MANAGING YOUR HUMAN ASSETS:
A HUMAN RESOURCE GUIDE FOR SMALL BUSINESS EMPLOYERS

Developed by Garven & Associates for:

Saskatchewan Career & Employment Services

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MODULE 1: HUMAN RESOURCE PLANNING

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1. INTRODUCTION

Many business owners prepare a business plan before starting their business. However, small business owners often do not include human resource planning as part of their over-all business plan. They may start out with only a few employees or none at all. Over time, it is important to properly forecast employment needs. Just as failing to address potential threats in the marketplace can jeopardize the viability of your business, failing to anticipate personnel needs can impact on overall business success.

The success of a business is directly linked to the performance of those who work for that business. Underachievement can be a result of workplace failures. Because hiring the wrong people or failing to anticipate fluctuations in hiring needs can be costly, it is important that you put effort into human resource planning.

Planning for HR needs will help to ensure your employees have the skills and competencies your business needs to succeed. An HR plan works hand in hand with your business plan to determine the resources you need to achieve the business's goals. It will better prepare you for staff turnover, recruitment, and strategic hiring – and alleviate stress when you have emergency/last-minute hiring needs.

This module provides a detailed outline of how small business owners can develop a human resource plan. There is also a discussion of issues to consider when developing a succession plan, the plan that is needed to consider how to carry on the business, or sell the business, when the current management/ownership leaves. Tips for creating a personnel policy manual are also included.

2. DEVELOPING AN HR PLAN

2.1 Forecasting Hiring Needs

The daily demands and hectic lifestyle of business owners and managers often has an unfortunate by-product: human resource planning gets placed on the bottom of the list of things to get done. Failure to anticipate potential changes in your workforce often leads to last minute or "crisis mode" decision-making. Needless to say, quick fixes are no solution to long-term issues. Taking the time to forecast future hiring needs *today* will save you time and money in the long-run.

HR planning must be tied to the overall business plan. You can start the process by assessing the current conditions and future goals of your company. Perform these assessments regularly. Consider some of the following questions: [1]

- What are the company's goals and objectives?
- Do these goals call for expansion into new markets?
- Are new product lines planned?
- Are changes in technology necessary to stay competitive?
- Will new skills and/or training be required to meet the company's goals and objectives?

The following three-step method is designed to help you determine whether or not you are ready to hire:

1. Identify Business Strategy and Needs
2. Conduct a Job Analysis and Write a Job Description
3. Determine the Feasibility of Hiring

Forecasting future hiring needs today will save you time & money in the long-run.

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[1] Margaret Butteriss, *Help Wanted: The Complete Guide to Human Resources for Canadian Entrepreneurs*, (Toronto: John Wiley & Sons Canada, 1999), 36.

Step 1: Identify Business Strategy and Needs

Identify Pressures and Opportunities

Consider the following internal and external opportunities and record how they may impact your business:[2]

- Competition: Often businesses will feel pressure to expand and hire more workers in order to remain competitive in a particular market.

- Technology: Technological advancements may increase the demand for employees in certain industries or professions.

- Increased customer demand: An increased demand for products or services may require more resources to help produce or deliver services.

- Economics: Growth of the economy or lower interest rates cause increased spending, and often increased business opportunities. Changes in the labour market impact your ability to find and keep employees.

- Workforce changes: These include resignations, terminations, leave of absences, death, change in employment status, and retirement.

Clarify your business strategy and direction

Describe what your business does in terms of key functions and tasks and then describe the changes that will come into play and the direction that the business will likely take in the next few years.[3] If you expect to increase sales by 50% over the next five years, consider what impact that will have on your hiring needs. If you are a start-up company, consider the different sorts of employees you will need at each stage of development.

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[2] Monica Beauregard and Maureen Fitzgerald, *Hiring, Managing and Keeping the Best: The Complete Canadian Guide for Employers* (Toronto: McGraw-Hill Ryerson, 2000), 4.
[3] Hiring, Managing and Keeping the Best, 4.

	Year 1	**Year 2**	**Year 3**
Activity	Construct Facility	Produce product & ship	Expand markets
Staff	▪ Construction ▪ Supervisors ▪ Engineers ▪ Manager	▪ Line staff ▪ Supervisors ▪ Packaging ▪ Administrative assistant ▪ Manager ▪ Logistics ▪ Marketing	▪ Increased line staff ▪ Additional supervisors ▪ Additional administrative assistant

Identifying your business goals and needs will help you to predict future hiring needs, in terms of the number of employees, types of skills, and work experiences. This planning process will help you to avoid making mistakes – like hiring an employee prematurely.

Identify aspects of the business that need help

Once you have developed a sense of the direction your business is taking, you need to determine what human capacity your company will need in order to accomplish those goals. Identify aspects of the business that need help, and the skills and knowledge required of a new employee. When you are hiring, look for a person who has a <u>particular set of skills</u> – not a particular person to fill a particular job.

Identifying your business goals & needs will enable you to determine the kinds of employees you will need.

The following questions will help you determine how many people are required, and with what skills, to fulfill your business needs.[4]

- ▪ What new positions are opening up?
- ▪ What special skills (e.g. computer applications) will be needed?
- ▪ What work experience (e.g. in a particular area) will be required?
- ▪ When will new staff be needed?

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[4] Help Wanted, 39-40.

- When should hiring be scheduled to ensure a smooth transition?
- Does the hiring plan also provide for employee turnover and attrition?

Use the tool below to help plan your short-term and long-term staffing needs. [5]

Figure 1.1 Mapping Out Staffing Needs					
Functions or Tasks	People on staff currently	Additional people needed now	People needed in 6 months	People needed in 1 year	People needed in 2 and 3 years
1. Answering phones & taking orders					
2. Accounting & managing					
3. Producing & assembling					
4. Packaging, mailing & inventory					

Step 2: Conduct a Job Analysis

If you decide that you need additional employees to fulfill your business strategy, it is recommended that you conduct a four-step job analysis:

1. Review your current workforce

Describe the employees you now have in terms of their knowledge, skills, and experience and describe how they function together to get work done. Map these onto your strategic plan and describe the skills and knowledge that you will need for the anticipated new work or function. At the same time, consider how

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[5] Hiring, Managing and Keeping the Best, 6.

the current work could be reorganized to make the best use of current and future employees.[6]

2. Identify any skills and knowledge gaps

Note any gaps between the skills and abilities your current employees have and the skills and abilities that your workforce needs to meet your business objectives in the future. To ensure that you have considered the full scope of the new position from all different perspectives, ask your current employees what they think this position would involve. The checklist below might help you identify the desired attributes of potential employees.

Gather information from a variety of sources.

Employee Attributes Checklist [7]	
Examples of Needed Skills	
❑ Interpersonal ❑ Organizational ❑ Decision making/judgment ❑ Tactile ❑ Typing/word processing ❑ Plumbing	❑ Interviewing/counselling ❑ Roofing ❑ Verbal and written communication ❑ Leadership ❑ Problem solving
Examples of Needed Knowledge/Experience	
❑ About industry ❑ About product ❑ About methods ❑ About market ❑ About technology ❑ Completion of trade certificates	❑ Program planning ❑ Product design ❑ Languages ❑ High school/university/college ❑ Specialized training ❑ Within specific business area
Examples of Needed Qualities/Approaches	
❑ Self-motivated ❑ Customer-oriented ❑ Team-player ❑ Flexibility/adaptability	❑ Innovative ❑ Results-oriented ❑ Competitive insight ❑ Detail-oriented

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[6] Hiring, Managing and Keeping the Best, 8.
[7] Hiring, Managing and Keeping the Best, 9.

3. Write a Job Description

After completing steps one and two, you can begin to draft a job description. Although many small businesses do not take the time to draft job descriptions, it is a worthwhile exercise. See Module 2: Hiring Strategies for a detailed explanation on how to write a job description.

4. Set an Appropriate Salary

Start by adopting a general salary range to help you determine what you will need to budget – and whether potential candidates are within your budget. You may want to complete a job evaluation, whereby you rank jobs and their corresponding salaries. Weigh the importance of critical skills and knowledge for each position, compare positions, and rank the new position on the pay scale accordingly. [8]

If you already employ an administrative assistant and plan to hire another, you will probably pay him/her approximately the same rate, depending on experience. If, on the other hand, you decide to create a new position and recruit an employee with a unique skill set, you will need to do a comparison between the new and existing positions.

- Is the new position more junior/senior?
- Will the new position require more specialized skills and knowledge?
- Will the position have more complex tasks and different working relationships?
- Will the new position have more or less responsibility?

The external market is another useful resource for determining salary. Look at similar positions in other organizations by checking

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[8] Hiring, Managing and Keeping the Best, 8.

job postings on the Internet, talking to others in the industry, reading career ads in the newspaper or purchasing salary surveys.

You may want to use the Saskatchewan Job Futures website (http://www.saskjobfutures.ca/index.cfm?lang=en&site=graphic) which contains information about the average annual incomes for full time, full year workers in a broad range of occupations within Saskatchewan.

MANAGEMENT MAXIMS

Tips for Conducting a Job Analysis [9]

- Ask employees about each position within the business and how they are (or are not) connected
- Ask employees if they think hiring a new employee or creating a new position would be a good idea
- Observe employees at work and earnestly ask for their ideas about better ways to operate; be prepared to put good suggestions into action
- Talk to customers about which employees are easiest to deal with or provide the best service
- Find out and understand why past employees have left – be truthful with yourself
- Talk to customers about their needs
- Understand the needs of people the new employee will be working with
- Differentiate between "nice to have" and "must have" skills and experiences
- Look at employees who are performing at a superior level and try to assess the skills and behaviours that distinguish them; look for evidence of these behaviours during the interview
- Look at similar positions in other companies and the requirements they have
- Read books or articles about companies that may have found themselves in similar situations

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[9] Hiring, Managing and Keeping the Best, 11.

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Step 3: Determine the Feasibility of Hiring

Before you hire, you must understand (1) the costs of hiring, (2) the benefits of hiring, and (3) the risks of not hiring.

(1) When calculating the full cost of hiring a new employee you must consider:

- Labour costs, such as salary and benefits
- Recruiting costs, which may include advertising in addition to time spent on recruiting activities, orientation and training.

(2) Weigh the costs of hiring against the value of having an employee contributing to the business. Potential benefits include:[10]

- Improved morale of other employees, if a departing employee was a problem or if the area has been understaffed for some time

- Improved morale of existing staff if the growth means new business and opportunities

- Improved productivity if a departing employee was not productive or if employees believed that you have made the decision to hire as a result of their input

- Increased revenues once a new employee is performing at an acceptable level

- A new employee who is more qualified than current employees can help train the existing employees

- Increased customer satisfaction and potentially saved business

(3) Some of the potential risks associated with choosing not to hire despite the need for additional staff include: [11]

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[10]   Hiring, Managing and Keeping the Best, 18.
[11]   Hiring, Managing and Keeping the Best, 18.

- Loss of revenues because of an inability to keep up with demand

- Loss of employees because they are unwilling to continue being overworked or to do the work of a departed employee

- No new ideas or knowledge brought in through new employees

If you decide that hiring a new employee is feasible, you are ready to begin the recruitment process (see Module 2: Recruitment). If not, you might need to revisit your strategic plan or business objectives.

Use the checklist on the following page as you carry out the human resource planning process.

If hiring is feasible, you are ready to begin the recruitment process.

Human Resource Planning Checklist[12]

Step 1: Identify Business Strategy and Needs

❑ Identify pressures and opportunities
❑ Clarify your business strategy and direction
❑ Identify aspects of the business that need help

Step 2: Conduct a Job Analysis and Write a Job Description

❑ Review your current workforce
❑ Identify any skills and knowledge gaps
❑ Write a job description
❑ Set an appropriate salary

Step 3: Determine the Feasibility of Hiring

❑ Understand the costs of hiring
❑ Understand the benefits of hiring
❑ Understand the risks of not hiring

Remember: *There should be a strong relationship between how many additional employees you hire and how much of an increase in sales, production, etc. that you can expect.*

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[12] Hiring, Managing and Keeping the Best, 18.

The brief scenarios that follow will walk you through different steps of the human resource planning process. In HR Scenario 1, the owner of Wood Works executes step one of the process. Identifying her business strategy and needs helped her determine her hiring needs.

In HR Scenario 2, the manager of Fenmore Children's Clothing Company executes steps one through three in order to determine how she should respond to an employee's resignation – and the possibility of switching to an automated manufacturing process.

HR Scenario 1: Identifying Business Strategy & Needs[13]
Company Name: Wood Works   **Owner: Brenda Parade**

Brenda Parade owns and operates Wood Works, a small business. She produces wood home decoration items including frames, clocks, and vases. Recently the company has been selling significantly more clocks and her research indicates that the United States is an untapped market for all of her products.

Brenda makes products in her garage. She has one part-time helper to assemble and package products. Her roommate helps with accounting and shipping. She can barely keep up with the orders that are currently coming in.

Wood Works currently only sells in Alberta and British Columbia. Her limited resources limit her profitability. Brenda wonders if she should be looking for another employee. She considers her business objectives and needs:

- *She identifies pressures and opportunities:* The company is facing increased demand for all products, especially the clocks. The demand is expected to continue over the medium to long term. There is an untapped market for wood products in the United States. Brenda is slipping behind on orders.

- *She clarifies her business strategy and direction:* Brenda wants to increase production of clocks to keep up with increasing demand. She also wants to investigate alternatives for more efficient distribution of products and explore options for expanding into the United States over the next three years. She also intends to continually develop new products and attend large gift shows to be able to reach more retailers.

- *She identifies aspects of the business that need help:* Brenda needs help immediately with assembling and distributing clocks. She also needs to think about better ways to produce clocks quickly. With increased sales, she will need more help with accounting and distribution. In order to expand to the United States she will need to know more about that market. She also needs to free up more of her time so that she can develop new products. She also needs someone who can work at fit shows. Brenda would also like to take a holiday and leave someone else in charge.

Brenda decides, based on her analysis, to hire a full-time person on a one-year contract to assembler more products. This will allow her to investigate more efficient alternatives to production and decide if the person is required long-term.

She also decides to outsource the accounting tasks to a professional accountant and have her roommate focus her efforts on packaging and shipping. Brenda will then have more time to consider an expansion into the U.S.A.

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[13] Hiring, Managing and Keeping the Best, 4-5.

HR Scenario 2: Planning for Change[14]
Company Name: Fenmore Children's Clothing Company

Janet runs a small children's clothing manufacturing company. John, one of two order clerks, has just told her that he is moving to a new city at the end of the month. His position is critical to the business so she feels she must quickly replace him. However, she is hesitant.

Two years ago, Janet had five employees. She now has 10 employees yet business has only increased by 10 per cent. She has a feeling that some employees are not as busy as they could be. She now has two choices: quickly hire a replacement to do the same work as the departing employee or do an assessment of her business needs, shift other employees and look for a person who will fill a new position that truly fits her business needs.

Step 1: Identify Business Strategy and Needs
Janet has identified both external and internal pressures and opportunities. To remain competitive, Janet must use new technologies in the manufacturing process. This means purchasing new equipment, as well as hiring a qualified technician to operate the new equipment. Her sewers and cutters are busy all the time but the packers are only busy when enough product is available to be shipped. The two order clerks are also not consistently busy because orders come in sporadically. Janet's strategy is to continue to grow revenues at 10 percent each year by introducing more innovative and efficient processes.

Step 2: Conduct a Job Analysis and Write a Job Description
Janet believes that if she automates the current manual manufacturing process, she will need one less employee within the year. She decides to shuffle John's duties to the other order clerk and one of the packers, who have the necessary skills and are able to absorb the additional duties. She quickly identifies that even with this shift she still needs a technician since no one internally has the necessary skills. In addition, she feels it is not likely her existing staff could acquire these skills in the short term to medium term.

Since the technician position is new, she does not have an existing job description. She begins to draft one, identifying what she requires of all her employees (customer-service orientation, ability to work independently, team players, previous industry-related experience). She gathers information on the position by networking with others in the industry and talking with the equipment supplier regarding requirements of an operator. She also speaks to her employees. She makes calls to people she knows in the industry to determine the appropriate salary level.

Step 3: Determine the Feasibility of Hiring
Janet is able to provide a strong business case for her hiring decision. She will not incur any additional salary expenses since the new position will replace John's. She will incur an additional expense with the purchase of the new equipment and some training of employees, but these expenses will be paid for with additional revenues by the end of the first year. Her revenues in the years following implementation of the new equipment are expected to double. Janet believes she is ready to hire.

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[14] Hiring, Managing and Keeping the Best, 7-8.

2.2 Employment Arrangements

Once you have determined that hiring new staff is desirable and feasible, you must decide what type of employment arrangements would best suit your company. Consider the following questions:

Are there candidates in-house or is an external search required?
When mapping out your HR requirements for the coming months or years, determine whether or not any of your current employees might be suitable for these newly created positions.

Will training be provided, or will candidates be required to have the skills needed for the position?
Training is often required when a particular skill is needed or there is a shortage of qualified people. Many companies prefer to hire people who already have the skills in order to avoid training costs.

Will the position be full-time, part-time, or contract?
Your decision to hire full-time, part-time, seasonal, temporary, peak, contract employees or independent contractors should depend primarily on the type of work and the timing of the work. You should also consider the payment structures; full-time employees are more likely to require benefits than part-time and contract people.

Employer Needs / Requirements[15]	Full-time/ Part-time	Fixed Term
Long-term commitment	x	
Short-term commitment		x
Budget supports salary	x	
Limited budget		x
Long-term teamwork required	x	
Long-term teamwork unnecessary		x
Work must be performed on a regular basis	x	
Work need not be performed on a regular basis		x
Specialized skills needed are core to business	x	
Specialized skills needed are not core to business		x
Trial / probation period desirable		x
Fill in for permanent employee leave of absence		x

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[15] Hiring, Managing and Keeping the Best, 102.

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3. SUCCESSION PLANNING

3.1   Non-Family Succession

Succession planning is a process that is often neglected by small business owners. This is understandable when day-to-day operations are *more* than enough to keep you busy. The thought of losing control of your business – whether due to illness, death, or other factors – is unpleasant. However, the reality is that people age and accidents happen. By planning for succession or by considering your business exit strategy, you will also give yourself the freedom to voluntarily step away from your business to pursue other interests – if you so choose.

If you want your business to survive beyond you, planning for changes in management is crucial.   By keeping all business responsibilities in your own hands, you put the sustainability of your business in jeopardy. Succession must be managed for all significant positions in a company – not just owner(s) or senior manager(s). Business processes and institutional memory should be passed along not only at the ownership and executive levels, but also on the supervisory, professional, and skilled levels.[16]

The founder/owner has the power to suit his or her beliefs and values when choosing a method of succession. Some may decide to sell the business, while others may maintain an arm's length relationship with the business as the board chair. You have the option of grooming talent within your organization or looking outside of the business to find managers with the necessary qualifications.

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[16] Help Wanted, 212.

It is wise to start the planning process by identifying your business's existing competencies. You should then evaluate and assess current employees to determine how they match up to organizational needs. Coaching, mentoring, training, and recruiting methods can be used to fill gaps – and prepare your staff for future responsibilities.[17]

Training Employees to Take on New Roles[18]

| Employee's current skills & experience | Measurable Gap
▪ Skill training
▪ Enriching assignments
▪ Mentoring | Skills and experience needed for new position |

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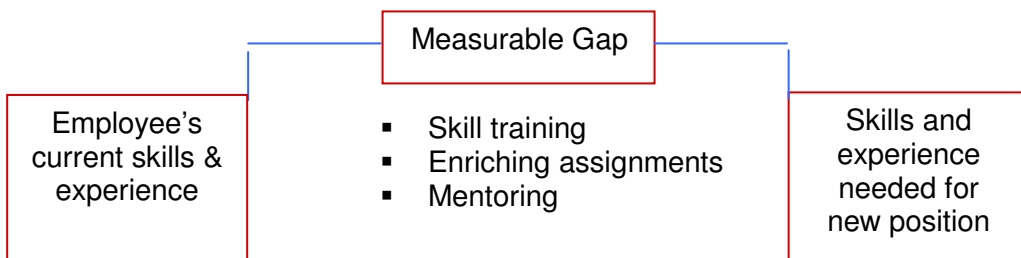
[17] Kevin Butler and Dona E. Roche-Tarry, "Succession Planning: Putting an Organization's Knowledge to Work:
<http://www.nature.com/cgitaf/DynaPage.taf?file=/nbt/journal/v20/n2/full/nbt0202201>
[18] Harvard Business School, *Harvard Business Essentials: Hiring and Keeping the Best People* (Boston: Harvard Business School Press, 2002), 105.

Fill out the manager assessment form below to determine the potential of the managers you currently employee.

Assessing Management Staff
Name and service time:
Brief personal history:
Education:
Work experience:
Management experience:
Positions held here:
Personal goals:
Hobbies:
Unused skills:

Word of Advice:

There are various ways to handle succession, each with its own difficulties and benefits. It may require a long time to determine which method is best for your business. Once you have settled on a method, its implementation will be a continuing task. Succession must not be left to the last moment.

3.2   Family Succession

Family succession is a critical issue facing our country's economy. Canada's more than one-million family-owned businesses generate more than 45 percent of the Gross Domestic Product (GDP) and provide a paycheque for about half of all working Canadians. [19] Succession planning will become increasingly important as Canada's baby boomers reach retirement.

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[19] Help Wanted, 212.

The majority of family-run businesses don't make it to the third generation as a result of "family-related issues." Some of these issues include: [20]

- Splitting the business or giving it to unsuited persons out of the desire to be fair to children.

- Simply assuming that children will go into the business, but failing to develop a program to familiarize them with it and develop their interests and skills.

- Not developing corporate culture, business plans, and job descriptions that family successors understand, agree to, and develop competence for.

- Allowing family dynamics to control meetings and communications that are supposedly for business purposes.

- Giving in to financial demands from family heirs that are bad for business.

There is no fool-proof model for succession planning; you will need to customize your approach to meet your specific needs.   There are, however, some strongly recommended <u>dos</u> and <u>don'ts</u>:

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[20] Help Wanted, 213.

Succession Planning Dos and Don'ts [21]
DO
- Start planning now. It is *never* too early to think about succession.   - Communicate openly at all times with all family members about plans.   - Develop a long-term vision of what you want to happen. *Write it down.*   - Address the issue of fail vs. equal division of the business early on.   - Help develop the skills, abilities and knowledge of the next generation.   - Prepare a legal will early.   - Develop a general plan for the transfer of assets.   - Enroll a lawyer and an accountant to fine-tune your plans.
DON'T
- Procrastinate and put off discussing succession. Start *now*.   - Feel that the succession plan has to treat all children equally; fair does not mean equal.   - Be afraid to ask questions and listen carefully to the answers.   - Hold on to control of all aspects of the business.   - Feel both generations must have the same value sets.   - Define your life as the business. There is more to life than work.   - Rely on just one professional advisor.

Unfortunately, many family business owners fail to develop a succession plan. It is critical that the owner writes down his or her future plans. Otherwise, this information is lost if circumstances render him or her incapable of continuing with the business.

Often, family-businesses plan for Joint-CEOs to be the successors. This is seldom a result of careful planning. Rather, it often results from a reluctance to choose among family members, a fear of provoking arguments, or the desire to please everyone. In order for your business to survive, you must handle it as a business.

MANAGEMENT MAXIMS	**Secrets of Success in Succession Planning [22]** - Start planning early. - Think of the family business as an asset, not just an operation. - Let family members have a free choice on whether or not to enter the business while you still manage it. - Get professional help for the transition process.

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[21] Government of Ontario, <www.gov.on.ca/OMAFRA/english/busdev/facts/99-045.htm>.
[22] Help Wanted, 216.

4. CREATING A PERSONNEL MANUAL

The best way to ensure that your employees understand your workplace policies is to communicate them both verbally and through a written document. This document need not be lengthy or elaborate. Simply outline your business's rules and expectations in a clear and concise way. Even a sentence or two will do!

Include the information most critical to your work environment.

A sample table of contents for an employee handbook is included on the following page. The topics included are simply suggested areas of discussion. You should include the information most critical to *your* work environment. It is a good idea to include a page (preferably at the beginning of the booklet) that explains the employee's responsibility to read and understand the policy – and requests employee signatures.

A quick and easy employee handbook template is included at the end of this module. Please consult the publication *Rights and Responsibilities: A Guide to Labour Standards in Saskatchewan* to clarify matters such as hours of work, overtime pay, and so on.

Employee Handbook and Human Resource Policies

Table of Contents

The following "Employee Responsibility" handbook page has been provided by the Online Women's Business Center. A number of sample pages and useful handbook writing tips can be found at http://www.onlinewbc.gov/docs/manage/hrpol_idx.html.

XYZ Corporation, Inc.
EMPLOYEE HANDBOOK

This employee handbook has been prepared for your information and understanding of the policies, practices and benefits of XYZ Corporation. PLEASE READ IT CAREFULLY. Upon completion of your review of this handbook, please sign the statement below, and return to your personnel representative by the due date. A reproduction of this acknowledgment appears at the back of this booklet for your records.

I, _____, have received and read a copy of the XYZ Corporation Company (The Company) Employee Handbook which outlines the goals, policies, benefits and expectations of The Company, as well as my responsibilities as an employee.

I have familiarized myself, at least generally, with the contents of this handbook. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in Employee Handbook provided to me by The Company. I understand this handbook is not intended to cover every situation which may arise during my employment, but is simply a general guide to the goals, policies, practices, benefits and expectations of The Company.

I understand that The Company Employee Handbook is not a contract of employment and should not be deemed as such, and that I am an employee at will.

_____
(Employee signature)
Please return by: _____
(Date)

It may be a good idea to include a simple organization chart (such as the one below) in your employee handbook. Organizational charts clarify lines of communication and authority and shows who reports to whom.

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                         ┌──────────────┐
                         │  President   │
                         └──────────────┘
                                │
                                │      ┌───────────────────┐
                                │      │  Administrative   │
                                ├──────│    Assistant      │
                                │      └───────────────────┘
                                │
        ┌──────────────┐        │        ┌──────────────┐
        │  Production  │        │        │ Sales Manager│
        │   Manager    │────────┴────────│              │
        └──────────────┘                 └──────────────┘
              │                                  │
      ┌───────┴───────┐              ┌───────────┴───────────┐
  ┌────────┐   ┌────────┐        ┌────────┐           ┌────────┐
  │Employee│   │Employee│        │Employee│           │Employee│
  └────────┘   └────────┘        └────────┘           └────────┘
          │
      ┌────────┐
      │Employee│
      └────────┘
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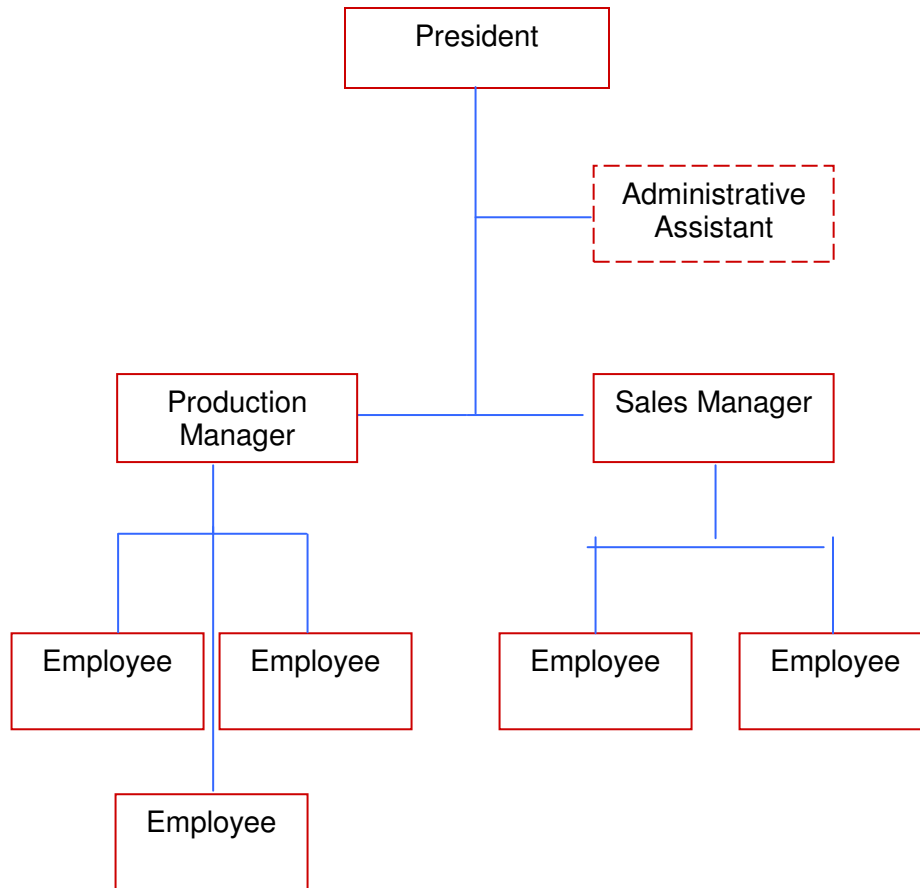
Although drafting a personnel policy handbook may involve a time commitment initially, it will save you time and stress in the long-run. It will reduce your need to clarify questions and concerns with employees on an individual basis. Clear communication of policies and expectations is vital to successful human resource management not only during an employee's first weeks and months, but throughout the duration of his or her time with your business.

5. CONCLUSION

Because your employees play such a critical role in your business's successes, it is important that you put thought and careful planning into your human resource practices. Remember that your human resource plan should correspond with your business plan. For example, if you anticipate 25% growth in sales in two years, you must consider how that will affect your workplace and human resource needs.

Human resource planning is an ongoing process. You must continually monitor and forecast personnel needs and concerns. Likewise, if you would like your business to continue after your retirement, you should make a commitment to forecasting future *management* needs. Human resource planning is something that you can learn and improve on through experience and effort.

STAFF FORECASTING CHART

Mapping Out Staffing Needs					
Functions or Tasks	People on staff currently	Additional people needed now	People needed in 6 months	People needed in 1 year	People needed in 2 and 3 years
1. Answering phones & taking orders					
2. Accounting & managing					
3. Producing & assembling					
4. Packaging, mailing & inventory					

Managing Your Human Assets
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EMPLOYEE ATTRIBUTES CHECKLIST

Employee Attributes	
Examples of Needed Skills	
❑ Interpersonal	❑ Interviewing/counselling
❑ Organizational	❑ Roofing
❑ Decision making/judgment	❑ Verbal and written communication
❑ Tactile	❑ Leadership
❑ Typing/word processing	❑ Problem solving
❑ Plumbing	
Examples of Needed Knowledge/Experience	
❑ About industry	❑ Program planning
❑ About product	❑ Product design
❑ About methods	❑ Languages
❑ About market	❑ High school/university/college
❑ About technology	❑ Specialized training
❑ Completion of trade certificates	❑ Within specific business area
Examples of Needed Qualities/Approaches	
❑ Self-motivated	❑ Innovative
❑ Customer-oriented	❑ Results-oriented
❑ Team-player	❑ Competitive insight
❑ Flexibility/adaptability	❑ Detail-oriented

MINIMUM WAGE LEVELS

Current Minimum Wage Levels Across Canada*[23]		
Jurisdiction	**Hourly Rate**	**Effective Date**
Nunavut	$8.50	March 3, 2003
British Columbia	$8.00	November 1, 2001
Quebec	$8.00	May 1, 2007
Yukon	$8.37	April 1, 2007
Ontario	$8.00	February 1, 2007
Manitoba	$8.00	April 1, 2007
Saskatchewan	**$8.60**	**May 1, 2008**
Northwest Territories	$8.25	December 28, 2003
Prince Edward Island	$7.50	April 1, 2007
Nova Scotia	$7.60	May 1, 2007
New Brunswick	$7.25	July 1, 2007
Newfoundland	$7.50	October 1, 2007
Alberta	$8.00	September 1, 2007

* These are the general minimum wage rates in each jurisdiction – some have different rates based on regional and occupational considerations and some have lower rates for students, inexperienced workers, and/or employees receiving gratuities.

[23] Saskatchewan Labour, <www.labour.gov.sk.ca/MinWageCan/>

HUMAN RESOURCE PLANNING CHECKLIST

Step 1: Identify Business Strategy and Needs

❑ Identify pressures and opportunities

❑ Clarify your business strategy and direction

❑ Identify aspects of the business that need help

Step 2: Conduct a Job Analysis and Write a Job Description

❑ Review your current workforce

❑ Identify any skills and knowledge gaps

❑ Write a job description

❑ Set an appropriate salary

Step 2: Determine the Feasibility of Hiring

❑ Understand the costs of hiring

❑ Understand the benefits of hiring

❑ Understand the risks of not hiring

MANAGEMENT ASSESSMENT FORM

Assessing Management Staff
Name and service time:
Brief personal history:
Education:
Work experience:
Management experience:
Positions held here:
Personal goals:
Hobbies:
Unused skills:

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PERSONNEL POLICY MANUAL TEMPLATE

1.1   Employee Responsibility

This employee handbook has been prepared for your information and understanding of the policies, practices and benefits of XYZ Corporation. PLEASE READ IT CAREFULLY. Upon completion of your review of this handbook, please sign the statement below, and return to your personnel representative by the due date. A reproduction of this acknowledgment appears at the back of this booklet for your records.

I, _____, have received and read a copy of the XYZ Corporation Company (The Company) Employee Handbook which outlines the goals, policies, benefits and expectations of The Company, as well as my responsibilities as an employee.

I have familiarized myself, at least generally, with the contents of this handbook. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in Employee Handbook provided to me by The Company. I understand this handbook is not intended to cover every situation which may arise during my employment, but is simply a general guide to the goals, policies, practices, benefits and expectations of The Company.

I understand that The Company Employee Handbook is not a contract of employment and should not be deemed as such, and that I am an employee at will.

_____
(Employee signature)

Please return by: _____
(Date)

1.2 About the Company

1.3 Company Mission, Values & Beliefs

1.3 Statement of Non-Discrimination

2.0 Office Expectations

2.1 Hours of Work

2.2 Standards of Conduct & Performance

2.3 Attendance

2.4 Use of Company Property

2.5 Dress Code

2.6 Safety Rules

2.7 Lunch/Coffee Breaks

2.8 Sexual Harassment

2.9 Smoking

3.0 Pay Policies

3.1 Salary/Wage

3.2 Pay Periods

3.3 Benefits

3.4 Perks

3.5 Reporting Hours of Work

3.6 Overtime Pay

3.7 Overtime Pay

3.8 Making Up Time

3.9 Lateness

4.0 Leave Policies

4.1 Vacations and Holidays

4.2 Sick Leave/Personal Leave

4.3 Maternity and Parental Leaves

4.4 Worker's Compensation

4.5 Bereavement Leave
4.6 Jury Duty
4.7 Leave for Religious Observances
4.8 Time Off for Voting
4.9 Leave of Absence Without Pay
5.0 Termination Policies
5.1 Retirement
5.2 Layoff for Lack of Work or Funds
5.3 Termination: Poor Performance or Failure to Comply with Policies
5.4 Termination Procedures
6.0 Wage and Wage Administration
6.1 Salary Administration Program
6.2 Annual Performance Review

MODULE 2: RECRUITMENT STRATEGIES

Contents

TEMPLATES:

A. Work Description Form
B. Job Profile Template
C. Recruitment Strategy Evaluation Form

1. INTRODUCTION

The search for new employees is a familiar task for most employers. Employees retire, move, quit, are transferred, or are fired. Businesses restructure, grow, or take a new direction. Regardless of the situation, the end result is the same – you have a job opening to fill.

A number of steps must be taken in order to fill a job. First of all, the employer must determine what the job entails. What tasks will this person perform? What skills and education are necessary? Next, you must decide which recruitment strategy would be most effective to find qualified candidates. Posting a newspaper ad? Using the Internet? Recruiting at schools? It is important to look for potential employees in a number of different places and from a variety of sources.

This module will guide you through the recruitment process, from start to finish. It will cover the following topics: how to write job descriptions, how to access the workforce, and how to diversify your workforce. Use the forms attached at the back of the module to help you during your own recruitment strategy.

2. JOB DESCRIPTIONS

2.1   Laying the Groundwork

Before moving forward, you can put the job under a magnifying glass to gather all the information you need about the position. What activities will this employee be involved in? What skills are necessary to do the job successfully? What level of education and/or training will be needed? This investigation will help you develop a more precise idea of what you're looking for in a new employee.

You may find that you are quite familiar with the position being offered and are able to simply re-use the same job description as you have used in the past. However, it is often a good idea to take the time to make sure you *fully* understand what the job involves. The following Work Description Form may help you determine the exact duties, responsibilities, and performance standards required for the position.

Take the time to make sure you *really* know what the job involves.

After jotting down the daily "nuts and bolts" of the position, you must decide what sort of education, experience, and personality traits the job applicants *must* have. Be realistic. Don't make your personal *preferences* into job *requirements*. This will limit the number of candidates you have available to you.

Work Description Form [1]

Organization Name: _____

Title: _____

Department: _____ (optional)

Date: _____ (optional)

Prepared By: _____ (optional)

Supervisor: _____

Main Function:

Describe the overall responsibilities of the job in one or two sentences.

_____

_____

_____

_____

Duties:

List the work duties in order of importance. Use **action words** to describe the duties. Don't forget to include how the task should be done, where that is important.

_____

_____

_____

_____

_____

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[1] Canada - Saskatchewan Career & Employment Services,
   http://www.sasknetwork.ca/html/Employers/workplace/workdecriptform.htm

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<u>Physical Demands:</u>

This section should include a description of working conditions which might affect some individuals' ability to do the work.

_____

_____

_____

_____

<u>Skills:</u>

List the **<u>knowledge</u>**, **<u>personal management</u>** and **<u>teamwork skills</u>** needed.

_____

_____

_____

_____

_____

_____

<u>Education and Experience:</u>

Identify the education and experience needed. Where possible, include different combinations of education and experience to widen your selection of applicants.

_____

_____

_____

_____

_____

Now that you have a written understanding of the job, you can decide on the *job requirements* to list in the Job Description. The table below will assist you in identifying job requirements. [2]

Education:	▪ Does the job call for university? Technical training? Any other specific training?
Skills:	▪ Must the candidate be skilled in computers? Machinery? Drafting? Statistics? Technical work? Any other skills?
Work experience:	▪ What type and duration of previous experience in related job functions is required?
Physical strength or stamina:	▪ Does the job require heavy lifting or hard physical labour? If so, is it a significant part of the job or does it only occur occasionally?
Intelligence:	▪ Does the job involve complex problem solving or thinking on one's feet? For such jobs, you can require candidates to report their scores on standardized intelligence tests.
Communication skills:	▪ Specify the exact communication skills needed (Ex. Reporting on projects to supervisors, managing staff on the job, answering the telephone, or writing professional documents).
Accuracy of work:	▪ If a job calls for "attention to detail," specify what type of detail work.
Dealing with stress:	▪ If a job calls for "the ability to work under pressure," indicate what type of pressure (Ex. daily deadlines, round-the-clock sessions, or difficult working conditions).
Extroversion or Introversion:	▪ Any staff who deal with your customers (such as a sales rep. or office receptionist) should have an outgoing personality. Jobs that involve independent work and little contact with others are better suited to shy, introverted people.
Special factors:	▪ Requirements such as: fluency in a foreign language, willingness to travel, willingness to work on weekends, willingness to work overtime at short notice, etc.

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[2] Franklin C. Ashby and Arthur R. Pell, *Embracing Excellence: Become an Employer of Choice to Attract and Keep the Best Talent* (Prentice Hall Press, 2001), 83-85.

2.2   Writing the Job Description

Once you have defined the *job requirements*, you are ready to write an effective job description. Don't underestimate the importance of this task. By taking the time to write a clear and detailed job description, you enable job seekers to determine whether or not they are interested in and qualified for the job. This, in turn, means that you'll have less "résumé weeding" to do later.
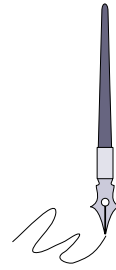
"Job Description" defined - **a** *profile of a particular job, its essential functions, reporting relationships, hours, and required credentials. It identifies what the job seeker agrees to do in return for pay and benefits.*[3]

Prior to preparing a written advertisement for the employment position, consider what you will need from the employee. You may or may not want to include some of the expectations in your job description. This next section outlines the three crucial areas of the job description: [4]

- Duties and responsibilities
- Performance expectations
- Competencies

Duties and Responsibilities of the Job

1. Name the essential responsibilities of the position.
2. Spell out areas of responsibility clearly in order to avoid clashes over authority in the future. Identify the position within the organizational structure of the company.

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[3] Harvard Business School, *Harvard Business Essentials: Hiring and Keeping the Best People* (Boston: Harvard Business School Press, 2002), 143.

[4] Margaret Butteriss, *Help Wanted: The Complete Guide to Human Resources for   Canadian Entrepreneurs*, (Toronto: John Wiley & Sons Canada), 49.

3. Spell out any special physical requirements of the position, such as lifting heavy objects or prolonged use of computers.

Performance Expectations

1. Identify the level of output expected (Ex. 300 invoices each week).
2. Spell out targets for productivity improvement (Ex. increasing sales by a stated percentage per month).
3. Tie performance to quantifiable goals according to a timetable for review (Ex. quarterly or annually).
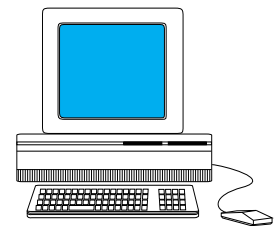
Technical Competencies

1. Write out the specific technical skills and knowledge required (expertise with a particular computer application; skill with a particular tool; level of previous work experience in the specific industry or market).
2. Highlight particular qualifications required (a degree in a specific discipline, such as electrical engineering; completion of an apprenticeship; a professional designation, such as chartered accountant; a heavy goods vehicle license).
3. Specify any particular work experience you consider essential (e.g. shift work).

General Competencies

1. Write down competencies that are important to this position (skills in customer relations, in working with others, and in written and oral communications).
2. Distinguish between the competencies expected of a person new to the position and of someone who has been in the job long enough to be expected to

perform at a fully satisfactory level. This range of expectations will help with training as well as with salary and wage adjustment.

Personal Competencies

Energy, initiative, integrity, discipline, reliability, adaptability, and willingness to take on new challenges are all personal competencies. Personal competencies are vital when seeking a person who will fit in with the culture of the company. If the company is dynamic and fast-paced, you will want to recruit a person who is creative, energetic, and enthusiastic. If the business places heavy emphasis on dealing with customers, then you are looking for reliability and good people skills.

The sample Job Profile below can be used as a guide when writing job descriptions. [5]

JOB PROFILE

Position Title: Administrative Assistant

Required Experience/Skills: 1-2 years of office experience; 80 wpm typing; word processing and spreadsheet experience, preferably with MS Word 2000 and MS Excel 5.0. Good communication skills and ability to work on a project team are essential.

Education: Post-high school business or secretarial training required; some college preferred.

Essential Functions: Duties include:

- Typing, proofreading correspondence, memoranda, and reports
- Organizing and maintaining company files
- Entering data into spreadsheet files
- Answering telephone, arranging appointments for sales personnel

Salary Range: $25,000-$30,000

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[5] Hiring & Keeping the Best, 143.

The Job Profile template below may be useful to you when drafting job descriptions.

JOB PROFILE

Position Title:	....
Required Experience/Skills:	....
Education:	....
Essential Functions:	....
Salary/Wage Range:	....

3. FINDING THE CANDIDATE

3.1 Candidate Sources

Now that you know *what* you're looking for in an employee, you must determine *where* to find the potential job seekers. There are a number of ways you can get the word out. The next section will guide you through a variety of options.

We have included a discussion of recruitment strategies used by *small* and *medium-size* companies across Canada – and the benefits and drawbacks of each.

Some of the top sources of candidates for small and medium-size businesses are:

- Referrals by Friends, Business Colleagues, & Employees
- Personal Contacts
- Drop-ins
- Newspaper Ads
- Advanced Education, Employment and Labour Internet posting (SaskJobs.ca)
- Human Resources and Social Development Canada
- School Campus Recruiting
- Creative Advertising
- Websites
- Industry, Trade & Professional Associations & Recruiting
- Internal Job Postings

1.   <u>**Referrals by Friends, Business Colleagues, and Employees**</u>

Referrals by friends, business colleagues, and employees are among the most highly used forms of recruitment for any firm. They are particularly beneficial to small and medium-size businesses. [6]

ADVANTAGES & DISADVANTAGES OF REFERRALS	
Advantages	**Disadvantages**
▪ It is inexpensive. ▪ People who know your culture are likely to refer candidates who will fit in well. ▪ The reputation of people doing the referring will be enhanced if they recommend good qualify people. Therefore, they typically recommend people with good potential. ▪ It is a relatively fast method of finding candidates.	▪ It may take up unnecessary time since you may feel obligated to interview all the candidates who are referred to you, even if they are not suitable for the position or are not a match for the work culture. ▪ Relationships may be destroyed if people continue to refer inappropriate candidates.

How to Ensure Good Referrals:

Make sure friends, business colleagues, and employees know the skills and competencies you're looking for and have a good understanding of the type of person who will fit in with the work culture. Reward employees who find new employees.

2.   <u>**Personal Contacts**</u>

Many small and medium-size business owners and managers rely on personal contacts to fill their staffing requirements.   Personal

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[6] Help Wanted, 58-59.

contacts can be used to fill positions, or as a way of finding people through referrals. [7]

ADVANTAGES & DISADVANTAGES OF PERSONAL CONTACTS	
Advantages	**Disadvantages**
- It is inexpensive. - You know the people and their work experience. - You know if they will fit with the company culture.	- If personal contacts do not work out, there may be a reluctance to let them go. - You may be tempted to "make" them fit a position, because you want to hire them, even though the fit is not there.

3. Drop-ins

Many small and medium-size businesses will accept and screen applications from drop-ins. These people inquire about employment on their own initiative. Often the visibility or reputation of the company attracts potential employees. [8]

ADVANTAGES & DISADVANTAGES OF DROP-INS	
Advantages	**Disadvantages**
- It is inexpensive. - People often know something about the company and understand the types of jobs that the company has available. - It provides a constant stream of job applicants.	You may get résumés from people who are not suitable. They are attracted by your company and come in even if they do not have the skills that are needed.

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[7] Help Wanted, 59-60.
[8] Help Wanted, 60-61.

4. <u>**Newspaper Ads**</u>

This method of finding candidates is still widely used. A Royal Bank survey showed that this form of advertising accounts for up to 50 percent of all new hires. [9]

Let's take a look at a newspaper advertisement.

DRIVERS WANTED

We have 10 positions for drivers for long hauls from Regina, SK. to Brampton, Ont.
Earning potential of $100,000 per year.
Applicants need to have a commercial licence and meet DOT requirements.
Please contact us at: (phone number, fax number, mailing address, and/or website).

This is a good advertisement because it:

- Tells you the positions, i.e., driver, although it could be more specific as to the type of driver required.
- Is specific about the number of openings: 10 positions.
- Gives details about the types of journeys the drivers will have to make, i.e., from Regina, Saskatchewan to Brampton, Ontario.
- Explains earning potential, although it does not say how it is earned, e.g., base salary, overtime, and bonus components.
- Outlines the specific skills and competencies to fill the positions: possessing a commercial licence and the DOT requirements
- Tells the reader how to contact the company: by means of a telephone call, fax, mailing address, or the company's website.

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[9] Help Wanted, 61-63.

How Do You Write a Newspaper Ad?

A good newspaper advertisement contains the following points:

- A clear and attractive, eye-catching layout
- The minimum number of words to tell the reader exactly what's required and how to apply.
- Is direct and specific about
    - What the company does (you don't have to mention the company's name, but at least explain what it does)
    - The company location
    - The job itself (describe in brief detail what the job requires)
- Gives details of the type of person required—you cannot specify age or gender, but you can say whether you want them to be experienced or mature, and the kind of experience they should have.
- Is specific about the skills and knowledge required—specific computer skills or a comptroller's designation.
- Is clear on the methods of contacting the company, whether it be by phone, walk-in application, fax number, or the website

Where Do You Actually Place These Advertisements?

There are a number of places to put a job advertisement.

- **Local papers** are useful in cases where the company needs local people who don't have to travel very far to work. Local papers provide a relatively inexpensive form of advertising.

- **Advanced Education, Employment and Labour (AEEL)** provides employers with the opportunity to post ads on the SaskJobs website. www.saskjobs.ca

- **National and Larger City Papers** are useful if you need to attract people from a larger geographic region. They are also useful for trying to attract

people with a specific expertise, e.g., national sales manager, president, chief financial officer, etc.

ADVANTAGES & DISADVANTAGES OF NEWSPAPER ADVERTISING	
Advantages	**Disadvantages**
▪ It is effective when the job responsibilities and competencies are well defined. ▪ It can reach people in the local, provincial and national community.	▪ It is more expensive than "word of mouth" and referral methods of recruiting. ▪ It may bring in many applications that are not a particularly good fit for the position being advertised.

The use of newspaper advertisements may mean a long recruitment process. Since the good candidates you locate via this method may be sending applications to a number of sources, it is important to interview the better applicants as quickly as possible. It is equally important to make decisive choices as soon as you have interviewed and evaluated the candidates. The best candidates may be hired quickly before you act.

5.   Advanced Education, Employment and Labour (AEEL)

The Department of Advanced Education, Employment and Labour (AEEL) offers assistance to employers as well as job seekers. The Career & Employment Services website, www.sasknetwork.ca, contains a wealth of information on how to find and hire workers. The "Hiring Workers" section goes into great detail in the following areas:

Saskatchewan
Ministry of
Advanced Education,
Employment and
Labour

- ▪ Job Descriptions
- ▪ Advertising
- ▪ Screening and Interviewing
- ▪ Off to a Great Start
- ▪ Cutting Your Hiring Time
- ▪ Cutting Your Hiring Costs

The SaskJobs website (www.saskjobs.ca), which is a part of the SaskNetwork website, enables employers to post job vacancies and search résumés online. It also provides links to a number of informative and useful websites that should help answer any questions you may have. Visit www.sasknetwork.ca for information on the labour market, subsidies available to employers, and much more.

If you are not familiar with the Internet, you can visit the Career and Employment Services location nearest you. There are regional offices across the province located in North Battleford, Meadow Lake, La Ronge, Nipawin, Melfort, Lloydminster, Ile a la Crosse, Creighton, Prince Albert, Saskatoon, Kindersley, Humboldt, Regina, Swift Current, Moose Jaw, Yorkton, Estevan, Weyburn, Fort Qu'Appelle and Wynyard. Career & Employment Consultants are available for one-on-one discussions and assistance.

6. Human Resources and Social Development Canada

Some companies use local offices of Human Resources and Social Development Canada (HRSDC), also known as Service Canada to post summer student employment opportunities. Service Canada also provides a nation-wide interactive database for jobs on behalf of Service Canada at www.jobbank.gc.ca.

ADVANTAGES & DISADVANTAGES OF HRSDC/ SERVICE CANADA	
Advantages	**Disadvantages**
- It is a free service. - It allows you to target your search for the type of people you require. - In small communities, the staff members get to know more about the job seekers and employers and can be helpful in facilitating the best fit.	- Since the postings are seen by a large variety of job seekers, you may get applicants who are not suitable. - Extra time may be spent on the screening process.

7. <u>Creative Advertising</u>

Some companies have become very creative in the ways they use to find candidates. They may still place ads in the newspaper, but they use other innovative methods, as well: [10]

- Placing advertisements at the checkouts of supermarkets and fast-food restaurants
- Job advertisements placed on the notice boards of community centres, supermarkets, and fast-food restaurants
- Job ads at trade fairs and trade shows in cooperation with relevant exhibitors
- Fliers in mailboxes.
- Road-side billboards

ADVANTAGES & DISADVANTAGES OF CREATIVE ADVERTISING	
Advantages	**Disadvantages**
- It can be inexpensive and simple to implement. - Ads can be placed in locations that will target the type of people you want to hire. - It is limited only by your ingenuity.	- It can be expensive, depending on the methods you use. - Others will copy successful methods, so the advantage may only be maintained for a short period.

8. <u>Websites</u>

More and more employers and candidates are using websites as part of their recruitment and job-seeking processes. Companies can place job postings on their own websites or surf the Internet to find other recruitment websites. [11] For example, the SaskJobs website (www.saskjobs.ca) provides a number of resources – including job

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[10] Help Wanted, 63-64.
[11] Help Wanted, 65-67.

banks – for both employers and job seekers. The Government of Canada offers a useful human resource management website that discusses various recruitment strategies (http://hrmanagement.gc.ca)

ADVANTAGES & DISADVANTAGES OF WEBSITES	
Advantages	**Disadvantages**
▪ It is a quick and effective way of matching employers and potential candidates. ▪ More information can be inexpensively communicated. Companies can effectively illustrate their culture. For instance, they can quite clearly, perhaps even humorously, define the kind of people they want and don't want.	▪ Your ad can only be seen by those with computers and Internet access. ▪ Web pages with a lot of pictures can take a long time to load for many people in rural areas ▪ This method is limited because not everyone is accustomed to looking for jobs in this manner.

Please Note: *Website recruiting requires fast follow-up because potential candidates typically apply to many other websites and job advertisements.*

9.   School Campus Recruiting

Going directly to university, college, and high school campuses is a very effective way of recruiting talent with specific skills, particularly for high-tech industries and trade-specific positions. [12]

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[12] Help Wanted, 67-68.

ADVANTAGES & DISADVANTAGES OF CAMPUS RECRUITING	
Advantages	**Disadvantages**
▪ It allows companies to hire specific skills, especially by going to campuses that train for those particular skills. ▪ It can develop long-term relationships with schools who can point specific candidates your way. ▪ It is a source of talent that can be trained in your particular way of doing things and can be molded to your company culture. ▪ It helps to keep talented youth in Saskatchewan. ▪ Career fairs and on-campus recruitment help to build your reputation in the market place as an employer in a particular business, industry, profession, or technical field.	▪ The competition is significant. Companies from all across North America often compete on campuses for the same kinds of skills, particularly in a labour short market. ▪ Presentation and marketing tools have to be very professional since companies must compete against very large organizations that can offer expensive incentives.

10. Industry, Trade, & Professional Associations Recruiting

Companies looking for particular skills often go to industry, trade, and professional associations that provide job postings and sources of candidates. This is especially relevant to those companies wanting skills in such areas as engineering, accounting, and other specific trades. [13]

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[13] Help Wanted, 68-69.

ADVANTAGES & DISADVANTAGES OF RECRUITING THROUGH ASSOCIATIONS	
Advantages	**Disadvantages**
- You can target your recruiting efforts. - This is an inexpensive source of recruits. Some associations offer cost-effective ways to provide candidates to you. - You may be familiar with the companies that the candidates have had experience with.	- Often there is no filtering of application forms, so the quality of résumés or applications may not be consistent. - You may narrow the search too much and miss potential candidates from other geographic areas.

11. <u>Internal Job Postings</u>

Another common way of filling job openings is by using internal job postings. This tactic of "hiring from within" simply involves an employer posting a description of job openings and inviting all interested and qualified employees to apply. It is suggested that you: [14]

- Develop and fully communicate a policy on job postings, including what kinds of jobs are posted. Outline where, when and how, the applicant review and feedback process will take place and describe the appeals procedure.
- Postings should include: eligibility requirements such as minimum length in current position; length of posting period; and how to apply.
- Job postings should state the need to balance individual career goals with organizational priorities.
- Coach supervisors to support the process.

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[14] Alberta Human Resources and Employment, *Finders & Keepers: Recruitment and Retention Strategies*, 16.

ADVANTAGES & DISADVANTAGES OF INTERNAL JOB POSTINGS	
Advantages	**Disadvantages**
▪ Enhances development opportunities for staff ▪ Limited investment of time and money ▪ Promotes good employee relations ▪ Minimizes accusations of unfair treatment or discrimination	▪ The skills you require may not be "in house" ▪ Does not provide for new skills and fresh perspectives ▪ Unsupportive supervisors may block employee participation

3.2   Evaluating Recruitment Strategies

As an employer, you are looking for a recruitment strategy that is both effective and cost-efficient. By keeping track of what has worked and what hasn't worked in the past, you'll be able to make better use of your valuable time and your advertising dollars in the future. You might want to start by filling out a table similar to the one below. Keep this as a long-term record for use on future hires.

Evaluating Recruitment Strategies [15]						
Recruitment Strategy	**Cost**	**Number of Responses**	**Number Interviewed**	**Number Hired**	**Average response time**	**Cost per hire (cost ÷ # hired)**
Newspaper ads						
Personal Contacts						
Drop-ins						
Websites						
SaskJobs postings						
Other						

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[15] Finders & Keepers, 15.

4. DIVERSIFYING YOUR WORKFORCE

When recruiting new employees, it is often the tendency to choose employees from backgrounds, cultures, and experiences that are similar to our own. However, if we allow ourselves to think about recruiting potential employees from non-traditional sources, a whole new, larger group of candidates becomes available. This can be particularly valuable to businesses in smaller communities where the number of potential employees is reduced. Consideration can be given to the following groups in order to increase the potential pool of labourers/employees:

- Persons with disabilities

- Aboriginal people

- Older workers

- Foreign/Immigrant Workers

- Youth

4.1 Recruiting Persons with Disabilities

When recruiting persons with disabilities, you must determine where and how to post the job to attract the best candidates. If you are interested in incorporating persons with disabilities into your workforce, you may want to do the following: [16]

- Clearly state that you are an equal opportunity employer and encourage individuals with disabilities to apply.

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[16] Alberta Human Resources and Employment, *Tips for Employers: Employment Series for Persons with Disabilities*, 14-15.

- Practice outreach recruitment. This could involve contacting specific search firms, government agencies or community agencies that specialize in supporting diversity recruitment and/or contacting agencies or websites that specialize in working with and placing individuals with disabilities.

For a more detailed discussion of the benefits of hiring persons with disabilities, see Module 3: Hiring. See Module 7: Contact Information for a listing of resource centres that are involved with persons with disabilities.

4.2   Recruiting Aboriginal People

Aboriginal people are one of the fastest growing segments of Saskatchewan's population and represent a large pool of potential employees. Through public and private sector partnerships, the Aboriginal Human Resources Development Council of Canada (AHRDCC) "has launched, hosted and coordinated numerous initiatives with the goal of creating career opportunities for Aboriginal people, leading to their full participation in the Canadian economy." [17] The AHRDCC offers a web-based employment service called the Aboriginal Inclusion Network (http://www.inclusionnetwork.ca/CareerSite/AIN/index.html). This valuable resource enables employers to:

- Use the Opportunity Exchange to post job opportunities on a global or regional basis;
- Search a database of profiles and résumés of Aboriginal people across Canada; and
- Make contact with over 400 employment centres and post-secondary institutes across Canada. [18]

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[17]   Aboriginal Human Resources Development Council of Canada, <www.aboriginalhr.ca>.
[18]   http://www.inclusionnetwork.ca/CareerSite/AIN/index.html

Indian and Northern Affairs Canada (INAC) has also developed an initiative to address the issue of Aboriginal employment. INAC's Aboriginal Workforce Participation Initiative (AWPI) is a resource that aims to educate employers about the benefits of hiring Aboriginal peoples.
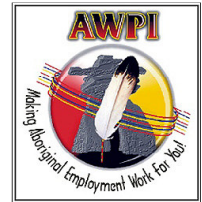
The AWPI Employer Toolkit contains a thorough discussion of Aboriginal employment issues in addition to a number of models, tools, and resources to enhance your skills as an employer of Aboriginal peoples. [19] The Toolkit is available for download at www.ainc-inac.gc.ca/ai/awpi/tkt_e.html, or can be ordered by contacting the INAC regional office in Regina.

4.3   Recruiting Older Workers

As the workforce continues to age, employing older workers will become a necessity for many Saskatchewan employers. Older workers' extensive knowledge and business experience, in addition to the life skills and reliability that is characteristic of this age group, makes them a definite asset. [20]

However, as Service Canada documents, negative perception persists about older workers, particularly during recruitment:

- Over a third of Human Resource managers and those responsible for hiring indicated there was an age that they considered too old. The age limit varied from age 36 to age 70.
- Only 4% of employers reported targeting older workers to fill employment positions. [21]

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[19] http://www.ainc-inac.gc.ca/ai/awpi/mbr_e.html
[20] Hiring and Keeping the Best, 71-72.
[21] Human Resources Development Canada, http://labour-travail.hrdc-drhc.gc.ca/worklife/aw-overview-recommendations-en.cfm#1.

Employers have the opportunity to explore or develop new recruitment options for older workers:

- Post notices in senior citizens journals, centres, or professional societies.
- Develop a reputation as an active recruiter and a good employer of older workers.
- Offer alternative working arrangements to provide flexibility that older employees may find attractive. [22]

4.4   Recruiting Foreign Workers

Saskatchewan employers are finding it more and more difficult to access skilled labour in the province. As a possible solution to this labour shortage, some employers are turning to immigrant workers to help fill jobs.

Bringing an immigrant worker to Saskatchewan can be a long process, requiring advance planning. The Government of Saskatchewan provides the Saskatchewan Immigrant Nominee Program (SINP) to assist employers. For a more detailed discussion on this program, see Module 3: Hiring Strategies. You can also visit the SINP page on the Government of Saskatchewan website (www.immigration.gov.sk.ca/).

For shorter term employment needs, the Federal government offers support through the Temporary Foreign Worker Program (www.hrsdc.gc.ca).

Another option is to choose an immigration agent or consultant to assist in the recruitment process. For more information on finding an immigration consultant, visit the Canadian Society of Immigration Consultants website (www.csic-scci.ca).

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[22]   Human Resources Development Canada, http://labour-travail.hrdc-drhc.gc.ca/worklife/aw-overview-recommendations-en.cfm#1.

4.5   Recruiting Youth

A younger worker's energy and up-to-date technical knowledge makes them an asset to many companies. Because many of these individuals are Internet savvy, recruitment can be performed effectively through electronic resources in addition to the more traditional means (i.e. newspaper classifieds).

Human Resources and Social Development Canada (HRSDC) has implemented a number of initiatives targeting younger workers. In partnership with 16 other Government of Canada Departments, HRDC has developed an online resource titled *YouthPath* (www.youthpath.ca).   This website, which was created by a team of approximately 400 young Canadians, serves as a central access point for youth related information on the Internet. [23]

The *Recruitment Tools and Resources* section of the *YouthPath* website provides access to job posting, résumé, and information services. The *Non-Government Job Posting Services* section offers additional fee-based recruitment assistance.

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[23]   YouthPath, http://www.youthpath.ca.

5. ON-LINE RECRUITMENT SERVICES

- <u>Electronic Labour Exchange</u> is a skills-matching system designed to help employers and workers connect on-line.
  Website: www.ele-spe.org

- <u>Finding and Training Employees</u> helps you search for new staff among the Certified International Trade Professional (C.I.T.P.) members and candidates. Employers who are members of the Forum for International Trade Training (FITT) may post job opportunities on the site at no charge.
  Website: www.fitt.ca

- <u>Human Resources and Social Development Canada Offices</u> list job opportunities and provide information on the labour market and on how to become a sponsor or employer under youth initiatives.
  Website: www.hrsdc.gc.ca/

- <u>HRSDC Job Bank (for Employers)</u> lets you advertise jobs, and work or business opportunities free of charge.
  Job Bank: www.jobbank.gc.ca

- <u>MazeMaster</u> allows you to promote careers in your industry and post available positions on the job board free of charge.
  Website: www.mazemaster.on.ca

- <u>Reserve Employment Assistance Program - Canadian Forces Liaison Council</u> advertises your job postings to reservists in a particular region or across the whole country.
  Telephone: (613) 995-5744 or (613) 995-4171

- Technology First Work Placement Service: Bringing Industry and Technology Graduates Together provides access to a pool of highly trained and motivated technology graduates from across Canada.
  Website: www.cthrb.ca

- The Talent Gallery provides an on-line recruitment system specifically for small and mid-sized Canadian cultural organizations.
  Website: www.culturalhrc.ca

Non-Government Job Posting Services

The selected job banks and employment sites allow employers to post job openings or browse through résumé databases to find potential candidates. **Fee for service is required**.

- + Jobs Canada provides you with the opportunity to post jobs advertisements online in just a few minutes.
  Website: www.canada.plusjobs.com/other/

- JobBoom.com provides you with the resources to assist you in finding the right candidate.
  Website: www.jobboom.com

- JobShark.com allows you to target those job seekers who have the precise skill sets, level of experience and education that you desire.
  Website: www.jobshark.ca/caeng/index.cfm

- Monster.ca offers you the opportunity to post jobs at a fraction of the cost of an advertisement in the newspapers.
  Website: www.monster.ca

- Workopolis.com offers a variety of products and services designed to meet your needs and challenges.
  Website: www.workopolis.com

- WorkopolisCampus.com allows you to post jobs and to search a résumé database of thousands of job seekers.
  Website: www.workopoliscampus.com

6. CONCLUSION

There are several options available to employers who are involved in recruiting employees. While there is no right or wrong answer when it comes to choosing recruitment strategies, it is important that you weigh a number of factors before making your decision. How much money do you have in your budget for advertising job openings? How soon must the position be filled? Where can candidates with the required skills and education be found?

By taking the time to investigate what your job opening actually involves, you will discover what abilities are needed to do the job well. You can use this information to determine what skills your new employee *must* have – and what skills would set great candidates apart from good candidates. After considering the advantages and disadvantages of a variety of different recruitment options, and by learning how to diversify your workforce, you will likely be able to find a strategy that will meet your needs.

WORK DESCRIPTION FORM

Organization Name: _____

Title: _____

Department: _____ (optional)

Date: _____ (optional)

Prepared By: _____ (optional)

Supervisor: _____

Main Function:

Describe the overall responsibilities of the job in one or two sentences.

_____

_____

_____

_____

Duties:

List the work duties in order of importance. Use **action words** to describe the duties. Don't forget to include how the task should be done, where that is important.

_____

_____

_____

_____

_____

Physical Demands:

This section should include a description of working conditions which might affect some individuals' ability to do the work.

_____

_____

_____

_____

Skills:

List the **knowledge**, **personal management** and **teamwork skills** needed.

_____

_____

_____

_____

_____

_____

Education and Experience:

Identify the education and experience needed. Where possible, include different combinations of education and experience to widen your selection of applicants.

_____

_____

_____

_____

_____

JOB PROFILE TEMPLATE

Position Title:	....
Required Experience/Skills:	....
Education:	....
Essential Functions:	....
Salary/Wage Range:	....

RECRUITMENT STRATEGY EVALUATION FORM

Recruitment Strategy	Cost	Number of Responses	Number Interviewed	Number Hired	Average response time	Cost per hire (cost ÷ # hired)
Newspaper ads						
Personal Contacts						
Drop-ins						
Websites						
DCRE postings						
Other						

MODULE 3: HIRING STRATEGIES

Contents

1. INTRODUCTION

Time is a scarce resource for most employers. For this reason, effective hiring strategies are essential to *all* employers – small and large, urban and rural. Finding the best candidate for the job is a challenge. Résumés may not accurately represent a candidate's skills and abilities, and sometimes interviews aren't always the best indicator of a candidate's typical behaviour.

While it may be difficult to uncover *all* of the needed information about each candidate, there are a number of skills that you can develop that will make the hiring process more effective. This module will explore the following areas: pre-screening, conducting effective interviews, making a hiring decision, and embracing diversity. Various forms and sample interview questions are included at the end of the module to help you in your human resource planning.

2. PRE-SCREENING APPLICANTS

When advertising for an employment position, an employer can be flooded with résumés. This is often overwhelming. Reading résumés and interviewing can be expensive and time-consuming. It is therefore critical that you are able to narrow the field to a select few. In fact, AEEL Career & Employment Services recommends that employers try to interview no more than six candidates and only interview those you would want to hire. [1] (If you don't have any candidates that you want to hire, then keep looking!) With this in mind, you must begin a thorough process of résumé screening.

Try to interview no more than 6 candidates.

When screening applications, remember that your primary goal is finding the right person for the job you are offering. Look at a person's qualifications and past job performance. Focus on the objective requirements of the job in order to avoid the "just like me" trap; don't favour candidates just because they share similar educational backgrounds, are of the same age, gender, or race, and who enjoy the same pastimes as you. [2]

2.1   "Knock-Out" Factors

In order to eliminate candidates from consideration in a time-efficient manner, look first for the major "knock-out" factors. When applicants lack certain skills or education essential to the job, they are most likely unsuitable for the position. Try using the following process to pare down the pool of applicants: [3]

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[1] Saskatchewan Community Resources & Employment Career & Employment Services,
http://www.sasknetwork.ca/html/Employers/workplace/screening.htm

[2] Harvard Business School, *Harvard Business Essentials: Hiring and Keeping the Best People*
(Boston: Harvard Business School Press, 2002), 8.

[3] Franklin C. Ashby and Arthur R. Pell, *Embracing Excellence: Become an Employer of Choice to
Attract and Keep the Best Talent* (Prentice Hall Press, 2001), 113.

- Decide on certain qualifications that the prospect *must* possess in order to effectively do the job. This may be a specific training course or a certain number of years of work experience. Those who lack the requested qualifications should be removed during the "first cut."

- Applications that don't fit all of the requirements, but may have transferable skills should be placed in a "second choice" pile. If few applicants possess all of the education or experience requested, you can further consider these applicants.

- If the background you are seeking is not clearly stated on the application and résumé, don't automatically reject the candidate. Telephone the candidate to clarify and expand on the information in the résumé.

Word of Advice: *By requesting qualifications that are* *desirable, but not really **essential**, you may eliminate* *well-qualified applicants.*

When reviewing résumés, be on the alert for red flags that can indicate areas of weakness, such as employment gaps or a pattern of short-term employment. These can indicate undesirable personality traits, such as unreliability or reluctance to commit.

2.2   Optional/Additional Screening

If you still find yourself drowning in résumés after you have finished sorting and "weeding," you may want to carry out additional screening activities. Phone the candidates you are still considering and let them know that they've made it to the "second phase" of the hiring process. At this point, you can request that each candidate provide you with additional materials/information such as

transcripts, samples of prior work, etc. The type of information you must gather depends on the nature of the job you are offering. If it is a retail job that requires math skills, you might ask candidates to complete a basic math test. If you are filling a receptionist position, you might request a handwriting sample to ensure that the candidates write legibly or proof of typing speed or word processing skills. If you are offering a sales position and want a confident and outgoing individual, you might request that the candidates fill out a personality test.

For more tips on screening applicants, in addition to other hiring guidelines, visit the website www.hrmanagement.gc.ca.

After the second screening phase, you should be ready to start calling candidates in for interviews.

3. CONDUCTING EFFECTIVE INTERVIEWS

The interview is one of the most important steps in the hiring process. Once you have selected applicants who seem to be most closely matched to the job, you can then add the human element—a face-to-face meeting between the individual and one or more people from your organization. A good interview provides a useful exchange of information between you and the applicant and allows both parties to judge if there is a good fit. [4]

3.1   Pre-Interview Tasks

Before you sit down with the candidates you have selected, you should know exactly what you're looking for. Draw up an "employee profile" of *essential* and *desirable* skills and characteristics. What would distinguish an excellent candidate from an average candidate?

For a receptionist position, you would probably require the candidate to have strong telephone skills. A candidate who is good at handling phone calls but is also bilingual might bring a "bonus" asset to the organization. Use the interview to uncover information about candidates' competencies in areas related to the position you are offering.

An Interview Preparation Form is included on the following page. Filling out this form *before* an interview will help keep you on track *during* the interview. This will ensure that you acquire all of the pertinent information needed.

Draw up an "employee profile" of essential & desirable skills.

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[4]   Alberta Human Resources and Employment, *Finders & Keepers: Recruitment and Retention Strategies*, 21.

Interview Preparation Form [5]

Job Title:	
Key Responsibilities & Tasks	**Associated Training and/or Experience**
1. .... 2. .... 3. .... 4.	1. .... 2. .... 3. .... 4. ....
Personal Attributes to Look For:	
....	

Key Areas to Explore	Questions to Ask	Notes
Education	1. .... 2. .... 3.	....
Previous Experience	1. .... 2. .... 3.	....
Job Accomplishments	1. .... 2. .... 3.	....
Skills & Knowledge	1. .... 2. .... 3.	....
Personal Attributes	1. .... 2. .... 3.	....
Previous Appraisal or Rating	1. .... 2. .... 3.	....

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[5] Hiring & Keeping the Best People, 13.

In some cases, it might be beneficial to ask interviewees to complete a pre-interview test. AEEL Career & Employment Services suggests testing as a useful option for deciding whether an applicant is able to do the job. The following page includes a listing of the sort of skills that can be assessed by testing, along with examples of the kind of tests that can be given: [6]

SKILLS	TESTS
Clerical and Bookkeeping	Date entry and spreadsheet skills tests for speed and accuracy
Language	Conversational or written exam
Problem-solving	Ask an individual to solve a problem
Writing	Give the applicant a typical work-related document to write
Selling and Presentation	Give the individual a well-known product and ask the person to prepare and deliver a sales presentation to you after five minutes' preparation time
Knowledge of products, field, or regulations	Written multiple choice test
Computer Programming	Write or correct some code to carry out a function for a typical situation
Personality or Temperament	Personality or temperament test
Job Specific Skills	ie: For a teller, counting cash accurately and quickly

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[6] http://www.sasknetwork.gov.sk.ca/html/Employers/workplace/screening.htm#test

Testing can be done by other people and agencies (for a fee). Temporary agencies can test for clerical and secretarial skills. Counselors can test for aptitude and attitude to work. The website www.queendom.com offers 105 professionally developed and validated psychological tests, including honesty tests, self-monitoring tests, and creative problem-solving tests.

 Remember: *The right education + the right experience + a compatible personality = a good fit.*

3.2 Interview Environment

In order to get a feel for an applicant's natural behaviour, it is important that you make them feel comfortable. Almost all interviewees are nervous, so you can help them relax by creating the best interview environment possible. Here are some helpful tips: [7]

- Start the interview with good eye contact and a genuine smile. Smiles work wonders to break the ice.
- Spend a few minutes making small talk about the weather, traffic, sports, etc.
- Offer the applicant a beverage.
- Interview in a distraction-free environment. Forward the phone to voice mail and leave instructions not to be interrupted. Interruptions make an applicant feel less important.
- Explain the interview format, explain that you will be taking notes, and let the applicant know when he/she will have the opportunity to ask questions.

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[7] Carol Quinn, *Don't Hire Anyone Without Me: A Revolutionary Approach to Interviewing and Hiring the Best*, (Franklin Lakes: The Career Press, 2002), 74.

- Provide a realistic time line for when a decision will be made on filling the job. And remember, sooner is better.

3.3   Effective Interview Questions

There are a variety of interviewing strategies and techniques available to employers. Choose the method that makes most sense for the job you are offering. Keep in mind that the type of questions that you ask will determine the sort of information about the candidates that you are able to uncover. This, in turn, impacts your ability to identify who would be the best fit for your organization.

Interviewing is not a "one size fits all" process. The nature of the job you are offering has a direct bearing over how much time you should spend interviewing. For example, a short-term labour position may only require a 20 minute interview. On the other hand, a management position may merit two hours of your time.

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Interviewing is not a "one size fits all" process.

There are two common types of interviews: [8]

Behavioural Descriptive Interview	Situational Interview
- Premise: A person's past performance is the best predictor of how they will perform in the future.	- Premise: How a person would behave in certain situations is the best predictor of future performance.
- Questions focus on how the applicant has applied his or her skills, attitudes, or expertise in past experiences.	- Questions focus on future, hypothetical situations.
Examples: Give me an example of a workplace change or improvement you initiated. What were the reasons or context for that change? What were the benefits of this change? To the organization? To individuals? What did you learn that you would apply to a similar situation?	Examples: How would you respond to a customer who told you he was unhappy with his order? What would you do if you came across a liquid spill on the shop floor? How would you manage a situation where you had to supervise employees who were in conflict with each other?

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[8] Finders & Keepers, 22.

Remember that the best interview questions are usually open-ended, and therefore require interviewees to elaborate on their answers. Take the time to probe and find out more. Questions should be preplanned and job-focused. The purpose of the interview is to help get a clear picture of the individual's knowledge, skills and attitudes as they relate to the job under consideration.

The best interview questions are open-ended.

The Do's and Don'ts for Interviewers

Canada-Saskatchewan Career & Employment Services lists the Do's and Don'ts that employers should follow when conducting interviews on their website. Here are a few of them: [9]

Do's:
- Do take the time to put the person you are interviewing at ease.
- Do prepare a list of interview questions and ask every candidate these questions.
- Do prepare any special questions you want to ask individual applicants to help you understand their experience or knowledge.
- Do ask questions that are open-ended. For example, ask how the candidate's education would help the person do this job better, rather than ask what education the person has.

Don'ts:
- Don't talk too much during the interview.
- Don't make a decision too early. Listen carefully to what the candidate has to say through the whole interview.
- Don't ask leading questions, which tell the applicant what answer you want to hear. For example, if you want to know the applicant's philosophy of customer service it would be better to ask an applicant to give you an example of how he or she has handled a difficult customer than to ask whether the applicant thinks customer service is important and why.
- Don't use stress interviews, designed to see if you can upset the applicant. You can find out if an applicant can handle a stressful job through role-playing, situational questions (see Questions that work), or by checking with references.

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[9] http://www.sasknetwork.ca/html/Employers/workplace/screening.htm#interview

Targeted Interview Questions

Try using some of the following targeted interview questions to help you assess your candidates based on different subject areas or themes.

Targeted Interview Questions [10]

Introduction

- What attracted you to our company (this position)?

- How did you hear about the job opening?

Learn about a Candidate's Most Recent Job

- What were your areas of responsibility at your last job?

- What did you find most satisfying about the job? Why?

- What did you find most frustrating about the job? Why? How did you deal with these frustrations?

- If we were to ask your last employer about your abilities, what would she or he say?

Work Experience

- How has your work experience prepared you for this job?

- Describe for me one or two of your greatest accomplishments and biggest disappointments.

- What has been the most significant challenge you have managed? How did you manage it?

- What qualities can you bring to this position?

Assess a Candidate's Skills

- Do you consider yourself a self-starter? If so, explain why. Give examples.

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[10] Hiring & Keeping the Best People, 145-149

- What is your greatest strength that would benefit our organization?

- How have you positively influenced others to get a job done?

- Tell me about a time you made a decision quickly.

Assess a Candidate's Style

- Of all the jobs you have had, which did you like the most? Why?

- Do you prefer working in groups or alone?

- How much direction and feedback do you need to be successful?

- Describe a work group experience that you found rewarding.

- What things frustrate you the most at work? How do you cope with them?

Career Aspirations and Goals

- Why are you leaving your present job?

- How does this job fit into your overall career plans?

- Where do you see yourself three years from now?

- What would you most like to accomplish if you got this job?

Education

- What special aspects of your education, experience, or training have prepared you for this job?

- In what areas would you most need (like) additional training if you got this job?

- What aspects of your education or training will be useful for this job?

- What are your educational goals?

Closing

- Are there any additional aspects of your qualifications that we have not covered that would be relevant to the position we are discussing? What questions do you have about our organization?

Interpreting Responses

Knowing how to interpret your candidate's responses is *as* – if not *more* – important than knowing the right questions to ask. Listed below are explanations of responses to three very common interview questions. [11]

1. **Tell me about your greatest strengths. What's the greatest asset you'll bring to our company?**

This question is a good icebreaker because most people are fairly comfortable talking about their interests and abilities. Watch out for people who give long lists of "fluffy" adjectives that they think you want to hear. It is important that you probe in order to get more mileage out of the question. If a candidate says that she is proud of being a hard worker, you might respond: *"Hard workers are always good to find. Give me an example of how hard you work compared to your co-workers."*

2. **What's your greatest weakness?**

Interviewees often find this question uncomfortable to answer. No one wants to discuss shortcomings. Claiming not to have weaknesses, however, is a poor answer. It could point to poor communications and a lack of openness. Look for replies that centre on the person's impatience with his/her own performance. This typically points to a candidate's commitment to quality results.

3. **Where do you see yourself in five years?**

While this question often gives interviewees an opportunity to talk about lofty dreams and wishes, it can also be a source of useful information about the candidates' career ambition and potential commitment to your organization. If a candidate responds with an

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[11] Paul Falcone, *96 Great Interview Questions to Ask Before You Hire*, (New York: American Management Association, 1996), 3-11.

answer such as; "I would like to retire to Tahiti", first acknowledge their reponse. Then bring them back to today's reality by requesting that they tie their responses to your business and your industry. A good answer will express the candidate's desire to be given greater responsibilities and develop their career *within* your organization during those five years.

Note: Things You Cannot Ask: *Based on the Canadian Human Rights Act, questions regarding the following points may not be asked on the application or during the interview:*

▪ Race	▪ Disability	▪ Age
▪ Colour	▪ National origin	▪ Citizenship
▪ Religion	▪ Ancestry	▪ Marital status
▪ Creed	▪ Record of offences	▪ Family status
▪ Gender	▪ Sexual orientation	▪ Receipt of public assistance

Examples of Inappropriate Questions [12]

- ▪ How old are you? What year were you born? When did you graduate from high school?

- ▪ Are you married? Are you planning on having children in the next few years? Can you make adequate provisions for childcare?

- ▪ Would your religion prevent you from working weekends?

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[12] 96 Great Questions to Ask, 190.

For further information, contact the Department of Justice (www.justice.gc.ca/eng/index.html) or the Saskatchewan Human Rights Commission (www.shrc.gov.sk.ca). It is important that you clear up any questions that you may have. Violation of this legislation could potentially have legal consequences.

3.4   Interview Errors

An interview is an opportunity to learn more about each candidate and determine whether or how they will fit in with your organization. The following tips should help you get the most candidate information out of each interview: [13]

1.   Do not talk too much

This often results in telling people far too much about the job and the company or talking about the interviewer's experience and not giving the interviewee a chance to share information about their own relevant experience or competencies.

2.   Do ask all the candidates the same questions

It is easy to get sidetracked from a line of questions, or to become bored with it. However, it is very difficult to make comparisons between applicants if you haven't asked them all the same questions.

3.   Do not ask useless questions or accept general answers

Many questions asked by unprepared interviewers are wasteful and are often just a rehash of what is written on the candidate's résumé. It is important to use that résumé to develop a specific and detailed list of additional things you need to know in order to determine whether or not this person is right for your business.

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[13] Margaret Butteriss, *Help Wanted: The Complete Guide to Human Resources for Canadian Entrepreneurs*, (Toronto: John Wiley & Sons Canada, 1999), 76.

4. **Do not lose focus**

Don't allow yourself to be led into off-topic discussions. Talking about vacations or sports, or asking questions about interests that have little or no bearing on the kinds of things you need to discover about the candidate. You need to make sure you gather enough job-related information before the end of the interview in order to assess the candidate's fit with the position and your company.

3.5   Candidate Assessment

While conducting interviews, it is a good idea to take notes. You will need to review these comments in order to compare candidates objectively and remember the unique perspectives and abilities that each candidate brings to the table. A sample Candidate Assessment Form follows.

Candidate Assessment Form

Name _____	Position _____
Interviewer _____	Date _____

REQUIREMENT	NOTES	RATING (1-5)
Education/Training	....	
Previous Experience	....	
Job Accomplishments	....	
Skills & Knowledge	....	
Personal Attributes	....	
Final Comments/ Total Score	....	

4. MAKING A HIRING DECISION

After completing the interview process, you are left with the most important decision to make: To which candidate will you offer the job? Now it is time for you to dig deeper in order to find out more about your top picks.

4.1   Reference Checking

Reference checking provides employers with an opportunity to uncover additional and perhaps more objective information about the remaining candidates. References from past employers are incredibly important. Telephone interviews are preferable to letters of reference. They are less likely to be biased and telephone interviews enable the interviewer to probe deeper into relevant experience and issues.

MANAGEMENT MAXIMS

Be sure to ask former employers about: [14]

- The quality of the applicant's work
- The applicant's ability to get along well with others
- Whether or not the applicant had a good attitude and was motivated
- Whether or not the applicant was honest
- The reason the applicant left that job
- Whether or not the past employer would hire the applicant again

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[14] Help Wanted, 91.

Good Questions to Ask Past Employers [15]

Administrative Support Staff

- Does the individual typically adhere strictly to job duties, or does he/she assume responsibilities beyond the basic, written job description?
- Please comment on the person's ability to accept constructive criticism.
- How does he/she handle interruptions, breaks in routine and last-minute changes?

Professional/Technical Candidates

- How would you grade the candidate's capacity for analytical thinking and problem solving?
- Does the individual need close supervision to excel, or does he/she take more of an autonomous, independent approach to work?
- How effective is the candidate at delivering bad news? Will he/she typically assume responsibility for things gone wrong?

4.2   Making the Right Choice

After the process of interviewing and reference checking is complete, you must ask yourself if you have enough information. Do you know enough about each candidate to make the right choice? If no, you can contact the candidate and request a follow-up interview. If yes, it is now time to decide which candidate will be your new hire.

Remember: *You are not simply looking for the most qualified candidate in all cases. The new hire must also have:*

a. *A personality that will be compatible with existing employees*
b. *Values consistent with your organization*

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[15]   96 Great Questions, 129-141.

If you are having difficulty choosing between the remaining candidates, you may want to jot down key hiring points in a table. It will refresh your memory and enable you to compare the candidates objectively. A final selection spreadsheet is demonstrated as follows.

Final Selection Spreadsheet [16]

Job Specs:	Applicant 1	Applicant 2	Applicant 3	Applicant 4
Education:	....	....	....	....
Experience:	....	....	....	....
Intangibles:	....	....	....	....
Other:	....	....	....	....

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[16] Embracing Excellence, 177.

Hiring Mistakes

Review the following common mistakes made by many employers so that you don't make a costly hiring mistake: [17]

	Avoiding a Hiring Mistake
MANAGEMENT MAXIMS	▪ <u>Do not</u> be overly impressed with maturity or experience, or overly unimpressed by youth and immaturity ▪ <u>Do not</u> mistake a quiet, reserved or calm demeanor for lack of motivation ▪ <u>Do not</u> mistake the person's ability to play "the interview game," or his or her ability to talk easily, for competence; take the time to probe deeper during your discussion to clarify whether or not he or she is genuine ▪ <u>Do not</u> allow personal biases to influence your assessment ▪ <u>Do not</u> look for a friend or for a reflection of yourself in the candidate ▪ <u>Do not</u> assume that graduates of certain institutions or employees of certain organizations are automatically better qualified

4.3 The Offer Letter

The offer letter formalizes your offer of employment. Make sure that there are no surprises. The letter should simply reiterate the job details as advertised and as discussed during the interview. Be sure to cover the following points: [18]

- Date and time the job starts
- Describe terms and conditions of employment (work hours, travel, etc.)
- Give details of the salary, benefits, holidays and vacation allowance, and bonuses, including any incentives, profit sharing, or other instruments that have been agreed upon

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[17] Hiring and Keeping the Best People, 23.
[18] Help Wanted, 94

- Outline the probationary period (if used) and the process for performance review
- Describe the terms of leaving – notice required, etc.

After receiving your letter, the candidate will either accept or reject your offer. If you receive a positive reply, the hiring process is complete. The next step will be preparing the workplace for your new employee. If you receive a rejection, you'll have to either "sweeten" your offer, or decide on one of the other candidates.

There are a number of actions that employers can take to increase the likelihood that candidates will be willing to accept your job offer.

Additional Perks

Sometimes it's not the tangible benefits – such as wage or cost of living – that win a person over. Quite often it's the perks or "little extras" that can make candidates quite excited about working for you. If you really want your top pick to accept your offer – and you have some money to spend – you may decide to "roll out the red carpet" by treating the candidate to a dinner meeting, or flying him or her to your office for an interview.

"Little extras" can make candidates excited about working for you.

Regardless of your financial situation, be sure to let the potential candidates know all about any benefits or perks that you offer. Explain any heath and/or dental plans you provide. If you have an opportunity, introduce the candidate to co-workers in order to create a welcoming environment.

Ideas for cost-effective workplace perks will be discussed in Module 4: Remuneration Strategies.

5. EMBRACING DIVERSITY

Many employers in small communities in Saskatchewan experience difficulty finding quality employees who are willing to stay for the long-term. As the labour market continues to change, employers have the opportunity to tap into new pools of potential employees. Such groups include: persons with disabilities, Aboriginal peoples, foreign workers, visible minorities, older workers, and youth.

5.1 Hiring Persons with Disabilities

An often overlooked group of potential employees are persons with disabilities. The North East Community Partners for Inclusion and the Newsask Community Futures Development Corporation have partnered to produce a very comprehensive handbook on this issue titled *Guide to Hiring Persons with Disabilities for Saskatchewan Employers*. It is available for you to download at www.sarcsarcan.ca/links/Employer_Guide.pdf . Key portions of the guide are included in this section.

An often overlooked group of potential employees are persons with disabilities.

Talking about Disabilities: Current Terminology

The following listing of terms and their definitions provided by the Guide serve as general guidelines for how you should talk about disabilities:

Please Note: *"Impairment," "Disability," and "Handicap" do not mean the same thing. They each have specific meanings and <u>are not</u> interchangeable.* [19]

Impairment	Disability	Handicap
A physical or mental limitation or restriction	The impairment interferes with some aspect of daily living	A barrier created by the environment or by others' attitudes
<u>Example</u>: a hearing impairment	<u>Example</u>: Inability to hear the T.V. set	<u>Example</u>: no access to close captioning on the television

Do <u>Not</u> Say	**Do Say**
▪ "The disabled" ▪ "The blind" ▪ "The hearing impaired"	▪ Persons with disabilities ▪ Person with a visual impairment ▪ Person with a hearing impairment

— Put the person first —

The Economic Benefits of Hiring Persons with Disabilities

Why hire persons with disabilities? Studies show that tapping into this labour pool is not only good for society at large, but also has a positive impact on the bottom line: [20]

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[19] North East Community Partners for Inclusion, "Guide to Hiring Persons with Disabilties for Saskatchewan Employers," <http://www.sarcsarcan.ca/guide.pdf>.

[20] www.sarcsarcan.ca/guide.pdf

1. **Turnover Rates Reduced**

A study completed by Pizza Hut in the United States showed that retention rates for their employees with disabilities were 22% higher than the average for all employees.

Higher retention rates mean reduced costs relating to:

- Hiring: advertising, time for interviewing, checking references, and so on.
- Training new employees
- Reduced productivity when positions are vacant
- Low employee morale. A stable workforce is a strong indicator of employee satisfaction.

2. **Higher Productivity**

Research studies have shown that employees with disabilities work as hard or harder than employees without disabilities. It is possible to achieve higher productivity and for the person with a disability to have a good influence on other workers.

3. **Employees with Disabilities Can Do the Job**

In 1990, Dupont conducted an internal survey and discovered that their employees with disabilities were equivalent to employees without disabilities for performance of job duties.

The North East Community Partners for Inclusion conducted a survey of Saskatchewan businesses that confirmed the findings of the Dupont survey. The results indicated that 81% of employers who hired workers with disabilities reporting successful employment. In many cases the employment has been long term.

4. **Improved Work Attendance Rates**

The Dupont survey showed that 86% of employees with disabilities had an average or better rate of work attendance.

5. Good Safety Ratings

Dupont found that 97% of workers with disabilities had an average or better safety rating.

Interviewing Persons with Disabilities

The Saskatchewan Human Rights Commission has outlined acceptable language for employers to use when interviewing persons with disabilities. Employers are allowed to ask: [21]

1. Whether the applicant has a disability that will interfere with his/her ability to perform the job; and
2. If the answer to the above question is "Yes," they must ask what functions cannot be performed and what accommodations could be made that would allow the applicant to do the work adequately.

Guide to Interviewing Persons with Disabilities	
Do	**Do Not**
▪ Ensure that directions to the interview are easily understandable.	▪ Do not assume she/he cannot do the job because of a disability.
▪ Plan to interview in a room that is accessible to all interviewees.	▪ Do not try to interview when distracted by your environment.
▪ Interview in a quiet environment – avoid noise and distractions (even if that is the work environment).	▪ Do not try to squeeze in as many interviews as possible, allow time for interviews to run over.
▪ Plan for time between interviews in case an interview runs long.	▪ Do not ask personal questions – including questions regarding the nature or severity of a disability.
▪ Ask only questions that are job-related.	▪ Do not show reluctance to greet the candidate.
▪ Demonstrate acceptance. Shake hands and greet an interviewee with a disability as you would any job candidate.	▪ Do not assume the individual requires your assistance with opening doors, etc. simply because he/she has a disability.
▪ Ask if the individual requires your assistance before you step in to help.	▪ Do not assume that you have license to ask personal questions just because an interviewee brings up his/her disability.
▪ Ask about disabilities that directly affect job tasks.	
▪ Discuss job accommodations at the end of the interview once you have determined the individual can do the job.	

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[21] http://www.sarcsarcan.ca/links/Employer_Guide.pdf

5.2   Hiring Aboriginal Peoples

Another source of potential employees available to employers is Saskatchewan's Aboriginal population. This is one of the fastest growing segments of the population in Canada – increasing in every province and territory. There are more than 1.3 million Aboriginal peoples across Canada, over 125,000 of which live in Saskatchewan.

Indian and Northern Affairs Canada has developed the Aboriginal Workforce Participation Initiative (AWPI) to address issues associated with Aboriginal employment and promote the participation of First Nations, Métis, and Inuit individuals in the labour market. AWPI has developed an Employer Toolkit to help employers with Aboriginal employment. Key portions of the AWPI Employer Toolkit are included in the following sections.

Talking about Aboriginal Peoples: Current Terminology

The following are general definitions based on Aboriginal peoples' interpretations and terminology used by Indian and Northern Affairs Canada. They can be found in the AWPI Employer Toolkit.

- *Aboriginal peoples* - The descendants of the original inhabitants of North America. The Canadian Constitution recognizes three groups of Aboriginal people — Indians, Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.

- *First Nation* - A term that came into common usage in the 1970s to replace the word "Indian," which some people found offensive. Although the term First Nation is widely used, no legal definition of it exists. Among its uses, the term "First Nations peoples" refers to the Indian peoples in Canada, both Status and non-Status. Some Indian peoples

have also adopted the term "First Nation" to replace the word "band" as in the name of their community.

▪ *Indian* – Indian peoples are one of three groups of people recognized as Aboriginal in the Constitution Act, 1982. It specifies that Aboriginal people in Canada consist of Indians, Inuit and Métis. Indians in Canada are often referred to as: Status Indians, non-Status Indians and Treaty Indians.

  - Status Indians are registered or entitled to be registered under the *Indian Act*.
  – Non-Status Indians are not entitled to be registered under the *Indian Act*.
  – Treaty Indians belong to a First Nation whose ancestors signed a treaty with the Crown and as a result are entitled to treaty benefits.

▪ *Inuit* – Aboriginal people in northern Canada, living above the tree line in the Northwest Territories, northern Québec and Labrador. Inuk is the singular form of Inuit (refers to an individual) and Inuktitut is the language spoken by the Inuit.

▪ *Métis people* – People of mixed First Nation and European ancestry who identify themselves as Métis people and are accepted as such by a Métis leadership. The Métis history and culture draw on diverse ancestral origins, such as Scottish, Irish, French, Ojibway, and Cree.

▪ *Native* – General term used to describe people of Aboriginal ancestry.

The Benefits of Employing Aboriginal Peoples

Aboriginal peoples offer employers a number of diverse skills and many long-lasting benefits. Aboriginal Workforce Participation Initiative (AWPI) notes the following potential benefits: [22]

Aboriginal peoples offer employers a number of diverse skills.

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[22] Aboriginal Workplace Participation Initiative, http://www.ainc-inac.gc.ca/pr/info/tln_e.html

- **Find new market opportunities**. By employing Aboriginal peoples you'll enjoy increased exposure to Aboriginal clientele, opening up valuable new market opportunities.

- **Gain a better understanding of your customers**. Aboriginal staff will enhance your ability to better serve Aboriginal peoples by improving your business understanding of customers as will co-operative partnerships and collaborative community development.

- **Introduce diversity to your workplace**. Aboriginal peoples bring more than skills to the workplace; they offer new perspectives. That's as good for business as it is for the workplace.

- **Develop a stable and dedicated local workforce.** Increasing the number of Aboriginal employees, particularly in remote areas, has proven to be a wise move. The turnover rate for Aboriginal employees at workplaces near Aboriginal communities is well below the national average.

- **Form positive relationships with a future workforce**. The Aboriginal population is growing rapidly, creating a new profile for the workplace. It's estimated the number of Aboriginal peoples will increase by 50 percent in the next 25 years.

Myths Versus Realities [23]

Myth:	All Aboriginal peoples are the same.
Reality:	The Aboriginal population is very diverse:

- The Aboriginal population is composed of First Nations, Métis Nations and Inuit peoples – each with a different history, culture and society.
- Over 50 Aboriginal languages are spoken in Canada today.
- Aboriginal peoples live in geographically diverse locations, such as urban centres, rural communities and remote locations.

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[23] AWPI Employer Toolkit, 5-4 – 5-10

Myth:	Aboriginal peoples do not have a good work ethic; they have high rates of turnover and absenteeism.
Reality:	Aboriginal peoples are skilled, productive and reliable employees who are valued by their employers:

- Aboriginal peoples participate extensively in work-oriented education and training programs.

- Aboriginal peoples work in all parts of the economy and in many different occupations.

- Aboriginal peoples are valued as stable, reliable employees who contribute in many ways to corporate performance.

Myth:	There are no qualified Aboriginal peoples to hire.
Reality:	Aboriginal peoples have the education, skills, and expertise required for jobs in all economic sectors:

- An estimated 44% of the Aboriginal population were post-secondary graduates in 2006. An estimated 14% had trade credentials, 19% had a college diploma and 8% had a university degree.[24]
- Aboriginal peoples work in many occupations. They are obtaining qualifications and experience in business, management, social sciences, natural and applied sciences, and health.
- Many services are available to help employers find qualified Aboriginal employees.

Employers' Challenges & Options

It is necessary for employers to consider the challenges and options associated with employing Aboriginal peoples. It is recommended that employers:

Address negative attitudes towards Aboriginal workers

- Ensure no racial discrimination in Human Resources Management practices regarding:
    - Recruitment
    - Training and Retraining
    - Work Arrangements
    - Retention

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[24] http://www12.statcan.ca/english/census06/analysis/education/proportion.cfm

- Address the main barrier: perceptions and attitudes
- Do not make assumptions
- Provide accommodations where feasible
- Create supportive workplace culture promoting respect towards all employees, regardless of age, race, gender, etc.

Training & Retraining Workers

- Offer challenge and opportunity
    - Broaden the range of employees' work experience
    - Stimulate employees' interest and creativity in their work
- Provide training
    - Design appropriate training program to help older workers learn
- Utilize Aboriginal workers as trainers/mentors
    - Transfer of knowledge and corporate memory
    - Excellent source of trainers/mentors for younger workers
    - A trainer who is an Aboriginal worker may facilitate training for other Aboriginal workers

AEEL Career & Employment Services also offers specific supports for employing and maintaining Aboriginal staff.

Brief descriptions and contact information for Aboriginal organizations in Saskatchewan are available in Module 7: Contact Information.

5.3   Hiring Foreign Workers

While employers can recruit workers from other countries to fill employment needs, the Government of Canada requires employers to follow certain procedures in order to safeguard the employment or career opportunities of Canadian citizens. However, in an effort to attract immigrant business persons, skilled workers and labourers, the Province of Saskatchewan has introduced the Saskatchewan

Employers can recruit workers from other countries.

Immigrant Nominee Program (SINP), which provides immigrants with an expedient means of entry to Canada. [25]

SINP operates under an agreement with the federal government that allows Saskatchewan to nominate a set number of applicants who will make a significant economic contribution to the province.

For immigrants, SINP offers:

- Application processing times that are substantially faster than normally occurs through federal immigration procedures; and

- Assistance from Immigration Advisors, who are readily available to explain program requirements and processes:

  - Telephone: (306) 798-SINP (7467)
  - International Telephone: (Canada 001) (306) 798-7467
  - International facsimile: (Canada 001) (306) 798-0713
  - In-person for individuals who visit Saskatchewan.

For more information on the Saskatchewan Immigrant Nominee Program, visit www.immigration.gov.sk.ca/sinp/.

If you are interested in hiring foreign workers on a temporary basis, the offer of employment to a foreign worker generally must receive a confirmation by a Service Canada Centre. [26] The "Temporary Foreign Worker Application" and other information on required protocol are available at the "Hiring Foreign Workers in Canada" page on the Human Resource and Social Development Canada (Service Canada) website.
 (www.hrsdc.gc.ca/en/workplaceskills/foreign_workers/index.shtml)

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[25] Immigration, Province of Saskatchewan, http://www.immigration.gov.sk.ca/sinp/.
[26] Human Resources and Social Development Canada,
   http://www.hrsdc.gc.ca/en/workplaceskills/foreign_workers/temp_workers.shtml

5.4   **Hiring Older Workers**

Older workers are another pool of workers often overlooked by employers. Unfortunately, many employers have biases and make assumptions about this age group's skills and abilities. Consider the following myths about older workers – and the corresponding realities: [27]

Myths Versus Realities

Myth:	Older workers are biding their time until retirement.
Reality:	Many older workers want to continue to work.

- Working until age 65 then retiring is becoming less common: [28]
    - The average retirement age declined from 63.2 years in 1989 to 61.0 years in 2000, remaining about the same in 2008. Just 6% of workers work full time after age 65.
    - Two thirds of Canadians retire before the full CPP/QPP age of 65.
    - Between 1987 and 1990, 29% of people retired before the age of 60. Between 1997 and 2000, that rate grew to 43%. The number of workers in Canada for every retired person is expected to fall to two in 2031, from give in the 1980s, as a wave of baby boomers retires from the workforce.

- But some workers are opting to work later :
    - 11.8% of population aged 65 to 69 were active in the labour force in 2001, i.e., were employed, self-employed or actively looking for employment. (Statistics Canada, "Labour Force Historical Review"). Older workers retire from their first career earlier, leaving more time for a second career.

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[27] Human Resources and Social Development Canada,
   http://www.hrsdc.gc.ca/en/lp/spila/wlb/aw/09overview_analysis.shtml .
[28] Perspectives on Labour and Income, February 2003, Volume 4, no. 2.

Myth:	Older workers are less productive.
Reality:	Older workers can be as productive as younger workers.

- There is no significant overall difference between the job performance of older and younger workers. In almost every study, variations within an age group far exceed the average differences between age groups.

Myth:	Older workers will retire before the investment in training pays off in the long-term.
Reality:	The term for return on investment in training is getting shorter.

- All workers, both older workers and younger workers need to upgrade their skills on an ongoing basis to be productive in the rapidly changing knowledge-economy.
    - The occurrence of new technologies and the pace of change is accelerating
    - Skills and knowledge become obsolete faster if not upgraded

Myth:	Older workers are unwilling or unable to adapt to new technologies.
Reality:	Older workers have the ability to learn new knowledge and keep pace with younger workers.

- Older workers generally recognize the need for continuous learning
- Most effective training can be achieved by following principles and guidelines that facilitate adult learning:
    - Relate new skills to past experience
    - Allow for self-paced learning
    - Provide social support
    - Provide opportunities for practice

When considering whether or not employing older workers would benefit your company, be sure not to generalize or over-simplify. Try to remain as open-minded as possible and view all applicants as <u>individuals</u> with unique skills, abilities, and experiences.

Employers' Challenges & Options

The Human Resources Development Canada (HRSDC) website contains a section titled *Overview of the Aging Workforce Challenges* (www.hrsdc.gc.ca/en/lp/spila/wlb/aw/09overview_analysis.shtml). It provides a general overview of this issue, some key studies, and a list of recommendations for employers. HRDC notes the following challenges and options associated with employing older workers.

Address Negative Attitudes Towards Older Workers

- Ensure no age discrimination in Human Resources Management practices regarding:
  - Recruitment
  - Training and Retraining
  - Work Arrangements
  - Retention
- Address the main barrier: perceptions and attitudes
- Do not make assumptions; if in doubt, ask how the person can do the tasks, accomplish the functions
- Provide accommodations where feasible
- Create supportive workplace culture promoting respect towards all employees, regardless of age, race, gender, etc.

Training & Retraining Workers

- Offer challenge and opportunity; this can benefit both the employer and the older workers:
  - Broaden the range of employees' work experience
  - Stimulate employees' interest and creativity in their work
- Provide training to older workers
  - Design appropriate training program to help older workers learn
- Utilize older workers as trainers/mentors
  - Transfer of knowledge and corporate memory
  - Excellent source of trainers/mentors for younger workers
  - A trainer who is an older worker may facilitate training for other older workers

<u>Rethinking Work Arrangements</u>

- Flexible work schedules
    - Flexible hours: (reduced, compressed, extended work weeks)
    - Job sharing
    - Part time
    - Self-funded leaves

- Adapting workplaces
    - Environment, ergonomics, lighting, heat
    - Working at home
- Re-organization of work, job redesign
- Family care support
    - Spousal care / eldercare
- Health and wellness initiatives
    - Employee Assistance Program
    - Fitness facilities/promotion (e.g. aerobics, tai chi)

5.5   <u>Hiring Youth</u>

In an effort to address the challenge of youth employment, Human Resources and Social Development Canada (HRSDC) has introduced a number of initiatives targeting the 18-24 age group. Employment programs for youth include more than 60 free Government of Canada programs, services, and resources, which include internships and subsidies, as well as co-operative and work experience programs.

For more information on programs offered through the federal government, visit the Service Canada website: www.servicecanada.gc.ca/en/audiences/youth/employment.shtml.

Summer Work Experience creates summer employment for secondary and post-secondary students, and supports the operation of summer employment offices. This program is delivered in partnership with various private, public and not-for-profit groups.

Summer Work Experience helps students find career-related summer jobs by providing wage subsidies to employers. It also funds information and promotional activities. Summer Work Experience initiatives include:

Canada Summer Jobs an initiative that provides funding for not-for-profit organizations, public-sector employers, and small businesses with 50 or fewer employees to create summer job opportunities for students between the ages of 15 and 30 These jobs provide students with the opportunity to acquire skills, gain valuable work experience, and help finance their return to school.

Service Canada Centres for Youth (SCCY), which help youth and employers with their summer employment needs, are located across Canada and open to the public from May to August. Free of charge, these offices:

- help students find summer jobs

- offer group information and one-on-one sessions on resume writing, preparing for job interview, and looking for a job

- offer services to find motivated employees for the summer months

- offer up-to-date information on wage rates, labour laws, health and safety in the workplace, other federal, provincial, and territorial youth employment programs.

5. CONCLUSION

Think of hiring as a business process – a set of activities that turn inputs into outputs. Just as with other business processes, employers must focus on efficiency. By learning how to effectively screen and interview applicants, you will waste less time and produce better results by hiring the *right* person.

By learning the best questions to ask in an interview – and avoiding employer mistakes and traps – you will be able to find out as much about your top applicants as possible. The tips and guidelines discussed in this module should help you become better equipped to make an informed hiring decision and draft an effective letter of employment offer.

INTERVIEW PREPARATION FORM

Job Title:	
Key Responsibilities & Tasks	**Associated Training and/or Experience**
1. ……………………………………	1. …………………………………………………
2. ……………………………………	2. …………………………………………………
3. ……………………………………	3. …………………………………………………
4. ……………………………………	4. …………………………………………………

Personal Attributes to Look For:

………
………

Key Areas to Explore	Questions to Ask	Notes
Education	1. ……………………………… 2. ……………………………… 3. ………………………………	………………………………………… ………………………………………… …………………………………………
Previous Experience	1. ……………………………… 2. ……………………………… 3. ………………………………	………………………………………… ………………………………………… …………………………………………
Job Accomplishments	1. ……………………………… 2. ……………………………… 3. ………………………………	………………………………………… ………………………………………… …………………………………………
Skills & Knowledge	1. ……………………………… 2. ……………………………… 3. ………………………………	………………………………………… ………………………………………… …………………………………………
Personal Attributes	1. ……………………………… 2. ……………………………… 3. ………………………………	………………………………………… ………………………………………… …………………………………………
Previous Appraisal or Rating	1. ……………………………… 2. ……………………………… 3. ………………………………	………………………………………… ………………………………………… …………………………………………

Managing Your Human Assets
Module 3: Hiring Strategies

TARGETED INTERVIEW QUESTIONS

Introduction

- What attracted you to our company (this position)?

- How did you hear about the job opening?

Learn about a Candidate's Most Recent Job

- What were your areas of responsibility at your last job?

- What did you find most satisfying about the job? Why?

- What did you find most frustrating about the job? Why? How did you deal with these frustrations?

- If we were to ask your last employer about your abilities, what would she or he say?

Work Experience

- How has your work experience prepared you for this job?

- Describe for me one or two of your greatest accomplishments your biggest disappointments.

- What has been the most significant challenge you have managed? How did you manage it?

- What qualities can you bring to this position?

Assess a Candidate's Skills

- Do you consider yourself a self-starter? If so, explain why. Give examples.

- What is your greatest strength that would benefit our organization?

- How have you positively influenced others to get a job done?

- Tell me about a time you made a decision quickly.

Managing Your Human Assets
Module 3: Hiring Strategies

Assess a Candidate's Style

- Of all the jobs you have had, which did you like the most? Why?

- Do you prefer working in groups or alone?

- How much direction and feedback do you need to be successful?

- Describe a work group experience that you found rewarding.

- What things frustrate you the most at work? How do you cope with them?

Career Aspirations and Goals

- Why are you leaving your present job?

- How does this job fit into your overall career plans?

- Where do you see yourself three years from now? Five years from now?

- What would you most like to accomplish if you got this job?

Education

- What special aspects of your education, experience, or training have prepared you for this job?

- In what areas would you most need (like) additional training if you got this job?

- What aspects of your education or training will be useful for this job?

- What are your educational goals?

Closing

- Are there any additional aspects of your qualifications that we have not covered that would be relevant to the position we are discussing? What questions do you have about our organization?

CANDIDATE ASSESSMENT FORM

Name _____	Position _____
Interviewer _____	Date _____

REQUIREMENT	NOTES	RATING (1-5)
Education/Training	....	
Previous Experience	....	
Job Accomplishments	....	
Skills & Knowledge	....	
Personal Attributes	....	
Final Comments/ Total Score	....	

FINAL SELECTION SPREADSHEET

Job Specs:	Applicant 1	Applicant 2	Applicant 3	Applicant 4
Education:				
Experience:				
Intangibles:				
Other:				

MODULE 4: ANALYZING, POSTING, AND SELECTING

Contents

> **TEMPLATES:**
> **A. Job Posting Template**
> **B. Job Posting Template Guide**
> **C. Employability Skill Questionnaire Guide**
> **D.   Conference Board of Canada – Employability Skills 2000**

1.   INTRODUCTION

The search for employment can be a long and frustrating experience for many job-seekers. Equally frustrating for employers can be the search for quality employees. This frustration can be compounded by time delays and cost implications when mistakes are made in employee selection. Just as job-seekers utilize supports to move to sustainable employment, employers require support to find, hire, and keep good employees.

Employment can be viewed as an equation with successful employment being the result of adding job seekers and employers together. To achieve successful employment, it is necessary to support and address both sides of this equation.

JOB-SEEKERS + EMPLOYERS   = EMPLOYMENT

This module presents information and tools to support employers who are faced with position vacancies. The module takes a step-by-step approach to position assessment, recruitment, and selection. The following stages will be addressed in the module:

- Review the position that is vacant;

- Decide if recruitment for the position should proceed;

- Determine the requirements of the position;

- Determine the training for the position;

- Develop an effective job posting;

- Develop an effective application process; and

- Make effective use of an exit interview strategy so that the future of the position can be improved based on historical performance.

2.   THE DECISION TO RECRUIT

The first step in filling a vacant position is to assess whether the position actually needs to be filled. A vacant position is always an opportunity for an employer to investigate the need for change. It is much easier to make changes to an employment position when it is not filled. Changes can be made without having to manage a current employee or having to address issues of compensation and/or severance.

Prior to filling a vacancy, it is wise for an employer to take the time to review the vacant position and make a conscious decision about whether it should be filled or not. A position vacancy does not always mean that the position must be filled and it certainly does not require that the position be filled to function in exactly the same manner. A review of many factors can occur prior to recruitment so that the employer can make the most effective hiring decision.

2.1   SWOT Analysis

A SWOT analysis reviews the following factors as they relate to a position:

- Strengths

- Weaknesses

- Opportunities

- Threats

Strengths and weaknesses are internal factors that apply to the particular position under review, while opportunities and threats are external factors that would apply to other employment positions and to other employers. The internal analysis provides the employer with an opportunity to assess what company strengths and weaknesses will be addressed by the position.

S   W
O   T

For example, will the new employee build on the primary areas of company business or will it explore the potential to build new business. Analyzing company strengths and weaknesses will help to determine the type of employee characteristics and skills that are needed to balance and advance the company's human resource capacity. A position weighted more in strength should require less change or alteration.

The external review of a SWOT analysis considers external strengths and weaknesses and will help an employer identify if there are external factors that may influence the function of the employment vacancy. For example, an employer would not want to fill a full-time position if external economic factors indicated that the position may be phased out in the short-term.

Examples of external factors would include:

• The current economic conditions for the industry.

• Changes in products or services.

• The competitive environment.

• The threat of substitute products or services being introduced to the market.

• Changes in the relationship between the company and the consumer.

• The use of technology.

• The business strategy of the firm.

2.2   Re-Organization or Re-Alignment Options

Prior to recruitment, it is also valuable for an employer to review any possible changes, or necessary changes that could be made with the duties or function of a vacant position. The employer can take this opportunity to review the vacancy within the scope of the entire organization to determine if

it should remain the same or if duties should be eliminated, added, or shifted to other positions within the company.

The following examples provide some re-organization considerations:

- Have there been any other recent structural changes to other positions, and if so, do those changes impact on the vacant position?

- Is there an opportunity for economies of scale by eliminating this position and having the necessary functions absorbed by other positions?

- Are there other positions, recently vacated or soon to be vacated, that would create a critical mass of vacancies that would warrant a larger scale organizational review?

- Would it be useful to have the functions of this position re-align under a different operational group within the company?

2.3   Decision

After completing an external and internal review, the employer has the information and knowledge to make an effective decision about vacant positions. The employer will decide between the following options.

1. Maintain the position in its current form and recruit a person similar to the predecessor.

2. Alter the position's function and requirements and recruit a person with a new set of skills and abilities.

3. Eliminate the position, re-align any necessary functions internally, and do not proceed with recruitment at this time.

The following worksheet can be utilized to assist decision-makers.

JOB POSTINGDECISION WORKSHEET		
1. Is there a chance that responsibilities could be changed or re-aligned to better fit company needs?	Yes	No
2. Is there an opportunity to use technology to meet the employment need?	Yes	No
3. If delivering different products or services since the last time this position was filled, does this change/ impact on the employment position?	Yes	No
4. Are there concerns about financial resources to compensate for the employment position?	Yes	No
5. Do the current economic conditions of the industry affect the requirements and needs of the position?	Yes	No
6. Does current consumer demand affect the position?	Yes	No
If YES to any of the above questions, review the circumstances to verify the need to proceed with recruiting. If NO to all of the above questions, proceed to recruiting.		

3.   COMPANY AND EMPLOYMENT PROFILES

It is useful for employers to take time to develop profiles of both the vacant employment position and of the company.

3.1   The Company

A good company profile is a useful tool for creating quality job postings, as well as promotional material and websites. A short company profile inserted within a job posting can add significant context to the vacant position and give job-seekers more insight into the company. This is an excellent opportunity for the employer to "sell" the company to potential job-seekers. A well written company profile is as important to the employer as a well written cover letter and resume are to the job-seeker.

A company profile can include the following elements:

- What does the company do?

- Where does the company operate?

- How long has the company been in operation?

- What is the history of the company? What changes have occurred over the life span of the company?

- How does this particular position fit within the organizational structure of the company?

- How big is the company? (size, number of employees, market reach, etc.)

- What are the notable accomplishments and competitive advantages of the company?

- What are the plans for future growth?

3.2   The Vacant Position

In order to write an effective job description, it is wise to develop a profile of the position. There are two stages to developing a quality job description.
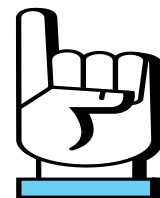
The **first** stage of the job description will include administrative items such as:

- Job Title
- Department/Supervisor
- Status
  - Full Time Equivalency (i.e. FTE is 5 days per week, 4 days per week is 0.8 FTE)
  - Term – provide start and end dates
  - Seasonal – provide start and end dates
  - Casual – provide average hours per week
- Salary Range – which may include the use of broad banding (See Section 6.0, page 21)

The **second** stage of the job description includes more information and detail about the function of the position.
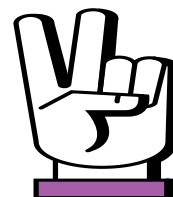
- Primary Purpose - What is the overall reason for the existence of the position?
- Nature of the Work
  - How does the position fit into the structure of the company?
  - What is the type of work performed?
  - What is the nature of the work environment?
  - What decision-making is associated with the position?
  - Will the person work with others, and in what capacity?
  - Will the position operate in a high-speed environment?
  - What are the time commitments? Are there shifts? Is there travel?
- Accountabilities and Responsibilities
  - What results and outcomes will be expected?
  - What will the operational duties be?
  - To whom will the position report and be accountable to?

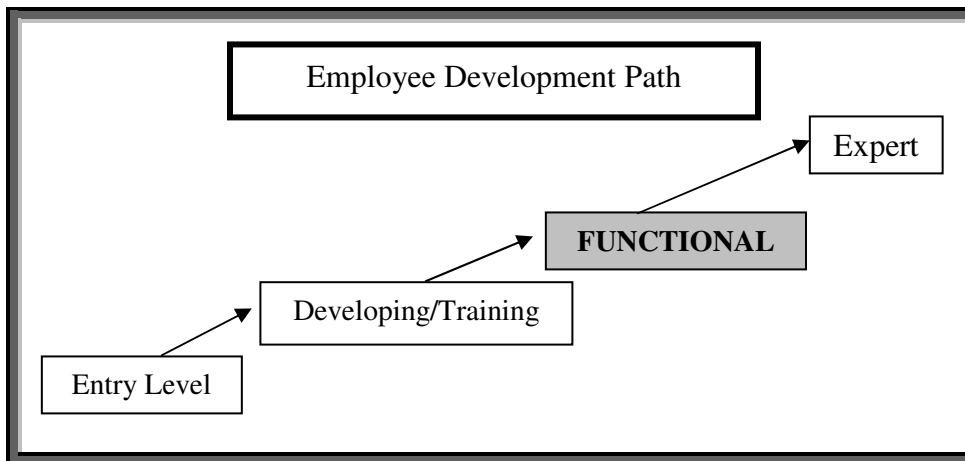## 3.3   Establishing a Functional Benchmark

When developing a position profile, it is useful to establish a benchmark description of the position. The functional benchmark will document the key requirements that will remain relatively constant over time.

A functional benchmark can be defined as the employment requirements that an employee demonstrates once they have been established in a position for a period of time. The functional benchmark describes the level at which an employee functions after they have learned the requirements of a job.
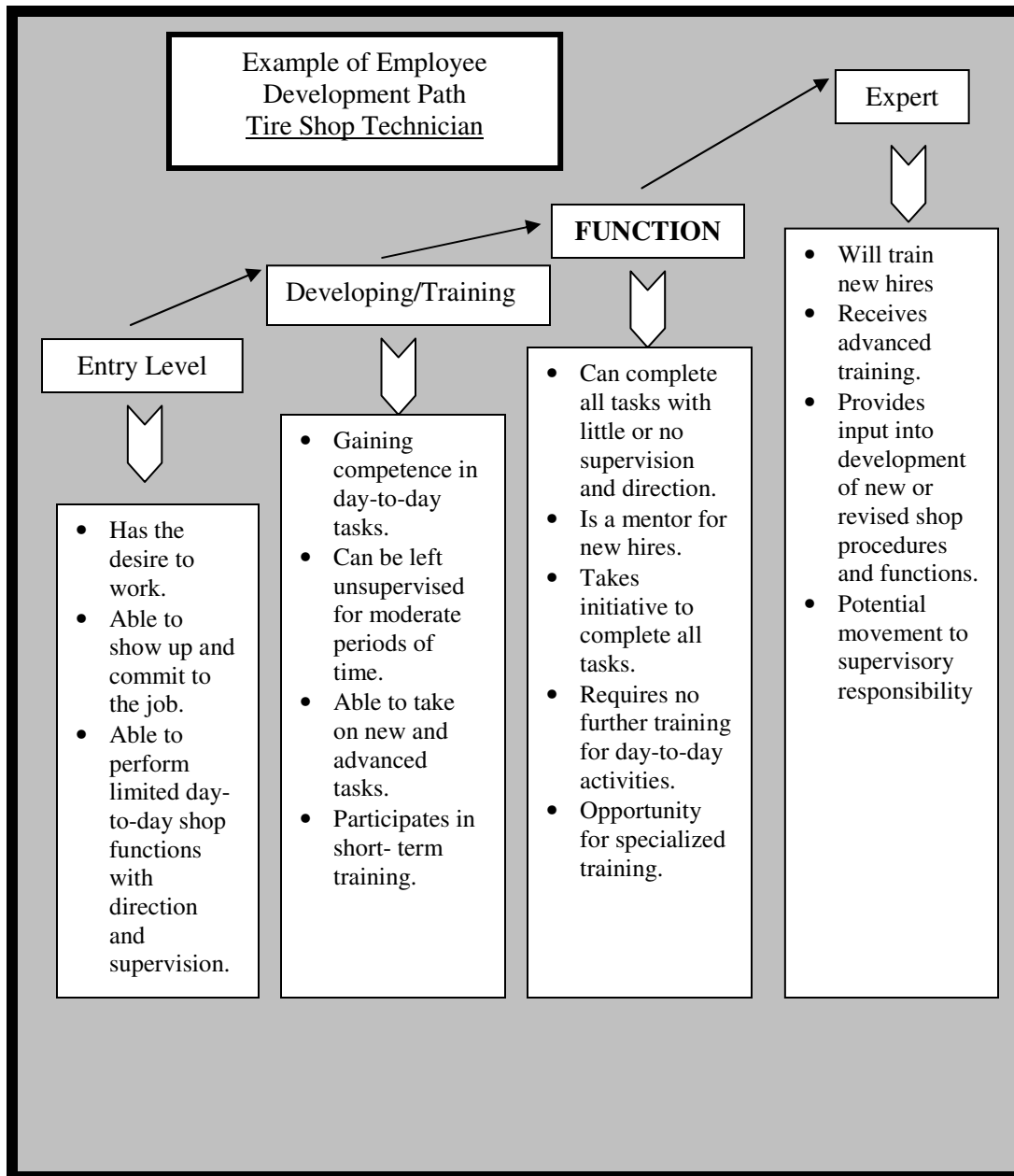
The entry level stage of a position is not an effective point to establish the functional benchmark. An employment candidate will reach the functional level after a period of orientation and training. The time required to get to the functional level will vary depending on the individual in the role.

A job description, or job posting, is developed with the functional level in mind. An employer can not expect entry level employees to operate at the functional level until the employee has had time to understand expectations and learn the requirements of the position. This may require either internal or external training, or both.   To establish a functional benchmark, the employer must identify the skills and abilities that what would be present, at the functional level, for the following:

- •   Expected accomplishments;

- •   Expected level of efficiency; and

- •   Level of supervision required.

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│  │   Employee Development Path   │                    │
│  └──────────────────────────────┘                    │
│                                        ┌──────────┐   │
│                                        │  Expert  │   │
│                                        └──────────┘   │
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│                              │   FUNCTIONAL     │     │
│                              └──────────────────┘     │
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│              │  Developing/Training  │                │
│              └──────────────────────┘                 │
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│    │  Entry Level  │                                  │
│    └──────────────┘                                   │
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After an employee has established the capacity to work at a functional level, they will refine and develop their skills. Some employees will develop their skills to an expert level. The following is an example of a position at the functional level along the employee development path.

Example of Employee
Development Path
Tire Shop Technician

FUNCTION

Developing/Training

Entry Level

Expert

- Has the desire to work.
- Able to show up and commit to the job.
- Able to perform limited day-to-day shop functions with direction and supervision.

- Gaining competence in day-to-day tasks.
- Can be left unsupervised for moderate periods of time.
- Able to take on new and advanced tasks.
- Participates in short- term training.

- Can complete all tasks with little or no supervision and direction.
- Is a mentor for new hires.
- Takes initiative to complete all tasks.
- Requires no further training for day-to-day activities.
- Opportunity for specialized training.

- Will train new hires
- Receives advanced training.
- Provides input into development of new or revised shop procedures and functions.
- Potential movement to supervisory responsibility

4.   EMPLOYMENT REQUIREMENTS

4.1   Identify Requirements at Functional and Minimum Levels

Once the functional benchmark has been established, the employer can identify the skills, experience, and knowledge that would be necessary to satisfactorily perform at the functional level. Most often an employer will not be able to recruit someone at that functional level. Therefore, the recruitment will result in someone who performs at a level below functional. The employer will invest training and development to move the employee to the functional level.

The employer will have to determine how long they are willing to wait for the new hire to reach the functional level. This will vary from employer to employer and situation to situation. If a company is in a steady-state and is not experiencing significant turnover, there may be the potential to wait longer for functional employees. Therefore, the employer is able to recruit at an entry level. But, if the employer has an immediate need, a new hire must be able to do the job very quickly. The employer may have to hire someone much closer to the functional level.

Once an acceptable wait time has been determined, the minimum requirements for the posting can be defined. Minimum requirements found in a job posting vary and would not necessarily be the same each time the position is posted. Employers will determine how long they are willing to wait for a functional employee and how much time and training they are willing to invest. Minimum requirements for the position will be clearer as a result of this assessment. The gap between minimum requirements and

functional requirements will vary from employer to employer and from posting to posting.

4.2   <u>Validate Minimum Requirements</u>

Validating that minimum requirements are required for an employment position and is an important step. If time and effort is not placed on this part of the job posting process, employers will see a reduction in the quantity of applications, the quality of applications, or both. Effective job requirement assessment will meet the following objectives:

- Enable employers to access a larger pool of job-seekers;
- Decrease systemic barriers for job-seekers; and
- Increase the success rates of employer recruitment and retention.

Once a set of minimum requirements have been developed, there is value in validating whether the employment requirement is truly necessary. Validating a job requirement is a simple process of asking the question, why? Why should an employee have the requirement? For example, why should an employee have a Grade 12 education? Why is a driver's license necessary? An employer will want to question whether each employment requirement is a bona-fide minimum requirement. The validation process would use the following steps:

1) Is the skill/characteristics required to start this job? Yes or No?
2) Why is it required?
   Because,
   i.   We cannot provide the training on site.
   ii. It is needed for safety reasons.
   iii. We do not have the time to train and develop a junior candidate.
   iv. We always require the skill to complete the job, in the job posting.

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3) If the employment requirement is necessary, it should be listed as a requirement. If the employment requirement is not necessary, then it should be reconsidered or downgraded as a requirement.

CAUTION

- Employers need to answer the question about whether an item is required from their defined minimum entry level, and not from the functional level.

- Avoid creating systemic barriers by asking for education and experience that are "nice" to have but not necessary. Many potential job seekers will possess the required skills and abilities, but may not have the requested level of education (ie. Grade 12).   An employer must determine whether either education or experience are <u>actually</u> necessary. If not, these requirements should not be introduced.

- Avoid using requirements as a means to limit the quantity of applications that will be received. Unnecessary   requirements   will   effectively eliminate qualified applicants.

4.3   Identify Technical Skills and Soft Skills (Employability Skills)

The   Conference   Board   of   Canada   has   developed   a   tool   called *Employability Skills 2000+* to help employers identify the skills that help people enter, remain in, and progress in the world of work (See Template D

and www.conferenceboard.ca/education).   It identifies the critical skills needed in the workplace and has been developed based on feedback of employers across the country.   This guide is useful to identify the specific skills that should be present in a specific job which would then be identified during the posting and recruitment process.

The guide separates skills into three groups as follows:

1) **Fundamental Skills**   -   The skills needed as a base for further development.   Employees will be better prepared for the world of work if they can:

a) **Communicate**

   i)   Read and understand information presented in a variety of forms.

   ii) Write and speak so others pay attention and understand.

   iii) Listen and ask questions to understand and appreciate the points of views of others.

   iv) Share   information   using   a   range   of   information   and communications technologies.

   v) Use relevant technical knowledge to explain and clarify ideas.

b) **Manage Information**

   i) Locate, gather, and organize information using appropriate technology systems.

   ii) Access, analyze, and apply knowledge and skills from various disciplines.

c) **Use Numbers**

   i) Decide what needs to be measured and calculated.

   ii) Observe and record data.

   iii) Make estimates and verify calculations.

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d) Think and Resolve Problems.

    i) Assess situations and identify problems.

    ii) Seek different points of view.

    iii) Recognize the human, technical, and mathematical dimensions of a problem.

    iv) Be creative and innovative in exploring possible solutions.

    v) Evaluate solutions to make recommendations for decisions.

    vi) Implement solutions.

2) **Personal Management Skills** - The personal skills, attitudes and behaviors that drive one's potential for growth. Employees will be able to access greater possibilities for achievement if they can:

a) Demonstrate Positive Attitudes and Behaviors

    i) Feel good about yourself and be confident.

    ii) Deal with issues with honesty, integrity, and personal ethics.

    iii) Recognize good efforts.

    iv) Take care of personal health.

    v) Show interest, initiative, and effort.

b) Be Responsible

    i) Set goals and priorities.

    ii) Plan and manage time and resources.

    iii) Assess, weigh, and manage risk.

    iv) Be accountable for actions.

c) Be Adaptable

    i) Work independently or as part of a team.

    ii) Carry out multiple tasks.

iii) Be innovative and resourceful.

iv) Be open and respond constructively to change.

v) Learn from your mistakes.

vi) Cope with uncertainty.

d) Learn Continuously

i)   Assess personal strengths and areas for development.

ii) Set learning goals.

iii) Identify and access learning sources.

iv) Plan and achieve learning goals.

e) Work Safely

i)   Be aware of personal and group health and safety practices and procedures.

3) **Teamwork Skills** - The skills and attributes needed to contribute productively. Employees will be better prepared to add value to the outcomes of a task, project, or team if they can:

a) Work With Others

i)   Understand and work within the dynamics of a group.

ii)   Ensure that a team purpose and objectives are clear.

iii) Be flexible and respectful of the thoughts of others.

iv)   Recognize and respect people's diversity.

v)   Accept and provide feedback in a constructive manner.

vi)   Share information and expertise.

vii) Lead or support when appropriate.

viii)   Understand the role of conflict to reach group solutions.

ix)   Manage and resolve conflict when appropriate.

b) Participate in Projects and Tasks

i)   Carry out a project from start to finish.

ii)   Develop a plan, seek feedback, and make revisions.

iii)   Work towards agreed quality standards.

iv)   Use appropriate technology and tools for the project.

v)   Adapt to changing requirements.

vi)   Continuously monitor the success of the project.

5.   TRAINING

The first step in identifying the need for training is to understand the "Functional level – Entry level" relationship. The employer establishes an acceptable gap between the functional performance level and the entry performance level. This gap between the functional and entry levels will dictate the amount and type of training that will be required to move from entry to functional levels.

Most employers have pre-existing training programs. However, training must be flexible in order to adapt to changes in corporate function and changes that influence the company from external factors. The training can be customized to fit the current position being posted and ensure that a minimum level of skill and ability is achieved.

5.1   Sources and Costs of Training

Employers have many options available to them regarding training and development of their staff. Training sources can be internal to the company or accessed from an external entity. Training can range from short term, to long term, from on-line to in-person, and from low cost to high cost. The options for an employer are limitless and allow for considerable planning flexibility. Cost, time required to complete training, and availability will determine what training is implemented.

5.2   Orientation

One of the most common and useful training programs is an effective orientation program. A good orientation program can significantly reduce

the "new job jitters" and can make the transition into employment smoother and more effective. The core elements of an internal orientation program should strive to meet the following objectives:

- Welcome the new employee;

- Help the new employee make connections within the company; and

- Motivate the new employee to perform within the company culture.

5.3 Monitoring

An effective addition to an introductory orientation program is establishing a mentorship with a senior staff member. Mentoring relationships can vary, depending on the need of the employee, and the type of position. The mentor may be someone within the same operational unit, or a long serving staff member who is willing to provide guidance, direction, and support. Often the support that is required of a workplace mentor can best come from someone who understands the company as a whole. A successful mentoring relationship will help a new employee to better understand roles, procedures and responsibilities.

5.4 Expectations

Training requires a partnership between the employer, who is providing the training, and the employee who is receiving it. Often this fact is forgotten and all the burden of success is placed on one or the other. An employer has a role in developing training and providing the employee with the tools they need to be successful. However, the employee must take some responsibility

for their own training and development. If the employer is going to provide orientation and mentorship, the employee needs to welcome that process. If employers provide technical training, then employees need to commit to learning and implementing their new skills.

Employers should be encouraged to explain their expectations. Employers can be articulate expectations during the recruitment and selection process. It may be useful for the employer to draft an informal training contract, or agreement, between them and the employee. An example of this contract could be the following:

Example of Employer/Employee Training Contract/Agreement

Employee Name: _____

Job Title (Position): _____

Date of Hire: _____

Supervisor: _____

> **EMPLOYEE**
> **Benefits of Training:**
> - Skill development
> - Increased efficiency
> - Increased productivity, capacity, and diversity of abilities.
>
> **Expectations and Responsibilities**
> - To fully engage in the training opportunity.
> - Assess personal strengths and areas for development.
> - Set learning and development goals.
> - Help develop a plan to achieve those goals.

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Example of Employer/Employee Training Contract/Agreement

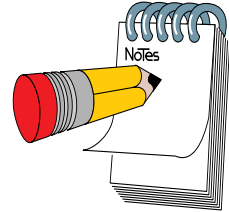*EMPLOYER*
Benefits of Training:
- A more skilled employee
- Increased capacity, productivity, and diversity in the employee.
- Decreased chance of errors and negative impact on resources.
- Internal expertise that can be transferred to other employees.

Expectations and Responsibilities
- Help set employee learning and development goals.
- Provide resources to accomplish training.
- Provide time and support to accomplish training.
- Be open and responsive to training requests.
- Review results of training and development to see if an increased level in functionality has been achieved.

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6.   DEVELOPING THE JOB POSTING

Once an employer has assessed the job vacancy, determined skill requirements, analyzed company need, and determined what training can be made available, it is time to develop an effective job posting.

Creating an effective job posting requires planning and careful thought. The job posting is an opportunity to define the employment position, the company and the person (skills and abilities) that will fit the employment opportunity.

6.1   Components of a Job Posting

Job Title

- Identify the title of the position as it would be recognized by the job-seeker, avoid company or industry jargon and vague title (i.e. swamper, peronal service coordinator, patroller)

Department

- This is optional, but can give the job-seeker an idea as to where the position fits within the company structure.

Number of Positions

- If hiring more than one person in the identical role.

Location

- Identify the worksite location where this job will be performed.

Status of the Position

- Identify if the position is permanent, term, or seasonal.

- If it is term or seasonal position, identify the approximate start and ending dates.

Salary Range

- State the starting salary if it will not change, regardless of the applicant.

    Example: $9.50/hr to start

- State the salary range if it is pre-determined and is flexible depending on the candidate.

    Example: $9.50/hr - $15.50/hr

- Consider using a broad-band salary range that identifies 2 ranges. The first range is from when the employee starts to when they reach a proven functional level. Movement along this range indicates that the employee is <u>meeting</u> requirements and is growing and developing in the position. The second range starts at the proven functional level and moves to the expert level. Movement along this range will only occur if the employee is <u>exceeding</u> the requirements and expectations of the position.

    Example: $9.50/hr - $15.50/hr., starting salary, the salary range maximum is $21.50/hr

Company Profile

- Provide a short profile that explains what the company does, what industry it is in, etc.

- Identify the locations where the company operates.

- Identify the size of the company by number of staff or operations

- History and future growth (optional)

- Achievements and awards (optional)

Primary Purpose

- Identify the overall reason for the position.

- Give the job-seeker perspective about the role of the position and the contribution that they would be making to the company by filling this role.

- Identify areas for potential growth and development.

Nature of the Work

- Identify to whom this position will report and be accountable to. This is another opportunity to illustrate where this position fits in the organizational structure.

- Identify the type of work this individual would be doing.

- Identify the type of work environment of the position.

Examples: Involves discretionary decision making

The individual works within a team of up to 5 others.

The individual often works in isolation.

The individual works within a high-speed environment.

There are often multiple demands on this position.

This position sometimes requires overtime hours.

This position involves some overnight travel.

This position communicates with the public.

Accountabilities

- List the specific duties and tasks in order of importance.

- List the results and outcomes <u>expected</u> .

- Identify areas for potential growth and development.

Minimum Requirements

- List skills, abilities, and training that are directly related to the description of the position in order to start the job.

- Do not make assumptions that education and experience provide or develop certain skills, attributes, or knowledge. These assumptions may not be accurate due to the individuality of job-seekers.

- Avoid the use of vague descriptors, be specific wherever possible.

- Try to list skills, experiences, and training that can be accurately assessed prior to making the hire (i.e. safety ticket, computer course certificates, etc.).

Functional Requirements

- Identify the skills, abilities, and training that would need to be in place when a person in the position is functioning with minimal learning and guidance required.

Training Provided

- Identify the training that will be provided in order to move a person from the minimum requirement level to the functional requirement level.

- Identify the time that may be required to move a person from the minimum requirement level to the functional requirement level. (optional)

Sample Job Posting	
Employer:	ABC Tire Centre
Job Title:	Repair Technician
Positions:	2
Location:	Saskatoon
Status:	Full-time
Salary:	$10.50/hr - $16.50/hr, the salary range maximum is $22.50/hr
Company Profile:	ABC Tire Centre is family owned and has been operating in Saskatoon since 1982. We have a staff of 15 people and offers a full range of tire and automotive maintenance and repair services. ABC was recently recognized by the Saskatoon Chamber of Commerce for excellence in service. ABC is currently in the process of expanding its operations and is seeking qualified individuals to join their winning team.
Primary Purpose:	The position of Repair Technician provides the main service work to customers of ABC Tire Centre. The role of the Technician is critical to the delivery of superior customer service that clients expect.
Nature of the Work:	The Technician functions within a team of 5 and reports to a Customer Care Associate. The position includes weekend shifts and some extended hours. The Technician is often involved with follow up discussions with customers in order to provide full information about repairs and maintenance.
Accountabilities:	Repair and maintenance of vehicles including tire repair, tune-ups, oil changes, and other minor engine repairs. There is potential for the Technician to move into more detailed engine repair with experience and some additional training.
Minimum Req.	Able to work 40 hours per week, good personal health, and willingness to advance and develop a career.

Functional Req.	After 6-8 months, it is expected that the Technician will operate with little to no supervision and would be able to participate in advanced training. The Technician must be able to operate all equipment, have knowledge of all tools, and be able to address 80 – 90% of all maintenance and minor repair orders with little consultation.
Training Provided:	ABC will assist Technicians with training and development in order to advance their career. This would include covering costs for short-term training, as well as support for a training leave for more in-depth education (ie. SIAST). ABC may work with the employee to help cover education costs (tuition, books, etc).
Application Process:	Interested applicants should contact ABC to obtain an employability skill questionnaire. Completed questionnaires, along with a resume, cover letter, and at least 3 references should be submitted to the front counter at ABC by 4:00 pm on Month/Day/Year.

7.   APPLICATION PROCESS

When preparing to receive applications from job-seekers, there are many considerations, including what documents to require from job-seekers, the importance of references, and the inclusion of testing to verify competencies or claims.

7.1   Documents

Resume

- Standard application document that allows the employer to view the history of the job-seeker.

Cover Letter

- Allows the employer to assess the job-seekers ability to relate to this specific position.

References

- Important not to overlook as they provide an employer with valuable insight into the past performance and tendencies of the job-seeker.

Other Documents

- Any other document that is directly related to the position, and the requirements, that will assist the employer in assessing potential job-seekers including any relevant tests of skills (examples: driver's license, certifications, etc.).

7.2   Pre-Interview Skills Testing and Evaluation

Skills Test

Use a skill test to assess a job-seekers skill set in a particular area that is directly related to the position. A skill test can be technical ability specific or more general in nature.

Example: TOWES (Test of Workplace Essential Skills), a test that evaluates a job-seekers ability in numeracy, reading, and understanding documents.

Employability Skills Questionnaire

An employment skills questionnaire can be provided to job-seekers, to be completed and submitted along with other documents, such as the resume and cover letter. An employability skills questionnaire focuses on the soft skills, or behaviors, that are essential to the position. Behavioral questions enable the employer to gather information about the applicant's past behavior that is directly relevant to the position for which they are applying. Employers can predict reactions to situations that may arise in the workplace, based on past reactions to similar situations.

To develop an Employability Skills Questionnaire, begin by analyzing the job to determine the type of skills that would be required. Develop questions that ask for examples using the **STAR** method

- Ask the job-seeker to describe the **S**ituation relevant to the question.

- Request the specific **T**ask that the job-seeker performed.

- Ask for the **A**ction that was taken by the job-seeker.

- Ask that they identify the **R**esult of that action.

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Look for answers where the job-seeker uses "I" instead of "We", and avoid the temptation to equate success of a group with the success of the individual.

Some skills that are useful to probe with this tool are:

- Analytical/Problem Solving
- Communication
- Creativity/Innovation
- Decision Making
- Goal Setting
- Flexibility and Adaptability
- Integrity and Honesty
- Interpersonal
- Leadership and Initiative

Sample questions that fit these areas can be found in the Employability Questionnaire Guide. (Appendix C)

7.3 Instructions and Deadlines

It is also important for the job posting to provide precise instructions to job-seekers about how to make their application. Vague instructions could limit the number of qualified applications that are received. The process should be as barrier-free as possible in order to encourage application of candidates who meet the minimum requirements. However, the application process can also be used as a method to screen candidates out if they do not follow the instructions carefully. Instructions can also cause some job-seekers to voluntarily remove themselves from the competition because they do not want to take the time to complete all the documents, or complete all the stages of the process. This can be an effective way to decrease the quantity of applications without affecting the quality.

A submission deadline for applications should be set, avoiding open postings that may limit company human resource planning capacity. The deadline should give a reasonable amount of time to job-seekers, without creating a barrier. A minimum of two weeks is a good guide.

8.   EXIT INTERVIEWS

Employee turnover can be costly. Exit interviews have proven to be a very effective method to gather information about the organization at a low cost. An exit interview is an interview that is conducted with an employee that is leaving the company's employ; either voluntarily or through dismissal. A well managed exit interview can uncover hidden truths about an organization and improve employee retention.   Although exit interviews are typically requested from those who voluntarily depart, it is sound advice to request interviews from all employees.

The goal of the exit interview is:

1.   To provide information to the departing employee about the process of leaving his/her employment (managing benefits, pay for unused vacation or sick leave, etc.)

2.   To gather feedback about the employee's work experience

3.   To better understand the pros and cons of employment within the company.

8.1   Benefits of an Exit Interview

The information gathered in the exit interview may be used to address a number of issues:

• The identification of areas for improvement within the organization such as: organizational processes; employee turnover; morale; management; job design, etc.;

• Sources of job dissatisfaction;

• Sources of dissatisfaction within the organization;

- Collecting information on the recruitment process; and

- Employee satisfaction and an opportunity to express his/her views and grievances.

8.2 Tips for Conducting an Exit Interview

The following tips are ways to ensure that you get the most out of an exit interview:

❖ <u>Interview Structure</u> – Ensure that a common template is used to collect information. Although open-ended questions may be incorporated, it is valuable to benchmark the information to determine if policy changes are necessary. If trends are developing, corrective action can be taken.

❖ <u>Timing</u> – Timing is critical to the success of an exit interview. Numerous factors should be considered depending upon the individual situation: voluntary departure or dismissal. The key to a successful interview is to ensure that a reasonable amount of time has lapsed in order to collect objective information. Research suggests this timeframe may range from a few days to a few months.

❖ <u>Third Party</u> – Exiting employees may provide more valuable information if a neutral, third-party conducts the interview. If the interview must be conducted by current management, it is advisable to rotate this duty among managers. It is often inappropriate for the employee's immediate manager to conduct the interview.

❖   <u>Sensitivity</u> – The goal of an exit interview is to obtain information about why an employee is leaving and to determine how the business can be altered to improve retention and employment experience. The interviewer should acknowledge the opinions of the employee without defending or passing judgment. It is critical that all information is handled in a confidential and professional manner.

❖   <u>End on a Positive Note</u> – An employee is under no obligation to participate in an exit interview. Thank the employee for providing insights into employee perceptions of the organization.

The following is a sample of exit interview questions.

- Why did you decide to leave?
- What could be done differently?
- Would it have made any difference in your decision?

8.3 <u>Summary</u>

Exit interview information should be collected, analysed, and maintained to be of long-term value to the organization. The information should be analysed on an individual basis and synthesized with past data. In this manner, organizations have the ability to identify and address areas of concern within the organization that may have contributed to employee turnover.

JOB POSTING TEMPLATE

Date:_____

EMPLOYER NAME

Job Title: _____ Department (optional): _____

# of Positions: _____ Location: _____ Salary Range: _____

Position Status: ☐ Permanent   ☐ Full Time

☐ Term   from: _____ to: _____   ☐ Part Time

☐ Seasonal   from: _____ to: _____   ☐ Casual

Company Profile

_____

_____

_____

Position Profile

Primary Purpose: _____

_____

Nature of the Work: _____

_____

_____

Accountabilities: _____

_____

_____

Requirements and Training

Functional Requirements: _____

(By _____ Months)   _____

_____

Minimum Requirements: _____

(To Start)   _____

Training Provided: _____

(Within _____ Months)   _____

_____

JOB POSTING TEMPLATE GUIDE	
Job Title	• Identify the title of the position, as it would be recognized by the job-seeker, avoid company or industry jargon.
Department	• This is optional, but can give the job-seeker an idea as to where the position fits within the company structure.
# of Positions	• If you are hiring more than one person into the identical role.
Location	• Identify the worksite location where this job will be performed.
Position Status	• Identify if the position is permanent, a term, or seasonal. • If it is term or seasonal, identify the approximate ending dates. • If the position is term, comment on the reason (i.e., maternity leave replacement, funding, etc) to give more clarity to the job-seeker.

Salary Range	• State the starting salary if it will not change regardless of the applicant.
	   Example: $9.50/hr to start
	• State the salary range if it is pre-determined and is flexible depending on the candidate.
	   Example: $9.50/hr - $15.50/hr
	• Consider using a broadband salary range that identifies 2 ranges. The first range is from when the employee starts to when they reach a proven functional level. Movement along this range indicates that the employee is <u>meeting</u> their requirements and is growing and developing in the position. The second range starts at the proven functional level and moves up to the expert level. Movement along this range should only occur if the employee is <u>exceeding</u> the requirements and expectations of the position.
	   Example: $9.50/hr - $15.50/hr, the salary range maximum is $21.50/hr

Company Profile	• Explain what the company does, what industry it is in. • Identify the locations where the company operates. • Identify the size of the company by number of staff or operations • History and future growth • Achievements and awards
Primary Purpose	• Identify the overall reason for the existence of the position. • Give the job-seeker perspective about the role of the position and the contribution that they would be making to the company by filling this role. • Identify areas for potential growth and development.

Nature of the Work	• Identify to whom this position reports to. This is another opportunity to illustrate where this position fits in the organizational structure.
	• Identify the type of work this position would be doing.
	• Identify the type of work environment of the position.
	   Examples: Involves discretionary decision making
	      The position works within a team of up to 5 others.
	      The position often works in isolation.
	      The position works within a high-speed environment
	      There are often multiple demands on this position.
	      This position sometimes requires overtime hours.
	      This position involves some overnight travel.
	      This position is communicates with the public.

Accountabilities	• List the specific duties and tasks of the position. • List duties and tasks in order of importance. • List the results and outcomes <u>expected</u> when the roles are carried out. • Identify areas for potential growth and development.

Minimum Requirements	• List skills, abilities, and training that are directly related t the description of the position in order to start the job. • Do not make assumptions that education and experience provide or develop certain skills, attributes, or knowledge. These assumptions may not be accurate due to the individuality of job-seekers. • Identify the specific skills, abilities, or training you are expecting to get from certain education or experience, and then request those as the requirements. ***Example: Request basic computer skills and experience if it is required instead of requesting Grade 12 and assuming this skill will exist.*** • Avoid the use of vague descriptors, be specific as possible. • Try to list skills, experiences, and training that can be accurately assessed prior to making the hire.
Functional Requirements	• Identify the skills, abilities, and training that would need to be in place when a person in the position is functioning with minimal learning and guidance required, after the individual has been with the company for a period of time.
Training Provided	• Identify the training that will be provided in order to move a person from the minimum requirement level to the functional requirement level. • Identify the time that may be required to move a person from the minimum requirement level to the functional requirement level. • Identify the expectations of the employee to move from the minimum requirement level to the functional requirement level.
Resume	• Standard application document that allows the employer to view the history of the job-seeker.
Cover Letter	• Allows the employer to assess the job-seekers ability to relate to this specific position.
References	• Important not to overlook as they provide an employer with valuable insight into the past performance and tendencies of the job-seeker.
Drivers Abstract	• Record of job-seekers driving record
Skill Test	• Used to assess a job-seekers skill set in a particular area directly related to the position. ***Example: TOWES (Test of Workplace Essential Skills), a test that evaluates a job-seeker's ability in numeracy, reading, and understanding.***
Soft-Skill Questionnaire	• A set of behavioral based questions developed by the employer that address the soft skills that are essential in the position. ***Examples: Describe a time when you had to lead a project or work task?*** ***Describe a situation where you had to use effective oral communication skills?*** ***Give an example of when you had to solve a problem?*** ***Give an example of a time when you changed a strongly held opinion, and why?*** ***Give an example that illustrates your commitment to the workplace?***
Other Documents	• Any other document that is directly related to the position, and the requirements, that will assist the employer in assessing potential job-seekers.
Instructions	• Outline specifically how you want job-seekers to make their application. • Make the process as barrier-free as possible if you are trying to encourage the application of qualified candidates. • This is also an area that can be used as a method to screen candidates out if they do not follow the instructions.
Deadline	• Set a deadline that gives a reasonable amount of time to job-seekers that will not be a barrier. A minimum of two weeks is a guide, and maybe longer depending on the depth of the application process. • Avoid an open deadline with no date; limits company human resource planning ability.

Employability Questionnaire Guide

Behavioral Questions

- Develop behavioral based questions that address the soft skills that are essential in the position.
- Behavior questions enable the employer to gather information about the applicant's past behavior that is directly relevant to the position for which they are applying.
- With a behavioral question, employers can try to predict reactions to situations that may arise in the workplace, based on past reactions to similar situations in other workplaces, volunteer situations, or an educational setting. More specifically, employers can look for a specific skill that was demonstrated or, was failed to be demonstrated, in a particular situation.

Identify the Essential Skills

Determine which soft skills are essential to the function of this position
- Use previous documents and job descriptions
- Review the Conference Board of Canada Employability Skills Description (See Template C)

Questionnaire Development Process

1. Begin by analyzing the job for which you are recruiting to determine the type of skills required (see above).
2. Develop questions that ask for examples that use the 'STAR' method.
   - Ask the job-seeker to describe the **S**ituation relevant to the question.
   - Request the specific **T**ask that the job-seeker performed.
   - Ask for the **A**ction that was taken by the job-seeker.
   - Ask that they identify the **R**esult of that action.
3. Look for answers where the job-seeker uses "I" in stead of "we". Avoid the temptation to equate the success of a group with the success of the individual.

Sample Behavioral Questions by Skill/Trait
(These questions can be asked by written response as well as during a formal interview)

Analytical/Problem Solving

- Tell me about a time when you had to analyze information and make a recommendation
- Describe an instance when you had to think quickly to free yourself from a difficult situation.
- Give an example of when you identified potential problems and resolved the situation before it became serious.
- Tell me about a situation where you had to solve a difficult problem.

Communication

- Give me an example of a time when you were able to successfully communicate with another person with whom you didn't see eye to eye (or vice versa).
- Tell me about a time in which you had to use your written communication skills in order to get a point across.
- Describe a situation where you were able to use persuasion to convince someone to see things your way.
- Give me a specific example of when you had to handle an irate customer.

Employability Questionnaire Guide

Sample Behavioral Questions … cont'd

Creativity/Innovation

- Tell me about a problem that you solved in a unique or unusual way.
- Describe the most significant or creative presentation/idea that you developed/implemented.
- Tell me about a time when you created a new process or program that was considered risky.
- Give me a specific example of a time when you came up with an innovative solution to a challenge your company, class or organization was facing.

Decision Making

- Tell me about a difficult decision you had to make within the past year.
- Give an example of a time when you had to make a decision without all the information you needed.
- Discuss a time when you had to make a quick decision.
- Give me an example of a time when there was a decision to be made and procedures were not in place.

Goal Setting

- Give me an example of an important goal that you set and tell me how you reached it.
- Tell me about a goal that you set and did not reach.
- Describe a specific goal you set for yourself and how successful you were in meeting it.

Flexibility/Adaptability

- Tell me about a time when you had to adjust to changes over which you had no control.
- Tell me about a time when you had to adjust to a classmate's or colleague's working style in order to complete a project or achieve your objectives.
- By providing specific examples, demonstrate that you can adapt to a wide variety of people, situations and/or work environments.
- Tell me about a situation when you had to be tolerant of an opinion that was different from yours.

Integrity/Honesty

- Tell me about a time when you experienced a loss for doing what is right.
- Give a specific example of a policy you conformed to with which you did not agree.
- Tell me about a specific time when you had to handle a tough problem that challenged fairness or ethical issues.
- Tell me about a time when you challenged the status quo to do what you felt was right.

Interpersonal

- Give me an example of when you had to work with someone who was difficult to get along with.
- Describe a situation where you had a conflict with another person and how you dealt with it.
- Tell me about the most difficult challenge you faced in trying to work cooperatively with someone who did not share the same ideas.

Leadership/Initiative

- Tell me about a time when you were able to provide a co-worker with recognition for the work they performed.
- Describe a leadership situation that you would handle differently if you had to do it over again.
- Tell me about a time when you were in a leadership role and were faced with resistance.
- Tell me about at time when you showed initiative and took the lead in a team project.

The Conference Board of Canada

Employability Skills 2000+

Fundamental Skills

Teamwork Skills

Personal Management Skills

Employability Skills 2000+

The skills YOU need to enter, stay in, and progress in the world of work—whether you work on your own or as part of a team

Employability Skills 2000+ are the employability skills, attitudes and behaviours that you need to participate and progress in today's dynamic world of work.

The Conference Board invites and encourages students, teachers, parents, employers, labour, community leaders and governments to use Employability Skills 2000+ as a framework for dialogue and action. Understanding and applying these skills will help you enter, stay in, and progress in the world of work.

APPLY YOUR EMPLOYABILITY SKILLS AT WORK

Employability Skills 2000+ are the critical skills you need in the workplace—whether you are self-employed or working for others. Employability Skills 2000+ include communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology and mathematics skills.

APPLY YOUR EMPLOYABILITY SKILLS ELSEWHERE IN YOUR LIFE

Employability Skills 2000+ can also be applied beyond the workplace in your daily and personal activities.

DEVELOP YOUR EMPLOYABILITY SKILLS

You can develop your Employability Skills 2000+ at home, at school, at work and in the community. Family, friends, teachers, neighbours, employers, co-workers, government, business and industry can all play a part in helping you build these skills.

Looking for Ways to Improve Your Own Employability Skills?

The *Employability Skills Toolkit for the Self-Managing Learner* Can Help You!

The *Employability Skills Toolkit* is a suite of practical tools designed to help you:

- know yourself and get feedback;
- identify and reflect on your skills;
- plan skills development activities;
- implement your development plans and practise your skills; and
- document and market your skills for best success.

For more information on the *Toolkit* or how to work with the Conference Board to produce a customized version of the *Toolkit*, visit The Conference Boards Web site.
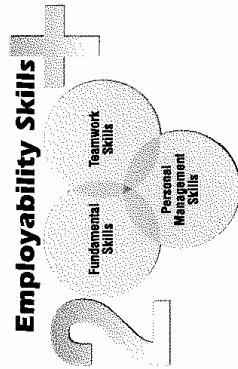
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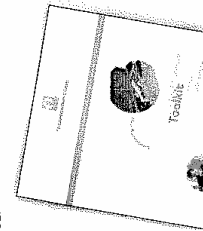
Member Organizations

Employability Skills 2000+ was developed by members of The Conference Board of Canada's Employability Skills Forum and the Business and Education Forum on Science, Technology and Mathematics

AIESEC Canada Inc.
Alberta Human Resources and Employment
Alberta Learning
Association of Colleges of Applied Arts and Technology of Ontario
Association of Canadian Community Colleges
Automotive Parts Manufacturers' Association
Bank of Montreal
Bow Valley College
British Columbia Centre for Applied Academics
British Columbia Ministry of Education
Canada Post Corporation
Canadian Forces Recruiting Services Headquarters
Canadian Labour Force Development Board
Canadian Microelectronics Corporation
CAREERS: The Next Generation Foundation
Central Nova Industry Education Council
Conseil des écoles catholiques de langue française du Centre-Est — Ontario
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Royal Bank of Canada
Saskatchewan Institute of Applied Science and Technology
Seneca College of Applied Arts and Technology
Shad International
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www.conferenceboard.ca/education

Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills	Personal Management Skills	Teamwork Skills
The skills needed as a base for further development	The personal skills, attitudes and behaviours that drive one's potential for growth	The skills and attributes needed to contribute productively

You will be better prepared to progress in the world of work when you can:

Communicate
- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information
- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers
- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems
- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours
- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible
- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable
- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously
- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely
- be aware of personal and group health and safety practices and procedures, and act in accordance with these

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others
- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks
- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

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MODULE 5: RETENTION STRATEGIES

Contents

TEMPLATES:

A. Retention Quota Test
B. Orientation Preparation Checklist
C. Orientation Checklist
D. Exit Interview Questionnaire

1. INTRODUCTION

Whether or not employees in Saskatchewan communities decide to stay or go is influenced by a number of factors. Some people are reluctant to live in Saskatchewan communities, particularly smaller communities, because they feel that advancement opportunities are limited and that the salaries/wages offered are not competitive enough. Others find the remoteness of small communities to be unappealing and believe the quality of life to be better in cities.

While there are a whole host of factors that you as an employer cannot control, there are a number of variables that you can strongly influence. How you relate to and deal with your employees every day can shape their attitudes – for good or bad. Just as the efforts of employees are critical to the success of small businesses, the leadership of employers is essential to the development of successful employees. Through a little give and take, employers can create win-win situations wherein employees are satisfied and employers reap greater success. Happy employees are more productive than their disgruntled or resentful counterparts.

How you deal with your employees every day shapes their attitudes – for good or bad.

While goals such as profitability may be your primary focus, it is also worthwhile to consider and support the goals of your employees to avoid costly employee turnover. Encouraging employee involvement and input fosters loyalty and respect. Having a positive attitude is always good business.

This module will discuss the implications of employee turnover, the reasons for turnover, what you can do to become an employer of choice, and how you can build employee loyalty. Helpful tools are attached at the back of the module for your use.

2. EMPLOYEE TURNOVER

2.1   Why Does Turnover Matter?

Plainly stated, ignoring or accepting high employee turnover rates is bad business and costly.   Because employee turnover has a negative impact on employee morale *and* the bottom line, it is important that you address causes of employee discontent. It may be more difficult to retain workers in rural areas, but you can increase employees' loyalty by valuing their needs.

Employee turnover has a negative impact on employee morale and the bottom line.

The Real Cost

The example below should give you an idea of the real cost of employee turnover – and the importance of employee satisfaction. The example information was provided by one hotel in Alberta, based on the assumption of two weeks notice and two weeks job vacancy. [1]

Estimated Turnover Cost for One Housekeeping Attendant [2]			
Direct Costs	# Hours	Hourly Rate	Total
Termination			
Separation processing – administrative support	0.5	$15	$7.50
Separation processing – management	2	$25	$50.00
Exit interviews – human resources staff or external consultant	1	$25	$25.00
Severance pay	n/a		
Accrued vacation			$400.00
Continued benefits	n/a		
Vacancy			
Temporary help – wages	64	$7	$448.00
Temp agency services	n/a		
Overtime for co-workers	n/a		
Recruitment			
Writing job ad	1	$25	$25.00
Running job ad			$75.00

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[1] Alberta Human Resources and Employment, *Finders & Keepers: Recruitment and Retention Strategies*, 6-7
[2] Finders & Keepers, 6-7

Direct Costs (continued)	# Hours	Hourly Rate	Total
Third party recruiter fees	n/a		
Other (i.e. referral bonus)	n/a		
Selection and hiring			
Application screening	0.5	$25	$12.50
Interviewing	3	$25	$75.00
Reference check	1.5	$25	$40.00
Finalizing employee contract	0.5	$25	$12.50
Relocation	n/a		
Other (e.g. signing bonus)	n/a		
Orientation and training			
New hire processing (e.g. benefits set up)	1	$15	$15.00
Orientation	2	$25	$50.00
Orientation materials such as employee literature			$5.00
Uniforms, equipment			$50.00
In-house training or coaching	12	$11	$132.00
Training materials	n/a		
External training	n/a		
Other (e.g. licensing, certification fees)	n/a		
Total of Direct Costs			**$1422.50**

Indirect Costs	% Reduced	# Hours	Hourly rate	Total
Lost productivity of incumbent, prior to departure (*estimate 2 weeks prior to departure*)	50%	64	$7	$224.00
Lost productivity of co-workers or subordinates (*estimate 2 co-workers x 2 weeks*)	25%	128	$7	$224.00
Lost productivity/time of supervisor during vacancy (*2 weeks*)	30%	64	$11	$211.20
Lost productivity/time of supervisor during orientation and training	30%	40	$11	$132.00
Lost productivity of new hire during initial transition (*week 1*)	50%	32	$7	$112.00
Lost productivity of new hire during subsequent transition (*weeks 2 & 3*)	25%	64	$7	$112.00
Increased defects/operating errors during vacancy or transition (*Ex. overuse of cleaners, broken glass*)				$50.00
Dissatisfied or lost customers during vacancy or transition (*estimate 5 customers shorten stay by one night @ $140*)				$700.00
Total of Indirect Costs				**$1765.20**
Total Costs of Turnover (Direct + Indirect Costs)				**$3187.70**

Managing Your Human Assets
Module 5: Retention Strategies

Retaining the employee in the example above is worth at least **$3,187.70** to the employer. The employer may want to consider what could be done to retain this employee: increase salary, provide a bonus, vacation, etc. This may be too simplistic because the employer would have to pay all the housekeepers more money, which may not be possible.

Customer Satisfaction

Customers typically feel more comfortable when dealing with familiar faces. By maintaining a consistent staff, you will foster customer confidence and loyalty. If, however, customers are forced to constantly deal with new employees, it is more difficult for them to become attached to or committed to your company.

Maintaining a consistent staff helps foster customer confidence and loyalty.

Word of Mouth

Disgruntled employees who leave can sometimes foster a negative attitude toward your business. In small communities where public opinion and reputation is critical to a business's success, this can be extremely hazardous. You can, however, use the influence of word of mouth to your benefit. By endorsing positive employee relations, you also promote positive public relations.

The Learning Curve

Most employees become more proficient at their jobs with time and practice. Because of this, long-term employees are often greater contributors, due to their ever-increasing knowledge base and familiarity with business operations. If, however, employees never stay more than one year, you will lose out on what they would have offered you once they had developed a better understanding of your business and what your customers want.
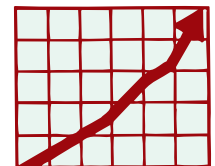
2.2   Why Employees Leave: Identifying Trouble Spots

Retaining employees can be a source of constant worry for many employers. The most obvious solution is to stop the problem before it begins. It is quite possible that you are doing nothing wrong – or are even doing everything right. However, it's a good idea to take the time to look at your business from an outsider's perspective. How is your relationship with your staff? Would you want to work for your business?

The following checklist test is designed to help you assess your personnel practices and help you understand why you could have difficulty retaining employees**.**

Is Your Business a Rewarding Place to Work? [3]
Check your business for these features of a positive work environment
Employee ownership, decision-making and flexibility
❑ Share the vision, mission and strategies of the business with employees
❑ Include employees in decision-making
❑ Allow employees to have significant autonomy and control over work
A motivating, supportive and trusting environment
❑ Ensure that supervisors act as coaches and are supportive
❑ Use teams, quality circles and other feedback loops where possible
❑ Recognize and reward employee contribution
A healthy, safe and comfortable workplace
❑ Provide a safe and healthy workplace
❑ Provide people-friendly facilities
❑ Provide a clean, comfortable environment
Work and personal life in balance
❑ Allow flexible hours and vacations
❑ Consider alternative working arrangements (e.g. part-time, modified workweeks)
❑ Allow employees some discretion over timing of overtime
Regular and open communication
❑ Continually share information and knowledge with all employees
❑ Consider regular employee meetings or a bulletin board to up-date employees
❑ Encourage regular feedback between employees and managers

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[3]   Hiring, Keeping and Managing, 150-151.

Employees decide to seek employment elsewhere for a number of reasons. Those employed in Saskatchewan communities may desire to move out of province or to bigger cities. While employers fear that they cannot offer salaries that are competitive with urban employers, research suggests that money is not the primary motivator of many employees.

Money is <u>not</u> the primary motivator of many employees.

In a recent survey of "outstanding" employees, survey respondents cited their top four reasons for resigning. As the table on the following page shows, issues such as "feeling unappreciated" or "feeling bored or unchallenged" are common reasons for quitting a job. Unreasonable working hours, unpleasant working conditions, and undesirable work schedules (i.e. shift work) were other common reasons cited by employees. [4]

"Outstanding" Employees Who Listed Each Item Among the Top Four Reasons for Their Resignations [5]	
Loss of faith in Management	74%
Feeling Unappreciated	67%
Feeling Bored or Unchallenged	54%
A Highly Politicized Workplace	50%
A More Lucrative Compensation Package	50%
Feeling Used or "Exploited"	41%
Concern about the Future of the Firm	38%
Departure/Retirement of a Close Colleague	30%
A More Flexible Benefits Package	25%

What can you do to address employee concerns? Take time to show your employees that their contributions have not gone unnoticed and that you appreciate their efforts. Prevent duties from becoming routine by encouraging workers to suggest ways of making it more interesting. Cross-training staff members to do a variety of jobs can help alleviate repetitiveness and employee boredom. [6]

Thank you!

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[4] Franklin C. Ashby and Arthur R. Pell, *Embracing Excellence: Become an Employer of Choice to Attract and Keep the Best Talent* (Prentice Hall Press, 2001), 250-252.
[5] Embracing Excellence, 248.
[6] Embracing Excellence, 239-248.

Although you may not be able to offer new employees the most lucrative compensation plans, you can offer other very valuable perks instead. Items such as flex time, childcare allowances, transportation subsidies, and dress down days are effective ways of accommodating employees' diverse preferences and lifestyles. Take the time to get to know how your employees prefer to work, and respond to their needs. Flexibility is essential to being an effective manager.

Flexibility is essential to being an effective manager.

Remember: *If an employee can work in the manner which he or she is most comfortable, he or she will be more productive.*

In order to be an effective manager, you should be aware of the characteristics of ineffective managers. As the listing below demonstrates, employees resent managers who act like "bosses," tolerate mediocre performance, or fail to reward superior work.

The Nine Big Complaints Employees Have About Their Managers [7]

1. The difference between manager's compensation and that of the rank and file workers is inequitable.
2. Too many managers act like "bosses" by managing through fear and intimidation.
3. The company does not offer clear career paths to employees.
4. Mediocre performance is tolerated, so why bother to do superior work.
5. Making promises that are not kept.
6. Putting the personal interests of a manager above what is best for the entire staff.
7. Treating employees as second-class citizens.
8. Failure to reward superior work.
9. Employees feel unappreciated.

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[7] Embracing Excellence, 3-13.

2.3   Invest in Yourself

Why should each employer constantly strive to learn and improve? This notion may require employers to make a mindset adjustment. Even a decade ago, employee-employer relationships were primarily based on compliance. Historically, employees were considered to be subordinates more so than today. [8]

Since that time, however, employees have undergone a shift in their thinking. The employer-employee relationship is no longer so cut and dried. Employees seek "empowerment" and are often less willing to tolerate unfavourable working conditions. For this reason, today's workers must be treated differently than in past decades. [9] You have the opportunity to take a leadership role by requesting and acting on employee and applicant feedback.

A good way of identifying your strengths and weaknesses as an employer is by examining why employees have – or haven't – chosen to work for you. Interviewing or surveying new employees can help you uncover this valuable information. Ask questions like: [10]

? Why did you apply to work here?

? How did you hear about us?

? What was the key factor that made you decide to join us?

? What do you think we can improve?

? List 3 pros and cons you thought of when considering our job offer.

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[8]   Kenneth W. Thomas, *Intrinsic Motivation at Work: Building Energy & Commitment* (San Francisco: Berrett-Koehler Publishers, 2002), 3.

[9]   *Intrinsic Motivation at Work*, 5.

[10]   *Finders & Keepers*, 28.

Asking those who have declined your offer of employment to answer a few questions can be equally informative. By addressing their tips on improvement, you might even convince them to re-apply in the future. [11]

? **Why did you agree to be interviewed?**

? **What would have made you accept the offer?**

? **Why did you decline the offer?**

? **Would you consider applying again?**

? **What can we improve?**
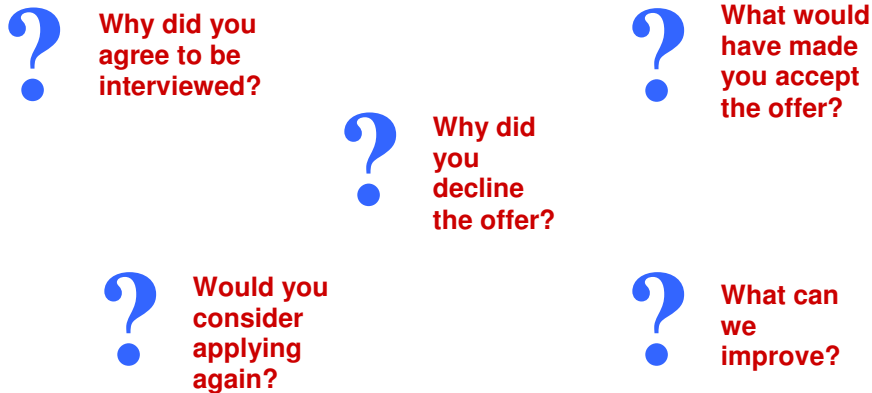
By taking the time to ask questions, you may tap into some invaluable insights and observations. Considering and using this information will put you on the path toward reducing employee turnover. As we have already established, high employee retention will save you money and foster positive public relations.

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[11] Finders & Keepers, 28.

3. BECOMING AN EMPLOYER OF CHOICE

3.1 Understanding Why Employees Stay

From a business perspective, striving to be an employer of choice is smart for a number of reasons. Not only do top employers find it easier to attract and hire new employees, but they also tend to maintain lower employee turnover. Developing a reputation as an employer of choice in your region can be accomplished without a large financial investment. While it may seem like an overwhelming goal, a good place to start is by determining why employees stay.

Top employers find it easier to attract new employees and tend to have lower employee turnover.

You could learn a lot by asking your staff to evaluate the workplace based on the following 12 key factors. They are criteria commonly identified by employees as essential to a great workplace.[12]

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work well.
3. At work I have the opportunity to do what I do best every day.
4. In the last seven days I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. Someone at work encourages my development.
7. At work my opinions seem to count.
8. The mission or purpose of my company makes me feel my job is important.
9. My fellow employees are committed to doing high quality work.

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[12] Finders & Keepers, 11.

10. I have a trusting relationship with a co-worker.

11. In the last six months someone at work has talked to me about my progress.

12. This last year I have had opportunities at work to learn and grow.

Please note, however, that you should only ask these questions if you're prepared to receive the feedback and take action to rectify problem areas. Otherwise, employees may believe that they are being "humoured" or patronized, which can do more harm than good. When dealing with employees, remember that it is a business – not a personal – relationship. Keep your feelings out of it, as the goal should be to improve your business.

Rather than simply waiting to deal with employee dissatisfaction after it's past the point of no return, you can take a proactive role in dealing with turnover problems. By improving your workplace and personnel practices today, you will ensure the loyalty of your employees into the future.

By improving your workplace today, you will ensure loyalty into the future.

In short, most employees want feedback and guidance so they can do their jobs well. Try using SMART goals to communicate your expectations to employees. To be most effective, your targets for employees should be *Specific*, *Measurable*, *Attainable*, *Relevant/related*, and *Time-based*. [13]

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[13] Frank McNair, *It's OK to Ask 'Em to Work … and Other Essential Maxims for Smart Managers* (Toronto: AMACOM, 2000), 36-37.

Specific

Measurable

Attainable

Relevant/Related

Time-based

Consider the following example. Alice owns a company that manufactures teddy bears. Her daily production goal is 100 teddy bears. Joe's job is stuffing the teddy bears. On Tuesday morning at 8:30, Alice tells Joe have all 100 teddy bears stuffed by 1:00 p.m., so that the company will be able to meet the production goal. This is a SMART goal because:

- Alice identified exactly which *specific* activity she wants Joe to perform (stuff teddy bears);
- Joe's performance is *measurable* (100 teddy bears);
- The target is *attainable* (Joe stuffs an average of 2 bears/minute);
- Stuffing the bears is *relevant / related* to the company goals (Joe must meet his personal goal in order for the company to meet its daily production goal); and
- Joe's target is *time-based* (his must stuff all 100 teddy bears by 1:00 p.m.).

Remember that employees need to be shown appreciation. As the table below illustrates, training opportunities, responsive scheduling, and reasonable job demands are key to low turnover rates.

Employees need to be shown appreciation.

Keys to Low Employee Turnover [14]
▪ Training and development opportunities ▪ A safe working environment ▪ A healthy working environment ▪ Responsive scheduling ▪ Positive employee-supervisor relationships ▪ Reasonable job demands ▪ Competitive pay and benefits ▪ Employee communication and influence ▪ Personally rewarding work ▪ Job security ▪ Thoughtful job design

As you can see, it is the work environment, work relationships, and opportunities for growth that make employees want to stay. Yes, pay and job security – two financial motivators – did make the list. A discussion of the importance of pay/compensation will be dealt with in the next section.

So How Important Is Money Anyway?

While it is true that money influences an employee's willingness to stay at their current job, studies show that a number of other factors are considered to be more important. Money alone cannot correct other shortcomings. In fact, in a recent survey, money ranked 11th out of 18 reasons given by employees for staying in their current jobs. See the following table for the complete listing:

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[14] Finders & Keepers, 10.

Reasons Given By Employees for Staying at their Current Jobs [15]

1. Career growth and learning;
2. Exciting and challenging work;
3. Meaningful work and the opportunity to make a difference;
4. Great co-workers;
5. Being part of team;
6. A good boss;
7. Being recognized for a job well done;
8. Having fun on the job;
9. Autonomy or a sense of control over their own work; and
10. Flexibility in work hours and dress code.
11. **MONEY**

Although compensation may not be most employees' primary motivator, the wage/salary that you offer must be on par with what competing employers offer for similar work. Otherwise, money will play a much greater role in the applicant's decision-making process. Make sure to conduct some labour market research to ensure that you know what a competitive salary is for specific types of positions.

3.2   Starting Employees Off Right

A new employee's first weeks on the job are of critical importance. A good orientation helps the new worker adjust to his or her new job with ease, whereas a poor orientation – or lack thereof – can leave a new worker feeling overwhelmed and intimidated. The companies that are most successful at grooming new employees into happy and productive team-members have taken the time to map out a comprehensive plan to guide the new employee through the first

Let Us Pave The Way!

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[15] Embracing Excellence, 186.

several months. Unfortunately, many employers fail to take the time to do this. [16]

Before your new employee comes to work for the first time, you should make sure that you are prepared and ready for him or her. The orientation checklist that follows may help you get organized:

Orientation Preparation Checklist [17]
❑ Have you made sure the new employee has an office or work location and the appropriate equipment and supplies?
❑ Are you prepared to greet the new worker and pronounce his or her name correctly when making introductions? Can you correctly spell your new employee's name?
❑ Will you follow up through the days and weeks to be sure the employee is feeling comfortable?
❑ Are you prepared to explain job duties and expectations? Are you prepared to set aside time for questions?
❑ Have you set aside training objectives that you want the employee to meet during the first 6 months on the job? Second 6 months?
❑ Do you have money in the budget for training?
❑ How could your organization benefit from an on-the-job training program?
❑ How comfortable are you with adult learning methods and techniques? What types of training methods are best for the kinds of people you employ?

Make sure to set aside time to get to know the new employee on his or her first day of work. You want to open up the lines of communication right away. By providing guidance and advice in the beginning, you will help the new employee to get off to a good start – and feel comfortable asking you for advice in the future.

Take time to get to know the new employee on his or her first day.

Before beginning your employee orientation, you might want to jot down the topics that you would like to discuss. This will help you focus your thoughts and make most efficient use of your time during

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[16] Carole A. Hacker, *The High Cost of Low Morale – and What to Do About It* (Boca Raton: St. Lucie Press, 1997), 243.

[17] High Cost/ Low Morale, 243.

the orientation. The more information you share now, the better your new employee will be able to adjust and settle in.

The checklist below should guide you through the important points to mention during the orientation of your new employee:

Orientation Checklist [18]

The Organization
- ❑ History
- ❑ Products or services
- ❑ Customers
- ❑ Mission and values
- ❑ Organizational policies and expectations
- ❑ Facility layout (map, parking)
- ❑ Facility tour
- ❑ Names of key people
- ❑ Questions?

General Information
- ❑ Employee records
- ❑ Benefits
- ❑ Pay schedule
- ❑ Pay scales
- ❑ Vacations and holidays
- ❑ Sick leave and absentee policy
- ❑ Training and promotion policy
- ❑ Employee development opportunities
- ❑ Disciplinary policy
- ❑ Questions?

Job-Specific Information
- ❑ Job location
- ❑ Job description
- ❑ Job tasks
- ❑ Salary or wage information
- ❑ Probationary period
- ❑ Benefits
- ❑ Introduction to the work unit
- ❑ Safety requirements
- ❑ Operating procedures
- ❑ Work standards (performance criteria)
- ❑ Tools and equipment
- ❑ Hours of work, schedules breaks
- ❑ Where to go for help
- ❑ Questions?

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[18] Finders & Keepers, 31.

Managing Your Human Assets
Module 5: Retention Strategies

Although the formal orientation may only take a day or an afternoon, the orientation *process* continues throughout the first weeks of your new employee's time. Training and guidance are essential to helping new employees adjust and become proficient at their jobs faster. You can assist and support this process by doing the following: [19]

1. Assign a coach or mentor to guide the new employee through the first few days or weeks, and serve as an unofficial advisor on how to manage work-related issues.
2. Give the new employee a chance to show early successes by assigning projects in which the employee's expertise can be utilized immediately.
3. Allow new employees time to learn, study, and plan before assuming any major responsibilities.
4. Provide unwavering support.

Employees who feel like a part of the work community are more likely to be satisfied with their jobs. Considering that employees typically spend more time with their co-workers than their family, developing friendships at work is critical to employee happiness. It is therefore important that you dedicate efforts toward fostering relationship-building amongst your employees. [20]

Training and guidance are essential to helping new employees adjust.

MANAGEMENT MAXIMS	- Introduce workers to the whole operation, not just their work unit. - Explain how the work units relate to each other. - Set up mentoring or buddy systems, especially for new hires. - Have regular staff meetings, with time for employees to talk. - Plan staff social events (parties, breakfasts).	- Support employee clubs or recreational teams and volunteering in the community. - Cross-train or create cross-functional teams. - Provide new employees with information about community activities and resources. - Encourage and support staff participation in community events.

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[19] Embracing Excellence, 219-225.
[20] Finders & Keepers, 32.

Managing Your Human Assets
Module 5: Retention Strategies

Orientation is often overlooked or handled poorly. When orienting a new employee, try to avoid the following five mistakes that employers commonly make:

1. Delegating the orientation of new hires to clerical and administrative employees;
2. Having a hands-off, "Survival of the Fittest" mentality;
3. Expecting significant results too soon;
4. Using overly aggressive or deceptive recruiting practices; and
5. Failing to anticipate jealousies and resentments, resulting in efforts to undermine the new hire. [21]

Don't expect new employees to settle in right away. Getting adjusted takes time. Give new employees, particularly in the management and technical areas, up to three months (and even more in some instances) to settle into their jobs and "learn the ropes" before assuming major responsibilities. [22] Work closely with the new employee over the first weeks and months to monitor progress.

3.3   Ongoing Learning

Like orientation, ongoing training is critical to employee development. By investing in the development of employees' skills, you should see an increase in their productivity. Other benefits to strong training programs include: reduced employee turnover, increased efficiency resulting in financial gains, and decreased need for supervision. For online training tools and tips, visit the Government of Canada HR Management website (www.hrmanagement.gc.ca).

In order to develop the skills, knowledge, and abilities of your workforce, experiment with buddy systems, mentoring, and/or

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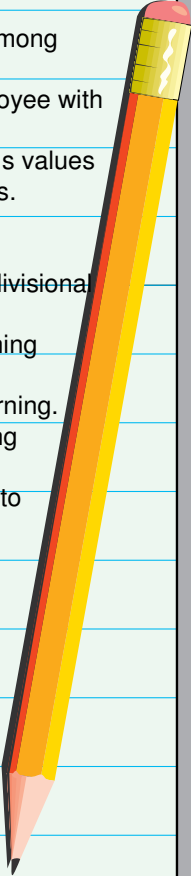
[21] Embracing Excellence, 226-229
[22] Embracing Excellence, 221

lateral moves. A listing of 22 training suggestions is included below : [23]

22 Ways to Develop the Skills, Knowledge, and Abilities of your Workforce

1. **Training** - Formal or informal, in-house seminars, external courses, one-on-one sessions, instructor-facilitated group instruction, web-based individual tutorials, post-secondary offerings—there is no shortage of options.
2. **Buddy system -** New hire partnered with an experienced worker.
3. **Feedback** - Formal, informal, consistent, constructive, individual and group, just-in-time, all the time.
4. **Job enrichment** - Add new challenges and opportunities to the current job, in close consultation with the employee (offered, not imposed!).
5. **Lateral moves** - Employee moves to a new position at same level of responsibility.
6. **Promotion -** Employee moves vertically, to a position of greater responsibility.
7. **Relocation -** Employee moves to a new facility or community.
8. **Cross-training** Employee works in other positions or in other work areas for a period of time.
9. **Rotate jobs or assignments** - Some jobs or responsibilities rotate among workers.
10. **Coaching -** Supervisors, co-workers or external coaches assist employee with performance improvement.
11. **Mentoring -** Role models help employees to understand organizations values and goals and to explore organizational, career or personal transitions.
12. **Committee work -** Employee serves on or leads committees.
13. **Special projects** - Employee takes on new challenges.
14. **Teamwork -** Employee serves on or leads cross-functional or cross divisional teams.
15. **Resource support** - Employee receives a range of supports for learning and working, including job aids, written documentation, employee handbooks, operating manuals or software tools for independent learning.
16. **Learning plans** - Employee develops an annual individualized earning plan with the employer, describing their goals and accountabilities.
17. **Career ladders** - Employer plans and communicates alternate paths to advancement.
18. **Tuition reimbursement** - Employer provides funds for employees to take approved training to encourage learning.
19. **Professional connections** - Employer pays professional dues or supports attendance at industry conferences, with a requirement to report back on what was learned.
20. **Certify** - Employee earns 'credits' and works towards internal certification in work units or skill sets.
21. **Celebrate -** Employer recognizes, rewards, and communicates employees' achievements in newsletters, annual award banquets.
22. **Walk the talk** - Employer demonstrates and communicates the value of continuing learning at all times, by all means, for all employees.

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[23] Finders & Keepers, 33-34.

The Importance of Feedback

Most employees want to know how they're doing and, ultimately, want to be good at their jobs. During your busy days, however, it is sometimes difficult to find the time to sit down with your employees to provide this valuable feedback. This is unfortunate because in the minds of employees it is often felt that "no news is bad news."

By not communicating with employees, you may encourage second-guessing, mistrust and an active rumour mill. Try some of the following communication strategies:

Many employees feel that "no news is bad news."

- **Communication.** Keep managers and supervisors well informed.
- **Open-door policy.** Encourage employees to approach managers and supervisors with ideas, concerns, and questions.
- **Open-book policy.** Let employees know what's going on; strategic plans, key decisions.
- **Staff memos.** Post them, include them with the paycheque, place them beside the time clock.
- **Lunchroom bulletin board(s).** Ordered, sectioned, regularly updated with space for employees to post personal notices.
- **Employee suggestion box.** Anonymous, easily accessed, regularly checked and responded to in a positive and public way (e.g. newsletter, staff meeting).
- **Employee surveys.** Anonymous, confidential, using a validated survey tool, results reported to all staff, surveys result in action.
- **Regular staff meetings.** Work unit and company-wide, with opportunity and encouragement for employees to hear and be heard.
- **Toolbox meetings.** Quick, ad hoc meetings in a work unit to address an emergent concern or problem or communicate something new (e.g. safety issue, debrief on a recent incident).

- **Employee focus groups.** Work unit or cross-functional groups called together for a specific purpose (e.g. co-develop a job description, brainstorm a solution).
- **360° feedback.** Input on performance from direct reports, supervisors, peers, team-members, internal and external customers. [24]

You owe it to yourself and to your employees to have clearly outlined performance standards. An effective manager/supervisor lets his or her employees know what is expected of them, in terms of productivity and attitude. You should communicate *exactly* what you want in a worker. Do you prefer your employees to:

Work long hours and move quickly?
OR
Work normal hours and keep fresh?

Pay attention to detail and make it perfect?
OR
Pay attention to schedules and get the job done?

Ask for coaching so they can learn how to be great?
OR
Be independent and learn to be great by themselves?

Word of Advice: *Be sure to document performance appraisals. If you want to fire someone based on performance factors, you must have evidence that you provided the employee with an opportunity to correct his or her behaviour.*

Communication and feedback between supervisors and employees is essential to employee growth. It encourages individuals to correct mistakes before they become habits. It also motivates employees to achieve their goals.

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[24] Finders & Keepers, 43.

To be meaningful, feedback should:

- Be constructive;
- Clearly define the impact of the action or the behaviour;
- Be directed at specific actions or behaviour; and
- Be offered in a timely manner. [25]

Feedback to an employee should always include specific steps for taking corrective action. When you sit down with an employee to discuss his or her job performance, try the following: [26]

MANAGEMENT MAXIMS

1. Describe the difference between the employee's present performance and agreed-on expectations.
2. Point out specifically the negative impact of the individual's performance on you, other employees, or the task.
3. Ask for the employee's viewpoint of the situation.
4. Get input from the employee on how he or she can correct the situation.
5. Explain any steps you plan to take and the reasons for those steps.
6. Agree on an *action plan* and a follow-up date. The action plan clearly describes what performance is expected and allows for employee input in deciding what progress he or she is expected to make by what stage of the plan.

Word of Advice: *Be prompt to address inadequate performance as soon as you recognize it. Describe the difference between the employee's present performance and agreed-on expectations. Take constructive action to help and offer feedback.*

3.4 Requesting Feedback

Good managers realize that communication is a two way process. You should not only provide your employees with feedback, but you

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[25] D.A. Hollingworth, *The Supervisor's Guide to Employee Training and Performance* (Toronto: Norco Associates, 2001), 3-10.
[26] Employee Training and Performance, 3-10–3-11

should also invite employee feedback on your managerial performance. By requesting feedback, you send the message that you value your employees' opinions and are willing to make changes based on input.

Employers who ask for feedback demonstrate that they are willing to adapt and grow. If you adopt this approach, however, make sure that you are truly prepared to receive the information and implement changes in a professional manner. Otherwise, there may be negative repercussions.

Try asking your employees some of the following questions. [27]

1. When do you feel most free to discuss concerns?
2. What could be done to improve employee relations?
3. What is our business doing well?
4. What could we improve upon?
5. Do you feel that I change my mind too often and alter your assignments after you've already started working?
6. How can I help you develop your skills?
7. What are the main obstacles to getting the job done in your specific area of responsibility?
8. Do you feel free to tackle problems without my interference?
9. Do I step in too quickly, or not quickly enough?
10. When I correct you, do you usually feel helped or criticized?
11. Do you get enough feedback from me? Do I give enough positive feedback?

Listen to what employees say and be ready with a response. Express that you appreciate their contributions and be prepared to

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[27] High Cost/Low Morale, 97-98.

take action on their suggestions. Afterwards, follow up and get additional feedback on how you're doing.

3.5   Market-Wise Retention

When considering employee retention, remember that not all employees have equal value. Efforts should focus on retaining your highest-value employees. These are the individuals who: provide informal or formal leadership to others; consistently create excellent results; contribute practical and valuable new ideas; require little or no supervision to accomplish their tasks; facilitate the work of others; and have unique knowledge or skills. [28]   These are the employees who will cost your business the most by leaving and will be the most difficult to replace.

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[28] Harvard Business School, *Harvard Business Essentials: Hiring and Keeping the Best People* (Boston: Harvard Business School Press, 2002), 91.

4. EMPLOYEE LOYALTY

4.1   Generating Employee Loyalty

Research has shown that an employee's job performance is directly related to his or her level of commitment to the company. This usually translates into lower levels of employee turnover and higher levels of productivity. It is therefore in an employer's best interest to investigate how to better generate employee loyalty.

Job performance is directly related to employee commitment

In order to foster loyalty, employers should be flexible, understanding, and supportive of employee needs. In a recent study, it was concluded that many employers fail to address issues that matter to employees. "Fairness at work," "care and concern for employees," and "trust in employees" are factors that influence employee commitment – for good or bad. Other findings include [29]:

- Slightly more than half of employees surveyed felt a strong personal attachment to their organizations.
- Slightly more than half of employees surveyed said they believed their employers show them genuine care and concern.
- Fifty percent said they believe their organization cared about developing people for the long term, not just their current jobs.
- One-third of worldwide employees did not believe their organizations to be highly ethical.
- Only six in 10 believe their senior leaders have high personal integrity.

Remember that an employee's loyalty to you – or lack thereof – is directly related to your behaviour and attitude toward him or her. Are you genuinely interested in and concerned about their needs? Take time to understand individual employee needs.   By taking the

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[29] Embracing Excellence, 256

time to build relationships with your employees, you *will* see an increase in their loyalty toward your business.

4.2   Dealing with Low Morale

Employees who demonstrate a bad attitude can impact the workplace atmosphere in a very negative way. It is important that you find out the source of the malcontent so that it can be corrected. If left to fester, low morale can have serious repercussions.

Watch out for the following indicators of low morale: [30]

- High employee turnover, absenteeism, and so on.
- An absence of humour. Is everyone serious <u>all</u> the time?
- Frequent complaints. If the complaining originates with the better employees, it is a sign of a potential problem.
- Continually negative rumours.

If you find that there is a morale problem in your workplace, you need to take swift action to improve the workplace atmosphere.

MANAGEMENT MAXIMS	1. Understand that high morale cannot be bought. It must be earned through fairness, respect and a relationship of mutual trust. 2. Watch for signs of boredom which can result from dull, routine work. If you can, move people around and try to vary their assignments. 3. Promote skill and talent. Encourage innovation and suggestions. Be quick to acknowledge good job performance. 4. Delegate as much responsibility as positions and skills permit. 5. Be willing to admit mistakes and make amends. 6. Let employees know, as quickly as you can, of any changes that may affect them. 7. Deal with rumours quickly. 8. Recognize good effort and performance. Evaluate frequently and let people know how they are doing. To many people, being ignored is worse than being criticized. 9. Use tact when you're correcting or criticizing; never use ridicule or sarcasm. Always offer suggestions for improvement.

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[30] High Cost/Low Morale, 103

5. EXIT INTERVIEWS

Resignation of any employee will naturally cause some disappointment in you. An investment in training the employee has been made and new costs to be incurred to find a replacement. There will be a sense of a loss from the relationship. Be careful not to take the resignation in a personal way. Some factors that lead to turnover cannot be controlled. Be philosophical. Everyone in this world wants to improve their quality of life. An employee moves to a different job because he or she perceives certain benefits for them. In today's modern world, most employees consider it natural to have several or many employment positions during their working career. So employees can be considered "on loan" and not necessarily long term. Small business employers face challenges when it comes to providing attractive employment compensation and benefits of larger organizations or public sector agencies. So in spite of everything you have done right, change is natural and inevitable. Employee turnover is part of change. Try to keep a positive perspective.

In the eventual event that an employee voluntarily resigns, don't let your emotions get in the way of this opportunity for learning.   Sit down with an exiting employee for an exit interview and ask questions such as: [31]

- What is the main reason you resigned?
- What other reasons influenced your decision?
- Is there anything we could have done to encourage you to stay?
- What would bring you back?
- If you were the boss, what would you change?

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[31] Finders & Keepers, 29

Take notes and use this information to modify office policies and procedures. If you would prefer not to conduct a person to person interview, you could use a questionnaire to gather the same sort of information. A sample Exit Interview Questionnaire is included on the following pages.

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Exit Interview Questionnaire [32]

The aim of the interview and this form is to find out the reasons why an employee is resigning. The results will help us to review our policies and practices with the aim of keeping our turnover rate at an acceptable level. We assure you that the information will be kept strictly confidential.

Name _____   Employee no. _____

Designation _____   Date joined _____

Department _____   Last working day _____

Age _____   Reporting to _____

A. Salary/Employee Benefits

1. The salary is fair compared to your counterparts in similar jobs in other organizations.
   | 1 | 2 | 3 | 4 | 5 |
   Strongly Agree   Strongly Disagree
   If you disagree, what do you think is a fair amount? _____

2. The salary is fair compared to your peers within the organization.
   | 1 | 2 | 3 | 4 | 5 |
   Strongly Agree   Strongly Disagree

3. You are satisfied with the company's employee benefits.
   | 1 | 2 | 3 | 4 | 5 |
   Strongly Agree   Strongly Disagree
   If you disagreed, what are you dissatisfied with? _____

   _____

4. The salary adjustment granted to you reflects your level of performance.
   | 1 | 2 | 3 | 4 | 5 |
   Strongly Agree   Strongly Disagree

5. The promotion prospects in the company are good.
   | 1 | 2 | 3 | 4 | 5 |
   Strongly Agree   Strongly Disagree

---

[32] Interviewing Skills, 146-147

B. The Job/Working Conditions

1. You like the nature of your job and are satisfied with the duties and responsibilities assigned to you.

1	2	3	4	5
Strongly Agree				Strongly Disagree

   If you disagree, what area did you dislike? _____

   _____

2. You are able to handle the work pressure.

1	2	3	4	5
Strongly Agree				Strongly Disagree

   If you disagree, what aspect of your work made it pressured and how can his be managed? _____

   _____

3. You are satisfied with your working hours.

1	2	3	4	5
Strongly Agree				Strongly Disagree

4. You were given sufficient training opportunities.

1	2	3	4	5
Strongly Agree				Strongly Disagree

   If you disagree, which area(s) was/were lacking? _____

   _____

C. Work Relationships

1. You are satisfied with your supervisor in terms of his/her supervisory/leadership skills.

1	2	3	4	5
Strongly Agree				Strongly Disagree

2. Your immediate supervisor is fair with subordinates.

1	2	3	4	5
Strongly Agree				Strongly Disagree

3. Your supervisor shows interest in your welfare and progress.

1	2	3	4	5
Strongly Agree				Strongly Disagree

4. The working relationship with your peers is generally amicable.

1	2	3	4	5
Strongly Agree				Strongly Disagree

5. You often receive support from your peers in the department.

1	2	3	4	5
Strongly Agree				Strongly Disagree

D. External Factors   **Please tick reason for your resignation**

1. Better pay and job prospects ❑
2. Further studies ❑
3. Domestic/family problems ❑
4. Distance (too far from home) ❑
5. Health reasons ❑

Any other comments on your reasons for leaving not reflected above:

_____

_____

_____

Exit Interview Form – Analysis of Scores

Tally up the number of points scored in sections A, B and C. The factor with a score of between 5 and 15 is the predominant reason for the employee's resignation. Factors with a score of 16 or above are unlikely reasons for resignation.

Factors   **Score**
A. Salary/employee benefits ❑
B. Job/working conditions ❑
C. Work relationships ❑

_____
Signature of Interviewer/Date

_____
Signature of Department Manager/Date

6. CONCLUSION

There is no guaranteed path toward achieving high employee retention. It is impossible to provide a definite guide or list of steps to follow in order to become a top employer in your area. Every workplace is influenced by different variables – some controllable and some uncontrollable.

There are, however, a number of decisions that you, as an employer, can make that will have an effect employee morale and satisfaction. Flexibility, open-mindedness, and compassion are key to meeting the needs of your employees. *And remember*: striving to achieve low turnover and generate employee loyalty will have a positive impact on customer relations, employee relations, and ultimately on the bottom line.
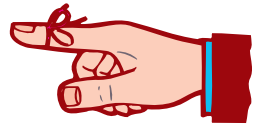
IS YOUR BUSINESS A REWARDING PLACE TO WORK?

Check your business for these features of a positive work environment
Employee ownership, decision-making & flexibility
❑ Share the vision, mission and strategies of the business with employees
❑ Include employees in decision-making
❑ Allow employees to have significant autonomy and control over work
A motivating, supportive and trusting environment
❑ Ensure that supervisors act as coaches and are supportive
❑ Use teams, quality circles and other feedback loops where possible
❑ Recognize and reward employee contribution
A healthy, safe and comfortable workplace
❑ Provide a safe a healthy workplace
❑ Provide people-friendly facilities
❑ Provide a clean, comfortable environment
Work and personal life in balance
❑ Allow flexible hours and vacations
❑ Consider alternative working arrangements (e.g. part-time, modified workweeks)
❑ Allow employees some discretion over timing of overtime
Regular and open communication
❑ Continually share information and knowledge with all employees
❑ Consider regular employee meetings or a bulletin board to up-date employees
❑ Encourage regular feedback between employees and managers

Managing Your Human Assets
Module 4: Retention Strategies

ORIENTATION PREPARATION CHECKLIST

❑ Have you made sure the new employee has an office or work location and the appropriate equipment and supplies?

❑ Are you prepared to greet the new worker and pronounce his or her name correctly when making introductions?

❑ Can you correctly spell your new employee's name?

❑ How will you follow up through the days and weeks to be sure the employee is feeling comfortable?

❑ Are you prepared to explain job duties and expectations?

❑ How much time will you set aside for questions?

❑ What training objectives do you want the employee to meet during the first 6 months on the job? Second 6 months?

❑ Do you have money in the budget for training? If so, how much?

❑ How could your organization benefit from an on-the-job training program?

❑ How comfortable are you with adult learning methods and techniques?

❑ What types of training methods are best for the kinds of people you employ?

ORIENTATION CHECKLIST

The Organization

- ❑ History
- ❑ Products or services
- ❑ Customers
- ❑ Mission and values
- ❑ Organizational policies and expectations
- ❑ Facility layout (map, parking)
- ❑ Facility tour
- ❑ Names of key people
- ❑ Questions?

General Information

- ❑ Employee records
- ❑ Benefits
- ❑ Pay schedule
- ❑ Pay scales
- ❑ Vacations and holidays
- ❑ Sick leave and absentee policy
- ❑ Training and promotion policy
- ❑ Employee development opportunities
- ❑ Disciplinary policy
- ❑ Questions?

Job-Specific Information

- ❑ Job location
- ❑ Job description
- ❑ Job tasks
- ❑ Salary or wage information
- ❑ Probationary period
- ❑ Benefits
- ❑ Introduction to the work unit
- ❑ Safety requirements
- ❑ Operating procedures
- ❑ Work standards (performance criteria)
- ❑ Tools and equipment
- ❑ Hours of work, schedules breaks
- ❑ Where to go for help
- ❑ Questions?

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Exit Interview Questionnaire [33]

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    Strongly Agree   Strongly Disagree
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    If you disagreed, what are you dissatisfied with? _____
    _____

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      1   2   3   4   5
    Strongly Agree   Strongly Disagree

5. The promotion prospects in the company are good.
      1   2   3   4   5
    Strongly Agree   Strongly Disagree

---

[33] Interviewing Skills, 146-147

Managing Your Human Assets
Module 4: Retention Strategies

B. The Job/Working Conditions

1. You like the nature of your job and are satisfied with the duties and responsibilities assigned to you.

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   If you disagree, what area did you dislike? _____

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1	2	3	4	5

   Strongly Agree   Strongly Disagree

D. External Factors   **Please tick reason for your resignation**

Managing Your Human Assets
Module 4: Retention Strategies

1. Better pay and job prospects ❑
2. Further studies ❑
3. Domestic/family problems ❑
4. Distance (too far from home) ❑
5. Health reasons ❑

Any other comments on your reasons for leaving not reflected above:

_____

_____

_____

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Factors	**Score**
A. Salary/employee benefits	❑
B. Job/working conditions	❑
C. Work relationships	❑

_____
Signature of Interviewer/Date

_____
Signature of Department Manager/Date

MODULE 6: REMUNERATION STRATEGIES

Contents

TEMPLATES:

A. Employer Data Sheet
B. Paycheque & Cost Calculations
C. Payroll Scenarios

D. Employment Standards

1. INTRODUCTION

While it is true that money isn't everything when it comes to employee satisfaction, fair and equitable remuneration practices are essential to positive employee relations and employee retention. If you want your paycheques to reflect employee performance, make sure that you have outlined clear expectations and goals for employees.

You can also compensate your employees through non-monetary means. These rewards can range from formal benefits (such as health and dental insurance) to more informal perks (such as flex time or sick child leave). First and foremost, rewards must be meaningful to each employee. Because everyone is unique, you might have to tailor rewards depending on personal preferences.

This module will cover a broad range of compensation issues. The module starts with a discussion of employee motivation as it relates to rewards and consequences. Then, there is a breakdown of different remuneration strategies. Salaries/wages, benefits, and perks are discussed. Finally, a section on pay administration outlines necessary payroll processes and plans, with some payroll calculation examples to help you with different payroll scenarios.

2. PERFORMANCE & REWARDS

2.1   Intrinsic & Extrinsic Motivation

We typically assume that people are primarily motivated by external factors (extrinsic motivation). In other words, people will work better or be more committed if they receive significant material gains, such as a large paycheque or more holiday time.

Research has shown, however, that many of our assumptions about economic-based motivation are untrue. In fact, employees are often more motivated as a result of internal factors (intrinsic motivation). Employees' pride in workmanship or their ability to help customers is often much more of a motivating factor than money or self-interest. [1]

Despite this fact, it is important to note that extrinsic and intrinsic rewards complement each other, and that one is not sufficient without the other. Each becomes an issue when it is insufficient or unfair.   For example, pay will become more important when employees are short of money or when unfairness is perceived. Intrinsic rewards are what keep employees motivated while they perform their daily tasks and duties. [2]

Everyone is different when it comes to motivation. While some people are motivated by the potential to earn rewards, others are motivated primarily by their desire to avoid unpleasant consequences. It takes time and good listening skills to determine how to best motivate each employee.

Many of our assumptions about motivation are untrue.

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[1] Kenneth W. Thomas, *Intrinsic Motivation at Work: Building Energy & Commitment* (San Francisco: Berrett-Koehler Publishers, 2002), 11-14.
[2] Intrinsic Motivation at Work, 8.

Employees are Motivated When

They believe that if they try (Effort)
They will succeed (Performance)
And be rewarded (Payoff)

They believe that if they don't succeed (No Performance)
They will feel consequences (No Payoff)
And the consequences will be undesirable. [3]

There is no doubt that figuring out how to motivate employees remains a complex and challenging dilemma. The following tips on motivation may be helpful to you: [4]

MANAGEMENT MAXIMS

- No one can cause anyone to do anything; the motivation comes from within.
- We *can* create circumstances in which people motivate themselves.
- You've got to walk the talk.
- If you listen long enough, people will tell you what motivates them.
- Some people are motivated more by rewards and some people are motivated more by (fear of) consequences.
- If you watch long enough, people will show you how to motivate them.
- You can waste a lot of time giving rewards to people who aren't motivated by them.
- The Managerial Golden Rule: "Do unto others as they would like to be done unto!"

2.2   Rewards & Consequences

In order to cultivate top rate performers, employers must not only offer rewards for good work, but they must also have consequences for substandard work. Although employers are often reluctant to follow through with negative consequences, it is sometimes a necessary process. Otherwise, employees have no incentive to correct unacceptable behaviour.

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[3] Frank McNair, *It's OK to Ask 'Em to Work … and Other Essential Maxims for Smart Managers* (Toronto: AMACOM, 2000), 28.
[4] It's OK to Ask 'Em to Work, 29.

When dealing with your employees, it is important not to focus all of the efforts on the "best" and "worst." Most workplaces have employees who excel and employees who disappoint. These employees typically receive the most interaction and are therefore known the best by the employer. This leads to a very common mistake among employers – neglecting and overlooking those in the "middle."

Think back to your elementary school years. You can probably remember the students that your teachers knew best. These were the academically talented students, the students who were academically challenged, and the "trouble makers." [5] Usually the bulk of the student body – the average to good students – remain faceless.

Rather than falling into this trap, make a concerted effort to encourage positive behaviour from all employees – including your average employees. The talent of "generally good" employees is often enough to carry a business. Be sure to identify "off-target" behaviour immediately and provide feedback to correct it.[6]

Word of Advice: *By paying the greatest attention to those who are worse than mediocre, you actually encourage mediocre performance.*

Because people are motivated by different things, it is useful to "customize" rewards whenever possible. Offer rewards that each employee wants to receive and establish consequences that each employee wants to avoid. [7] Listen to employees. Don't make any assumptions about what would be desirable or undesirable to them.

Try to "customize" rewards whenever possible.

By being in tune with your employees, you will be better able to select the motivators that will work with *each* individual employee, at

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[5] It's OK to Ask 'Em to Work, 80.
[6] It's OK to Ask 'Em to Work, 80.
[7] It's OK to Ask 'Em to Work, 81.

this time, in *these* circumstances. [8] You may gather this information both by asking employees directly and by using indirect methods.

The following list offers some helpful tips on how to effectively reward employees:

- *Ask yourself.* How would you like to be thanked or rewarded?

- *Ask them.* How would your employees like to be recognized or rewarded?

- *Keep it personal.* What is meaningful to one employee might not be to another. If possible, allow a choice of rewards.

- *It might be cultural.* What is an honour in your culture might not be in another.

- *It should be timely.* Reinforce cause and effect by rewarding the desired performance as soon as possible and delivering consequences promptly.

- *It could be fun.* Some companies have stuffed animals or banners that move around to the next person or place of honour.

- *It might even pay.* Cash or gift certificates, small or large rewards, a contribution to the employee's charity of choice—the investment you make can earn you a significant return in worker morale and performance.

- *Or it might not cost a dime.* A simple thank you goes a long way. Respecting your employees' knowledge and abilities, and showing recognition is important. More freedom, more trust, more responsibility, or a new work challenge can all be real and valued rewards for doing a great job. [9]

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[8] It's OK to Ask 'Em to Work, 81.

[9] Alberta Human Resources and Employment, *Finders & Keepers: Recruitment and Retention Strategies*, 38.

There is no denying that positive feedback and recognition is a great way to foster improved performance. This doesn't necessarily mean that you should get carried away (either positively or negatively) when there are changes in employee performance. Rather, you should scale rewards or consequences according to the level of accomplishment or underachievement.

For example, if a below-average employee shows moderate improvement, you don't need to give him/her a raise or promotion. You must, however, acknowledge his/her progress in some way to encourage continued improvement and demonstrate that you know the difference between good and bad performance. Sometimes a word of approval or a "thank you" is reward enough for employees.

Word of Advice: *The very best time to give people pay-offs – whether rewards or consequences – is immediately upon observing the behaviour you want to encourage or stop. This way, the pay-off will be directly associated with the behaviour.* [10]

The following maxims on rewards and consequences should serve as good reminders: [11]

MANAGEMENT MAXIMS	
	- Good performance must be rewarded and poor performance must be corrected. - Pay attention to the middle performers. - Pay off must be in a currency that matters to the employee. - It's not an employer's job to make value judgements about employee motivators. - Match the magnitude of the pay-offs – or consequences – to the magnitude of the performance. - Ignoring improvement in performance will extinguish it. - Ignoring slippage in performance will encourage it. - Just do it – NOW! - For different results, change how you reward employees. In general, people change behaviour when the pain of changing is less than the pain of staying the same or when the joy of changing is greater than the job of staying the same.

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[10] It's OK to Ask 'Em to Work, 83-84.
[11] It's OK to Ask 'Em to Work, 87.

3. COMPENSATION

3.1   How Much Should I Pay?

Determining how much to pay employees is difficult. As of May 2008, minimum wage in Saskatchewan is $8.60/hour. [12] However, if you want to attract and retain employees, you may need to pay more than the legislated minimum. Consider the following compensation strategies: [13]

- *Competitive compensation* - people get paid the "going rate" or a rate that is similar to that being paid to others in the industry that are doing a similar job.
- *Retention-based compensation* - the longer the employee stays, the more they earn; this may include longevity bonuses at certain intervals in time (i.e. 6 months, 1 year, 5 years)
- *Performance-based compensation* - pay based on how well the individual or team performs

These strategies can be used alone or combined to create a very effective compensation package. For example, if you operate a retail clothing store, you may want to pay your sales personnel at least what other local clothing stores pay their employees (competitive compensation). You might also want to incorporate bonuses for employees who meet or exceed sales targets (performance-based compensation). In addition, you may offer employees annual raises (retention-based compensation).

Compensation strategies can be used alone or combined.

If you are seeking an employee in high demand or with specialized skills, you will probably need to provide pay that is at the higher end of the market range for that particular job. In order to

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[12] Advanced Education, Employment and Labour, www.labour.gov.sk.ca

[13] Finders & Keepers, 35.

remain competitive, it is generally accepted that employers should adjust all employees' pay at least once a year. Be sure to leave a bit of room if you want to provide pay increases based on performance.

The following table contains some useful advice on how to pay your employees.

Tips for Getting Compensation Right [14]
Figure out what wages your industry is offering. Try one of the following: • Track classified ads on the Internet • Consult with members of human resource organizations • Consult trade organizations
Examine internal pay disparities. Make sure that the pay for each job is roughly equivalent to that of similar jobs across the organization.
Don't assume you have to outspend your competitors. "Fair" compensation is often sufficient. You can use special compensation arrangements to address short-term issues.

Note: *Total Financial Compensation = Base Pay + Incentives + Benefits + Perks*

3.2   Incentives

Base pay is not the only means of compensating employees. In fact, other incentives are often what employees remember most – and what sets you apart from other employers. By linking incentives to desired performance, you:

- Motivate employees to excel;
- Demonstrate that employee contributions are valued; and
- Draw a direct correlation between performance and financial reward. [15]

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[14] Harvard Business School, *Harvard Business Essentials: Hiring and Keeping the Best People* (Boston: Harvard Business School Press, 2002), 94.

Commissions

Commissions are the payment of a percentage of the proceeds of a sale, and are typically provided to sales staff. For example, automobile sales personnel are typically paid by commission; the more they sell, the more money they will make.

Bonuses

Bonuses are provided to employees who meet a certain standard or quota, or to those who have completed a project. For example, a customer call-centre representative who answers more than 200 phone calls in a month might receive a cash bonus.

Profit Sharing

Profit sharing means sharing some of the business profits with employees, either in cash, shares, or as a deferred payment (e.g. placed in an RRSP or in trust for the future).

Cost Reduction Incentives

Cost reduction incentives are used to reward employees who come up with ways to reduce costs for the company. The savings should be used to fund the incentive amounts.

Special Awards

Special awards can be provided to employees for many reasons. Employees can be given gifts for years of service or teamwork. Gifts can also be given for the most exceptional employee, on a regular basis, or on an ad hoc basis to recognize recent extra efforts. For example, many employers give employees a Christmas bonus.

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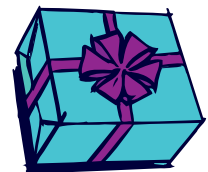
[15] Monica Beauregard and Maureen Fitzgerald, *Hiring, Managing and Keeping the Best: The Complete Canadian Guide for Employers* (Toronto: McGraw-Hill Ryerson, 2000), 128.

3.3 <u>Benefits</u>

Another way that employers remunerate employees is by offering benefits. Some of these are mandatory legislated benefits that serve the purpose of protecting citizens in case of injury or loss of income, and to guarantee that all employees have a pension when they retire. Others are optional benefits that you can use to enhance your compensation package.

<u>Mandatory Benefits</u>

Saskatchewan employers are required to make contributions to the Canada Pension Plan (CPP), Employment Insurance (EI), and to Workers Compensation. Employers are also required to provide paid and unpaid leaves of absence as legislated. You must also make deductions to employees' pay where applicable for these plans.

Employers are responsible for remitting both the employee and employer parts of the EI and CPP contributions, as well as the tax deducted. Canada Customs and Revenue Agency (CCRA) provides employers with payroll deduction tables (for CPP, income tax and EI) that can be ordered or downloaded from the CCRA website free of charge (www.ccra-adrc.gc.ca).

The table on the following page provides a summary of the mandatory benefits that must be provided by Saskatchewan employers:

What Saskatchewan Employers are Required to Do [16]	
Canada Pension Plan	Employers and employees must contribute jointly to CPP. Employers must deduct the contributions from paycheques.
Employment Insurance	Employees and employers must contribute jointly to EI.
Paid Leaves of Absence	Employers are required to provide paid time off for 3 weeks vacation and statutory holidays (see www.labour.gov.sk.ca/LS/ for a listing). During federal and provincial elections, employers are required to provide employees with 3 continuous hours to vote. If employees must vote during work hours, they must be paid for this time.
Unpaid Leaves of Absence	Employers are required to give time for but are not required to pay for the following: Jury duty leave; bereavement leave (up to 5 days); adoption and parental leaves; and sick leave.
Income Taxes	Employers are required to deduct income tax for each employee and pay this income tax directly to CCRA.

Optional Benefits

Employers may choose to offer additional benefits for a number of reasons. Benefits may: [17]

- Make your company more competitive in the job market
- Promote a healthier workplace
- Help motivate employees
- Help reduce employee turnover
- Help reduce employee stress

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[16] Hiring, Managing and Keeping the Best, 115-119.
[17] Hiring, Managing and Keeping the Best, 124.

While there are many types of benefits offered by businesses, the most common types of benefits are:

- Health and dental insurance
- Short-term disability insurance
- Long-term disability insurance
- Life insurance

Employers and employees typically share in the cost of these plans. Deductions are made from employees' wages/salaries.

The cost of employee benefit insurance is a substantial cost, at an estimated 15 percent of total compensation costs.[18] For this reason, it might be preferable not to offer benefits. Some employees – especially younger people and part-time people – may even favour cash in lieu of benefits. Employers may wish to have a separate "benefits" amount included in each paycheque.

Employers and employees typically share in the cost of benefits plans.

The following steps should help you decide whether or not it is desirable or feasible for you to offer benefits: [19]

- Assess employees' needs when selecting benefits.
- Determine your budget for benefit expenses.
- Determine the objective of your benefit program (i.e. to retain or attract employees).
- Involve your employees before you design a plan. Gather information from a variety of sources about numerous programs.
- Speak to other businesses and determine what other companies in your industry are offering.
- Read published salary surveys; these often detail benefit coverage. The figures in these studies can help you estimate potential costs.

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[18] Help Wanted, 123.
[19] Hiring, Managing and Keeping the Best, 130.

The Government of Canada HR Management website (www.hrmanagement.gc.ca) provides a comprehensive discussion of employer sponsored and government sponsored benefit plans.

3.4 Perks

While a small business may not be able to afford all of the benefits that larger businesses can provide, they can offer a variety of valuable perks. Think about what would be meaningful to your employees. Be creative! Consider some of the following perks and creative worksite practices: [20]

Family

- Childcare assistance
- Eldercare assistance
- Scholarships for children of employees
- Sick child days

Monetary

- Anniversary cakes with a $100 coupon for every year worked
- Contributions to employees' charity of choice
- Discounts on corporate products or services
- Personal computer loans
- Housing allowance
- Staff lotteries (e.g. perfect attendance earns you a ticket)
- Stock options
- Tuition reimbursements

Personal

- Counselling services
- Financial planning services
- Wellness subsidies (e.g. weight loss, smoking cessation programs)

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[20] Finders & Keepers, 36-37.

Time

- Flex time
- Personal leave days
- Time off for early completion (of a task or project)
- Time off to volunteer in the community
- Sunny Fridays (working extra each day to earn every fourth Friday off)

Work Environment

- Barbeques on-site
- Birthday celebrations
- Casual dress days
- Innovative and fun office environment
- Employee assistance programs
- Free or subsidized food or allowance (coffee & snacks)
- Free or subsidized parking or allowance
- One-hour job swap on Friday afternoons
- Plant a tree on the property for each new employee
- Staff functions, parties, social events
- "Toys," such as a basketball court on site or video games in the lunchroom

Other Perks

- Fitness allowance
- Health care/ massage allowance
- Sabbaticals earned after 10 years
- Telecommuting
- Training account for *any* self-development
- Transportation arrangements/subsidies

4. PAY ADMINISTRATION

4.1   Developing a Pay Administration Plan

You probably already have some sort of pay plan in place – whether you realize it or not. However, paying your employees in accordance with a *formal* system will help you increase the ease of payroll and avoid mistakes. This plan need not be complex, time-consuming or costly. Rather, it should be straightforward and easily explainable so that it is understood by your managers/supervisors.

To set up a formal pay plan, follow the following steps: [21]

1. Define the jobs and prepare a job description for each position so that you may compare them for pay purposes.

2. Evaluate the jobs by comparing job descriptions against one another. Rank job difficulty and responsibility and cluster those that are similar in scope into the same pay range. Arrange these groups into pay levels (from highest to lowest).

3. Price the jobs according to the "going rates" for similar work in your area. Because you have ranked and grouped jobs into pay levels, you won't have to find this information for each job. Calculate an average rate for each job; you may decide to use these averages as the midpoints in your pay level ranges.

4. Install the plan, keeping in mind how it will be administered to provide for individual pay increases. You may want to use performance-based increases, promotions, increases for time spent with the company, or general increases to compensate for

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[21]   BizMove.com: The Small Business Knowledge Base,
         http://www.bizmove.com/personnel/m4h.htm.

changing economic factors/cost of living and to remain competitive.

5. Communicate the plan to employees. You may decide to write personal letters to each employee and follow-up with meetings to explain the plan and answer questions. Clearly, honestly, and openly describe how the plan works so that expectations are defined. This will help build goodwill and good relations with your employees.

6. Appraise employee performance under the plan. Explain how employees' efforts relate to pay and provide feedback to help them better understand job responsibilities and expectations.

An effective pay plan will help you recruit, retain, and motivate employees. Establishing competitive pay ranges will help you attract high calibre employees. Appraising employee performance and explaining its connection to pay will encourage performance. Providing goals will keep employees interested in and enthusiastic about their present assignments. [22] Your pay administration plan should be updated at least annually.

An effective pay plan will help you recruit, retain and motivate employees.

Some companies choose to outsource their payroll processing to outside organizations. There are a variety of organizations that you may want to consider including:

- Ceridian Canada
  (www.ceridian.ca/en/contact_us/locations.html)

- PayTrak Payroll Services (www.paytrak.ca/index.html)

- Payworks (www.payworks.ca/)

- ADP (Automatic Data Processing)
  (http://www.adp.ca/en/index.html)

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[22] http://www.bizmove.com/personnel/m4h.htm

4.2   Creating a Personnel File

When a new employee starts work, you or your payroll staff should create a personnel folder for storing all employee-related documents.   Some common subsets of information to include in personnel files are: [23]

- **Deduction Information**

Collect information on deductions relating to benefits, such as medical, life, and dental insurance. Sign-up or waiver sheets should be included in the folder.

- **Employee Correspondence**

If communications between employees and your payroll staff (regarding time off, special treatment, etc.) are in writing, they should be included in the folder. If they are verbal, you may want them recorded in a memo and stored in the folder.

- **Employee Reviews**

All employee reviews/performance appraisals should be kept in the folder. In the event of substandard performance resulting in employee termination, they will provide you with evidence for cause. Make sure the reviews are signed by the reviewer *and* the employee.

- **Garnishment Information**

If there are court orders for garnishing an employee's pay for any reason (e.g. tax levies, creditor levies, child support, or alimony) include a copy of each one in the folder.

- **Tax-related Information**

Employers should collect and retain TD1 forms from all employees. These forms are a legal necessity, and are needed to place employees into the appropriate tax bracket.

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[23]   Steven M. Bragg, *Essentials of Payroll: Management and Accounting* (Hoboken, John Wiley and Sons, 2003), 21-22.

4.3 Payroll Calculations

At your business, you may use a variety of employment arrangements. Some of your employees may have full-time employment status while others are part-time. You may hire temporary/seasonal workers or enlist contract work at certain times of the year. New employees may be monitored as probationary employees.

All of the above work arrangements are different and should be dealt with in a different way. Obligations to employees vary depending on the nature of the work arrangement. Appendices B and C will walk you through a number of scenarios and their corresponding payroll calculations. The examples use information consistent with Saskatchewan's employment standards.

Remember: *In Saskatchewan, overtime is payable for hours over 8 in a day or 40 in a week and is payable at 1.5 times regular earnings. The annual minimum for vacations with pay in Saskatchewan is 3 weeks. If your employees do not take holidays, you must pay them vacation pay of 3/52 of annual earnings.* [24]

For more information on payroll and remuneration, visit the Canada Revenue Agency website (www.cra-arc.gc.ca/menu-e.html).

For an abbreviated listing of Saskatchewan's Employment Standards, see below. For a complete discussion of Saskatchewan's Labour Standards, please find attached *Rights and Responsibilities: A Guide to Labour Standards in Saskatchewan* (www.labour.gov.sk.ca/RightsAndResponsibilities/). A listing of the

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[24] Hiring, Managing and Keeping the Best, 243.

Labour Standards District Offices in Saskatchewan can be found in Module 8: Contact Information.

For more specific information related to regulations for parental leave, please refer to the document *Pregnancy, Parenting and the Workplace* (www.labour.gov.sk.ca/pregnancy-parenting/).

Saskatchewan Employment Standards	
General Minimum Age Requirement	16
Personnel/Payroll Records Retention	5 years after termination
Hours of Work/Breaks	Minimum hours to be paid = 3 Maximum regular hours permitted = 8 hrs per day; 40 hrs per week Rest Period: 1 day per 7 days
Overtime Pay	Payable for any hours over 8 in a day or 40 in a week; Payable at 1.5 times regular earnings
Minimum Wage	$8.60 (effective May 2008)
Payment of Wages	Hourly Wages: Min. every 2 weeks Termination Pay: Within 14 days of the termination date
Vacations with Pay	Annual minimum – 3 weeks or 3/52 of annual earnings After 10 years of service, annual minimum = 4 weeks or 4/52 of annual earnings
Statutory Holidays	Most employees get 1/20 of their regular wages in the four weeks before a public holiday as public holiday pay. If an employee works on a statutory holiday, he/she is entitled to 1.5 times regular rate plus regular pay.
Leaves of Absence	Jury duty Voting at elections leave (3 hours) Bereavement leave Adoption Maternity and parental leaves Sick leave
Minimum Notice of Termination (by employer)	0 - 3 months .... 0 weeks 3 months - 1 year .... 1 week 1 - 3 years .... 2 weeks 3 - 5 years .... 4 weeks 5 - 10 years .... 6 weeks 10 years and over .... 8 weeks

	3 months
Probationary Period	

5. CONCLUSION

Your remuneration strategy is an important ingredient in your overall human resource strategy. A good compensation plan can increase employee satisfaction and motivation, resulting in increased production and employee retention rates. This can have a spin-off effect, resulting in positive public relations and customer satisfaction.

Although an employee's paycheque is a component of most compensation plans, it is worth noting that compensation is not only measured monetarily. A mix of benefits and perks can also be used to remunerate your employees. By linking rewards to employee performance, you can increase employee motivation and achieve winning results.

EMPLOYEE DATA SHEET

Employee Name: _____

This form is used to record details of a new employee, a termination of employment, a change in employee personal data, or a change to job, salary or organizational related data.

A. Personal Information (Employee to Complete)
Familiar Name: _____ Gender: M   F
Last Name: _____ First: _____ Date of Birth:
M ____ D ____ Y _____
Address: Street & # _____ Apartment: _____
City: _____ Province: _____ Postal Code: _____
Home Phone: (   ) _____ Social Insurance Number: _____

B. Emergency Contact Information (Employee to Complete)

Primary	**Secondary**
Name: _____	Name: _____
Check if address is the same as employee ❑ or:	Check if address is the same as employee ❑ or:
Address: _____	Address: _____
City/Province: _____	City/Province: _____
Home Phone: _____	Home Phone: _____
Bus. Phone: _____	Bus. Phone: _____
Other Phone: _____	Other Phone: _____
Notes: _____	Notes: _____

C. Emergency Contact Information (Employee to Complete)
Eligible for Benefits: Y❑ N❑

Benefit Plan	Yes/No	Coverage	Effective Date
1. AD & D			
2. Dental			
3. Extended Health			
4. Life Insurance			
5. Long term Disability			

Comments: _____

Employee Signature: _____ **Date:** _____

EMPLOYEE DATA SHEET (*continued*)

D. Organization & Job (Employer to Complete)

Job Code:——— Job Title:——————— Job Effective Date:———

Reports To:————————————— Job End Date:—————

E. Salary (Employer to Complete)

Payroll Number: _____

Date	Salary	Next Review Date	Manager Initials

Date	Bonus Amount	Bonus Type/ Reason	Manager Initials

Period	# Vacation Days Due/Taken	Balance	Manager Initials

F. Status (Employer to Complete)

Start Date: _____ End Date: _____ Reason: _____

Employment Type (check one):

❑ Regular FT   ❑ FT Temp   ❑ FT Contract   ❑ FT Student

❑ Regular PT   ❑ PT Temp   ❑ PT Contract   ❑ PT Student

Additional Information/Comments:

_____

_____

_____

_____

Approval #1——————————————— Date:——————

Approval #2——————————————— Date:——————

PAYCHEQUE AND COST CALCULATIONS

Paycheque Calculation

Employee: Susan Smith

- Annual salary of $35,000
- Pay frequency: monthly (12 pay periods a year)
- Income tax rate based on net claim code of 1 (the most common code)
- CPP at a rate of 4.95% after annual exemption
- EI at a rate of 1.73%

To calculate Susan Smith's net pay, divide the annual salary amount by the pay frequency and deduct the income tax and CPP and EI premiums.

Biweekly Gross Salary ($35,000/12) $2,916.67

Deductions from pay

Income tax (federal and provincial)	($ 496.69)
CPP @ 4.95% after exemption	($ 129.94)
EI @ 1.73%	($ 50.46)
Total deductions	($ 677.09)
Net Pay	**$2,239.58**

Calculating the Cost to the Employer

Annual salary	$35,000.00
Employer portion of premiums	$ 2,406.95
EI (50.46 x 1.4) = $70.64 x 12	
CPP (129.94 x 1) = $129.94 x 12	
Benefits (15%)	$ 5,250.00
Vacation (3/52 of total pay)	$ 2,019.23
Stat Holiday pay (10 days)	$ 1,346.00
Total estimate cost to employer	**$46,021.95**

The employer remittance to Canada Customs and Revenue Agency for that pay period for that one employee comes to $526.60, as calculated below:

Employee deductions for tax, EI, CPP	$399.39
Employer portions of EI and CPP	$200.58
Total remittance to Canada Customs and Revenue Agency	**$599.97**

(Numbers are based on January 2008 rates)

Helpful Hint: *PDOC- Payroll Deductions Online Calculator*
www.cra.gc.ca/payroll

PAYROLL SCENARIOS [25]

PAYROLL SCENARIO 1

Vacation for Full-time Employees

Andrew Smith was hired as a full-time employee on March 20, 2007, at ABC Inc. and is entitled to three weeks (15 days) of annual vacation entitlement as per employment standards. ABC Inc. will allow him to take a vacation once he has completed his three-month probationary period.

In 2007, he worked for 9 months. He is entitled 15 days of vacation per 12 months of employment, which is 1.25 days per month. 1.25 x 9 full months of work equals 11.25 days.

PAYROLL SCENARIO 2

Overtime for Part-time Employees

Emily Connor works in Saskatchewan, where overtime is paid after eight hours a day or 40 hours a week. She is a part-time employee who regularly works three days a week, seven hours a day. If she works one hour extra for each of those three days she will not be entitled to any overtime pay for those hours because she has not exceeded the eight-hour limit. For these three hours worked she will be paid at her regular hourly rate.

On the other hand, if Emily works her three additional hours on the same day, she will be entitled to two hours of overtime pay and one hour at regular time because she will have worked 10 hours in one day.

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[25] Hiring, Managing and Keeping the Best, 104-108.

PAYROLL SCENARIO 3

Vacation Pay for Temporary Employee

Paul Crawford is hired on a temporary basis and works at ABC Inc. for two months. His total gross earnings are $6400. He is entitled to three weeks annual vacation, which is equivalent to 3/52 of his earnings. His employer is therefore required to pay him an amount of $369.23 ($6400 x 3/52) for vacation pay at the end of his assignment.

PAYROLL SCENARIO 4

Contract Employee: Vacation Pay Entitlement?

Jake Stuart hires Deborah Allen to do independent contract work for the duration of a four-month construction project. Deborah owns her own equipment and has control over the work she performs. Because Deborah is self-employed, Jake is not required to provide vacation pay, EI, or CPP.

PAYROLL SCENARIO 5

**Probationary Employee:
Vacation Pay if Terminated**

Trish Carpenter was terminated just prior to completing her probationary period. Upon hire, she negotiated four weeks' vacation (4/52 of earnings). At termination she was paid 4.52 of her total gross earnings for the two months worked.

Note: Vacation entitlement for part-time employees can be calculated in days or hours. If one of your employees works three days a week, the same hours each day, he/she would be entitled to nine days off annually (three days per week x three weeks per year).

If one of your employees works five hours one day, 11 hours the next day and two hours the next day (totalling 18 hours a week), he/she would be entitled to 54 hours of vacation annually (18 hours per week x three weeks per year). [26]

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[26] Hiring, Managing and Keeping the Best, 105.

SASKATCHEWAN EMPLOYMENT STANDARDS	
General Minimum Age Requirement	16
Personnel/Payroll Records Retention	5 years after termination
Hours of Work/Breaks	Minimum hours to be paid = 3 Maximum regular hours permitted = 8 hrs per day; 40 hrs per week Rest Period: 1 day per 7 days
Overtime Pay	Payable for any hours over 8 in a day or 40 in a week; Payable at 1.5 times regular earnings
Minimum Wage	$8.60 (effective May, 2008)
Payment of Wages	Hourly Wages: Min. every 2 weeks Termination Pay: Within 14 days of the termination date
Vacations with Pay	Annual minimum – 3 weeks or 3/52 of annual earnings After 10 years of service, annual minimum = 4 weeks or 4/52 of annual earnings
Statutory Holidays	Most employees get 1/20 of their regular wages in the four weeks before a public holiday as public holiday pay. If an employee works on a statutory holiday, he/she is entitled to 1.5 times regular rate plus regular pay.
Leaves of Absence	Jury duty Voting at elections leave Bereavement leave Adoption Maternity and parental leaves Sick leave
Minimum Notice of Termination (by employer)	0 - 3 months .... 0 weeks 3 months - 1 year .... 1 week 1 - 3 years .... 2 weeks 3 - 5 years .... 4 weeks 5 - 10 years .... 6 weeks 10 years and over .... 8 weeks
Probationary Period	3 months

MODULE 7: LABOUR MARKET INFORMATION

Contents

1. LABOUR MARKET OVERVIEW

1.1   Introduction

The labour market is dynamic and changes rapidly. It is shaped by the country and province's demographic make-up and economic, political, and social climate.   Labour market information (LMI) includes topics such as wage rates, employment trends, unemployment rates, the supply and demand for skilled workers, and the outlook for various industries.

Knowledge of LMI will help you become and/or remain competitive. You can use this information to help you:

It is critical that you keep abreast of the most current labour market trends.

- Develop strategic HR and business plans;
- Succeed at recruitment and hiring;
- Forecast demand for your product or service.

Because labour market trends influence our world of work so greatly, it is critical that you keep abreast of the most current labour market trends.   It is worthwhile to make an effort to continually update the information contained in this module. Some excellent online sources for Saskatchewan labour market, demographic, and occupation information are:

LABOUR MARKET INFORMATION

- ***Human Resources and Social Development Canada***
  http://www.hrsdc.gc.ca/en/home.shtml
  SK specific:
  www.sasknetwork.ca/html/Home/lmi/regsasklmi.htm

- ***Saskatchewan Job Futures***
  www.saskjobfutures.ca/

- ***Sask Trends Monitor***
  www.sasktrends.ca/

- ***Statistics Canada***
  www.statcan.ca/

1.2 Labour Shortage

When it comes to measuring economic performance, the issues of job creation and low unemployment are often the focus of politicians, the media, and the public in general. Research shows, however, that today the key issue facing Saskatchewan employers is a shortage of labour. A snapshot of SaskJobs in May, 2008 demonstrates how significant the demand for labour in Saskatchewan is.

Employers will need to tap into new pools of labour.

A Snapshot of Jobs Available in Saskatchewan (as of May 1, 2008)	
Type of Employment	**Total Employment Opportunities**
Management	328
Business, Finance and Administration	1,011
Natural and Applied Sciences	465
Health Occupations	615
Social Science, Education and Government	261
Art, Culture and Recreation	191
Sales and Service	3,264
Trades, Transport and Equipment Operators	2,585
Oil, Gas, Mining and Agriculture	345
Processing, Manufacturing & Utilities	338
Source: SaskJobs Website, www.SaskJobs.ca	

In order to overcome a labour shortage, employers will need to tap into new sources of labour. Saskatchewan's Aboriginal population is one potential group. Other possible sources for labour force participants include: older adults, persons with disabilities, social assistance recipients, foreign workers, and youth. By looking at employment from a fresh perspective, employers can start benefiting from these potential employees today.

A Snapshot of Jobs Available in Saskatchewan Regions (as of May 1, 2008)	
City/Region	**Total Employment Opportunities**
Estevan	575
Fort Qu'Appelle	211
Humboldt	78
Isle-A-La-Crosse	15
Kindersley	156
La Ronge	118
Lloydminster	181
Meadow Lake	70
Melfort	101
Moose Jaw	458
Nipawin	82
North Battleford	381
Prince Albert	315
Regina	2,432
Saskatoon	2,640
Swift Current	429
Weyburn	325
Wynyard	68
Yorkton	768
Source: SaskJobs Website, www.SaskJobs.ca	

There are several organizations in across Saskatchewan available to help you employ these non-traditional groups. More details on these and other organizations, in addition to full contact information, can be found in Module 8: Contact Information. For a listing of province-wide organizations, visit the Saskatchewan Employment Equity Diversity and Association website (www.seeda.ca).

Designated Group:	Organization Name:
All Designated Groups	AEEL Career & Employment Services Regional Economic Development Authorities
Aboriginal peoples (Métis)	Métis Nation Regional Offfices Tribal Councils of Saskatchewan
Persons with Disabilities	Saskatchewan Abilities Council
Visible Minorities	Regina Open Door Society Saskatoon Open Door Society

1.3   Employment Trends

Sask Trends Monitor tracks social, economic, and demographic trends in Saskatchewan. Sask Trends Monitor's publication *Regional Employment Trends in Saskatchewan* has made the following province-wide forecasts:

- Employment in agriculture will continue to decline but at a slower rate than in the past.
- In terms of absolute numbers, the fastest growing industry groups will be construction, transportation, and the "health and social services" group.
- In percentage terms, the fastest growing industry groups are resources, transportation, and construction.
- Employment is expected to decline in public administration, education services, trade, "other services," and agriculture (as previously noted).

For more information on Saskatchewan's labour market and employment trends, please read Sask Trends Monitor's *Recent Trends in the Saskatchewan Labour Market*. Copies are available at your local AEEL Career & Employment Services office or online at www.sasktrends.ca.

The table on the following page outlines the number of people employed in Saskatchewan by industry group.

Employment by Industry, Saskatchewan [1]			
Industry group	**Total**	**Male**	**Female**
Total employment	**517,475**	**274,140**	**243,340**
Management occupations	41,595	25,460	16,135
Business, finance and administrative occupations	80,525	19,090	61,440
Natural and applied sciences and related occupations	21,765	16,960	4,805
Health occupations	32,205	5,055	27,155
Social science, education, government service and religious occupations	42,840	13,325	29,515
Art, culture, recreation and sport occupations	10,960	4,400	6,560
Sales and service occupations	120,600	46,795	73,805
Trades, transport, equipment operators and related occupations	83,245	77,815	5,430
Occupations unique to primary industry	67,660	52,755	14,900
Occupations unique to processing, manufacturing and utilities	16,075	12,485	3,595

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[1]   Statistics Canada 2007. Saskatchewan. 2006 Community Profiles. 2006 Census.

2. COMMUNITY PROFILES

The following section includes information on population, company size, and occupational surpluses and shortages within Saskatchewan. All community profile information has been provided by Saskatchewan Job Futures website: www.saskjobfutures.ca.

2.1   Saskatchewan

☑ **POPULATION BY AGE & GENDER**

Saskatchewan Population Profile [2]		
Total Population	**1,013,901**	**100%**
Male	503,833	49.6%
Female	510,068	50.3%
Population 15 to 64	**674,164**	**66.4%**
Male	341,060	33.6%
Female	333,104	32.8%
Population 0 to 14	**191,573**	**18.8%**
Male	97,942	9.65%
Female	93,631	9.23%
Population 15 to 29	**221,970**	**21.8%**
Male	113,693	11.2%
Female	108,277	10.6%
Population 30 to 64	**452,194**	**44.5%**
Male	227,367	22.4%
Female	224,827	22.1%
Population 65 plus	**148,191**	**14.6%**
Male	64,843	6.39%
Female	83,348	8.22%
EI Claims [3]	**13,376**	
Employable SARS [4]	**9,318**	
Number of Employers [5]	**38,942**	

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[2] Saskatchewan Job Futures
http://saskjobfutures.ca/community/community.cfm?id=askatc&lang=en&site=graphic&print=True#two
[3] Employment Insurance Claimants - Regular, Service Canada Admin Data, August 2007.
[4] Social Services Fully Employable Social Assistance Recipients, September 2007.
[5] Statistics Canada, Business Registry, December 2006.

Managing Your Human Assets
Module 7: Labour Market Information

☑ EMPLOYER PROFILE

Saskatchewan Employer Profile [6] Number of Employers by Employee Size Range						
Number of Employees / Industry	1-4	5-19	20-49	50-199	200+	Total
Primary Industries & Utilities	5,346	1137	248	69	29	6,829
Construction	2,010	902	253	118	15	3,298
Manufacturing	532	396	162	117	26	1,233
Trade	2,830	3,001	721	239	30	6,821
Transportation & Warehousing	1,210	511	155	63	17	1,956
Information, Culture & Recreation	507	327	107	46	16	1,003
Finance, Insurance, Real Estate & Leasing	1,795	809	240	83	33	2,960
Professional, Scientific & Technical Services	1,488	624	170	59	6	2,347
Management, Admin. & Other Support	1,379	652	174	73	15	2,293
Educational Services	159	111	45	40	36	391
Health Care & Social Assistance	1,285	935	310	172	40	2,742
Accommodation & Food Services	795	852	430	194	8	2,279
Other Services	2,337	1,047	168	49	0	3,601
Public Administration	532	456	120	55	26	1,189
Number of Employers in Saskatchewan	22,205	11,760	3303	1377	297	38,942

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[6] Saskatchewan Job Futures
http://saskjobfutures.ca/community/community.cfm?id=askatc&lang=en&site=graphic&print=True#two

2.2   Saskatoon Area

☑ **POPULATION BY AGE & GENDER**

Saskatoon Area Population Profile [7]		
Total Population	**213,654**	**100.0%**
Male	104,587	48.9%
Female	109,067	51.0%
Population 15 to 64	**148,645**	**69.5%**
Male	74,127	34.6%
Female	74,518	34.8%
Population 0 to 14	**38,201**	**17.8%**
Male	19,541	9.14%
Female	18,660	8.73%
Population 15 to 29	**50,131**	**23.4%**
Male	25,125	11.7%
Female	25,006	11.7%
Population 30 to 64	**98,514**	**46.1%**
Male	49,002	22.9%
Female	49,512	23.1%
Population 65 plus	**26,808**	**12.5%**
Male	10,919	5.11%
Female	15,889	7.43%
EI Claims [8]	**4,538**	
Employable SARS [9]	**2,340**	
Number of Employers [10]	**7,643**	

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[7]   Saskatchewan Job Futures
     http://saskjobfutures.ca/community/community.cfm?id=saskr&lang=en&site=graphic&print=True
[8]   Employment Insurance Claimants - Regular, Service Canada Admin Data, August 2007.
[9]   Social Services Fully Employable Social Assistance Recipients, September 2007.
[10] Statistics Canada, Business Registry, December 2006.

☑ EMPLOYER PROFILE

Saskatoon Employer Profile [11]						
Number of Employers by Employee Size Range						
Number of Employees Industry	1-4	5-19	20-49	50-199	200+	Total
Primary Industries & Utilities	137	45	10	8	2	202
Construction	356	217	90	37	10	710
Manufacturing	104	121	68	37	13	343
Trade	571	712	194	81	12	1,570
Transportation & Warehousing	193	89	39	24	6	351
Information, Culture & Recreation	91	71	26	14	3	205
Finance, Insurance, Real Estate & Leasing	425	234	75	33	13	780
Professional, Scientific & Technical Services	430	213	72	19	2	736
Management, Admin. & Other Support	377	209	51	30	9	676
Educational Services	40	34	13	4	4	95
Health Care & Social Assistance	387	257	64	20	13	741
Accommodation & Food Services	119	172	119	72	4	485
Other Services	383	281	58	15	0	737
Public Administration	2	5	2	2	1	12
Number of Employers in Saskatoon	3,615	2,660	881	395	92	7,643

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[11] Saskatchewan Job Futures
http://saskjobfutures.ca/community/community.cfm?id=saskr&lang=en&site=graphic&print=True

2.3   Regina Area

☑ **POPULATION BY AGE & GENDER**

Regina Area Population Profile [12]		
Total Population	**188,065**	**100.0%**
Male	91,938	48.8%
Female	96,127	51.1%
Population 15 to 64	**130,687**	**69.4%**
Male	65,110	34.6%
Female	65,577	34.8%
Population 0 to 14	**32,842**	**17.4%**
Male	16,749	8.9%
Female	16,093	8.55%
Population 15 to 29	**42,930**	**22.8%**
Male	21,652	11.5%
Female	21,278	11.3%
Population 30 to 64	**87,757**	**46.6%**
Male	43,458	23.1%
Female	44,299	23.5%
Population 65 plus	**24,536**	**13.0%**
Male	10,079	5.35%
Female	14,457	7.68%
El Claims [13]	**3,286**	
Employable SARS [14]	**2,128**	
Number of Employers [15]	**6,139**	

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[12] Saskatchewan Job Futures
      http://saskjobfutures.ca/community/community.cfm?id=regip&lang=en&site=graphic&print=True
[13] Employment Insurance Claimants - Regular, Service Canada Admin Data, August 2007.
[14] Social Services Fully Employable Social Assistance Recipients, September 2007.
[15] Statistics Canada, Business Registry, December 2006.

☑ EMPLOYER PROFILE

Regina Employer Profile [16] Number of Employers by Employee Size Range						
Number of Employees / Industry	**1-4**	**5-19**	**20-49**	**50-199**	**200+**	**Total**
Primary Industries & Utilities	95	29	10	1	7	142
Construction	308	202	70	33	0	613
Manufacturing	85	73	27	24	4	213
Trade	382	529	158	66	10	1,145
Transportation & Warehousing	123	69	37	16	6	251
Information, Culture & Recreation	71	56	27	13	11	178
Finance, Insurance, Real Estate & Leasing	315	165	63	28	13	584
Professional, Scientific & Technical Services	344	155	41	22	4	566
Management, Admin. & Other Support	245	139	49	25	5	463
Educational Services	38	26	10	6	5	85
Health Care & Social Assistance	272	219	64	19	8	582
Accommodation & Food Services	72	162	96	58	3	391
Other Services	367	232	49	21	0	669
Public Administration	72	68	61	37	19	257
Number of Employers in Regina	**2,789**	**2,124**	**762**	**369**	**95**	**6,139**

[16] Saskatchewan Job Futures
http://saskjobfutures.ca/community/community.cfm?id=regip&lang=en&site=graphic&print=True

MODULE 8: CONTACT INFORMATION

Contents

☑ **EMPLOYMENT**

Advanced Education, Employment and Labour (AEEL) Career and Employment Services
Description:
AEEL Career and Employment Services help link the abilities of Saskatchewan's workers with the needs of employers.
Contact Information:
North Battleford
15-9800 Territorial Drive ◆ North Battleford, SK   S9A 3N6 ◆ Tel: (306) 446-8705
Meadow Lake
204-1st Street East ◆ Meadow Lake, SK   S0M 1V0 ◆ Tel: (306) 236-7538
Lloydminster
5016-48th Street ◆ Lloydminster, SK   T9V 0H8 ◆ Tel: (306) 825-6418
Ile a la Crosse
P.O Box 220 ◆ Ile a la Crosse, SK S0M 1C0 ◆ Tel: (306) 833-3235
La Ronge
1328 La Ronge Avenue ◆ La Ronge, SK   S0J 1L0 ◆ Tel: (306) 425-4520
Nipawin
210-1st Street East ◆ Nipawin, SK S0E 1E0 ◆ Tel: (306) 862-1840
Melfort
400 Burns Avenue East ◆ Melfort, SK S0E 1A0 ◆ Tel: (306) 752-6243
Creighton
298-1st Street East ◆ Creighton, SK S0P 0A0 ◆ Tel: (306) 688-8826
Prince Albert
1288 Central Avenue ◆ Prince Albert, SK S6V 6G1 ◆ Tel: (306) 953-2545
Saskatoon
90-23rd Street East ◆ Saskatoon, SK S7K 2H6 ◆ Tel: (306) 933-6281
Kindersley
125-1st Avenue East ◆ Kindersley, SK S0L 1S0 ◆ Tel: (306) 463-5470
Humboldt
623-7th Street ◆ Humboldt, SK S0K 2A0 ◆ Tel: (306) 682-6772
Regina
1911 Broad Street ◆ Regina, SK S4P 1Y1 ◆ Tel: (306) 787-2160

Swift Current	
1ˢᵗ Floor 350 Cheadle Street West ◆ Swift Current, SK S9H 4G3 ◆ Tel: (306) 778-8230	
Moose Jaw	
61A Ross Street West ◆ Moose Jaw, SK S6H 2M2 ◆ Tel: (306) 694-3699	
Yorkton	
72 Smith Street East ◆ Yorkton, SK S3N 2Y4 ◆ Tel: (306) 786-1354	
Estevan	
1302A-3ʳᵈ Street ◆ Estevan, SK S4A 0S2 ◆ Tel: (306) 637-3820	
Weyburn	
110 Souris Avenue ◆ Weyburn, SK S4H 2Z9 ◆ Tel: (306) 848-2568	
Fort Qu'Appelle	
180B Broadway Street East ◆ Fort Qu'Appelle, SK S0G 1S0 ◆ Tel: (306) 332-3404	
Wynyard	
110 310 Ave. B West ◆ Wynyard, SK S0A 4T0 ◆ Tel: (306) 554-5450	
Provincial Website: http://www.aeel.gov.sk.ca/	

Designated Groups	Programs & Services for Employers
All Designated Groups,	*Help Employers with:*
Including SAR and EI	Recruiting and Screening Applicants
recipients	Posting Job Vacancies through SaskJobs
	Addressing skill shortages through training programs
	Wage subsidy programming
	Job matching services
	Labour exchange process to include:
	job posting, résumé gathering, space for
	interviewing, assisting with job description

Saskatchewan Ministry of Advanced Education, Employment and Labour

saskjobs.ca
real careers. real life.

Managing Your Human Assets
Module 8: Contact Information

☑ **ECONOMIC DEVELOPMENT AGENCIES**

Regional Economic Development Authorities (REDAs)
Description:
Saskatchewan's REDAs are committed to facilitating and enhancing business and economic development opportunities. There are 8 regional offices in Saskatchewan and 28 REDA's across the province.
Contact Information:
Estevan
303 Wicklow Centre 1133-4th Street ⬥ Estevan, SK   S4A 0W6
⬥ Tel: (306) 637-4505
Moose Jaw
88 Saskatchewan Street East ⬥ Moose Jaw, SK   S6H 0V4
⬥ Tel: (306) 694-3624
North Battleford
1202-101st Street ⬥ North Battleford, SK   S9A 1E9
⬥ Tel: (306) 446-7446
Prince Albert
3rd Floor, City Hall 1084 Central Avenue ⬥ Prince Albert, SK   S6V 7P3
⬥ Tel: (306) 953-2275
Regina
1925 Rose Street ⬥ Regina, SK   S4P 3P1
⬥ Tel: (306) 787-2225
Saskatoon
345-3rd Avenue South ⬥ Saskatoon, SK   S7K 2H6
⬥ Tel: (306) 933-5753
Swift Current
885-6th Avenue NE ⬥ Swift Current, SK   S9H 2M9
⬥ Tel: (306) 778-8904
Yorkton
23 Smith Street West ⬥ Yorkton, SK   S3N 0H9
⬥ Tel: (306) 786-1415

Designated Groups	Programs & Services for Employers
All Designated Groups	Organizational Development & Planning
	Education and Training

	Information Services
	Research & Development Services
	Promotion & Marketing Services
	Business Resource Centre
	Small Business Loans

| **Description:** |
| A similar program applies to the Regional Development Corporations |
| (RDC's) located in Northern Saskatchewan. |

| **Contact Information:** |
| Saskatchewan Northern Affairs |
| Mistasinihk Box 5000 ◆ La Ronge, SK   S0J 1L0 |
| ◆ Tel: (306) 425-4261 |

☑ **ABORIGINAL PEOPLES**

Métis Nation Regional Offices
Description:
The Métis National Council reflects and moves forward on the desires and aspirations of the Métis governments at a national and international level.
Contact Information:
Head Office
219 Robin Crescent ◆ Saskatoon, SK   S7L 6M8
Tel: (306) 343-8285 ◆ Fax: (306) 343-0171
Eastern Region 1 Region Office
P.O Box 72 ◆ Cumberland House, SK S0E 0S0 ◆ Tel: (306) 888-2157
Eastern Region 2 Region Office
P.O Box 158 ◆ Archerwill, SK S0E 0B0 ◆ Tel: (306) 323-4520
Eastern Region 2A Region Office
10B Ashwood Place ◆ Yorkton, SK S3N 2N2 ◆ Tel: (306) 783-4030
Eastern Region 3 Region Office
P.O. Box 1188 ◆ Fort Qu'Appelle, SK S0G 1S0 ◆ Tel: (306) 332-3834
Northern Region 1 Region Office
P.O. Box 310 ◆ Air Ronge, SK S0J 3G0 ◆ Tel: (306) 425-3335
Northern Region 2 Region Office
P.O. Box 385 ◆ Buffalo Narrows, SK S0M 0J0 ◆ Tel: (306) 235-5836
Northern Region 3 Region Office
P.O. Box 159 ◆ Ile a La Crosse, SK S0M 1C0 ◆ Tel: (306) 833-2204
Western Region 1 Region Office
Box 3058 ◆ Meadow Lake, SK S9X 1Z7 ◆ Tel: (306) 236-3122
Western Region 1A Region Office
1371-106th Street ◆ North Battleford, SK S9A 2Y9 ◆ Tel: (306) 446-4729
Western Region 2 Region Office
1439 12th Street West ◆ Prince Albert, SK S6V 3E7 ◆ Tel: (306) 763-5356
Western Region 3 Region Office
Box 987 ◆ Lumsden, SK S0G 3C0 ◆ Tel: (306) 543-1094

Tribal Councils & First Nations In Saskatchewan

Description:

Tribal Councils and First Nations constitute the Indian Governments of Saskatchewan. These bodies provide a variety of counselling and advisory services to First Nations people, many of which deal with employment.

Contact Information:

Agency Chiefs Tribal Council

P.O. Box 327 ◆ Spiritwood, SK   S0J 2M0

Tel: (306) 883-3880 ◆ Fax: (306) 883-3336

Battlefords Tribal Council

P.O. Box 1300 ◆ North Battleford, SK   S9A 3L8

Tel: (306) 445-1383 ◆ Fax: (306) 937-7797

File Hills Qu'Appelle Tribal Council

P.O. Box 985 ◆ Fort Qu'Appelle, SK   S0G 1S0

Tel: (306) 332-8200 ◆ Fax: (306) 332-1811

Fort Carlton Agency Council

P.O. Box 220 ◆ Shell Lake, SK   S0J 2G0

Tel: (306) 468-2326 ◆ Fax: (306) 468-2344

Meadow Lake Tribal Council

8003 Flying Dust Reserve ◆ Meadow Lake, SK   S9X 1T8

Tel: (306) 236-5654 ◆ Fax: (306) 236-6301

Prince Albert Grand Council

P.O. Box 2350 ◆ Prince Albert, SK   S6V 6Z1

Tel: (306) 953-7200 ◆ Fax: (306) 764-6272

Saskatoon Tribal Council

Suite 200-335 Packham Avenue ◆ Saskatoon, SK   S7N 4F1

Tel: (306) 956-6100 ◆ Fax: (306) 244-7273

South East Treaty #4 Tribal Council

P.O. Box 550 ◆ Whitewood, SK   S0G 5C0

Tel: (306) 696-3160 ◆ Fax: (306) 696-3146

Touchwood Agency Tribal Council

P.O. Box 280 ◆ Punnichy, SK   S0A 3C0

Tel: (306) 835-2937 ◆ Fax: (306) 835-2198

Yorkton Tribal Council

21 Bradbrooke Drive ◆ Yorkton, SK   S3N 2J8

Tel: (306) 786-7888 ◆ Fax: (306) 786-7855

Designated Groups	Programs & Services for Employers
Aboriginal	While no formal programs are in place,
	agreements can be made with employers on
	a case-by-case basis. Wage and training
	subsidies may be provided.

- **Aboriginal Human Resource Development Council of Canada (AHDRCC)**
  708-2nd Avenue North
  Saskatoon, SK   S7K 2E1 Canada
  Telephone: (306) 956-5360
  Facsimile: (306) 956-5361
  Email: contact.us@aboriginalhr.ca
  Website: http://www.aboriginalhr.ca/en/home

- **Aboriginal Services Kiosk (ASK) (Saskatchewan), Government of Canada**
  Box 489
  Air Ronge, SK   S0J 3G0
  Telephone: (306) 425-4778
  Facsimile: (306) 425-4780
  Email: asksask@kcdc.ca
  Website: http://www.asksask.sk.ca/

- **Federation of Saskatchewan Indian Nations Head Office**
  Suite 200-103A Packham Avenue
  Saskatoon, SK   S7K 4K4
  Telephone: (306) 665-1215
  Facsimile: (306) 244-4413
  Website: http://www.fsin.com/index.html

- **Indian and Northern Affairs Canada (Saskatchewan Region)**
  Room 200, 1 First Nations Way
  Regina, SK   S4S 7K5
  Telephone: (306) 780-5945
  Facsimile: (306) 780-5733
  Website: http://www.ainc-inac.gc.ca/sk/index_e.html
  AWPI website: http://www.ainc-inac.gc.ca/ai/awpi/tkt_e.html

- **Interprovincial Association of Native Employment**
  Website: http://www.iane.ca

☑ **PERSONS WITH DISABILITIES**

Saskatchewan Abilities Council
Description:
Our purpose is to provide and assist optimal independence and active participation in all aspects of society for people with disabilities.
Contact Information:
Website: http://www.abilitiescouncil.sk.ca
Provincial Services
2310 Louise Avenue ◆ Saskatoon, SK   S7J 2C7
Tel: (306) 374-4448 ◆ Fax: (306) 373-2665
Saskatoon Branch
1410 Kilburn Avenue ◆ Saskatoon, SK   S7M 0J8
Tel: (306) 653-1694 ◆ Fax: (306) 652-8886
partnersinemployment.saskatoon@abilitiescouncil.sk.ca
Regina Branch
825 McDonald Street ◆ Regina, SK   S4N 2X5
Tel: (306) 569-9048 ◆ Fax: (306) 352-3717
partnersinemployment.regina@abilitiescouncil.sk.ca
Swift Current Branch
1551 North Railway Street West ◆ Swift Current, SK   S9H 5G3
Tel: (306) 773-2076 ◆ Fax: (306) 778-9188
Yorkton Branch
162 Ball Road Box 5011 ◆ Yorkton, SK   S3N 3Z4
Tel: (306) 782-2463 ◆ Fax: (306) 782-7844
partnersinemployment.yorkton@abilitiescouncil.sk.ca
Prince Albert Depot
1205 First Avenue East ◆ Prince Albert, SK   S6V 2A9
Tel: (306) 922-0225 ◆ Fax: (306) 764-8376
Moose Jaw
Tel: (306) 693-3020
partnersinemployment.moosejaw@abilitiescouncil.sk.ca

Designated Groups	Programs & Services for Employers
Persons with Disabilities	*Partners in Employment*
	- Free Labour Brokerage Service
	- Job Marketing Services
	- Employment Counselling Services
	Supported Employment Program
	- Job Developer Services
	- Job Coaches
	- Job Placement & Maintenance Services

Saskatchewan Association of Rehabilitation Centres (SARC)	
Description:	
SARC represents community-based organizations that provide residential, developmental, and employment, supports/services to thousands of individuals with disabilities.	
Contact Information:	
111 Cardinal Crescent ◆ Saskatoon, SK S7L 6H5	
Tel: (306) 933-0616◆ Fax: (306) 653-3932	
Email: contact@sarcan.sk.ca	
Website: www.sarcsarcan.ca	

Designated Groups	Programs & Services for Employers
Persons with Disabilities	*SARCAN Recycling*

☑ **VISIBLE MINORITIES & IMMIGRATION**

Saskatchewan Immigrant Nominee Program (SINP)	
Description:	
The Saskatchewan Immigrant Nominee Program (SINP) can provide an alternate and quicker means of entry into Canada.	
Contact Information:	
Immigration Branch – Government of Saskatchewan	
7th Floor – 1945 Hamilton Street ◆ Regina, Saskatchewan S4P 2C8	
Tel (Applicants and employers): (306) 798-7467	
Tel (Saskatoon employers only): (306) 933-6916	
Fax: (306) 798-0713	
Email: http://www.immigration.gov.sk.ca/Contact	
Website: http://www.immigration.gov.sk.ca	
Designated Groups	**Programs & Services for Employers**
Visible Minorities	Assistance from Provincial Immigration Officers
	Application processing times that are faster
	Select applicants whose skills and abilities best fit the province's needs
	7 categories: skilled workers, family members, health professionals, entrepreneurs, farm owner/operators, students, long haul truck drivers

▪ **Citizenship and Immigration Canada**
   Telephone: 1-888-242-2100 (Call Centre)
   Website: http://www.cic.gc.ca/english/index.asp

Saskatoon Open Door Society (SODS)	
Description:	
SODS is a non-profit organization established in 1981 to provide a broad range of services to refugees and immigrants.	
Contact Information:	
247 1st Avenue North ◆ Saskatoon, Saskatchewan S7K 1X2	
Tel: (306) 653-4464 ◆ Fax: (306) 653-4404	
Email: info@sods.sk.ca	
Website: http://www.sods.sk.ca/	
Designated Groups	**Programs & Services for Employers**
Visible Minorities	Recruitment assistance
	Post-hiring support
	On-site translation
	Training work experience placements
	Assistance in language skills training
	Workplace cross-cultural awareness education
	Assistance with credential recognition for foreign-trained workers

- **International Women of Saskatoon**
  412-230 Avenue R South
  Saskatoon, SK   S7M 2Z1
  Telephone: (306) 978-6611
  Facsimile: (306) 978-6614
  Website: http://iws1.sasktelwebsite.net/index.html

- **Saskatchewan Intercultural Association**
  405-230 Avenue R South
  Saskatoon, SK   S7M 2Z1
  Telephone: (306) 978-1818
  Facsimile: (306) 978-1411
  Website: http://www.siassoc.sk.ca/

Regina Open Door Society (RODS)	
Description:	
RODS is a non-profit organization founded in 1976 to provide a broad range of services to refugees and immigrants.	
Contact Information:	
1855 Smith Street ◆ Regina, Saskatchewan S4P 2N5	
Tel: (306) 352-3500 ◆ Fax: (306) 757-8166	
Website: www.rods.sk.ca	
Designated Groups	**Programs & Services for Employers**
Visible Minorities	*Free Résumé Database & Job Postings*
	- Potential employees with education levels ranging from entry level to PhD.
	Ongoing Support
	- Provided to hired clients and employers
	Other Human Resource Needs
	- Cultural & Employment Mediation
	- On-site Language Instruction
	- Cross-Cultural Training
	- Translation and Interpretation Services

▪ **Regina Immigrant Women Centre**
  2248 Lorne Street
  Regina, SK   S4P 2M7
  Telephone: (306) 359-6574
  Facsimile: (306) 522-9959
  Website: http://www.iwsregina.org/

☑ **OTHER**

▪ **Canada Customs and Revenue Agency**

Saskatoon Office	Regina Office
340 3rd Avenue North	Suite 260 1783 Hamilton Street
Saskatoon, SK S7K 0A8	Regina, SK S4P 2B6
Fax: (306) 652-3211	Fax: (306) 757-1412

GST/HST Credit: 1-800-959-1953
Business Enquiries: 1-800-959-5525
Website: http://www.cra-arc.gc.ca/menu-e.html

▪ **Human Resources and Social Development Canada**

Saskatoon	Regina
101 22nd Street E.	1783 Hamilton Street
Saskatoon, SK S7K 0E2	Regina, SK S4P 2B6

Telephone: 1-800-926-9105
Website: http://www.hrsdc.gc.ca/en/home.shtml

▪ **Saskatchewan Human Rights Commission - Saskatoon**
8th Floor Sturdy Stone Building, 122-3rd Avenue North
Saskatoon, SK   S7K 2H6
Telephone: (306) 933-5952   Toll Free: 1-800-667-9249
Fax: (306) 933-7863
Website: http://www.shrc.gov.sk.ca/default.html

▪ **Saskatchewan Human Rights Commission - Regina**
Suite 301, 1942 Hamilton Street
Regina, SK   S4P 2C5
Telephone: (306) 787-2530   Toll free: 1-800-667-8577
Fax: (306) 787-0454
Website: http://www.shrc.gov.sk.ca/default.html