and quality working environment, the commitment and co-operation of all employees, visitors and contractors is essential. To support this policy, we will:

- comply with relevant legislation and statutory requirements, advisory standards, environmental guidelines and industry standards, and allow adequate provision of resources to meet these requirements
- promote health, safety, environmental and quality awareness in the development of standard work practices
- undertake a risk management approach to hazards in our workplace
- provide information, training and instruction to enable all employees to perform their duties effectively
- involve employees in work health, safety, environmental and quality matters and discuss with them ways to reduce workplace hazards and improve control systems
- maintain effective hazard, incident and non-conformance reporting and analysis
- encourage the rehabilitation of employees injured or with diagnosed work-related illnesses through established post-injury management procedures
- set health, safety, environmental and quality objectives and regularly review performance as part of a continuous improvement action plan.

All employees, contractors and visitors are required to:

- comply with all relevant statutory requirements, standard work procedures, advisory standards, Australian standards and, where applicable, provide adequate resources to meet these requirements
- report all injuries, incidents and where appropriate, rectify hazards and faults
- participate in risk management analysis of any incidents and non-conformance to our policies or procedures
- protect all persons, the community and the environment that may be affected by our activities.

### Legal requirements

Every employer must keep a record of all work injuries, work-caused illnesses and dangerous events.

By regulation, every employer must give notice of every serious bodily injury, work-caused illness, death or dangerous event to the Queensland regulator, Workplace Health and Safety Queensland, Office of Industrial Relations (WHSQ) in the approved form.

Where a serious bodily injury, work-caused illness or dangerous event has occurred, the scene of the accident must not be interfered with in any way unless it is necessary to prevent further injury or damage.

Records must be made in the approved form and kept for 12 months.

## Work health and safety sample policy (cont.)

### Reporting and investigation procedure

1. If any employee identifies a hazard or risk, they should report it to management using the Hazard reporting form – page 117.
2. All incidents must be recorded and reported using the Incident record/reporting form – page 118.
3. The manager of the person making the report must:
  - i. Take immediate action to prevent any person being exposed to the hazard or risk.
  - ii. Conduct an investigation with the employee to:
    - identify the factors that may have contributed to the hazard or incident
    - assess the level of risk associated with the hazard and determine controls or actions to either eliminate the hazard or reduce the risk
    - implement these controls
    - complete the investigation, controls and close-out sections of the form on which the incident, risk or hazard was reported
    - monitor and review effectiveness of controls.

### WHS safe workplace procedure

- Conduct work health and safety inspections using the checklist on a quarterly basis – page 78
- Conduct work health and safety audits using the audit form on an annual basis – page 116

**AUTHORISED BY:** \_\_\_\_\_

**EFFECTIVE DATE:** \_\_\_\_\_

## Position description sample

**JOB TITLE:** Line Haul Driver Current as at day month year

**REPORTS TO:** Logistics Manager

**SUPERVISES:** This position has no supervisory responsibilities

### JOB SUMMARY

To safely and productively deliver bulk fuel from Brisbane to depots/customers in Queensland and New South Wales, while abiding by all company procedures and regulations under the *Work Health and Safety Act 2011* and all road rules and regulations.

### DUTIES

Essential duties and responsibilities include:

- ensuring you report 'fit for duty' at the start of each shift
- completing relevant documentation prior, during and after each shift, and handing it in to the office upon completion of each shift
- reporting any issues relating to deliveries or mechanical issues to the Logistics Manager
- keeping the exterior and interior of company vehicles clean at all times
- providing professional and polite service to customers
- maintaining a high standard of safe driving operations at all times and being courteous to all road users.

### QUALIFICATIONS, LICENCES AND REGISTRATIONS

- Current Multi-Combination Drivers Licence
- Dangerous Goods Licence
- Safe Load Pass

### SKILLS, KNOWLEDGE AND EXPERIENCE

- Good literacy and numeracy skills
- Current knowledge of statutory requirements including:
  - Work Health and Safety Act 2011 and Regulations
  - Codes of practice

### PHYSICAL REQUIREMENTS/WORK ENVIRONMENT

While performing the duties of this position, you may be required to lift up to 25 kilograms and manipulate and move up to 200 kilograms.

### ACKNOWLEDGMENT FOR RECEIPT OF POSITION DESCRIPTION

I have received a copy of the position description and have read and understand its contents.

---

**Employee name and signature**

---

**Date**

---

**Manager name and signature**

---

**Date**

## Vacancy advertisement sample

### Waste Management Traineeship

*(Multiple positions based in Logan, Brisbane)*

- **Looking for a future, not just a job?**
- **Would you like to be part of a team that will value you and support you to grow?**
- **We encourage both men and women to apply!**

We are an Australian, family-owned business with a dynamic attitude that values our people, their safety and the environment. Recognised as an innovative leader in waste management, we deliver quality in customer service, corporate social responsibility, and provide a workplace culture where people choose to stay.

#### WHAT IS THE POSITION?

More than a job, a [insert company name] traineeship will develop you as a highly skilled waste management operator. We have seven positions available to join our Logan based waste collection team to fulfill our new contract. A traineeship with a difference, the positions will start in February 2011 and by July 2011, you will have received your Heavy Rigid licence and be working at our Logan depot whilst completing the remaining components of your qualifications.

#### WHO ARE YOU?

You are self motivated and willing to learn, and work well individually as well as part of a team. You have held a C class licence for at least two years and are ready for a new career. No prior industry experience or skills are required; all necessary training will be completed during your traineeship.

#### WHAT ARE YOUR REWARDS?

You will work a minimum 40 hours week (Monday-Friday 6.00am 2.30pm), including rostered days off and overtime. You will achieve a nationally recognised Certificate III in Driving Operations as well as obtaining your Heavy Rigid licence. Successful trainees will be permanently employed under Award requirements and be a part of a flexible, innovative and safe workplace where you can plan your future.

If you believe you are the right candidate for one of these roles, please send your application to: X and X address or via email to X



**For more information, contact X at X**



## Culture questionnaire

**Instructions:** Please answer the questions below to help us understand why you chose to work for [insert business name] and why you stay. By helping us get a better understanding of what it's like to work here from your perspective, we can recruit future people into the business who fit our workplace culture.

1. Using three words, describe the personality of [insert business name]?

---



---

2. When asked by your friends or family what it's like to work for [insert business name], what do you say?

---



---

3. If a new person started in your area today and they asked you the dos and don'ts of working here, what would you say?

---



---

4. What are the three main reasons why you like working with [insert business name]?

---



---

5. If you had to write an advertisement for a new employee, what sort of person would you try to attract?

---



---

6. Are there any things that [insert business name] does not do or offer that you expected prior to joining the business?

---



---

7. Describe your ideal workmate, what would they be like?

---



---

8. In your opinion how would you describe the overall morale of the workplace?

---



---

## Workplace culture check

Use the culture check tool to assess your culture, and see how it matches up to the employee value proposition (EVP) you are promoting. There are no right or wrong answers; these questions simply help you gauge the current workforce climate.

### Achievement

#### Long term or short term?

Do your employees have daily goals, for instance, a daily sales goal, a certain number of customer calls or guideline on tasks completed each day? Or are the goals longer-term?

#### How often must employees 'check in'?

Do you expect daily reports on their progress? Or are employees left largely on their own, as long as their workload is completed?

#### Who is promoted?

Do you promote by the numbers? Or do you look at overall performance, including attitude, leadership style and commitment?

#### Achievement vs. attitude?

Will you retain an employee with a poor track record of achievement but who tries hard, goes the extra mile and has a great attitude?

#### Celebration?

Do you take the time to acknowledge and celebrate achievements?

### Flexibility

#### How important are procedures?

Is there a strict way to do everything, from ordering supplies to logging customer calls? Or are employees free to use their own methods to accomplish their work?

#### Is variation encouraged?

Are employees reprimanded when they do something that's not of the standard, even if the ultimate goal is still accomplished?

#### What about the little things?

Are employees expected to clock in and out at a certain time each day, no exceptions? Or is it okay if they come and go as necessary, as long as their work is done on time? Is lunch taken at a certain time each day? Are breaks timed?

### Fun

#### What are some examples of things you do in the workplace to keep things fun?

Does fun mean the occasional joke during a meeting or novel team activities? There are different definitions of fun and your workplace will have its own.

#### How do employees relate to one another?

Are your workers friends, or do they mostly stick to themselves and only engage politely? Are meetings formal and to-the-point, or is it sometimes difficult to settle people down due to all the chatting? Are employees seen as stand-offish and non-team players if they keep to themselves? Or are overly friendly people seen as distractions?

### Hierarchy

#### How do you use office space?

How much space is given to whom? Where are people located?

#### Who makes decisions?

Is there a hierarchy of decision-making before an idea sees fruition? Or are employees free to try different ideas on their own?

### Individual vs collective

#### How much do your employees rely on one another?

Is there a set of tasks to achieve a goal, with each task assigned to a different person? Or is each employee self-sufficient?

#### Do people stick to assigned tasks?

If one person is swamped, will another lend a hand? Will the rest of the team head home while someone stays back late?

#### Are people encouraged to express themselves?

Does everyone have to do things exactly the same way? Is there room for individual approaches to different tasks?

Job analysis form

CURRENT AS AT (DATE):

**JOB TITLE:**

**REPORTS TO:**

**SUPERVISES:**

**TASKS**

Does this task need to be done at all?	Is the person who currently undertakes this task the only one to whom it can be assigned?	Did the previous person who held this job undertake this task?	Does this job exist primarily to perform this task?	Would eliminating this task fundamentally change the job?	Is any special expertise or training required?	Is a licence or qualification required?	Would there be any significant consequence if this task is not done?	Is any special equipment, machinery or vehicles required to perform this task?	Is this an essential function?

## Position description form

JOB TITLE:

REPORTS TO:

SUPERVISES:

### JOB SUMMARY

---

[In a few sentences state the purpose and nature of the job. This paragraph can be used when creating an advertisement for the position. It is easier to prepare this summary last.]

### DUTIES

---

[Identify the functions or tasks that employees in the job perform. The most important duties should be stated first and include the results to be achieved. Of the tasks listed, what percentage of time is devoted to each? Generally, include those functions that account for 10 per cent or more of the work, such as key items that contribute significantly to the achievement of the job.]

### QUALIFICATIONS, LICENCES AND REGISTRATIONS

---

[Identify all licences or certifications required by law or policy to perform the duties. These qualifications will be included in the job posting and will be used to screen applicants.]

### SKILLS, KNOWLEDGE AND EXPERIENCE

---

[Identify the minimum skills, knowledge, abilities or experience required to perform the job duties. These can be used to screen and shortlist applicants. You may choose to divide this part into two sections – mandatory and beneficial. Beneficial job specifications may be used to enhance success in the search of the candidate. These specifications do not disqualify candidates without them from consideration.]

### PHYSICAL REQUIREMENTS/WORK ENVIRONMENT

---

[The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Describe activities such as bending, lifting, walking, sitting, turning, repetitive motion and environmental conditions.]

### ACKNOWLEDGMENT FOR RECEIPT OF POSITION DESCRIPTION

---

I have received a copy of the position description and have read and understand its contents.

---

Employee name and signature

---

Date

---

Supervisor/manager name and signature

---

Date

## Record of interview form

**Candidate name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Interviewer one:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Interviewer two:** \_\_\_\_\_ **Position:** \_\_\_\_\_

### Scoring (score out of 5 with 1 being the lowest and 5 being the highest)

**Communication/general**

\_\_\_\_\_  
 \_\_\_\_\_

**Achievement and drive**

\_\_\_\_\_  
 \_\_\_\_\_

**Customer service and interpersonal skills**

\_\_\_\_\_  
 \_\_\_\_\_

**General skills**

\_\_\_\_\_  
 \_\_\_\_\_

**Relevant experience**

\_\_\_\_\_  
 \_\_\_\_\_

**TOTAL**

### Final comments

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Interviewer name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

### Introduction

- Two minute overview of the business and reason for the position being vacant
- Introduce who’s who on the interview panel
- Two minute overview of the role (refer to position description)

## Record of interview form (cont.)

**Communication/general**

(score out of 5)

Tell us about your most recent/current job. What were your duties and responsibilities?

---

---

What do you like most about your current/last role?

---

---

What do you like least about your current/last role?

---

---

Why are you leaving?

---

---

Why do you want this job and to work for our company?

---

---

Describe your ideal job and ideal boss?

---

---

Describe your ideal workmate, what would they be like?

---

---

In your opinion how would you describe the overall morale of the workplace?

---

---

## Record of interview form (cont.)

**Achievement and drive****(score out of 5)**

Give me an example of a time when you set a goal and were able to meet or achieve it. What steps did you take? What would you do differently next time?

---



---

Tell us of a recurring problem under your area of responsibility that you or your team has been unable to get on top of?

---



---

In your current or most recent workplace, what is the toughest recent decision you have needed to make?

---



---

Can you tell us a recent time when you needed to put in extra hours and sacrifice a bit of personal time, to reach a critical deadline?

---



---

When did you need to cut corners to get a job completed on time?

---



---

When you have a lot of work to do, how do you get it all done? Give an example.

---



---

What is the most complex issue you have had to grasp, in a work context, in recent times?

---



---

Tell us about the best team you have worked in and describe a team experience you found rewarding.

---



---

## Record of interview form (cont.)

### Achievement and drive (cont.)

---

Tell me about a situation you were faced with, or a task that you undertook, that you are exceptionally proud of. Be specific.

---

---

When you have been made aware of, or have discovered for yourself, a problem in your work performance, what was your course of action? Give a specific example.

---

---



## Record of interview form (cont.)

**Customer service and interpersonal skills**

(score out of 5)

What has been the most satisfying thing you have done at work in the last year?

---

---

Give an example of a situation where you have contributed to building a teamwork environment.

---

---

Tell me about the most difficult or frustrating individual that you've ever had to work with and how you managed that relationship.

---

---

When you disagree with your supervisor, what do you do? Give an example.

---

---

Tell me about a recent situation in which you had to deal with a very upset customer or co-worker.

---

---

- In what way have you been unable to meet customer expectations in recent times?
- When did you last accidentally upset a customer?
- When did you last need to sacrifice some personal time to attend to a customer request?
- When was the last time a customer stressed you?
- When was the last time you needed to pass a customer on to someone else, as you could not handle the enquiry?

---

---

---

---

## Record of interview form (cont.)

### General skills

(score out of 5)

What do you bring to the job and the team?

---

---

What are your wage expectations? What are your preferred working hours?

---

---

Do you have any questions?

---

---

How much notice would you need to give your current employer if you were successful?

---

---

### Close the interview

Thank the candidate for taking the time to meet with you. Explain that you will be in touch within the next [x] days.

### Post interview

Score the candidate's responses and collate them on the front page of this form. This will give you a quick and objective measure with which to compare all candidates.

**Record any other observations or points of interest.**

## Personal details form

Full name: \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Mobile: \_\_\_\_\_

### Emergency contact

Contact name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Contact numbers Home: \_\_\_\_\_ Work: \_\_\_\_\_ Mobile: \_\_\_\_\_

### Alternative emergency contact

Contact name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Contact numbers Home: \_\_\_\_\_ Work: \_\_\_\_\_ Mobile: \_\_\_\_\_

### Do you have any medical condition which we should know about as your employer?

Give details including treatment required if necessary (for example disabilities, diabetes, epilepsy, allergies to medications or food).

\_\_\_\_\_  
 \_\_\_\_\_

### Comments or other information:

\_\_\_\_\_  
 \_\_\_\_\_

### Bank account details

#### First account

Account name: \_\_\_\_\_

Bank: \_\_\_\_\_

Branch address: \_\_\_\_\_

BSB: \_\_\_\_\_ Account number: \_\_\_\_\_

Amount: \_\_\_\_\_ % Or \$ \_\_\_\_\_

#### Second account

Account name: \_\_\_\_\_

Bank: \_\_\_\_\_

Branch address: \_\_\_\_\_

BSB: \_\_\_\_\_ Account number: \_\_\_\_\_

Amount: \_\_\_\_\_ % Or \$ \_\_\_\_\_

#### Third account

Account name: \_\_\_\_\_

Bank: \_\_\_\_\_

Branch address: \_\_\_\_\_

BSB: \_\_\_\_\_ Account number: \_\_\_\_\_

Amount: \_\_\_\_\_ % Or \$ \_\_\_\_\_



## Hazard reporting form

### 1. Brief description of hazard/health and safety issue

Include details, if any, of immediate action taken to ensure the safety of person(s) who may be affected.

---



---

### 2. Where is the hazard located in the workplace?

---



---

### 3. Time/date hazard identified

Time: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### 4. Recommended action to fix hazard/issue

---



---

Recommended completion date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### 5. Please note: This report does not imply that all other conditions and work practices are acceptable

Work health and safety representative (WHSR)

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Received by the employer or health and safety officer

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### 6. How did the employer address the hazard/issue?

---



---

Do you consider the issue fixed: Yes  No  Completed on: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

WHSR Signature: \_\_\_\_\_

### 7. To be completed if the representative intends to notify the WHS inspector

Employer/company name

Name: \_\_\_\_\_

Principal contractor name

Name: \_\_\_\_\_

Address where you are normally employed:

---

Employer phone number:

---

## Incident record/reporting form

To be completed by the injured person or their manager.

Forward copy of report to work health and safety representative.

### 1. Time and place of incident

Location of incident: \_\_\_\_\_ Incident reported to: \_\_\_\_\_  
Date of incident: \_\_\_\_/\_\_\_\_/\_\_\_\_ Name of witness: \_\_\_\_\_  
Date incident reported: \_\_\_\_/\_\_\_\_/\_\_\_\_ Signature: \_\_\_\_\_  
Position/title: \_\_\_\_\_

### 2. Incident details

Outcome of incident/exposure: \_\_\_\_\_

**No injury:** Nil obvious injury  Near miss  Property or equipment damage

**Work injury:** Lost time  First aid  Medical treatment  Return to work

**Serious bodily injury:** Fatality  Hospital stay overnight or longer  Property or equipment damage

What were you actually doing at the time: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Describe what happened: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Aggravation of an existing injury/illness:** Yes  No

**Property damage related to injury:** Yes  No

Comment: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date incident reported: \_\_\_\_/\_\_\_\_/\_\_\_\_  
(please print)

### 3. Immediate action taken to control risk (to be completed by manager)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date incident reported: \_\_\_\_/\_\_\_\_/\_\_\_\_  
(please print)

## Incident record/reporting form (cont.)

### 4. Details of injured/involved person

Full name: \_\_\_\_\_ Position/title: \_\_\_\_\_

Department: \_\_\_\_\_ Payroll no.: \_\_\_\_\_

Address (if visitor): \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_ Type of employment:  
 Full-time  Part-time  Casual  Volunteer

Were you trained in this task, for example use of equipment?

Years: \_\_\_\_\_ Months: \_\_\_\_\_ Days: \_\_\_\_\_ Nil  N/A

Training in the task (describe): \_\_\_\_\_

Proportion of shift worked at the time of incident:

Before start  1st half of shift  2nd half of shift  overtime  journey

### 5. Rehabilitation (to be completed if person was on a rehabilitation program at time of injury)

Was the task a selected or modified task? Yes  No

If yes, comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 6. Description of injury

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 7. Close-out action

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Work health and safety representative  
 (signature) Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Job safety analysis form

Date to be reviewed: \_\_\_\_ / \_\_\_\_ / \_\_\_\_      Written by: \_\_\_\_\_

Reviewed by: \_\_\_\_\_      Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### Task description:

---

---

### Equipment:

### Materials:

### Other:

_____	_____	_____
_____	_____	_____
_____	_____	_____

### Location:

### Department:

### Work area:

_____	_____	_____
_____	_____	_____

### Site appearance:

---

---

Qualifications/permits/licence required:  
e.g. forklift/confined space

Reference documentation: e.g. service manual

_____	_____
_____	_____
_____	_____

### Special considerations for the task:

---

### Personal protective equipment (PPE) required:

---





## Performance objectives and action plan form

Objective 1:	Status
How will I achieve this? _____ _____	
How will this be measured? _____ _____	
Learning and development required (include course name, date, cost, etc): _____ _____	
Objective 2:	Status
How will I achieve this? _____ _____	
How will this be measured? _____ _____	
Learning and development required (include course name, date, cost, etc): _____ _____	
Objective 3:	Status
How will I achieve this? _____ _____	
How will this be measured? _____ _____	
Learning and development required (include course name, date, cost, etc): _____ _____	
Objective 4:	Status
How will I achieve this? _____ _____	
How will this be measured? _____ _____	
Learning and development required (include course name, date, cost, etc): _____ _____	

**Employee signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Manager signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Performance objectives and action plan form (cont.)

### Performance Plan Review

Extremely competent performance	Competent performance	Unsatisfactory performance
Meets all agreed work objectives. Overall performance exceeds management expectations.	Meets all agreed work objectives and competently fulfills job role requirements.	Does not achieve set work objectives and/or job role requirements.

#### Employee comment:

Employee to comment on own performance in the review period: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### Manager comment:

Manager comments on employee performance during the review period (highly competent, competent or unsatisfactory) and how improvement may be achieved: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Employee signature:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Manager signature:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Release of information consent form

I understand that there are likely to be inquiries from future prospective employers regarding my performance during the time I worked here.

**Please tick:**

I hereby consent to the release of information regarding my performance while I was employed by  
[ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ].

I do not consent to the release of information regarding my performance while I was employed by  
[ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ ].

**Comments:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signed:** \_\_\_\_\_

**Full name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:**

- *Ensure consent is signed by exiting employee*
- *Keep copy in Human Resources file*

## Certificate of service form

To whom it may concern,

This is to certify that [insert employee full name] left the service of this company on [insert date]. [He/She] was in our employment from [insert start and finish dates] and at the date of leaving was in the position of [insert position title]. The main duties of this position were:

[insert duties] \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

It is the policy of [name of business] not to issue any reference other than the above statement of service.

Yours faithfully,

\_\_\_\_\_  
[insert full name and position of relevant officer]

### Instructions:

- *Ensure consent is signed by exiting employee*
- *Keep copy in Human Resources file*

## Exit interview (short) form

We would like to thank you for your service to our business.

As a departing member of our team, you have unique perspective from which to comment on the strengths of our business and about any improvements that could be made.

Your comments and suggestions can assist us to improve the working environment and the way we operate. It would be appreciated if you could take a little time to contribute on your views on how we could improve. Your feedback is appreciated and any information provided by you will always be treated confidentially.

The exit interview can be undertaken with your immediate manager or any other person you feel comfortable with nominating.

	Yes	No
<b>Were decisions about changes or other issues affecting you communicated ahead of time?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did you feel in control of your workload?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did management care how you really felt about your work?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Was management open and honest in dealing with you?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Was more emphasis placed on the quality rather than the quantity of the work?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did you have a clear understanding of what was expected of you?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Were you eager to come to work most of the time?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did you have an opportunity to use and develop your skills and knowledge?</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did you find the performance management process useful and the feedback practical?</b>	<input type="checkbox"/>	<input type="checkbox"/>

**List three things management could do to better serve our employees:**

---



---



---

**Thank you for your time and honesty.**

## Exit interview (comprehensive) form

We would like to thank you for your loyalty, hard work and dedication that you displayed as a member of our team. Although your departure is a loss to our business, we wish you the very best in your future career choices.

As a departing member of our team, we value any comments or feedback you are willing to share with us regarding the strengths of our business and any areas where we could improve as an employer and provide a better place to work.

Your comments and suggestions can assist us to improve the way we operate and the working environment.

You can complete the exit interview form yourself or participate in an interview with a nominated manager.

### Your details

#### Current age

- 15–25 years  
 26–35 years  
 36–45 years  
 46–55 years  
 > 55 years

#### Gender

- Male  
 Female

#### Employment status

- Permanent full-time  
 Permanent part-time  
 Contract full-time  
 Contract part-time  
 Casual  
 Temporary  
 Other: \_\_\_\_\_

Position title: \_\_\_\_\_

#### Length of service

- 0–6 months  
 6–12 months  
 1–2 years  
 2–5 years  
 5–10 years  
 > 10 years

Name (optional): \_\_\_\_\_

Manager's name (optional): \_\_\_\_\_

### Reason for leaving

- Self-employment       Maternity/family reasons       Retirement       Salary  
 Job dissatisfaction       Interpersonal conflict       Travel       Study

Other (please specify): \_\_\_\_\_

### About us

What are the things you believe this business does well?

---



---

What do you consider to be some of the highlights or positive experiences of your employment?

---



---

If you are leaving to join another organisation, what does it offer that we do not?

---



---

Could we have done something differently to encourage you to stay?

---



---

## Exit interview (comprehensive) form (cont.)

What are the things you believe we need to improve on?

---

---

What do you consider to be some of the unhappy or negative experiences of your employment?

---

---

How well do we deal with career development?

---

---

Would you recommend employment with us to a friend? Why/why not?

---

---

**About us** Please select from: 1 – Highly Satisfied 2 – Satisfied 3 – Neutral 4 – Dissatisfied 5 – Highly Dissatisfied

- 1  2  3  4  5 Workload and task allocation was appropriate
- 1  2  3  4  5 Ability to obtain leave
- 1  2  3  4  5 Work safety
- 1  2  3  4  5 Facilities
- 1  2  3  4  5 Management dealing with conflict
- 1  2  3  4  5 Induction or orientation process (on commencement)
- 1  2  3  4  5 Job satisfaction with your role
- 1  2  3  4  5 Job security
- 1  2  3  4  5 Performance management process (feedback on your performance)
- 1  2  3  4  5 The opportunity to use your existing skills/knowledge
- 1  2  3  4  5 Availability of work-related training/education/professional development
- 1  2  3  4  5 Employee involvement in improving standards and conditions
- 1  2  3  4  5 Work performance/efforts recognised
- 1  2  3  4  5 Work area adequately equipped
- 1  2  3  4  5 Flexible working hours
- 1  2  3  4  5 Communication of decisions and other issues affecting you
- 1  2  3  4  5 Relationship with your immediate manager
- 1  2  3  4  5 Team environment (approachability and relationships with peers)

**Please provide any other information not covered above that has influenced your decision to cease your employment with us.**

---

---

**Thank you for your time and honesty.**



# Index

<b>A</b>		<b>I</b>	
Ageing and exiting workforce	45	Incident record/ reporting form	118
Apprenticeships	55	Induction	21
Attracting people	7	Induction checklist	74
<b>B</b>		Instant dismissal	48, 49
Benefits and incentives for employees	36	Interviewing	19
<b>C</b>		<b>J</b>	
Certificate II in Driving Operations pathways	68	Job analysis	15
Certificate III in Driving Operations pathways	69	Job analysis form	107
Certificate of service letter form	125	Job offer	20
Code of conduct sample policy	93	Job safety analysis form	120
Complaints and grievances sample policy	96	Job Active Australia	13
Culture questionnaire	105	<b>K</b>	
<b>D</b>		Keeping the right people	17, 18, 27, 28
Department of Education and Training	41, 46, 62	<b>L</b>	
Disciplinary process	49	Leaving the business	47
Disciplinary sample policy	98	– Flowchart	50
Diversity		Letter of offer template	84
Generational	41	Logistics pathways	67
Gender	42	<b>M</b>	
<b>E</b>		Motivating staff	35
Employee value proposition (EVP)	9	<b>N</b>	
Employer brand	8	National Training Complaints Hotline	62
Employer of choice	7	<b>P</b>	
Exit checklist	82	Performance management	38
Exit interview (comprehensive) form	127	Performance objectives and action plan	122
Exit interview (short) form	126	Performance review checklist	80
Exit interviews	51	Personal details form	115
<b>F</b>		Phased retirement options	45
Fair Work Australia	13, 57	Poor performance	49
<b>G</b>		Position description	16
Gender	42	Position description form	108
<b>H</b>		Position description sample	103
Harassment and discrimination sample policy	94	Position filled letter template	87
Hazard reporting form	117	Privacy statement template	88

## Q

Queensland Training Information Services 55, 62

## R

Rail infrastructure pathways 66

Rail operations pathways 65

Recognition of Prior Learning (RPL) 36, 55, 62

Record of interview form 109

Recruit the right people 8, 13

Recruitment checklist 73

Recruitment process flowchart 14

Release of information consent form 124

Resolving conflict 37

Retention health checklist 77

Retention strategies 28

## S

Selecting the right person 18

Stevedoring pathways 64

Succession planning 47

## T

Terminating employment 48

Termination letter (absence) template 91

Termination letter (performance) template 92

Thank you letter template 83

Traineeship 55

Training Ombudsman 62

Training.gov.au 62

## U

User choice 57, 62

## V

Vacancy advertising 9, 10, 17, 18

Vacancy advertisement sample 104

Vocational Education and Training 9, 36, 62, 63-69

## W

Wages for apprentices and trainees 57

Warehousing and distribution pathway 63

Warning letter (absence) template 89

Warning letter (performance) template 90

Work health and safety 32

Work health and safety audit form 116

Work health and safety checklist 78

Work health and safety sample policy 100

Workplace bullying 30

Workplace conduct 29

Workplace conflict 37

Workplace culture 9, 10

Workplace culture check 106

Workplace planning 7, 15

---

## References

1. **Hooper, D., 2007.** *Getting better all the time.* HR Monthly, Australian Human Resource Institute (AHRI), May, pp. 40-41.
2. **Minchington, B., 2006.** *Your Employer Brand – Attract, Engage, Retain.* Torrensville, SA: Collective Learning Australia.
3. **Deal, T. E. and Kennedy, A. A., 1982.** *Corporate Cultures: The Rites and Rituals of Corporate Life.* Reading, MA: Addison-Wesley Publishing.
4. **Stretton, R., 2000.** *Mind the gap.* HR Monthly, Australian Human Resource Institute (AHRI), October, pp. 54-55.
5. **Chesterman, C., Ross-Smith, A. and Peters, M., 2004.** *Senior Women Executives and the Cultures of Management,* Australian Technology Network Women's Executive Development Program, [Accessed June 2004].
6. **McCrimble, M and Wolfinger, E., 2009.** *The ABC of XYZ: Understanding the global generations.* Sydney: University of New South Wales Press Ltd. 131.
7. **McConnell, C.R., 1992.** *The Exit Interview: Locking the Barn Door.* Health Care Supervisor, 11, pp.1-10.



