AOD LEADERSHIP ACCELERATOR PROGRAM

WORKSHOP 3 – MANAGING HR & CRITICAL INCIDENTS EFFECTIVELY

DAY 1 – HR ESSENTIALS

Acknowledgement of Country

RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct the business of the University.

RMIT University respectfully acknowledges their Ancestors and Elders, past and present.

RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.
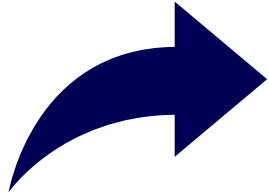
Artwork 'Sentient' by Hollie Johnson
Hollie is a Gunaikurnai and Monero Ngarigo woman from Gippsland who graduated from RMIT with a BA in Photography in 2016.

OVERVIEW

OF THE DAY

OVERVIEW OF TODAY

HR ESSENTIALS

- Legislation & Compliance

- Employee Lifecycle

- Performance Management & Support

- Conducting Performance Appraisals

OVERVIEW – WORKSHOP 3

DAY 1 – HR ESSENTIALS

- 9:30am-9:45 am – HR Intro & Recap on W/S 1 & 2

- 9:45am-10:30am – HR Legislation & Compliance

Morning Break (10:30am -10:45am)

- 10:45am-12:15pm – Employee Lifecycle

Lunch Break (12:15 – 1:00pm)

- 1:00pm-2:30pm – Performance Mgt. & Support

Afternoon Break (2:30pm-2:45pm)

- 2:45pm-4:00pm – Conducting Performance Appraisals
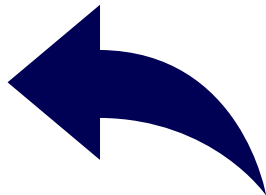
- 4:00pm-4:30pm – Workshop Conclusion

End of Day 2

HR INTRODUCTION &

RECAP OF WS1 & WS2

RECAP OF WORKSHOP 1 & 2

**PRIMARY FOCUS HAS BEEN ON LOOKING AT YOURSELF AS A LEADER**

- Who you are, and how you interact with others
- Where you fit in the structure of the organisation
- Your role both a supervisor operationally & clinically
- The change of focus from being in a client facing role to being a leader and manager of others
- Being an advocate for the vision and mission of the organisation and it's strategic plan – the 'us'

Until now the focus has been on understanding yourself more.

Moving forward, we are focusing more on building capacity of those you lead

UNDERSTANDING OUR WORKFORCE
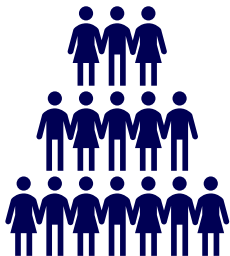
Age: Workforce is evenly spread across age groups – 76.2% 36+ years, 45% 45+ years, 8.4% 61+ years, 2.3% 21-25 years.

Cultural diversity: 1.28% identified as Aboriginal, 78.1% were born in Australia, 4.2% speak a second language as part of their role in the AOD sector.

Health: 13.8% reported having a long-term health condition, impairment or disability that restricts their everyday activities.

Carer responsibility: 58% have at least one caring responsibility (unpaid care to an older person, children or a person with a disability).

LLE: 85% reported having lived experience with AOD – 39.6% personal, 45.5% family member. 5.3% are in AOD peer worker roles.

VAADA Workforce Development Survey 2023

EMPLOYEES & WELLBEING

Benefits Include:

- improved wellbeing and mental health

- fewer injuries and sick days

- greater job satisfaction

- increased productivity

- increased worker engagement

- reduced staff turnover

Business Victoria

LEADERSHIP, EMPLOYEES & WELLBEING

As a leader your role is to support employee wellbeing while concurrently:

- Driving performance to meet qualitative & quantitative KPIs

- Identifying & bridge gaps in performance through support and development

- Meeting legislation, compliance and best practice requirements

- Conducting performance appraisals and set goals & plans for employee development

WORKPLACE

LEGISLATION & COMPLIANCE

DUTY OF CARE

TO COMPLY WITH:

- **External** – LEGISLATION & INDUSTRY BEST PRACTICE STANDARDS & FRAMEWORKS

- **Internal** - POLICIES & PROCEDURES

TO ENSURE:

- **Minimum Fair employment working conditions –** whole of employee lifecycle

- **A safe working environment** – both physically and psychologically

KEY LEGAL FRAMEWORKS - EXTERNAL

LEGISLATION

Fair Work Act 2009

Work Health Safety Act 2011

Privacy Act 1988

REGULATORS

Fair Work Ombudsman

Safe Work Australia

WorkSafe Victoria

COMPLIANCE FRAMEWORKS - INTERNAL

Policy Bank
Institute of Community Directors

POLICIES	PROCEDURES
Code of Conduct	Culture, behaviour & compliance with policies
WHS Policy	General as well as AOD specific
HR Policy	Eg. Recruitment, induction, flexible work arrangements

SCATEGORIES - POLICIES

AOD IN CONTEXT

LIST YOUR ORGANISATION:

POLICIES

- WHS related
- Fair Work related
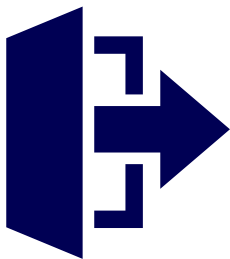
PROCEDURES

- Generic
- AOD specific

BREAK

EMPLOYEE

LIFECYCLE

REASONS FOR LEAVING THE SECTOR

1. **Low** salary/poor employment benefits

2. **High** stress burnout

3. **Workload** e.g. large caseloads, long hours

4. **Lack** of job security/short-term contracts

5. **Nature** of working with complex/difficult clients

VAADA Workforce Development Survey 2023

THE 6 STAGES OF THE EMPLOYEE LIFECYCLE

1. **Attraction**
2. **Recruitment**
3. **Onboarding**
4. **Retention**
5. **Career Development**
6. **Separation**

PERSONIO https://www.personio.com/hr-lexicon/employee-life-cycle-model-uk/

- The moment they are exposed to your brand – mission & vision

- Their experience on how they move from applicant to employee

- First 6 months – imbedding into the culture & operations of your organisation

- The drivers for why they stay – retaining their knowledge, skills & experience

- Building capacity, competency and loyalty – improving wellbeing & KPIs

- Reasons behind as well as the process of offboarding them

EMPLOYEE LIFECYCLE

AOD IN CONTEXT

1. Attraction

WRITE AN ELEVATOR PITCH:

4 sentences maximum (1 sentence each)

1. What's your org, Vision & Mission statements

2. Why would they want to work for your org?

3. Why would they want to work in your team?

4. What's your team's culture like?

EMPLOYEE LIFECYCLE

AOD IN CONTEXT

2. Recruitment

PURPOSEFULLY BUILD YOUR TEAM

Consider:

1. Integrating with existing personalities & learning styles

2. Mix of diversity, knowledge, skills, experience

3. Governance & policies – organisation culture, attitudes, knowledge, behaviour

4. Their career development aspirations – are they likely to be here a short or long time? Why are either beneficial?

55.6% reported that it had either been challenging or very challenging to recruit staff in the past 12 months.

VAADA Workforce Development Survey 2023

EMPLOYEE LIFECYCLE

AOD IN CONTEXT

3. Onboarding

THE INDUCTION PROCESS

1. What is your organisation's induction process?

2. What is included in the induction?

3. How do you support them to reach full capacity of KPIs – qualitatively and quantitively before their probation period ends?

EMPLOYEE LIFECYCLE

AOD IN CONTEXT

4. Retention

CULTURE, FIT, COMPLIANCE & MEETING EXPECTATIONS

1. Employee contract/job description vs. KPIs

2. Supporting workplace wellbeing in AOD

3. Defining KPIs & planning for their success

4. Note taking – in terms of team members & performance

38.6% reported that it had either been challenging or very challenging to retain staff in the past 12 months.

VAADA Workforce Development Survey 2023

EMPLOYEE LIFECYCLE

AOD IN CONTEXT

5. Career Development

VERTICAL VS. HORIZONTAL MOBILITY

Consider developing a combination of Knowledge, Skills & Experience

1. Coaching, mentoring, shadowing
2. Formal & informal opportunities
3. Internal & external sources
4. Online, face to face
5. Written, audio, videos

EMPLOYEE LIFECYCLE

AOD IN CONTEXT

6. Separation

IT IS CRITICAL TO UNDERSTAND WHY

Through exit interviews

1. Career advancement or looking for new opportunities?

2. Logistics – location, travel, flexibility, financial

3. Organisation gaps – in developing staff, governance, leadership, workload, wellbeing, other?

4. Notice periods are not served, high turnover

LUNCH

PERFORMANCE

MANAGEMENT & SUPPORT

CULTURE OF HIGH PERFORMANCE MINDSET

1. **Defining KPIs**
2. **Note Taking**
3. **Under performance**
4. **Support for success**
5. **Uncomfortable Conversations**
6. **Understanding your workforce**

- KPIs that reflect roles and work setting
- Importance for recollection, compliance & staff development
- Identifying barriers, performance issues – inc. underlying reasons
- Coaching, training, tools, resources and exposure to experience
- Mirroring staff DISC communication styles & negotiating outcomes
- Supporting growth and development to succeed

ADDRESSING PERFORMANCE ISSUES

When performance requires improvement, address it straight away. Don't wait until the annual performance appraisal to discuss it.

When you address performance challenges during an appraisal, switch to problem solving utilizing critical and creative thinking strategies.

Jointly explore the causes of the performance challenge and the steps you can each take to improve it.

FEEDBACK TRAPS & HOW TO AVOID THEM

Halo/horns effect

- Your assessment of one area of an employee's performance influences how you assess the other areas.
  - This greatly reduces accuracy and objectivity.
- Rate each aspect of performance independently of the others.
- Use self-awareness to be alert to your own biases.
- Rely on facts, not intuition.

Positive, negative or centralising

- This is a tendency to be too lenient, too strict or too average in ranking employees
- Assess each aspect of an employee's performance individually and objectively

Recency

- This is allowing recent events to overshadow older ones.
  - This can artificially sway your evaluation, limiting its fairness and accuracy.
- Base your appraisal on job performance over the whole period under review, not what has occurred most recently.

Stereotyping

- Assuming that people who belong to certain groups are similar
  - This can blind you to seeing people's performance realistically and objectively.
- Be aware of cultural differences, but treat each job-holder individually and on their merits.

Psychoanalysing

- While it's helpful to understand 'why' someone does something, it's important to remember the scope of your role as a leader which support them to successfully meet job performance requirements

INCLUDE IN COMMUNICATION FEEBACK:

1. **Learning Styles**
2. **Communication Drives**
3. **EARS acronym**
4. **BAT- MICE - acronym**
5. **Constructive Feedback**

- Visual, auditory, kinaesthetic

- Learn, bond, acquire, defend

- Explore, affirm, recap, silence

- Balanced, actionable, timely, meaningful, 'I', constructive, empathy

- Objective explanation, improvement suggestion, be clear on change

SBIR MODEL

AOD IN CONTEXT

SITUATION– in which you observed the person

BEHAVIOUR– in context to the situation

IMPACT– of the behaviour in the situation to you

RESPONSE – your response and questions you might have of the person

GIVING FEEDBACK BASED ON DISC STYLES

DOMINANCE
- Direct, get to the point, tell them about results
- Talk to them about how to get from the current state to the desired state
- Rely on their drive to take action
- Give them independence

INFLUENCE
- Focus on the big picture
- Be engaging in your communication
- Be clear about expectations and the impact on others
- Communicate that you believe in their ability to rise to the challenge
- Recognise the value in their enthusiasm and high energy
- Leave room to discuss questions

CONSCIENTIOUSNESS
- You need to be very specific and have clear examples
- Share talking points ahead of time
- May need some time to internalise feedback and come up with a response
- Be very clear about expectations, deadlines, timelines and even smaller milestones – avoid surprises!

STEADINESS
- Be warm, patient, supportive and reassuring – acknowledge improvements and give plenty of feedback
- Recognise what they're doing well now
- Guide them and work together on a plan to get the desired outcome
- Encouragement helps them feel safe and secure
- They can feel criticism personally – be really clear about separating person from behaviour

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INCLUDE IN COACHING:

1. **Coaching**

2. **Keep, Stop Start**

3. **More, Less, Same**

- Goal, options, reality, will do

- Keep this, stop that, start that

- More of this, less of that, same of that

COACHING QUESTIONS

1. What does **success** look like for you in this situation?

2. What do you see is the biggest **challenge** here?

3. What is an **alternative perspective** of this issue/situation?

4. What is **preventing** you from moving forward?

5. What's the most important thing to **focus** on right now?

6. How can I **support** you?

PERFORMANCE & CONFLICT OF VALUES

WHAT MIGHT BE A VALUES CONFLICT?

- **Expectations** regarding the quality of the work being done
- **Ideological differences** (values, philosophies and beliefs)
- **Money vs. quality** of service
- **Quality vs. compliance**
- **Who makes the decisions** – consensus, authority
- **Will rights be compromised** - workloads, WHS

MANAGING CONFLICT

COMMON CAUSES:

- Unmet expectations

- A lack of necessary skills

- A lack of information or misunderstandings

- Conflicting interests, values or ideas

- Discrimination or harassment

- Clashing personality types

- Clashing work styles

- Leadership issues

- Not enough resources

COMMON RESPONSES:

Confronting/collaborating – both parties' interests met

Avoiding/withdrawing – problem not addressed

Forcing/competing – only one party gets their way

Smoothing/accommodating – the other party gets their way

Compromising – meeting in the middle

TIPS TO MANAGE CONFLICT

Ideally, we want to adopt a collaborative, problem-solving approach to resolve a situation of conflict

1. Adopt an open, good faith approach
2. Acknowledge emotions
3. Try to understand the interests of each party
4. Be open to the other person's interests and perspective
5. Demonstrate preparedness to explore your own interest, feelings and actions
6. Brainstorm a range of options focusing on the mutual interests of the parties

Relationships Victoria - Managing conflict in the workplace

PERFORMANCE MANAGEMENT CONVERSATIONS

CLASS ACTIVITY

IN PAIRS

PERFORMANCE MANAGEMENT

Undertake a performance conversation - choose 1 scenario.

They are a different DISC style to you – you must mirror their DISC style

Scenario 1 - They are not meeting KPIs in service delivery – Your staff member is consistently not completing their case notes within the 24-hour window despite this being mentioned in team meetings and through a staff-wide email reminder.

Scenario 2 – There is a values conflict – Your staff member has communicated that they don't agree with the Therapeutic Community (TC) model and does not follow the TC processes when on shift, causing staff splitting within the community.

Scenario 3 – Due to their learning style, they are not following the organisation procedure which is supposed to meet a legislative requirement – Your staff member isn't completing incident reports involving clients. They have completed the internal Health & Safety e-learning twice since they started 1 year ago.

BREAK

CONDUCTING

PERFORMANCE APPRAISALS

PERFORMANCE APPRAISALS

A performance appraisal is a formalised assessment and discussion of an employee's performance and their potential for development.

Most formal performance appraisals take place annually.

PERFORMANCE APPRAISALS

MAIN USES OF PERFORMANCE APPRAISALS

Look backwards – to review workplace performance

- Plan improvements and streamline

Look to the future – set goals

- Probation review (prior to permanent placement)

PERFORMANCE APPRAISALS

BENEFITS TO EMPLOYEES

Performance appraisals allow employees to:

- Clear up any concerns and deal with them.
- Ask for assistance in improving their performance, including training and professional development.
- Establish clear work expectations and goals for the upcoming period.
- Explain their work, training and career goals.
- Formally summarise and gain feedback and recognition for their performance and achievements.
- Gain a better understanding of their strengths and weaknesses.
- Understand how they contribute to the goals of the organisation.

PERFORMANCE APPRAISALS

BENEFITS TO MANAGERS

Performance appraisals offer managers:

- A systematic way to focus employees on achieving goals
- Formally acknowledge and recognise employee talents and achievements
- Find ways to further improve current performance by providing clear direction and constructive feedback
- The opportunity to highlight areas where the employee needs:
  - training in critical, creative thinking and emotional intelligence
  - further development
  - coaching
- Mutual understanding of strengths and opportunities.

PERFORMANCE APPRAISALS

CYCLE OF PERFORMANCE REVIEWS
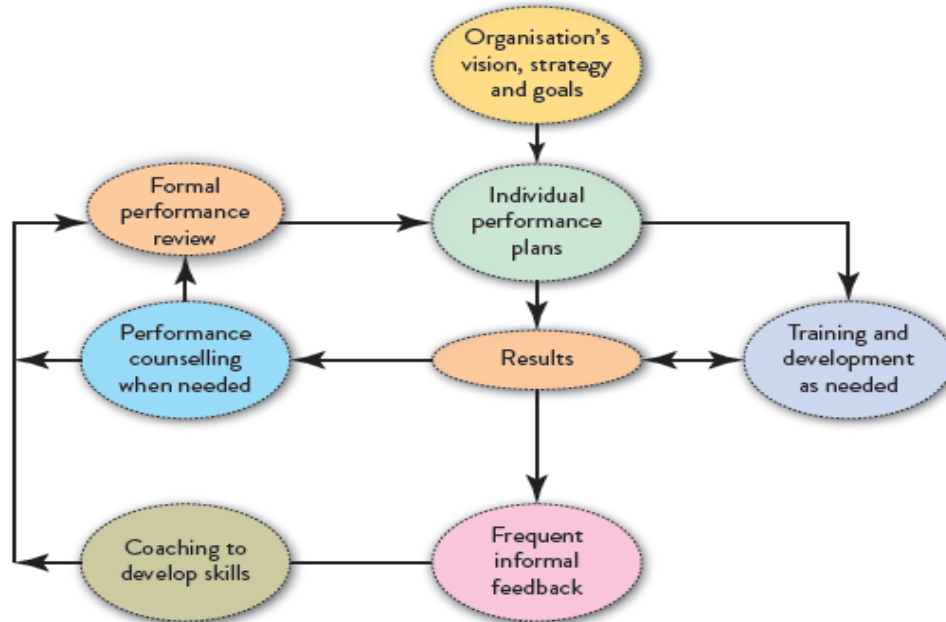
PERFORMANCE APPRAISALS

WHAT IS ASSESSED AT A PERFORMANCE REVIEW?

- Ability to achieve results

- Ability to develop productive working relationships and work as part of a team

- Ability to make decisions

- Business acumen and alignment with organisational mission, vision and values

- Reliability, punctuality and attendance

- Future potential

- Job knowledge

- Accuracy or work and output

- Training and development needs.

PERFORMANCE APPRAISALS

GETTING THE BEST RESULTS

encourage open communication and build understanding

help employees to improve performance and find ways to meet personal goals

shed light on organisational difficulties and ascertain solutions

are well prepared for, and focus on, the individual.

PERFORMANCE APPRAISALS

WHAT MANAGERS NEED TO KNOW FROM THOSE THEY APPRAISE

Managers need to know about the employee's:

- ambitions and aspirations
- attitudes and expectations about their job and its rewards
- views on how they can be of more help as a manager
- main problems faced
- self-assessment of performance
- successes during the review period
- views on any job changes.

PERFORMANCE APPRAISALS

WHAT EMPLOYEES NEED TO KNOW FROM THEIR MANAGER

The employee needs:

- clarification of their job, targets and responsibilities
- constructive feedback with any problem areas
- to know departmental objectives and how they contribute to them
- recognition of good work
- ideas for ways to improve
- to hear about opportunities for job growth and professional development.

PERFORMANCE APPRAISALS

WHAT YOU SHOULD AGREE ON TOGETHER

A manager and employee should agree on:

- an action plan for future development
- an overall assessment of performance
- any training needs – e.g. emotional intelligence, critical and creative thinking
- how you will help and what support you will provide
- targets for the next review period.

PERFORMANCE APPRAISALS

THE RATING SCALE METHOD

CONDUCTING A PERFORMANCE APPRAISAL

YOU WILL BE PUTTING SKILLS LEARNED SO FAR INTO PRACTICE:

CLASS ACTIVITY

- Understanding of management and organisational governance
- Your persona, leadership style, personality type
- Tapping into the drives of the audience
- Considering the diversity of the group
- Problem solving using Critical thinking and Emotional Intelligence
- Using Above the Line Thinking & Coaching
- Handling difficult conversations and negotiating a positive outcome

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CONDUCT A PERFORMANCE APPRAISAL

CLASS ACTIVITY

IN PAIRS

1. Initial chat about areas done well and areas to improve

2. Do activity

3. Debrief on how manager went

PERFORMANCE APPRAISAL

Use a rating scale method – cover all areas.

They are a different DISC style to you – you must mirror their DISC style

- **Area 1** – Their past performance – identify training, knowledge, skills & experience gaps

- **Area 2** – Where you want to see them in 6 months – discuss how to bridge the gaps from area 1

- **Area 3** – Discuss their career aspirations in the next 12 months and make a plan to bridge knowledge, skills & experience gaps to get there

WORKSHOP

CONCLUSION

RECAP OF WORKSHOP 3
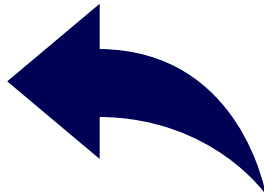
DAY 1 - HR ESSENTIALS

- Legislation & Compliance

- Employee Lifecycle

- Performance Management & Support

- Conducting Performance Appraisals

END OF DAY 1