

Continuing Care *Above and Beyond Because We Care*



A Recruitment and Retention Resource Guide for Employers

Produced by NSAHO with funding from the Nova Scotia Department of Health

NOTE: This Resource Guide is meant to provide employers with information on issues related to recruitment and retention of workers. Specifically, it is meant to be a source of information only, and does not represent an endorsement by NSAHO of programs and/or resources included.

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Looking to Support Growth in the Workplace?

Essential Skills

SOURCE: Human Resources and Social Development Canada. Retrieved from: http://srv108.services.gc.ca/english/general/home_e.shtml

Understanding Essential Skills

Essential Skills are the skills people use to carry out a wide variety of everyday life and work tasks.

Essential skills are not the technical skills required by particular occupations, but rather the skills applied in all occupations. For example, writing skills are required in a broad range of occupations. The complexity and frequency of writing varies, of course. Some workers fill out simple forms every day, while others write daily or monthly reports.

Essential Skills enable people to do their work.

Essential Skills are **enabling skills** that:

- Help people perform the tasks required by their occupation and other activities of daily life
- Provide people with a foundation to learn other skills
- Enhance people's ability to adapt to change

The nine (9) Essential Skills are:

- Reading text
- Document use
- Writing
- Numeracy
- Oral communication
- Thinking skills
- Working with others
- Computer use
- Continuous learning

Investing in Essential Skills can result in:

- Higher productivity
- Reduced error rates
- Improved safety
- Reduced absenteeism
- Greater employee retention
- Enhanced communication and teamwork
- Improved employee morale
- Enhanced corporate image

Essential Skills Toolkit

The Essential Skills toolkit consists of a series of generic, easy to use tools that enables you to integrate Essential Skills into the workplace through human resources practices such as training, hiring, and assessment. They include:

Essential Skills Hiring Checklist

- This tool is designed to support your hiring decisions. You can collect information about the Essential Skills of potential employees, and compare it with the skills required for the position being filled.

Essential Skills Survey

- This tool is designed to help you identify potential Essential Skills issues or areas of strength in the workplace.

Essential Skills Workplace Check-up

- This tool is designed to help you gather useful employee feedback to improve human resources practices, such as training.

Essential Skills Training Activities

- This tool is designed to help you incorporate Essential Skills into workplace training. It includes a series of activities that focus on each of the nine (9) skills and can be incorporated into formal or informal training to help improve their Essential Skills.

Essential Skills Reading Indicator

- This tool is designed to give you an indication of employees' Reading levels by providing examples of Level 1 and Level 2 assessment questions. It can be used to obtain useful information about skills in order to enhance training.

Essential Skills Document Use Indicator

- This tool is designed to give you an indication of employees' Document Use level by providing examples of Level 1 and Level 2 assessment questions. It can be used to obtain useful information about skills in order to enhance training.

Essential Skills Numeracy Indicator

- This tool is designed to give you an indication of employees' Numeracy levels by providing examples of Level 1 and Level 2 assessment questions. It can be used to obtain useful information about skills in order to enhance training.

Essential Skills Online Indicator

- This Essential Skills Online Indicator is a pilot tool that can help you gain a better understanding of employees' Essential Skills levels. It contains a series of short quizzes that will provide an indication of their skill strengths and areas that may require improvement.

A variety of new tools will be available in 2008, including support for self-assessment, portfolio development, and strategies for integrating Essential Skills upgrading into the workplace.

NOTE: To order copies of Essential Skills publications, mail or fax your request to:

Enquiries Centre
Human Resources and Social Development Canada
140 Promenade du Portage
Phase IV, Level 0
Gatineau, QC K1A 0J9
Fax: (819) 953-7260
Email: publications@hrsdc-rhdcc.gc.ca

Include the publication number in your request:

[What are Essential Skills Profiles?](#)

HIP-010-12-06

[What is the Essential Skills Research Project?](#)

HIP-025-11-04

[Defining Essential Skills](#)

HIP-024-06-07

[Building Essential Skills in the Workplace](#)

HIP-028-03-05E

[Living and Learning - Essential Skills Success Stories](#)

HIP-031-02-06

[Essential Skills Hiring Checklist](#)

WP-031-02-07E

[Essential Skills Survey](#)

WP-028-02-07E

[Essential Skills Workplace Check-up](#)

WP-029-02-07E

[Essential Skills Training Activities](#)

WP-030-02-07E

[Essential Skills Reading Indicator](#)

WP-039-06-07E

[Essential Skills Document Use Indicator](#)

WP-040-06-07E

[Essential Skills Numeracy Indicator](#)

WP-038-06-07E

Essential Skills Kit Folder

WP-032-02-07

NOTE: the above documents can also be accessed by clicking on the link.

NOTE: The *Readers' Guide to Essential Skills Profiles* is available on-line at:
http://srv108.services.gc.ca/english/general/readers_guide_whole.shtml

How to Obtain a GED

SOURCE: Nova Scotia Department of Education (<http://ged.ednet.ns.ca/index.shtml>)

What are the GED tests?

Many adults who did not graduate from high school have acquired skills through work, community, family and study experiences, at or above a secondary school level. The GED allows these adults to demonstrate academic abilities that are **equivalent** to those of high school graduates. The content of the test items measure skills relevant to adult experiences.

The General Educational Development (GED) is an international high school equivalency testing program for adults. The GED is composed of a series of five (5) tests that evaluates participants' skills and knowledge in the following subject areas:

- Language Arts-Reading
- Language Arts-Writing
- Mathematics
- Social Studies
- Science

The GED tests are designed to measure the skills that correspond to those of recent high school graduates. The tests involve the ability to understand and apply information; to evaluate, analyze, and draw conclusions; and to express ideas and opinions in writing. Adults who pass the five tests receive a **Nova Scotia High School Equivalency certificate of Grade 12**.

Why write the GED tests?

Adults who have not completed high school write the GED tests to earn an official document stating they have a Grade 12 secondary school equivalency standing. People want to gain their GED for many reasons:

- To gain employment
- To qualify for a better job
- To get a promotion within their company or organization
- To apply for admission to education and training institutions
- For personal satisfaction

Who accepts the GED certificate?

GED certificates are awarded in all of the Canadian provinces and territories and are awarded in all of the American states and territories.

In some jurisdictions, GED test scores are accepted as being equivalent to secondary school graduation requirements for the purposes of employment, promotion, and licensing. Some post-secondary institutions (such as community colleges and universities) also accept GED test scores for admission purposes.

The Department of Education **cannot** guarantee that a GED certificate will be accepted by employers or post-secondary institutions in every instance.

If you plan to use the GED certificate for community college, university entrance or for a job application, you should first ask the institution or workplace involved if the GED is acceptable or meets their minimum requirements.

Who may take the tests?

To write the GED tests in Nova Scotia, you **must** meet all of the following requirements at the time of application:

- You must be at least 19 years of age on the date of the tests
- You must not have a Grade 12 certificate from any institution
- You must have been out of the public school system for at least one year

You must provide **government issued photo I.D. for proof of identification and age at the time of application.**

How long do the tests take to write?

The five (5) tests take a total of seven (7) hours and fifteen (15) minutes to complete. However, you must also allow time for registration, initial instructions and breaks between tests. The tests are usually written over a two-day period.

Under certain circumstances, individuals may be granted additional time to write the tests.

What is on the GED tests? What subjects do the tests cover?

The GED tests are designed to measure understanding in subject areas comparable to a high school program. You are required to write an essay for Part II of the Language Arts Writing test. All other tests consist of multiple choice questions. In Mathematics there are 10% alternate format questions (not multiple choice).

Language Arts-Reading (40 multiple-choice questions, 1 hour and 5 minutes)

This test measures your ability to understand culturally diverse reading passages and answer questions in two content areas:

- 75% Literacy Texts
- 25% Non-fiction Texts

Language Arts-Writing (2 hours)

The Language Arts Writing test is intended to measure your ability to use standard written English clearly and effectively. It contains two (2) parts and you must complete both parts to receive a mark.

- Part I (50 multiple-choice questions, 1 hour and 15 minutes) – the questions will measure your ability to correct, revise, and organize passages in the following areas: sentence structure (30%), word usage (30%), mechanics (25%), and organization (15%). Part I will be worth approximately 60% of the total mark for Language Arts-Writing test.
- Part II (Essay, 45 minutes) – requires you to write an essay of approximately 200-250 words on a topic which is based on general knowledge and has been chosen to interest and engage the writer. No specialized knowledge is required to respond to a topic. You are encouraged to draw on your own observations and experiences. You are encouraged to plan, write, and revise your essay. The essay will be worth approximately 40% of the total mark for Language Arts-Writing test. You must achieve an average essay score in order to pass. Examinees who score high on the multiple-choice, but fail to pass the essay must retake the entire Language Arts-Writing test (Parts I and II).

Mathematics (40 multiple-choice questions, 10 alternative format questions, 1 hour and 30 minutes in 2 parts, 45 minutes each)

The mathematics test places emphasis on your ability to solve realistic tasks. The situations are natural rather than contrived and deal with the world of work, the consumer, technology, family experiences, etc. There are four content areas covered:

- 20-30% Number Operations and Number Sense
- 20-30% Measurement and Geometry
- 20-30% Data Analysis, Statistics, and Probability
- 20-30% Algebra Functions and Patterns

The item sets require you to access multiple pieces of information including bar graphs, pie charts, tables, and diagrams. The test booklets are separated into two parts and contain a formula page. Part I permits the use of a calculator. Part II does not. You will have practice time with the calculator prior to the test. The two (2) parts of the Mathematics test are equally weighted and you must pass both parts.

Social Studies (50 multiple-choice questions, 1 hour and 10 minutes)

This test measures your ability to use knowledge and information about fundamental social studies concepts. It will contain at least one (1) excerpt from a historical document and at least one (1) practical document. It consists of reading passages, graphics or visuals. It includes items with a specific focus on the Canadian community (40%) and others which deal with the global community (60%) in four (4) content areas:

- 40% History
- 20% Economics
- 25% Civics and Government
- 15% Geography

Science (50 multiple-choice questions, 1 hour and 20 minutes)

This test integrates thinking skills with National Science Education Content Standards:

- 45% Life Science
- 20% Earth and Space Science
- 35% Physical Science

NOTE: the science and mathematics tests use metric terms and measurements.

Do I need to prepare for the tests?

The GED tests offer you an opportunity to show the learning that you have accomplished since leaving school. Skills which you have gained from working, parenting, training, travelling, volunteering, reading, and many other experiences have helped you to prepare to write the tests. For some adults, these skills may be sufficient to ensure success.

However, other adults may need to enrol in upgrading and/or GED preparation programs before writing the tests. The purpose of these programs is to review certain subject matters and/or to build on essential reading, writing, and math skills. Some adults who may not need to take a formal course may want to work with GED preparation materials to practice test-taking skills.

Contact the GED Testing Service in the Adult Education office nearest you to get information on upgrading and GED preparation programs and to find out where to borrow or purchase GED preparation materials and texts.

How do I apply to take the tests?

To apply, you must mail or deliver a completed application form and appropriate fees to the office nearest to the area in which you wish to write. **Faxes will not be accepted.** The completed application form and fees **must** be received at the regional offices **AT LEAST 2 WEEKS** prior to your preferred testing date.

Application forms are available from the following regional offices:

Any Area within Halifax Regional Municipality (HRM)

GED Testing Service, Adult Education
Department of Education
4th Floor, 2021 Brunswick Street, Trade Mart Building
PO Box 578, Halifax, NS B3J 2S9
(902) 424-4227

Cape Breton and Victoria Counties

GED Testing Service, Adult Learning and Innovation
Department of Education
360 Prince St., Suite 39
Sydney, NS B1P 5L1
(902) 563-2312

Guysborough, Antigonish, Richmond and Inverness Counties

GED Testing Service, Adult Education
Department of Education
c/o Strait Area Campus, NSCC
226 Reeves St.,
Port Hawkesbury, NS B9A 2A2
(902) 625-3761

Colchester, Cumberland and Pictou Counties

GED Testing Service, Adult Education
Department of Education
60 Lorne St., Suite 3
Truro, NS B2N 3K3
(902) 893-5988

Hants, Kings, Annapolis and Digby Counties

GED Testing Service, Adult Education
Department of Education
c/o Kingstec Campus, NSCC
236 Belcher St.,
Kentville, NS B4N 0A6
(902) 679-6203

Lunenburg, Queens, Shelburne and Yarmouth Counties

GED Testing Services, Adult Education
Department of Education
80 Logan Rd.,
Bridgewater, NS B4V 3J8
(902) 543-0649

What are the costs?

Contact your local GED testing service for information on the current application fee. You must include the correct fee with your application form.

Payment should be made by money order, payable to the Minister of Finance. **Personal cheques, credit cards, debit or cash are not accepted!**

GED fees are non-refundable.

Where and when will the GED tests be held?

The testing sessions are regularly scheduled during the GED testing year which runs from January to December.

Once you've been registered to write, you will receive a confirmation letter telling you when and where the test is scheduled to be written.

Nova Scotia GED Testing Locations include:

- Amherst
- Antigonish
- Bridgewater
- Dartmouth
- Digby
- Eskasoni
- Halifax
- Kentville
- Middleton
- New Glasgow
- Port Hawkesbury
- Sydney
- Truro
- Windsor
- Yarmouth

Note: For more information visit <http://ged.ednet.ns.ca/faq.shtml>

Applying for Student Loans

SOURCE: Nova Scotia Department of Education – Higher Education Branch. Retrieved from <http://studentloans.ednet.ns.ca/index.shtml>

Mission Statement

To provide in a timely and efficient manner, financial assistance to eligible students, thereby providing equal opportunity to access post-secondary education.

Programs and Principles

Programs

The Student Assistance Office administers:

- Canada Student Loans and Nova Scotia Student Loans
- Canada Millennium Scholarship Bursary
- Canada Study Grants for:
 - High needs students with dependents
 - High needs part-time students
 - Women in doctoral studies (for Ph.D level study in fields considered under-represented by women)
- Canada Access Grant:
 - Student from low income families
 - Students with permanent disabilities

Principles

The federal and provincial governments provide loans to help students study at designated universities, community colleges or private career colleges. The purpose of the Canada Student Loan (CSL) and Nova Scotia Student Loan (NSSL) is to supplement, not to replace, the financial resources that the individual (and family, if applicable) are expected to contribute. NSSL and CSL are based on financial need as determined through an assessment of the application. Educational costs (such as tuition fees, books and supplies, basic living expenses), and the resources Nova Scotia Student Assistance expects the individual (and family, if applicable) to contribute, are taken into consideration. **Student loans are not designed to supply all of the assistance needed to meet educational and living costs.**

Basic Eligibility

There are a number of basic eligibility criteria an individual must meet in order to be eligible to apply for financial assistance in Nova Scotia. As an applicant the individual:

1. must be either a Canadian citizen or a Landed Immigrant.
2. must be a Nova Scotia resident

3. can only apply for a Student Loan to attend approved full-time programs which lead to a degree, diploma or certificate. These programs must be at least twelve (12) weeks long and covered by an approved institution. Approved institutions include:
 - universities, colleges
 - technical institutions
 - community colleges
 - private care colleges

However, even though an institution has been approved, all of its programs may not have been. The following types of programs are NOT approved:

- upgrading programs
- fully-funded transition year programs
- courses that are not credited toward a degree, diploma, or certificate

An individual can apply for a Student Loan for some, but not all, qualifying year programs.

- The individual must be taking at least 60% of a full course load or 40% if the individual is a student with a permanent disability. For university students a full course load is normally five (5) courses per term. To be considered a full-time student, the individual will need at least three (3) courses per term.
- Any previous student loans must be in good standing (i.e., must not have defaulted on a student loan).
- The individual must maintain satisfactory scholastic standard.
- The individual must have passed the Nova Scotia Student Assistance credit check.

Responsibilities & Obligations

The office receives more than 23,000 applications a year. It can take 4-6 weeks to process the application. **Incomplete applications will delay processing.**

The individual must:

- Report any change in financial situation, such as an increase in resources (e.g., new part-time job, etc.). These changes will affect the amount of the loan. If changes are not reported before the loan is finalized, an individual may be assessed later and have to repay. Files are audited each year.
- Provide new address and phone number if moving.
- Read and follow the terms and conditions printed on the back of student loan documents.

Deadlines

All information must be received no later than eight (8) weeks before the study period ends. For example, if the program finishes any time in April, all information must be submitted before March 1st.

Students who do not apply early, often do not have enough time to send additional information needed to process, finalize or increase their loan award. It can take 4-6 weeks to process information sent. If starting classes in September, it is recommended that the application is received before June 30th. Loans cannot be awarded after the end of the study period. For this reason deadlines are enforced.

How To Get Help

The Client Service Officers who answer the phone can answer most of your questions. They are available during regular office hours, 8:30-4:30 p.m. each weekday.

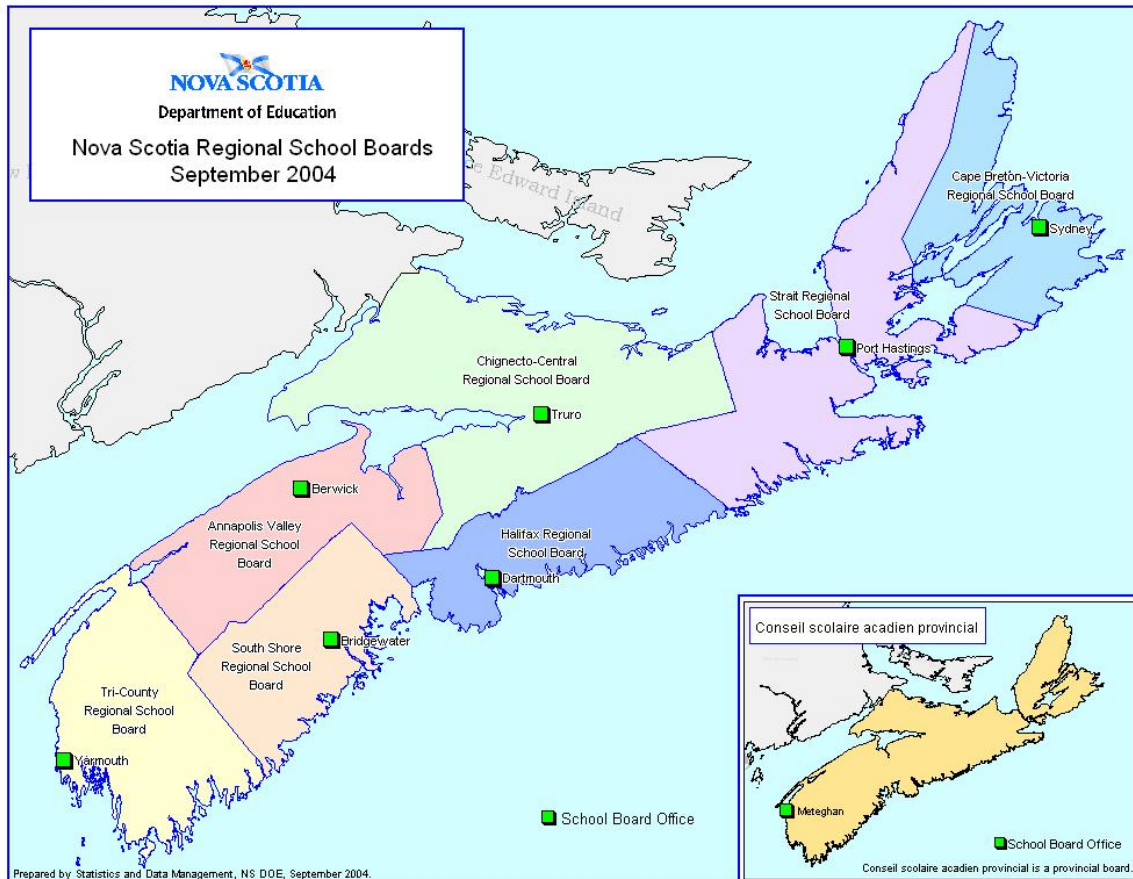
Phone 1-800-565-8420 or in the Metro area, 424-8420

NOTE: More detailed information on student loans, including all relevant definitions, directions on applying for loans, and application forms are available on the website (<http://studentloans.ednet.ns.ca/index.shtml>).

Nova Scotia Regional School Boards

SOURCE: Nova Scotia Department of Education website. Retrieved from:
<http://www.ednet.ns.ca/>

Please note: on each Regional School Board website, there is a list of all schools located in that district. You may also access a directory of all public schools at <http://ns-schools.ednet.ns.ca/>



Nova Scotia Regional School Boards

Annapolis Valley Regional School Board
<http://www.avrsb.ednet.ns.ca/>

Cape Breton-Victoria Regional School Board
<http://www.cbv.ns.ca/>

Chignecto-Central Regional School Board
<http://www.ccrsb.ednet.ns.ca/>

Conseil Scolaire Acadien Provincial
<http://csap.ednet.ns.ca/>

Halifax Regional School Board
<http://www.hrsb.ns.ca/>

South Shore Regional School Board
<http://www.ssrsb.ca/>

Strait Regional School Board
<http://ls-strait.ednet.ns.ca/srsb/SRSBoard.nsf/MainFrameSet>

Tri-County Regional School Board
<http://southwest.ednet.ns.ca/>

Invest in Youth

SOURCE: Nova Scotia Department of Education (www.investinyouth.ca)

Nova Scotia's education system offers many opportunities for employers to share their knowledge, experience, and skills with youth who are eager to be a part of the labour market including:

- Visit a school on career day
- Participate in a career fair
- Host workplace tours and job shadows
- Host a co-op student
- Participate in the new Options and Opportunities program (www.ednet.ns.ca/02)

The level of commitment is up to the employer; however, the key factor to the success of any of these programs is employers who are willing to mentor students in their industry. In order for employers to engage with their local schools, they have to be aware of the opportunities that exist. To help raise awareness, the Skills and Learning Branch of the Department of Education has launched an initiative called *Invest in Youth*.

This initiative includes the creation of a secure database that can be accessed by select schools and Department of Education staff to connect students and employers for a range of mentoring options.

The *Invest in Youth* initiative also includes a number of promotional and educational tools and activities:

- Invest in Youth website
- Invest in Youth database of employers, accessible through the website
- The Business of Mentoring: A Guide for Employers
- Personal contact with employers made by regional Employer Engagement Navigators

Many employers in Nova Scotia are facing a shrinking workforce due to upcoming retirements or growth plans that will overwhelm current staffing levels. Today's youth are our greatest resource. They are the future workforce. Through *Invest in Youth*, employers are linked to a local network of skilled potential workers. It also gives students access to exploration opportunities in their local communities that will help inform and clarify career decisions. By accessing local employer mentors, youth are able to identify exciting possibilities that exist in Nova Scotia.

RN Co-Op Placements in Long Term Care

SOURCE: RN Co-Op Placements in Long Term Care presentation. Retrieved from: www.nsafo.ns.ca and Nova Scotia Nursing Strategy website. Retrieved from: http://www.gov.ns.ca/health/includes/print_page.asp

About the Co-Op Program: Support to Nursing Students

Student nurses in the Dalhousie University, St. Francis Xavier University, and Cape Breton University nursing programs have an opportunity to earn money and gain employment experience in nursing practice between the third and fourth years of study through the co-operative education program.

Co-operative Learning Experience Program

Co-operative (Co-op) learning experiences are made possible by Nova Scotia's Nursing Strategy, and benefit both future nurses and employers.

The Co-op program offers unique opportunities for:

- Nursing students at the end of their third year to earn money while working in clinical settings
- Nursing students to acquire confidence and valuable clinical experience by working with seasoned practitioners and increase their nursing knowledge and skills
- Employers to recruit nurses, especially those in areas that may have difficulty recruiting new graduates

Nova Scotia's Nursing Strategy Co-operative Learning Experience Program Policy can be found at: <http://www.gov.ns.ca/health/nursing/pubs/Co-operative%20Learning%20Experience%20Program%20-%20Policy%202007.pdf>

Nova Scotia's Nursing Strategy Co-operative Learning Experience Program – Pay and Benefits Guidelines can be found at: <http://www.gov.ns.ca/health/nursing/pubs/Co-operative%20Learning%20Experience%20Program%20-%20Pay%20and%20Benefits%20Guidelines.pdf>

Recruiting Co-op Placements in Long Term Care

NSAHO developed a presentation to support continuing care employers promote the benefits of choosing a co-op position in continuing care.

“Discover a challenging and rewarding career opportunity”

Nursing students are asked to consider a co-op placement in long term care. The benefits will include:

- Discovering a challenging and rewarding career opportunity.
- Contributing to a multidisciplinary team approach that responds to complex resident care needs.

- Experiencing the personal satisfaction of knowing they are making a positive difference in people's lives.

Providing Real Professional Experience Opportunities

Long term care is a complex work environment that provides real and unique opportunities for professional experience including:

- Medication planning in conjunction with pharmacists
- Care planning for individual residents
- Overseeing a healthcare team
- Working with a multi-faceted team that includes the resident and their family
- Palliative care and end of life issues

Considering long term care will enable the RN student to develop:

- Professional skills
- Critical decision making, assessment and leadership skills
- Nursing diagnosis skills
- Independent care planning skills
- Critical thinking of care issues (i.e., adaptations, special needs, etc.)

Considering long term care will enable the RN student to develop professional learning such as:

- Taking a holistic approach to death and dying
- Building relationships with families and involving them in resident care planning
- Working with physicians (liaison)
- Being responsible for the supervision of a facility during evenings, nights, and weekends

Hiring Nursing & CCA Students

Hiring Eligibility of Nursing Students in Continuing Care

SOURCE: Personal communication with Janis Brown, Senior Policy Analyst, Nursing Strategy, Nova Scotia Department of Health February 18, 2008.

Students enrolled in nursing program are only allowed to work in nursing positions if they are participating in the RN Co-op Placement program. Nursing students *can* be hired by employers to perform activities of daily living.

Hiring Continuing Care Assistant Students in Continuing Care

SOURCE: Continuing Care Assistant Entry to Practice Policy. (Approved February 24, 2006). Nova Scotia Department of Health, Continuing Care Branch.

Section 6.0 Employment of Student for Replacement Coverage

6.1 Notwithstanding the requirements outlined in Section 4.0 of this policy, students may be hired on a temporary basis to provide replacement coverage for employees who provide direct care and support services to clients in designated service venues, provided the following educational and operational criteria are met:

6.1.1 The individual is actively enrolled in a Baccalaureate Nursing Program or Practical Nursing Program.

6.1.2 The individual has successfully completed courses of a Baccalaureate Nursing Program or Practical Nursing Program.
- Body Mechanics: Positioning/Transfers
- Personal Care & Special Treatments

6.1.3 The individual holds current certification in CPR/First Aid.

6.1.4 The individual has completed an applicable clinical placement.

6.1.5 Where the setting permits, the individual must be assigned to work in conjunction with another staff member in a team environment.

6.1.6 A clinical supervisor at the nursing school provides a recommendation for employment.

6.1.7 The individual is orientated to the employing organization prior to commencing work.

6.2 It is the responsibility of the employer to determine the need for and to implement any requirements related to extra supervision or restrictions in duties for students hired under the provisions of Section 6.1 of this policy.

Employer's Responsibility in Recruiting: Legislative Requirements

SOURCE: Dalhousie University Student Employment Centre. Retrieved from:
<http://studentemploymentcenter.dal.ca/default.asp?mn=1.123.1060>

It is the employer's responsibility to:

- Comply with all relevant federal and provincial legislation

Federal Labour Laws: <http://www.hrsdc.gc.ca/en/gateways/business/menu.shtml>

Nova Scotia/Provincial Labour Laws: <http://www.gov.ns.ca/enla/labstand/qna.htm>

Service Canada: Labour Market Partnerships

SOURCE: Service Canada website. Retrieved from:
<http://www.servicecanada.gc.ca/en/about/index.shtml>

Labour Market Partnerships is an employment program of Human Resources and Social Development Canada that provides funding to organizations to encourage, support, and facilitate labour force adjustments and human resource planning activities which are in the public interest.

Program Information

Program Objective: Labour Market Partnerships funds projects that encourage and support employers, employee/employer associations and communities *in developing and implementing strategies for dealing with labour force adjustments and meeting human resource requirements*. Labour Market Partnerships *addresses labour market issues through partnerships*.

Eligibility Information

Am I eligible for participation in Labour Market Partnerships?

Individuals

- Labour Market Partnerships do not provide financial assistance directly to unemployed Employment Insurance eligible individuals.

Organizations

- Businesses, organizations, municipalities, band/tribal councils, public health and educational institutions, and provincial/territorial governments* are eligible to receive funding as sponsors. (*Note: special conditions apply).
- Proposed activities must focus on an identified labour market issue and be assessed as likely to have a positive impact on the labour market. All activities must involve partnerships. Within these parameters, Labour Market Partnerships may support activities related to human resource planning and labour force adjustments.
- Activities funded under Labour Market Partnerships may include related research, development of human resource strategies, promotion of beneficial human resource and best practices, coordination of community-based approaches to addressing labour market issues, short-term adjustment of services for workers facing lay-off, and development of economic (employment) development plans and community marketing plans.
- Projects (activities) must have defined start and finish dates, and not be part of a sponsor's day-to-day operations.
- Other criteria may apply.

Contact Information

- Service Canada website: www.servicecanada.gc.ca
- General inquiries: 1-800-O-Canada (1-800-622-6232)

Temporary Foreign Worker Program

SOURCE: Human Resources and Social Development Canada. Retrieved from: http://www.hrsdc.gc.ca/en/workplaceskills/foreign_workers/index.shtml

Every year, Canadian employers hire thousands of foreign workers to help address skill and labour shortages.

Human Resources and Social Development Canada (HRSDC) and Citizenship and Immigration Canada (CIC) work to ensure that the employment of foreign workers supports economic growth and helps create more opportunities for all Canadians.

How to Hire a Temporary Foreign Worker

The federal government's Temporary Foreign Worker Program allows eligible foreign workers to work in Canada for an authorized period of time if employers can demonstrate that they are unable to find suitable Canadian/permanent residents to fill the jobs and that the entry to these workers will not have a negative impact on the Canadian labour market. Employers from all types of businesses can recruit foreign workers with a wide range of skills to meet temporary labour shortages.

Three (3) departments: Citizenship and Immigration Canada (CIC), Service Canada (the service delivery arm of Human Resources and Social Development Canada (HRSDC) and the Canada Border Services Agency – work together to manage and deliver the Temporary Foreign Workers Program.

Things to Know Before Starting the Process

- To hire a foreign worker, you generally must obtain a positive Labour Market Opinion (LMO) (also known as an employment confirmation) from Service Canada, unless the work category is exempt from the LMO process. To determine if you are exempt from the LMO process, contact CIC (see Step 1 of *Hiring Foreign Workers in Just 4 Steps* below).
- If an LMO is required, you must obtain the employment confirmation before your prospective foreign worker(s) apply for a work permit.
- When applying for an LMO, you will have to demonstrate:
 - The efforts made to recruit and/or train willing and available Canadians/permanent residents;
 - That the wages you are offering are consistent with the prevailing wage rate paid to Canadians in the same occupation in the region;
 - That the working conditions for the occupation meet the current provincial labour market standards; and
 - Any potential benefits that the hiring of the foreign worker may have on the Canadian labour market (e.g., creation of new jobs, transfer of skills and knowledge, etc.)
- In most cases, foreign workers must apply for a work permit at a Canadian visa office abroad.

- Depending on their country of citizenship, foreign workers may require a temporary resident visa (TRV) to enter Canada.
- Depending on the type of work they will undertake in Canada and where they have resided in the last year, foreign workers may also require a medical examination before entering Canada.
- Foreign workers may be refused a work permit and entry into Canada by a Border Services officer (regardless of whether employment confirmation has been obtained) if they are found inadmissible for a number of reasons, including criminal, security or medical grounds.

Hiring Temporary Foreign Workers in Just Four (4) Steps

In the majority of cases, there are four (4) steps involved in hiring a temporary foreign worker from outside of Canada. The need to complete each step will depend on the specifics of the job offer and the foreign workers' country of citizenship and last permanent residence.

Employers and foreign workers must ensure that they provide accurate and complete information or the application process may be delayed.

The four (4) steps are:

1. determine if you require an LMO
2. apply for an LMO from Service Canada (if required)
3. advise the foreign worker(s) to complete the work permit application, which is then processed by CIC (if applicable)
4. a Boarder Services Officer at a port of entry issues the work permit

For More Information

Visit the websites of HRSDC (www.hrsdc.gc.ca and follow the links to Policies and Programs, and Foreign Workers) and CIC (www.cic.gc.ca)

To obtain publications, contact:

HRSDC Publications Services
 Human Resources and Social Development Canada
 140 Promenade du Portage
 Gatineau, QC K1A 0J9
 Fax: (819) 953-7260

Note: Refer to the *How to Hire a Temporary Foreign Worker: A Guidebook for Employers* (<http://www.cic.gc.ca/english/resources/publications/tfw-guide.asp>) for more information on the pre-approval process to hiring foreign trained workers, in-depth information on hiring foreign trained workers in four (4) steps, and other information for both employers and foreign workers.

Looking for a Job?

What the Potential Employee Should Do

SOURCE: Youth Employment Strategy, Government of Canada. (2002). *Looking for a Job*. Human Resources and Skills Development Canada: Hull, Quebec. Retrieved from: www.youth.gc.ca

The demand for skilled and knowledgeable workers in all types of jobs will soon be greater than the number of trained people necessary and ready to do the work. To address this, the Government of Canada launched an Innovation Strategy which aims at providing Canadians of all ages with the skills and learning opportunities they need to fully participate in Canada's labour market.

Looking for a Job can:

- Help you find a job whether you want full-time or part-time
- Help you learn the what, where, and how-to of job hunting
- Help you learn about yourself with exercises to help discover what kind of job you may be suited for
- Help by providing information on how to apply, how to write a resume and cover letter, how to prepare for an interview, etc.

Looking for a Job has 5 sections:

- Section 1 – Know Your Interests and Skills
- Section 2 – What Employers Are Looking For
- Section 3 – Plan Your Career – So What's Out There?
- Section 4 – Prepare Your Marketing Tools To Help Sell Yourself
- Section 5 – Other Stuff You Should Know

Tools to Better Prepare Potential Employees

SOURCE: Nova Scotia Association of Health Organizations. (2000-2001). Bedford, NS.

The following resources were developed by NSAHO, Learning and Development:

- Resume workbook
- Interview tips manual

Resume Basics

Worksheets



Please neatly complete all of the following worksheets. If a section does not apply to you, just mark a line through it. All of the information you provide may not be used in your actual resume. We will assist you in deciding what to use or not to use but in the meantime, too much information is better than not enough – it helps us paint a more colorful and marketable image of you!

CONTACT INFORMATION

name

full address

home phone

work phone

fax

EMPLOYMENT HISTORY

Please list your employment history starting with your present or most recent position **first**. If you do not have enough room, use the back of this page.

dates (year-year)

title/position

unit/dept

place of employment, city, province

dates (year-year)

title/position

unit/dept

place of employment, city, province

dates (year-year)

title/position

unit/dept

place of employment, city, province

EDUCATION AND PROFESSIONAL DEVELOPMENT

(Most recent first)

_____ dates _____ Name of institution - location (city & province)

_____ (degree/certification/diploma)

_____ dates _____ Name of institution - location (city & province)

_____ (degree/certification/diploma)

_____ dates _____ Name of institution - location (city & province)

_____ (degree/certification/diploma)

Notes: (list honors, awards, etc.)

Seminars/In-services/Workshops (most recent first):

_____ date	_____ title/subject	_____ date	_____ title/subject
_____ date	_____ title/subject	_____ date	_____ title/subject
_____ date	_____ title/subject	_____ date	_____ title/subject
_____ date	_____ title/subject	_____ date	_____ title/subject

Designated Medical Functions – Shared Competencies

PROFESSIONAL AFFILIATIONS AND COMMITTEES

(Past and present – most recent first)

dates	position held – name of association/committee, location
dates	position held – name of association/committee, location
dates	position held – name of association/committee, location
dates	position held – name of association/committee, location
dates	position held – name of association/committee, location

Notes: (think of any special achievements, projects, etc. that came out of your involvement) _____

OTHER SPECIAL SKILLS

(languages, computer programs, use of machinery, office equipment etc.)

PUBLICATIONS/PRESENTATIONS

date	title	where presented/published
date	title	where presented/published
date	title	where presented/published

HOBBIES / INTERESTS / COMMUNITY INVOLVEMENT

PROFILE

Self-Evaluation Checklist

Use this checklist to help create your profile which is a brief introductory sketch of you. Check the terms that apply to you. Go through the list a second time and double check those that are relevant to the type of job to which you will be applying. The terms that have two may be the ones to consider using in your profile.

	I Display	Next Job		I Display	Next Job		I Display	Next Job		I Display	Next Job
Academic			Enthusiastic			Organized			Steady		
Accurate			Exceptional			Original			Successful		
Adaptable			Experienced			Outgoing			Sympathetic		
Adept			Expert			Perceptive			Tactful		
Analytical			Expressive			Perfectionist			Tenacious		
Assertive			Fair-minded			Persevering			Thinks Quick		
Astute			Firm			Persistent			Thoughtful		
Alert			Flexible			Pioneering			Thorough		
Ambitious			Friendly			Pleasant			Thrifty		
Analytical			Gentle			Positive			Versatile		
Attentive			Generous			Practical			Vigorous		
Calm			Good-natured			Precise			Visionary		
Capable			Helpful			Productive			Warm		
Careful			High Energy			Progressive			Wise		
Caring			Honest			Quick			Able		
Challenge, likes			Humorous			Reasonable			Accomplished		
Cheerful			Idealistic			Reliable			Accountable		
Clever			Imaginative			Resourceful			Active		
Composed			Independent			Respectful			Agreeable		
Competent			Industrious			Responsible			Amicable		
Competitive			Innovative			Risk Taking			Courteous		
Confident			Insightful			Self-confident			Animated		
Conscientious			Inspiring			Self-reliant			Understanding		
Considerate			Intellectual			Sensitive			Open-minded		
Consistent			Intuitive			Trustworthy			Optimistic		
Constructive			Inventive			Unassuming			Orderly		
Cooperative			Kind			Uncommon			Spontaneous		
Creative			Logical			Unique			Dynamic		

Dependable			Loyal			Verbal			Eager		
Determined			Mature			Sincere			Effective		
Diplomatic			Natural			Empathetic			Enterprising		
Disciplined			Objective								

Profile: _____

Skills Verbs

Checklist for creating a Skills Inventory.

Guide to Writing an Effective Resume

Skills, skills and more skills!

Can you identify and discuss your skills, strengths, accomplishments, successes, interests, and passions?

Fact:

Eighty percent of your job search will be spent analyzing what it is you have to offer an employer. Identifying your skills will provide you with the following:

- Help in deciding what to do and where to do it.
- Help in identifying what you have to offer to an employer.
- Help in developing a powerful resume.
- Help in developing convincing answers to interview questions.
- Help in gaining confidence in what you've done and what you can do.

The following graph has three modules:

- Human relation Skills
- Information Skills
- Hands on Skills

Read through the three lists of skills and put a check mark beside every skill that you have.

Then, read through the lists again. This time circle your checked skill only if,

1. you want to continue using the skill, and or,
2. the work you want to do requires that you have the skill.

***HUMAN RELATION SKILLS / WORDS**

Following Directions	Presentation	Care-giving
-carries out -executes -dispatches -completes	-prepared -dynamic -humorous -confident -public speaking	-counseling -nursing -healing -curing -nurturing -serving
Serves	Leadership	
-customer service -waits on -assists	-open-minded -fair -assessment -flexible -supportive -observant -secure	Consultation
Empathy		-informed -expertise -advising -recommending -liaising -researching
-building rapport -non-judgmental -sensitive -compassionate -intuitive -listening	Negotiating/Mediating	Counseling
	-objective -belief in equality -unbiased -debating -compromising -define issues -informative	-interpretation -listening -supportive -respect -rapport -assertive -normalizing -clarifying issues
Communication		
-approachable -learner -verbal -responsive -writing	Spearheading	Teaching
Advocacy	-planning -goal setting -charismatic -honest -inspires respect -creative -innovative -visionary	-instructing -facilitating -demonstrating -training -assisting -communicating ideas -tutoring
-persuasive -determined -pro-active -informed -motivator		

INFORMATION SKILLS / WORDS

Attentive	Information gathering	Creative
-observant -detail orientated -focused -retention	-researches -reports -compiles -proves -evaluates	-draws -paints -music -visualize concepts -memory -rhythm -invents -connects ideas -interprets concepts -innovative
Patterns	Organization	Efficient
-connects -compares -analyzes -dissects -classifies	-prioritizes -lists -plans -combines -separates -stabilizes -coordinates	
Information Management	Development	-meets deadlines -foresees problems -troubleshoots -problem solves -improve productivity -resourceful
-files -inputs -sorts -extracts -separates -logs -reproduces -shares information -data base	-oversees -designs -improves -implements -expands	Other Skills
Mathematical	Testing	-considers -reflects -contemplates -attentive -applies -estimates -analyzes -practices -compares -peruses
-counts -computes -differentiates -calculates -totals -budgets -designs -graphics -tests	-studies -evaluates -assesses -determines -diagnoses -checks -modifies -troubleshoots -scrutinizes -investigates	

HANDS ON SKILLS / WORDS

Objects	Machinery	Tools/repair
<ul style="list-style-type: none"> -lifts -sorts -moves -cleans -fixes -improves -builds -delivers -checks 	<ul style="list-style-type: none"> -troubleshoots -operates -moves -manipulates -modifies -adapts -adjusts -observes -maintains -checks 	<ul style="list-style-type: none"> -builds -shapes -chops -creates -adjusts -fixes -repairs -prevents -restores
Outside Work		Precision Work
<ul style="list-style-type: none"> -plows -landscapes -paints -mows -grows -weeds -gardens -waters -prunes-plants -harvests -digs -monitors 	Assembles	
	<ul style="list-style-type: none"> -constructs -builds -structures -displays -installs 	<ul style="list-style-type: none"> -lathe -sews -drills -electronic -metal -stitching -draws -graphic -geometry

*Adapted from “The New Quick Job-Hunting Map”, Richard Nelson Bolles

Your Top Skills

On the spaces provided, enter the skills that have a check and a circle beside them. Now you need to explain how you've demonstrated each skill.

- Discuss what you did!
- How you did it!
- What was the outcome or result!
- You may ask yourself why you chose a particular word.

Examples:

Demonstrated – excellent evaluation and assessment abilities in determining appropriate level of nursing care required by patients.

Innovative – You may have listed this skill because you designed a new office system that improved efficiency and production.

Do not get stuck on structure or grammar at this point. Just get the information down so that you can draw from it later.

Harriet Bloom (sample resume)

5720 Parker Street, Halifax, Nova Scotia B3Y 1D6 441-1234

Profile

An adaptable, conscientious, and compassionate nurse with 10 years experience in diverse settings. Demonstrates a commitment to providing quality patient care and promoting positive health outcomes. Utilizes effective communication and interpersonal skills to foster excellent working relationships.

Competencies

ASSESSMENT & CLINICAL EXPERTISE

Provided safe care for multi system failure patients by displaying excellent assessment, documentation and evaluation skills. Confident in ability to provide expert nursing care to acutely and critically ill patients.

Skilled in assessing levels of pain, effectively intervening by giving injections, managing epidurals, initiating and monitoring PCA's and evaluating patients' responses.

Utilized critical thinking and superior judgement in interpretation of data when monitoring patients' and accurately recognizes potential complications before they arise.

COMMUNICATION & LEADERSHIP STRENGTHS

Provided professional supervision to nursing staff by encouraging nurses to prioritize and organize.

Successfully performed in charge nurse role by effectively delegating nursing responsibilities to staff, orienting new staff, and making sound decisions related to patient care.

Provided emotional support to patients and their families dealing with crisis situations in a respectful, compassionate, and professional manner.

EDUCATION & FACILITATION SKILLS

- ◆ Identified the educational needs of the unit and presented relevant research and information in lecture form to correspond to the learning requirements of the staff.
- ◆ Participated in the development of an educational booklet for patients and their families which addressed specific questions they may have relating to their condition.
- ◆ Taught, counseled, and provided support to families of cardiology patients regarding diagnosis, care, and follow-up.

Employment History

(List your employment/work history, beginning with your present or most recent position first.)

(Start year – Finish Year)	<u>Title/Position – Unit/Department – Site</u> Name of Institution, Location (city & province)
1998 – Present	QEII Health Sciences Centre, Halifax, NS <u>Staff Nurse – Cardiology</u>
1995 – 1998	<u>Staff Nurse – General Medicine</u>
1993 – 1995	St. Michael’s Hospital, Toronto, ON <u>Staff Nurse - Hematology</u>
1990 – 1993	Dartmouth General Hospital, Dartmouth, NS <u>Staff Nurse - ICU</u>
1985 – 1990	Northwood Home-care Incorporated, Halifax, NS <u>Community Care Worker</u>

Education

(List most recent education first, noting any honors, awards received)

Date Graduated	Name of Degree/Certification/Diploma Name of Institution, Location (city, province)
1996	Bachelor of Science, Nursing St. Francis Xavier University, Antigonish, NS
1989	Diploma in Nursing Victoria General School of Nursing, Halifax, NS

Professional Development

(List Seminars/Workshops)

Date	Name of Seminar – Name of Facility
Date	Name of Seminar – Name of Facility
Date	Name of Seminar – Name of Facility

~ References Available Upon Request ~

SAMPLE COVER LETTER

Your Name
Your Address and Phone Number

Date

Contact Person's Name
Title
Company Name
Address

Attention _____

State the position for which you are applying and where you saw the advertisement/heard about the position. Don't be afraid to express your enthusiasm!

Keep this paragraph short but hard hitting, explaining what makes you an ideal candidate for this position. State what you can contribute to this company; show how your qualifications match their criteria as stated in the job posting. Do not make this long and detailed. A cover letter should be no longer than a half a page.

In the closing paragraph, you should specifically request an interview. Include a phone number where you can be reached. You could alternatively mention that you will follow up with a phone call to arrange a meeting at a mutually convenient time. Thank the reader for their time and consideration.

Sincerely,

Your full name (typed)

REFERENCES

Please list three professional references. Make sure you first ask these people if they are willing to give you a **good** reference. I stress “good” because while we may like and get along with the people we work with, this doesn’t necessarily translate into them giving us a good work reference. Further, you may want tell your references about the specific position(s) you are applying for in order to aid them in thinking about what skills you have that would be most relevant to the new job. Also, don’t bother with letters of reference – most prospective employers want to talk directly to someone who is familiar with your work and work habits.

name

title/position dept/unit

place of employment

phone

name

title/position dept/unit

place of employment

phone

name

title/position dept/unit

place of employment

phone

Interview Tips Manual

Sample Questions

Familiarize yourself with common interview questions. Write your answers out so that you are prepared to communicate your qualifications more effectively during the interview.

- Do you prefer working alone or as part of a team? Why?
- What do you expect from a colleague with whom you work closely?
- How do you handle conflict with: coworker, boss, client?
- What skills would indicate you are a positive influence on the team?
- What has been your experience with crisis intervention?
- What causes you to lose your temper?
- Describe your last supervisor's management style.
- Describe the best person you ever worked for.
- What is your perception of this position? What do you think your role will be?
- What skills or strengths can you bring to this position? Describe briefly the nature of your experience in this setting.
- Describe past work experience in terms of projects you have worked on.
- What do you do when you encounter procedures that you are unfamiliar with?
- Describe your skills suitable for this role.
- What were your biggest pressures from your last job?
- What is the most important thing you learned from your previous experience that you will bring to this job?
- How do you organize and plan for major projects?

- What goals have you set for yourself and how do you plan to achieve them?
- Have you attended any conferences, seminars or workshops? Examples
- Describe various ways you learn new knowledge and skills.
- Have you thought about what your learning needs might be for this position and have you thought about how you might meet them?
- What skills would you like to develop in this job?
- What areas do you need to improve and do you have a plan in place to meet your needs?
- What are your orientation needs?
- If I were to ask a friend or spouse to describe you, what would they say?
- If I were to ask a co-worker/supervisor to describe you, what would they say?
- What type of work environment do you prefer? What do you look for in a supervisor/boss?
- Why should we hire you for this position?
- What would be your ideal job?
- What is your greatest accomplishment?
- What skills or ideas do you bring to the job that other candidates aren't likely to offer?
- Give me 2 examples of situations where you demonstrated leadership abilities.
- Describe a difficult situation that challenged your skills of problem solving?
- How did you resolve the situation? What would/could you have done differently?
- Give me an example of a time you did more than what was expected of you?
- Explain a time when you have taken the initiative.

- What was the hardest decision you've ever have to make and how did you handle it?
- A client is very upset with you and is being verbally aggressive. What would be your approach in dealing with this situation?
- What would you do if you found a friend and co-worker stealing supplies?
- A staff member is speaking on the phone in an angry tone presumably to a client/customer. How would you handle the situation?
- Describe how you've handled a conflict situation with a team member.
- Can you describe a situation where a crisis occurred and you had to shift priorities and workload quickly?
- What are your strengths?
- What are your weaknesses?
- What did you do to prepare for this interview?
- Tell us about yourself.

After The Interview

Do not ask for feed back before leaving the room. If you need feed back wait until after the hiring decision, and if you did not get the position, then ask.

Send a thank you note immediately after the interview to thank interviewers for their time (optional)

Self Check List

Did you look your best?

Did you thoroughly prepare, learning as much as you could about the company position and anything else relating to the job?

Did you use proper business etiquette from the moment you arrived until the moment you left – *with everyone*, including all the staff you came into contact with before and after the interview?

Did you present yourself as focused and concise?

Were you an active listener throughout the interview?

Did you answer questions in a calm and confident manner?

Did you show interest and enthusiasm in the job?

Did you tie your skills and accomplishments to the requirements of the job?

Recruitment Troubles? Employer Tools to Attract New Employees

Q&A: Promoting Continuing Care

What is continuing care?

Continuing care is a broad term used to describe a wide range of health-related services and other programs of support that are offered outside of the hospital setting, either on a long-term or short-term basis. Continuing Care programs and services help people to maximize their independence, promote their well-being, sustain or enhance their quality of life, and support families to meet the ongoing care needs of their loved ones. People of all ages and circumstances access these services, depending on the type and level of care they need. Sometimes this means receiving residential-based care and support or accessing services within the home.

There is a wide range of continuing care facilities and agencies. Some receive funding from the Department of Health while others operate under the jurisdiction of the Department of Community Services. Specifically, continuing care organizations include nursing homes, homes for the aged, home care agencies, home support agencies, residential care facilities, adult residential centres, regional rehabilitation centres, and community-based options including group homes and small option homes.

Some organizations, such as nursing homes, provide long term care services. Nursing homes provide personal and nursing care to persons who require a high level of care on a 24/7 basis. Taking a holistic approach to care, nursing homes also offer a variety of other programs and supports, such as spiritual care, nutrition services, and recreation therapy. Home care and home support agencies provide an array of services primarily to people in their homes, helping them to live independently within their communities to the greatest extent possible. Examples of home nursing care services include dressing changes, intravenous therapy or foot care. Examples of home support services include assistance with personal care and other activities of daily living, such as light housekeeping and meal preparation.

There are also continuing care organizations that provide supports for persons with disabilities. Two examples are Adult Residential Centres (ARCs) and Regional Rehabilitation Centres (RRCs). These organizations provide supportive living and other services, programs and supports to promote the well-being and independence of individuals with intellectual and/or physical disabilities, or long-term mental illness.

Clients of ARCs/RRCs generally have complex needs and require access to a continuum of programs and services that are responsive to those needs. The aim is to help them maximize their potential and enjoy improved quality of life.

All of these valuable programs and services are delivered by the caring and compassionate people who work in continuing care.

For more information on continuing care services and programs visit:

Department of Health <http://www.gov.ns.ca/health/ccs/default.htm>

Department of Community Services <http://www.gov.ns.ca/coms/>

What are the pros and cons of working in continuing care?

Home care pros include, but are not limited to:

- Flexible hours
- Client-centred care; one-on-one time with clients
- Flexibility in work location
- Work independently without direct supervision
- More responsibility (e.g., more involved with care planning, only care provider in the home, responsible for meals, mental stimulation, emergencies, etc.)
- More direct involvement with families (e.g., often a sounding board for families and a source of information)
- Ability to work with a diverse group of clients (e.g., able to learn about the individual, their cultures and traditions, etc.)
- Ability to learn skills from each client
- Less structured environment
- Ability to enhance the client's quality of life

Home care cons include, but are not limited to:

- High responsibility
- Need regular access to bus or vehicle
- Attachment to clients and their families
- A lot of independent work
- Frequent changes of clients, location, and environment
- Takes longer for client care plans to be updated
- Greater challenge in maintaining professional relations in a casual setting
- Physically and mentally demanding
- Dealing with death and end of life issues (e.g., may be harder in home care because you get to know the client better, client may express their personal fears and trepidations during later stages of life)
- Potential loss of hours when client passes away
- Work hours are not always stable, therefore pay cheques vary
- Increased travel time

Long-term care pros include, but are not limited to:

- Stable lifestyle
- Guaranteed hours (usually)
- Same location, more scheduled environment
- Ability to work on a multi-disciplinary team
- Ability to multi-task
- Allows education to continue at work
- Access to support in an emergency

- Ability to learn from colleagues
- More tools available (e.g., lifts, special equipment, etc.)
- Fast-paced environment; time passes quickly
- Long hours (e.g., shifts are usually 8-12 hours)
- Scheduled breaks
- More opportunities for social interactions with colleagues
- Degrees of care are different
- Greater ability to maintain professionalism in a more controlled environment

Long-term care cons include, but are not limited to:

- Less one-on-one time with clients
- Less participation with different areas of care (e.g., recreation department is responsible for recreation therapy/activities)
- Less flexibility with routine and schedule
- More task-oriented care versus client-oriented care
- A more institutional environment
- Physically and mentally difficult
- Residents are prone to loss of independence
- Burnout can happen easily
- Often short workers; may increase the number of clients one is responsible to provide care to

Jobs in Continuing Care

Continuing care employers are always looking for individuals to fill vacancies existing in their work places. There are numerous rewarding jobs that exist in the continuing care environment. These jobs sometimes have different position names, however typically have similar hiring requirements. These jobs include, but are not limited to:

- Administrator/Director
- Accountant/Bookkeeper
- Scheduler/Planner
- Receptionist/Secretary
- Director of Care
- RN
- LPN
- Continuing Care Assistant/Personal Care Worker/Home Support Worker
- Residential Worker/Residential Care Worker
- Activity Director/Recreation Therapist
- Activity Worker/Recreation Assistant
- Dietician
- Cook/Baker
- Food Service Worker
- Environmental Director
- Laundry Worker
- Seamstress
- Cleaner/Housekeeper
- Maintenance Director
- Maintenance Worker
- Physical Therapist
- Physical Assistant
- Occupational Therapist
- Occupational Assistant
- Physicians

NOTE: You can find the occupation descriptions of some of these positions on the National Occupation Classification (NOC) website: <http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml>

Employer Branding

SOURCE: Barrow, S. & Mosley, R. (2005). *The Employer Brand: Bringing the Best of Brand Management to People at Work*. John Wiley & Sons Ltd: The Atrium, Southern Gate, Sussex, England.

The introduction of this resource states:

“Your most important brand relationship is unlikely to be your choice of breakfast cereal, your car or even your football team, but the brand you work for – your employer brand.

How people feel about their employer brand is increasingly critical to business success or failure. Leading companies realize its importance in attracting and engaging the people they need to deliver profitable growth. They are also beginning to realize that creating a positive brand experience for employees requires the same degree of focus, care and coherence that has long characterised effective management of the customer brand experience.

This book provides the first comprehensive guide to developing and managing this critical business asset.

The experience

Lessons from the first ten years of employer brand theory and practice.

The business case

Facts and figures supporting the case for investment.

The roadmap

Practical step-by-step advice and guidance.

The blueprints

Useful models and checklists.

The inside story

Numerous examples and case studies from leading practitioners.”

Creating a Job Posting

SOURCE: Employer Toolkit – Career Services. Retrieved from: <http://careers.mcmaster.ca/tools/employer-toolkit/employer-toolkit/tutorial-all-pages> and Business Guide. Retrieved from: <http://www.lloydstsbbusiness.com/microsites/recruitment/guide/mrrecruiting.asp>

Attract talent that fits your organizational needs

Before advertising for a position, it is critical that you have a clear and detailed job posting. Key components of a clear and detailed job description include:

Position Title

- Create a job title that is transparent to the potential applicant

Time and Salary

- State the hours of work and the wage [optional]. Keep the guess work out, state whether the position will be paid either hourly, weekly, etc.

Purpose

- Identify why the position exists within your organization.

Qualifications

- Include specific education, training skills and experience that you would like your applicant to possess.

Responsibilities

- Outline the duties/tasks that are performed by this role. This can be broken down by percentage of time spent on each task.

Reporting Structure

- Name the person/position to whom the new hire will report. This will help eliminate conflicts in the future.

Other Details to Consider

- What is the position on offer? Is it permanent, full or part-time? Is flexible working an option?
- Other than core responsibilities, what other duties does this position involve?
- Define what experiences and skills are absolute requirements.
- Outline what other experience or skills would be useful.
- Define the required personal attributes.
- Describe the levels of responsibility, autonomy, self-development and training opportunities which will be important.
- Outline the benefits of joining your organization.

Posting Your Position

When posting your position include details such as:

- Position title
- Application deadline
- Number of positions available
- Contact information (e.g., e-mail, fax, etc.)
- Application requirements (e.g., resume, cover letter, transcript, course of study, etc.)

How to Find Your Candidate

There are different ways to find a potential employee:

- Grapevine
- Local jobcentre
- Press advertisements
- Recruitment agencies

Additional Resource

SOURCE: Workplace Skills National Occupation Classification. (2007). *Job Descriptions: An Employers' Handbook (How to write them – How to use them)*. Human Resources and Social Development Canada: Gatineau, Quebec. Retrieved from: http://www23.hrdc-drhc.gc.ca/2001/e/generic/NOC_HB_070316_en.pdf

Written specifically for smaller organizations, this handbook provides information on one of the key aspects of human resources management: job descriptions. The handbook will explain how:

- To write job descriptions adapted to your business needs;
- The National Occupational Classification (NOC) can help you in writing them; and
- To use the job descriptions for multiple HR-related tasks.

How to Develop a Newspaper Advertisement

SOURCE: Parker, Roger C. Looking Good in Print. Fifth Edition and Wilcox, Dennis L. Public Relations Writing and Media Techniques. Fourth Edition.

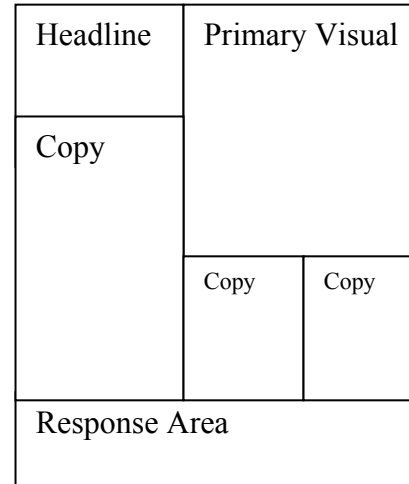
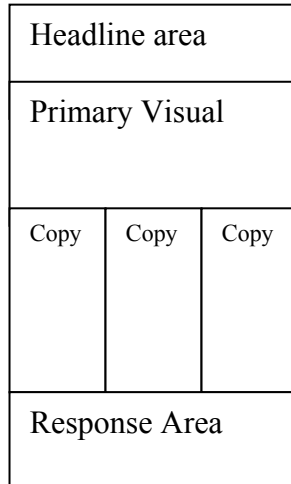
Print media continues to be a popular medium for sales, employment and promotional advertisements. Organizations can develop their own camera-ready material or, oftentimes, access support from the newspaper they are dealing with. Many newspapers, notably major dailies, provide graphic design and layout services as part of the advertisement cost. You provide the content and the advertising department will prepare a proof for your approval. Still, it is important to be aware of the major elements of print advertisements and principles of graphic design to help ensure your advertisement grabs your target audience's attention.

Basic Guidelines

- A print advertisement has three main objectives:
 - Capture your target audience's attention through use of an emotional or rational appeal.
 - Emotional appeals evoke an emotional response from the reader and suggest that they will become happier or more successful if they follow your suggested course of action.
 - Rational appeals provide a direct, upfront description of the benefits the reader will derive if they follow your suggested course of action.
 - Provide information.
 - Tell the reader how to act on the information you have provided (respond to call to action, i.e. how to apply for job, location of job fair)
- Three main elements comprise a print advertisement. These are:
 - **Headline.** A number of marketing specialists agree that the headline is the most important part of a print advertisement. The headline is what captures the target audience's attention and identifies the benefits of what you are offering (What is in it for them?). The headline should use positive language.
 - **Visual.** A visual image, such as a photograph or graphic, helps to enhance the visual appearance of the advertisement as well as reinforce the message in the headline.
 - **Copy.** This is the text element that provides the reader with all necessary information, such as organization name (including logo), contact name, address, phone number, hours of operation (if applicable), location of event, etc. The copy should be simple, concise and easy to read (avoid jargon, long words and superfluous adjectives). The first sentence or paragraph of the advertisement should expand on the information provided in the headline.
- The advertisement should reflect the organizational brand: logo, slogan, excerpt from mission or vision, etc.

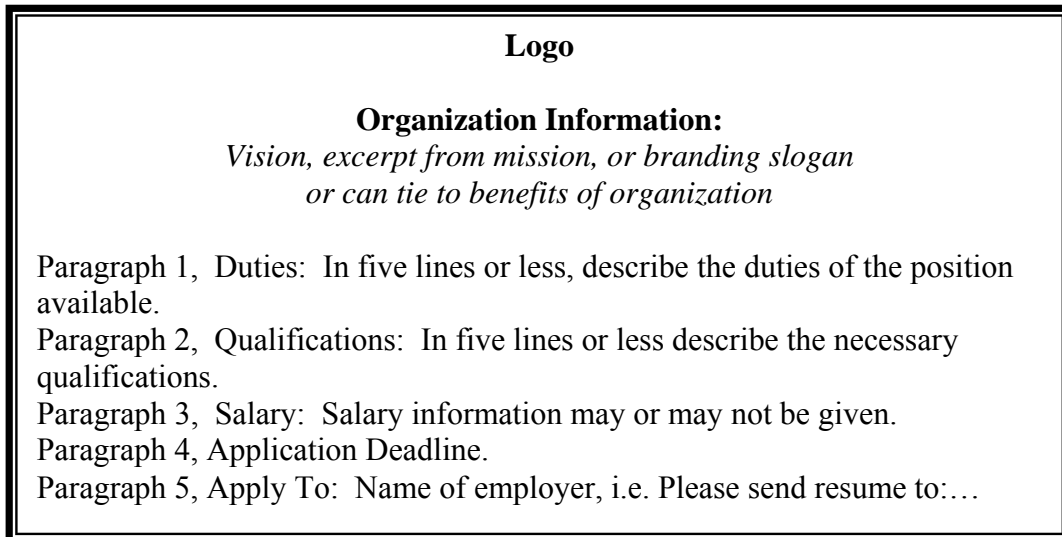
Principles of Design

- **Grids.** Grid paper (either purchase or draw your own) is a helpful tool for organizing the elements of your advertisements. Here's some example layouts:



- **Borders.** A prominent border helps to distinguish your advertisement from newspaper copy or other print advertisements. The border should be proportionate with the size of your advertisement to ensure that it accents the copy, not overpower it. For example, a bold and thick border should not be used with a small advertisement.
- **White space.** It's important to use sufficient white space so that your advertisement doesn't appear cluttered, causing reader confusion. White space around the frame of your advertisement also helps to separate it from other information on the newspaper page.
- **Headlines.** The headline should be the main element of your advertisement, particularly if you are producing a small advertisement. The typeface should be large and distinctive, but avoid using all-caps.
- **Logos and Contact Information.** The organization's logo should be prominent, but not as large as headlines and other visuals used in the advertisement. The logo should be set off by white space. Contact information should be easy to find. You can use a large font size to identify your preferred contact method, i.e. email.

Example, illustrating organization of information in Employment Advertisement:



Tips and Pointers

- *Avoid too many focal points:* The ad should be comprised of one key visual component to avoid reader distraction.
- *Ensure connection between text and visuals is clear.* There should be a logical connection between the visuals used in your advertisement, the headlines and the ad copy. The package of information should flow in an organized fashion as the reader's eye moves across the page and from the top to the bottom.
- *Ensure the ad provides all crucial information.* If the ad size can't accommodate all necessary information, provide instructions for seeking further details.
- *Experiment with Different Ad Designs.* Organizations have little to no say when it comes to the placement of their advertisements. While requests can be made, ultimately the decision rests with the publisher. This means your advertisement will compete with other adjacent material for readers' attention. One way to help combat this is to compare your draft advertisement with existing ads in the publication. Simply print an actual size copy of your ad and superimpose it on ads of the same size. Assess how it compares. Does it stand out or blend in with the page?

Booking Advertisement Space and Copy Deadlines

Advertisement space can be booked by contacting the classified or sales department of the desired newspaper. Copy deadlines vary, depending on the frequency of publication. For example, most dailies required a maximum of 1 or 2 days lead time in advance of publication dates. Weeklies may require one week's notice. The following link provides access to the Nova Scotia Media Contact List, produced by Communications Nova Scotia. This directory outlines the major dailies and weeklies in Nova Scotia and sets out each newspaper's publication deadlines.

<http://www.gov.ns.ca/cmns/pubs/NSMedialist.pdf>

Other Advertising Tip Sources

The JDS Marketing Group Inc. produces a newspaper advertiser's planning book that can be purchased in multiple copies. For more information, visit <http://jdsmarketinggroup.com/pdf/Cdn.pdf>

Online Job Postings

Chronicle Herald, Job Press: <http://www.jobspress.com/externaledit/index.html>
<http://working.canada.com/atlantic/sectors/health.html>
<http://www.careerbeacon.com/>
http://www.hrdc-drhc.gc.ca/redirect_hr.html
<http://www.workopolis.com/work.aspx?action=Transfer&View=Content/Common/WorkLoginView&lang=EN&theme=work&OldUrl=>
<http://www.monster.ca/>

Directory of Continuing Care Providers in Nova Scotia

The directory of continuing care providers in Nova Scotia provides a listing and information on a range of health-related services and supportive programs that are offered in the home, in the community or in a residential-based facility, either on a long-term or short-term basis.

The directory is a joint initiative of NSAHO, CCANS, Kings Regional Rehabilitation Centre, and NSCC.

Visit the website at: <http://www.ccpns.nsnet.org/>

Recruiting in the New World of Facebook

SOURCE: Retrieved from: <http://en.wikipedia.org/wiki/Facebook>

Facebook is a social networking website, launched in 2004. The site is free to users and generates revenue from advertising including banner ads and sponsored groups.

Users create profiles that often contain photos and lists of personal interests, exchange private or public messages, and join groups of friends. The viewing of detailed data is restricted to users from the same network or confirmed friends.

Marketplace

In May 2007, Facebook introduced the Facebook Marketplace allowing users to post free classified ads within the following categories: For Sale, Housing, Jobs, and Other. Ads can be posted in either available or wanted format. The marketplace is available for all Facebook users and is currently free.

Facebook Registration

<http://www.facebook.com/>

- Sign up section is to the right of the home page
- Follow steps to sign up
- Facebook will send you an e-mail to confirm your e-mail address and registration
- Follow the link provided in the e-mail; this will take you to your Facebook account
- Use the search tool in the upper left corner to navigate through the site

Note: As of March, 2008, there is currently a CCA-Continuing Care Assistants Nova Scotia Facebook site with over 200 members. There is currently one job posting listed on this site.

Job Shadowing


Source: Hansen, K. (date unknown). *Research Companies and Careers Through Job Shadowing*. Retrieved from: http://www.quintcareers.com/job_shadowing.html and Winnipeg Regional Health Authority. (2000). *Policy and Procedure: Job Shadowing Policy*.

What is Job-Shadowing?

Job shadowing is a work experience option where individuals learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure in an occupational area of interest to an individual. Participants witness first-hand the work environment, employability and occupational skills in practice, the value of training and potential career options.

The career-exploration aspect of job shadowing is a benefit, however young students just starting to think about careers can 'try on' jobs by visiting workplaces and observing what goes on. The experience can be just as valuable for established job-seekers considering career changes or re-entry into the workforce. By experiencing a workplace and/or occupation first-hand, you can learn a great deal more than you could through word of mouth or on the Internet.

Winnipeg Regional Health Authority Job Shadowing Policy

 Winnipeg Regional Health Authority Office régional de la santé de Winnipeg	Policy Name: Job Shadowing Policy - PHIA	Policy Number 10.40.160	Page 1 of 4
	Approval Signature:	Department: General Administration	
	Date: October, 2000	Supersedes: New	
Policy & Procedure			

1.0 PURPOSE:


- 1.1 To ensure a process is in place to provide *Personal Health Information Act* (“PHIA”) orientation for individuals who have arranged to job shadow an employee, or physician within the Winnipeg Regional Health Authority (“WRHA”).
- 1.2 To ensure that the confidentiality of personal health information is maintained within the WRHA and the WRHA facilities during a job shadowing experience.

2.0 DEFINITIONS:

- 2.1 **Staff being job shadowed** means an individual employed within the WRHA or a member of the WRHA Medical Staff, who agrees to accept an observer in their workplace.
- 2.2 **Observer** means an individual who is an adult or a student in Grade nine or greater who has been accepted by the designated manager within the WRHA to job shadow an employee or medical staff of the WRHA.
- 2.3 **Site** means the location where the Observer will watch the employee or physician at work. The healthcare facility that occupies the site will be responsible for the administration of the job shadowing experience in accordance with this policy.

3.0 POLICY:


- 3.1 The WRHA shall support the job shadowing experience for individuals interested in exploring careers in health care where a department and employee/physician are in agreement.
- 3.2 An individual who wishes to job shadow in a site within the WRHA or a WRHA Facility shall request permission in advance from the employee/physician they wish to shadow and the designated management representative at the site where the Observer will be in attendance.
- 3.3 The employee/physician shall seek approval from the designated management representative.
- 3.4 Prior to giving permission to an Observer to participate, the site shall:
 - agree upon the scope, date, time and duration of the experience;
 - make appropriate risk assessments about potential dangers to the Observer or patients/clients that may exist at the site and in the specific locations where the Observer will be present, such as exposure to infections, injury or trauma;
 - ensure that all potential risks are eliminated or minimized; and
 - ensure that appropriate insurance coverage is in place and that any guidelines from the insurer are followed.

 <p>Winnipeg Regional Health Authority Office régional de la santé de Winnipeg</p> <p>Policy & Procedure</p>	<p>Policy Name: Job Shadowing Policy - PHIA</p>	<p>Policy Number 10.40.160</p>	<p>Page 2 of 4</p>
	<p>Approval Signature:</p>	<p>Department: General Administration</p>	
	<p>Date: October, 2000</p>	<p>Supersedes: New</p>	


- 3.5 The site shall retain the right to refuse permission to an Observer who has requested a job shadowing experience at a site.
- 3.6 Observers are not permitted to discuss PHI with anyone other than the person(s) they are job shadowing. Observers are not permitted to use or disclose PHI. Use and disclosure of PHI is the responsibility of the employee/medical staff member being job shadowed. Use and disclosure must be in accordance with the WRHA/PHIA Policies.
- 3.7 The Observer must have read and signed a WRHA or Facility PHIA Information Sheet (see Appendix A) as a pre-condition to site approval or attend at PHIA orientation session.
- 3.8 The Observer shall be required to attend a Personal Health Information Act (“PHIA”) orientation session and sign a Pledge of Confidentiality if the approving department management deems it necessary, as a pre-condition of site approval. The staff or physician arranging the job shadowing experience shall agree to:
- remind the Observer of the obligation of confidentiality under PHIA;
 - minimize the amount of personal health information provided to the Observer or that the Observer is exposed to.
- 3.9 Individuals who wish to have the Observer attend in clinical situations such as an operating room or other examinations or procedures or any other area where the patient/client is in attendance must ask a supervisor or designated site representative to seek the patient/client’s prior consent. The consent must be sought without the Observer being present so that the patient/client is given every opportunity to refuse.

4.0 **PROCEDURE:**

- 4.1 The Observer shall request permission from the employee/physician they shall be shadowing and the designated management representative at the site to attend at the site on a specific date(s).
- 4.2 The site shall make the appropriate assessments and shall grant permission where feasible. The site may grant permission upon any specified terms and conditions it considers reasonable:
- to protect the privacy of its patients/clients and their personal health information; and
 - to ensure the safety of the Observer and the patients/clients at the site.

 Winnipeg Regional Health Authority Office régional de la santé de Winnipeg	Policy Name: Job Shadowing Policy - PHIA	Policy Number 10.40.160	Page 3 of 4
	Approval Signature:	Department: General Administration	
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Policy & Procedure			

- 4.3 The Observer shall sign either the PHIA Information Sheet (attached at Appendix "A") after having read it or shall sign a Pledge of Confidentiality after having attended a PHIA orientation session.
- 4.4 The designated site representative shall co-sign the Sheet and note any additional terms and conditions applicable. If a full orientation is necessary, the Pledge may be signed by the staff providing the session. A copy shall be retained as designated at the site.

 Winnipeg Regional Health Authority / Office régional de la santé de Winnipeg	Policy Name: Job Shadowing Policy - PHIA	Policy Number 10.40.160	Page 4 of 4
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Policy & Procedure



Appendix "A"

PHIA INFORMATION SHEET

For Job Shadowing

The _____, as a health care facility, is bound by Manitoba's Personal Health Information Act (PHIA). It is the law. This Act obliges us to protect our patients/clients' confidentiality and privacy.

While you are at the _____, we **require** that you adhere to the following:

1. Keep all patient/client personal health information confidential and private. Do not discuss any patient/client information you may hear or see with anyone other than the person(s) you are job shadowing.
2. Do not discuss PHI with the employee or medical staff member being job shadowed in public places within the facility, and PHI is not to be discussed by you outside the facility.
3. Observers are not permitted to share or disclose any personal health information.
4. If you are not sure what is the right thing to do in a specific situation, discuss it with staff at the facility or contact the Privacy Officer at _____.
5. The Confidentiality Policy and PHIA-related policies are available in the Corporate Policy binders, and on web site at www. _____.

IMPORTANT FACTS ABOUT PHIA ARE:

1. This legislation is about "Personal Health Information" (PHI), which includes all information that could **identify** an individual and includes:
 - name
 - health or health history
 - behavior from illness or treatment
 - type of care or treatment provided
 - numbers or symbols, i.e. PHIN
 - financial situation, home conditions or difficulties
 - other private matters such as age, sexual orientation
2. Patients/client have the right to confidentiality about their PHI.
3. Everyone associated with the _____ is **required to obey PHIA**, including you.

I understand that I am required to keep all "personal health information" confidential.

DATED this _____ day of _____ 2000.

WITNESS NAME (print)

OBSERVER'S NAME (print)

WITNESS SIGNATURE

OBSERVER'S SIGNATURE

Retention Issues?

Employer Tools to Retain Employees

Orientation

SOURCE: The Importance of Good Orientation (2001). Retrieved from: <http://www.merrillassociates.com/topic/2001/05/the-importance-of-good-orientation/>

The Importance of Good Orientation

First impressions do count, and providing quality orientation to new staff is critical. It is important to make sure that they fit comfortably into their new role and the organization.

New employees need to learn the history, rules, people, language, and culture as well as performance expectations.

Three Levels of Orientation

Three (3) levels of orientation are:

- Organizational issues
- Workgroup, division or unit issues
- Job issues

Orientation programs must promote core values, such as teamwork, communication, creativity, diversity, learning, trust, and quality.

Five Objectives for Orientation

Five (5) objectives for orientation programs include:

- Making the person feel welcome
- Developing positive perceptions about the organization-be certain that people within the organization are available when the staff person arrives
- Confirming the employee's decision-the staff person should leave their first experience feeling like they have made the right choice and have joined the right organization
- Reducing training time-assist staff in feeling comfortable with their surroundings and take care of details so training time can be devoted to training issues.
- Putting new staff at ease-orientation should help them feel comfortable with their new workplace and colleagues.

Prior to the first day or orientation session it is advisable for the manager or direct supervisor to:

- Call the new staff person to communicate how pleased you are that they will be working with you; to confirm logistics, such as when to arrive, where to park, whom to ask for, appropriate dress (casual or business), to confirm preference in how they will be introduced and addressed, and to answer any last minute questions.
- Keep your calendar as clear as possible during the first few days in the office or worksite.
- Announce the new staff person's start date to employees, share a brief overview of the person's background and their responsibilities with the organization.
- Arrange for a workspace, telephone, computer access, nametag, security pass, office supplies or other items that will be needed (if appropriate).
- Identify a "buddy" that can be used as a resource for the first month or so. The "buddy" should be available to answer questions and should check in from time to time in the first few days and weeks to see how the new employee is doing.

Whether orientation is done one-on-one or in small groups, the following information should be covered:

- Organizational history, services, and funding overview
- Mission, vision, values, philosophy and goals
- Organizational structure
- Organizational culture-management style, dress codes, emphasis on teamwork, group interactions, diversity, quality, communication, etc.
- Work arrangement policies-flexibility in scheduling, etc.
- Career development opportunities-training courses, mentoring options, etc.
- Explanation of the performance evaluation system
- Overview of workplace policies related to equal opportunity, non-discrimination/non-harassment, health and safety, confidentiality, internet and computer usage, holidays and grievance procedures.
- Organizational events and activities-holiday parties, staff meetings, special events and fundraisers, etc.
- Tour

In addition, you should provide an orientation kit that includes written copies of some of the above, as well as:

- Organizational literature-flyers, newsletters, etc.
- Organizational chart
- Map of building (if appropriate)
- A glossary of agency specific terminology and acronyms
- A list of contact names for specific inquiries
- Work related computer policies
- A calendar of training events, meetings, conferences, fund raising events, etc.
- A current job description

- A comprehensive handbook that details company policies, procedures, and standards

A good orientation program is not simply a two or three hour session to go over general information prior to beginning an assignment. Orientation is an ongoing activity that should include regularly scheduled follow-up over the first few weeks and perhaps months to see how the employee is doing. This is your opportunity to offer immediate feedback and to encourage the new staff person to share any issues and concerns. Discuss problems and frustrations the new staff person may have encountered and offer recommendations for solutions. Most of all, value the new employee's fresh perspective. Always be receptive to comments, opinions and suggestions.

Mentoring

SOURCE: Nova Scotia Department of Education, Skills and Learning. (date unknown). *Invest in Youth - The Business of Mentoring: An Employer's Guide*. Halifax, NS: Author. (http://www.investinyouth.ca/eng/documents/mentor_guide.pdf) and College of Registered Nurses of Nova Scotia. (2008). *Mentor Match Update*. On-Line: Halifax, NS.

Invest in Youth – Guide to Mentoring for Employer's

How Mentoring Works

When you choose to be a mentor and get involved with a student's education you are demonstrating how to be a successful and responsible working adult.

Some points to help be a good mentor are:

- Remember your own mentors. Ask yourself what difference certain people made in your life and how you can pass that on.
- Consider the example you set. Convey to students *why* you do things certain ways, not just *how* you do them.
- Keep in mind that mentoring may take only a short period of time, yet makes a lifelong difference.
- Don't worry about mistakes. Think of them as an opportunity to show the student how to learn from them.

Two Types of Mentoring

Informal – if your workplace is small and you are directly supervising the student, you are the mentor. If your organization is larger, you may ask a member of your staff to be a mentor. Ask about the student's learning style and personality to help you choose a good mentor match.

Formal – if you have been part of a formal process, through government agencies or your own career associations, you may have developed good ways to work with students. Inquire as to whether or not these formal structures would be helpful to the student.

What Are Your Responsibilities as a Mentor?

Your job is to provide a high-quality learning experience. As a mentor, you should be willing to:

- Share your experience and enthusiasm
- Mentor and supervise students
- Work with the student [and school, if applicable] to develop a work plan and maintain records

- Support the development of workplace skills, including job-specific skills and team work, personal management, and communication skills
- Communicate regularly and honestly with the student [and teacher]
- Discuss the student's progress and offer the student positive and constructive feedback on a regular basis

You should be able to:

- Provide a safe and positive work experience.
- Provide an opportunity to observe all aspects of the business
- Allow students to assume a variety of job tasks and responsibilities
- Assign duties that require more skills, when appropriate

What Are The Student's Responsibilities?

If a student is in a mentoring relationship with an employer, whether it's short or long-term, they should be willing to:

- Learn
- Exhibit a positive attitude
- Work with the employer [and school] to develop a work plan
- Perform required tasks

Are There Any Costs?

There are no hard costs or fees to become involved as a mentor. The only cost is the time and resources required to orient, train, and supervise the student.

The school provides:

- Insurance for students while they are in the workplace
- Safety training such as First Aid, WHMIS, and other programs, if they are needed in your workplace

How To Host A Student

Preparing The Workplace

Prepare employees for the student's arrival. Let them know what the student's role is, and what the staff's roles are in relation to the student. Identify any issues and talk about how to address them.

Decide who will supervise the student and discuss how that may affect other people's routines. Let staff know who can help the student, and give them ideas on ways to offer useful criticism. Everyone may feel that they have good advice to share with the student

– but too much advice may leave the student confused. Be sure to set guidelines for how to demonstrate tasks, procedures, etc.

First Meeting: Getting Off On The Right Foot

Use this opportunity to build a relationship with the student, to find out where the student’s strengths and weaknesses are, and to let the student know your processes.

Remember, this may be the student’s first work placement. Some considerations to keep in mind include:

- Start the meeting by setting a time limit, and stick to it
- Don’t try to cover all the details in this first meeting; it is more important to connect with the student
- Give the basics; let the student learn more rules and procedures as the work placement progresses

Questions To Ask The Student

- Is this your first job?
- What are you looking forward to in this job?
- What do you really like doing?
- How can I help you do well here?
- What kind of work would be ideal for you? Why?
- Are you used to working with other people? Do you prefer working alone?
- How do you like to get information or feedback?
- What questions do you have about working here?

Introducing The Student

The student is about to come in and meet a group of strangers. They will probably have “starting anxiety”...who wouldn’t? Find a good time and place to introduce the student to the staff. If you already have someone on staff close to the student’s age, try to set that person up as a “buddy”.

If you are not working with the student yourself, give them a “go-to” person. Look for an employee who likes to work with students – that is a better choice than one who is highly knowledgeable but lacks patience.

Then...Get Started!

The best way to get the student started is to have a task ready so the student can get working right away.

Work Plans and Contracts – The What, Why, and How

A work plan or contract is essential for ensuring that the placement is a positive experience for both you and the student. In it, you and the student will agree in plain terms to what services the student will provide you, what you will provide the student, and what goals you both expect to reach.

For example, you may agree to provide the student with some specific types of training, a chance to take on more work as the student progresses, and the possibility of paid work in the future.

The student may agree to provide you with a commitment to work specific days and times of the week, to follow the workplace rules and safety regulations, to take on certain tasks, to maintain confidentiality, and to take an active part in accepting wise counsel.

Once the plan or contract is finished, and all parties understand and agree to it, it will be signed and all will attain copies for their records.

SMART Goal Setting

- S = Specific
- M = Measurable
- A = Attainable
- R = Realistic
- T = Timely

SMART goal setting is a way to help set and achieve goals so they can be prepared to take on more responsibility.

Specific...help students focus efforts and clearly define what they are going to do.

Measurable...if the student can accomplish the goal, it is measured as a success. There are usually several short-term or small measurements that can be built into the goal.

Attainable...when students identify goals that are important to them, they begin to find ways to reach them.

Realistic...a realistic project may push the student's skills and knowledge, but shouldn't break them.

Timely...work with the student to set a clear timeframe for goals: next week, three months, five years.

Encouraging The Student

Work is a combination of hard, technical skills, and softer skills, such as attitudes and attributes. How can you help a student learn all that?

Model...model by your actions whether you intend to or not. If you want students in your workplace to be respectful, trustworthy, diligent, and enthusiastic, then that is what you need to model.

Give Direct Instruction...give clear instructions of what you want done and why. Most people want to know the principles behind the actions. Be specific and use examples. Help the student see how what they are doing fits in with the bigger picture.

Reflect...we learn as we reflect. After a task is done, listen to the student reflect on how it worked. You may want to build this into a weekly meeting: “How do you feel about the way you handled...?” “What would you do if...?”

Observe...let the student observe yourself and others. Let staff know that when the student is observing, staff need to be patient, to go slowly, and to describe out loud what they are doing.

Encourage...when you see the student do something right – positively reinforce the behaviour by letting them know right away. Let students take on more responsibility as they learn; give them a chance to challenge themselves and learn new skills.

Be Flexible...most people use a combination of learning styles, so use a combination of teaching styles. *Auditory Style*-this is for people who remember what they hear. They usually have a good vocabulary and like to talk. Tell them what you want them to know. *Visual Style*-this is for people who like instruction books with diagrams or pictures. Give them these, or hand-draw simple diagrams, for anything that you need them to learn. *Tactile or Kinesthetic Style*-this is for people who understand how to do a task when they get to do it for themselves. Give them hands-on examples.

Feedback And Evaluations

Give regular feedback. The student is there to learn skills and responsibilities and to experience the social structure of work. Be sure to give informal feedback regularly so the student knows how they are doing. Make it ongoing. Also, it is helpful to check in with all employees that work with the student regularly to get their opinions and see how they are doing. Always begin your feedback by noting what is going well.

Transitions

How you say goodbye to a student is as important as how you said hello. Formalize the ending; consider having a small gathering with staff, or take the student aside and let them know what it has meant to have them in your workplace.

Complete an evaluation. Make sure you include how you and your workplace were enriched by the student's involvement.

Sometimes, at the end of the work experience, you will want to hire the student. This could be a natural transition from a co-op program to a summer job or permanent placement.

What if the student hopes to be hired but this is not possible? If the reason is *not* performance-based, explain that to the student. Offer to give a strong reference and some possible job leads. If this reason *is* performance-based, make that an honest, but encouraging, part of the evaluation.

For more information see *Invest in Youth - The Business of Mentoring: An Employer's Guide*.

College of Registered Nurses of Nova Scotia (CRNNS) Mentor Match Program

Definition of Mentoring

Mentoring can be defined as experienced nurses (mentors) helping both novice and other experienced nurse learners (mentees) adjust to new environments and/or new responsibilities (Kucey, 2001). Mentoring differs from preceptoring in that mentoring usually involves the development of longer-term relationships, needed to foster the transfer of knowledge, competencies and insight. Preceptoring, on the other hand, generally involves short-term relationships, for clinical supervision and the teaching of specific skills (Hynes-Gay & Swirsky, 2001). Successful mentoring usually occurs over time and requires significant personal commitment.

Goals & Objectives

The goal of the Mentor Match Program™ is to facilitate the successful transfer of knowledge, competencies and insight among registered nurses, develop nurses' professional practice and leadership skills, and support a culture of evidence-based practice through the establishment of mentoring relationships initiated online or through telephone contact.

Objectives:

- To create positive awareness among registered nurses, student nurses, and nurse employers in Nova Scotia about mentoring and the Mentor Match Program™.
- To increase participation in the Mentor Match Program™.
- To facilitate accurate and efficient matching of mentors and mentees within the Mentor Match Program™.
- To enhance the success of relationships formed through the Mentor Match Program™.

Benefits of Mentoring

The benefits of mentoring are numerous. Nurses who have engaged in mentoring, both formally and informally, recognize the benefits of mentoring and see mentoring as a source of both professional and personal satisfaction. Mentors have remarked that the relationship with a mentee enhanced their own self-esteem, sense of pride and fulfillment, increased job satisfaction, validated their professional knowledge, and made them feel valued (Letizia & Jennrich, 1996). Mentees have identified improved self-confidence, increased competence, and feeling an increased commitment to their work, as benefits to the mentoring relationship (Campbell, 2000; Prevosto, 2001). Sharing knowledge through mentoring provides positive reinforcement and validates clinical practice for both mentors and mentees (Grant, 1999).

Agencies have also realized the benefits of supporting mentorship in the work place. Mentorship is reported to help “ensure sustainable and healthy work environments that will in turn facilitate the retention of seasoned staff” (Sharkey, 2001). It has been further shown that a supportive mentoring environment can positively impact the relationships between clients and nurses, and between nurses and employers (Hayes, 2001).

Qualifications for Effective Mentoring

Whether you want to be a mentor or are looking for a mentor, you should be familiar with the characteristics of a successful mentor.

Professional characteristics:

- Team builder
- Ability to network
- Effective coaching and counselling skills
- Competent
- Ability to lead
- Political know-how

Personal characteristics:

- Willing to be a mentor
- Ability to foster enthusiasm and excitement
- Patient, caring, non-judgemental
- Open, approachable, accepting
- Self-assured, confident
- Positive, supportive, sensitive

As a mentee, you may be a novice or experienced nurse adjusting to new practice environments and/or new responsibilities, or someone looking for guidance in making decisions with respect to a new career path or assistance in developing or improving a range of competencies in a particular practice area.

Factors Affecting Successful Mentoring

There are numerous factors that can support or hinder the mentoring relationship. Both mentors and mentees need to be aware of these factors and, where appropriate, take steps to either address them and/or build on them.

Positive factors:

- Having mentee choose own mentor rather than being assigned one
- Allowing mentors to choose to be in that position rather than being a job requirement
- Giving the mentee a feeling of control by allowing them to drive the relationship (e.g., logistics and timeframe), but mutually agreeing on what to discuss with the mentor in meetings
- Being an experienced mentor in the specific area of practice
- Having some training in mentoring skills
- Having sufficient time and energy for the mentor and mentee to commit to the relationship
- Having mutual respect, including a willingness to share information

Barriers:

- Lacking time for the relationship, including frequent scheduling conflicts
- Lacking the commitment to learning and to the relationship by either party
- Having no mentor available or interested
- Providing little or no feedback to mentee
- Attempting to foster a mentoring relationship in an unsupportive atmosphere

Roles & Responsibilities

The roles and responsibilities of mentors and mentees may differ depending on the type and nature of the mentoring relationship (e.g., clinical mentoring vs. career path mentoring). However, regardless of the type of mentoring, in general, it is suggested that when entering a mentoring relationship each party should jointly set realistic and specific goals and expectations including but not limited to:

- A description of the nature and type of relationship
- How interactions will occur (e.g., e-mail, web chats, phone, in-person)
- The type of assistance being sought by the mentee
- Timeline, if applicable
- Frequency and length of meetings
- Expected outcomes

Mentoring relationships generally last less than a year, but, in some circumstances, may last for many years. During any mentoring relationship, continuous feedback is a necessity and should be provided by both parties. Feedback should include progress made, successes to date, areas for improvement, and new and/or evolving goals and expectations (Campbell, 2000).

Accountability & Liability Issues

Once mentoring relationships are established, professional and ethical responsibilities, as outlined in the CRNNS' *Standards for Nursing Practice* and the *CNA Code of Ethics for Registered Nurses*, apply. Mentoring relationships do not in any way remove the responsibility of individual nurses for their own actions in the practice of nursing.

If a mentor is not comfortable or competent to continue or engage in a mentoring role, they are responsible to inform mentees that they are not suited for a mentor role in the context being sought.

College of Registered Nurses of Nova Scotia Mentor Match Update

As published in the February 2008 issue of On-Line:

“Mentoring relationships can enhance the professional and career development of nurses and encourage cultures of evidence-based practice. Nurses have also said that mentoring can be an enjoyable and rewarding activity, with positive impact on both nurse-patient and nurse-employer relationships (Hayes, 2001). In addition mentorships in workplaces can help create and sustain healthy environments that, in turn, facilitate staff retention (Sharkey, 2001).

Launched in 1999, the College's Mentor Match Program™ (MMP) was designed to promote volunteer mentoring among registered nurses in Nova Scotia to advance nursing practice and support continuing competence. This web-based program allows nurses to easily and independently manage mentor-mentee relationships – by enabling ‘matching’ in specific areas of nursing practice (e.g., pediatric oncology, community mental health, cardiovascular ICU).”

CRNNS References

Campbell, V. (2000). *The measure of success: A mentoring project*. Canadian Operating Room Nurse Journal, June, p.23-4; Prevosto, P. (2001). *The effect of “mentored” relationships on satisfaction and intent to stay of company-grade U.S. army reserve nurses*. Military Medicine, 166, p.21-33.

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Team Building

SOURCE: Team Building – A Complete Guide. Retrieved from <http://www.teamtechnology.co.uk/tt/h-articl/tb-basic.htm>

Team building is the process of building a *good* team – one that performs well together. A team is a group of people who are jointly responsible for achieving a shared goal. If one member fails, then it can hinder the achievement of the collective goal.

The most important foundation you can lay, when building better collective performance, is that of common understanding and commitment to the shared goal.

How To Build A Team Using Vision, Commitment & Trust

Start with your ability to relate: productive teamwork moves you toward challenge, through change, with more confidence. Working well on any team generates energy.

Some are more skilled than others: this ability is learned. You don't have to be easy-going, well-educated, hard-nosed, or even especially intelligent to build a team. You don't have to be anything but yourself. You can be effective with people using common sense and a few fundamental principles.

1. Vision

Vision means being able to excite the team with large, desired outcomes. Large outcomes mean devising attractive goals. The first step in vision is to project such a goal. The goal must contain challenge, be appealing, and provide an opportunity to make a difference.

Team leaders position the goal by picturing success.

2. Commitment

Commitment can be a dangerous concept because of its attendant assumptions. For example, some may assume that commitment means long hours, while for others it may mean enhanced productivity. When expectations are defined, success rates will soar. If leaders assume that everyone “should” or “are” committed, there is a chance to overlook difficulties many have with certain commitments.

If people cannot commit initially, it does not mean that they don't care. More often, it means they do care and are caught up in a process of doubt. The process of doubt precedes every meaningful commitment. Effective leaders catalyze this process so that the majority of people can pass through this staff efficiently and be on the way to genuine commitment and innovation.

Commitments contain unknowns, and some warn of possible failures. This can lead to the possibility that obstacles rule, obscure vision, and dampen motivation.

Leaders who do not understand the commitment process tend to seek accountability without providing support. Without a means to process doubts and fears, people often feel pressured to commit, but can't.

3. Trust

Trust is the antidote to the fears and risks that impact meaningful commitment. Trust means confidence in team leadership and vision. Team members are more willing to go through a difficult process with risks when trust prevails.

Trust is most efficiently established when leadership commits to vision first thereby acknowledging that commitments are genuine.

4. Inclusion

Inclusion means getting others to commit to the team effort, helping others through the process of doubt to genuine commitment.

Leaders will need three communication skills to achieve inclusion including non-assumptive questions, good listening, and directed response.

Non-assumptive questions (“What do you think?”) invite real answers because they are inclusive and not intrusive. Questions containing assumptions (“Why are you sceptical?”) invite defensiveness.

Listening means separating the process of taking in information from the process of judging it.

Directed response. Effective team leaders demonstrate responsiveness. Since leaders have already processed their own pre-commitment doubts, many questions can be answered on the spot. Some require research and time for response. And some, require an honest “I don't know.”

5. Help Exchange

The final step in creating the team is to establish a collaborative, balanced strategy for reaching the committed vision. This plan will consist of all of the tasks and help exchange necessary to realize the overall vision.

Effective teams often produce lively discussions of divergent viewpoints before reaching consensus. Diverse views can mean unresolved argument, or they can mean increased team intelligence and ultimate consensus. The difference is a well built team.

Characteristics of a Team

- There must be an awareness of unity by all members
- There must be an opportunity to contribute, learn from, and work with others
- Members must have the ability to act together toward a common goal

Ten Characteristics of Well-Functioning Teams

- *Purpose*: share a sense of why the team exists and are invested in accomplishing its vision and goals
- *Priorities*: know what needs to be done next, by whom, and by when to achieve goals
- *Roles*: know role(s) in getting tasks done and when to allow a more skilful member to do relevant tasks
- *Decisions*: authority and decision-making lines are clearly understood
- *Conflict*: dealt with openly and is considered important to decision-making and personal growth
- *Personal traits*: unique personalities are appreciated and well utilized
- *Norms*: norms for working together are set and seen as standards for everyone on the team
- *Effectiveness*: members find team meetings efficient and productive and look forward to time together
- *Success*: know clearly when the team has met with success and share in this equally and proudly
- *Training*: opportunities for feedback and updating skills are provided and taken advantage of by team members

Guidelines for Effective Team Memberships

- Contribute ideas and solutions
- Recognize and respect differences in others
- Value ideas and contribution of others
- Listen and share information
- Ask questions and get clarification
- Participate fully and keep commitments
- Be flexible and respect the partnership created by a team
- Have fun and care about team outcomes

Characteristics of a High-Performance Team

- *Participative leadership*-creating an interdependence by empowering, freeing up and serving others
- *Shared responsibility*-establishing an environment in which all team members feel responsibility for the performance of the team
- *Aligned on purpose*-having a sense of common purpose about why the team exists and the function it serves

- *High communication*-creating a climate of trust and open, honest communication
- *Future focused*-seeing change as an opportunity for growth
- *Creative talents*-applying individual talents and creativity
- *Rapid response*-identifying and acting on opportunities

Team Building

Team building must be:	Team building must NOT be:
- a way of life	- a short term, flavour of the month
- the responsibility of <i>all</i> team members	- imposed without regard to peoples' feelings
- a continuous process	- spasmodic
- about developing a clear & unique identity	- reserved for only some members of the team
- focused on a clear & consistent set of goals	- an excuse for not meeting personal responsibilities
- concerned with the needs & ambitions of each team member recognizing the unique contributions that each individual can make	- a process where actions clearly contradict intentions
- an awareness of the potential of the team as a unit	- seen as a chore
- results oriented	
- enjoyable	

Groups versus Teams

Groups	Teams
- little communication	- plenty of opportunity for discussion
- no support	- plenty of support
- lack of vision	- process of discovery supported by openness and honesty
- exclusive cliques	- tactical & work groups combine easily into a single team
- the whole is less than the sum of its parts	- the whole is greater than the sum of its parts
- seeks to hide its identity	- seeks to discover its identity
- leaves new members to find their own way but insists on conformity	- welcomes new members by showing them existing norms & openness to change
- leader manipulates team to own ends	- leader seeks team decisions by serving the team as a focus for two-way communication

Staffs versus Teams

Characteristic	Staffs	Teams
Goals & decisions	Made by the boss	Made jointly by team & boss
Assignments	Made by the boss	Made jointly by team & boss
Communications	Primarily between the boss & staff	Are open among all team members
Role of subordinate	Primarily to carry out assignments	Team members initiate action, make suggestions & help in planning
Primary virtues	Loyalty & being a “good soldier”	Trust, helping & creativity
Sharing of data	Shared on the basis of what people feel the boss wants	All relevant data shared
Critical feedback	Rare & anxiety provoking	Regarded as important to improvement
Differences & conflicts	Avoided or smoothed over	Regarded as enriching, worked through
Work	Each staff person responsible for their own work	Team members feel responsible for one another
Goal	Boss’s primary goal is to get the work done	Team leader works to get results & develop team members

Leadership and Paradigms

A leader is a person that you will follow to a place that you wouldn’t go by yourself.

You *manage* within a paradigm. Give a good manager the system (rules, guiding principles, system, standards, protocols) and they will optimize it.

You *lead* between paradigms. Leaders, with their intuitive judgement, assess the seeming risk, determine that change is the right thing to do, and instill the courage in others to follow them.

The *manager* administers; the *leader* innovates.

The *manager* has a short-range view; the *leader* has a long-range perspective.

The *manager* asks how and when; the *leader* asks what and why.

The *manager* has their eye on the bottom line; the *leader* has their eye on the horizon.

The *manager* accepts the status quo; the *leader* challenges it.

Succession Management/Succession Planning

SOURCE: Innovation & Growth Division, Nova Scotia Public Service Commission. (2005). *A Guide to Succession Management*. Province of Nova Scotia: Halifax, NS and Innovation & Growth Division, Nova Scotia Public Service Commission. (2005) *A Manager's Guide for Developing People*. Province of Nova Scotia: Halifax, NS.

Succession management is a structured effort by an organization to ensure leadership continuity in key positions and to retain and develop intellectual and knowledge capital for the future through:

- Identifying positions and/or employees at risk,
- Growing leadership capacity,
- Bringing in diversity, including youth and experience, and
- Encouraging individual advancement.

Succession management has evolved. It has typically been thought of as “putting names in boxes” to fill specific positions. However, today, there are new and ever-changing demands for leadership talent in organizations. Instead of developing one person for each key position, the focus is on developing many people with the capacity to be effective leaders in any number of positions.

To be effective, succession management does not stand alone. The organizational direction and business requirements will influence the type of skills required. Succession management will also be supported by and linked to HR processes, such as performance management, recruitment, compensation, etc.

The terms succession planning and succession management are often used interchangeably, however they are different.

Succession planning is defined as: any effort designed to ensure the continued effective performance of an organization or work group by making provision for the development and replacement of key people over time. A key person or position is defined as one required to meet the organizational need in the future that exerts critical influence on activities, operationally and/or strategically.

Succession management goes a step further – it is more encompassing. It is defined as: a deliberate and systematic effort by an organization to encourage individual advancement and ensure leadership continuity in key positions, including all roles.

Why succession management?

Succession management is a long-term HR strategy based on the human resource and business plan requirements.

Due to the overlap with retention and restructuring strategies, *it is critical that the succession management process is integrated and aligned with all HR programs and systems.*

Succession management provides processes and tools that encourage and facilitate individual advancement at the same time it addresses the need for critical backups (replacement planning) for any job.

A good succession management program is identified through its:

- Frequent opportunities for employees to accept new challenges
- Recognition that employees have a stake in the organization and share in its success
- Systematic approach to identifying succession candidates
- Career paths that don't just move up a specialized ladder, but across the organization, and
- Managers and employees all having a career development plan.

Benefits

Succession management is fundamental to organizational learning as it is aimed at preserving institutional memory and continuous improvement in individual and organizational effectiveness.

Having an approach to succession management will:

- Provide a seamless service to clients
- Identify replacement needs as a means of targeting necessary training, employee education and development
- Provide increased opportunities for high potential employees
- Increase the talent pool of promotable employees
- Help individuals realize their career paths within the organization
- Improve employees' ability to respond to changing environmental demands
- Improve employee morale
- Allow us to cope with effects of attrition (e.g., retirements, etc.)

A Manager's Guide for Developing People

Succession management has been identified as a key strategy for addressing a number of critical HR issues:

- Aging of the workforce,
- Increasing retirement rates,
- Tight labour market,
- Limited competitiveness,
- Fast-paced changes in work, and
- The need for a diverse workforce at all levels.

A key component of succession management is career and professional development for all employees.

Research indicates that career development benefits both employees and employers. From the employee perspective, development leads to greater job satisfaction and greater employment security. As a manager, you benefit as well by building a stronger and more effective team. You can feel assured that you will have access to the skills and competencies required to meet current and future requirements. From the organizational perspective, development ensures employees have the necessary knowledge and skills to provide seamless service to clients.

Roles & Responsibilities

The roles and responsibilities of *individuals* in career development:

- Assessing their own skills, values, interests and developmental needs
- Determining long and short-term career goals
- Creating their career development plans, with their manager, to reach their goals
- Following through on their plans
- Meeting with their manager on a regular, consistent basis, for career development discussions
- Recognizing that career discussions imply no promises or guarantees
- Recognizing that career development will depend directly on the organizational needs and opportunities, as well as their own performance and abilities

The roles and responsibilities of *managers* in career development:

- Discussing and coaching team members in the appropriate career development strategies and activities based on present performance requirements and future direction of the organization
- Providing necessary support and learning opportunities
- Communicating the organization's strategic direction
- Providing the tools and information people need to effectively develop and manage their careers
- Recognizing and rewarding people's accomplishments

NOTE: Additional information can be found at the Nova Scotia Public Service Commission website (<http://www.gov.ns.ca/psc/default.asp>).

Moving Beyond Recruitment to Retention

SOURCE: *Employee Retention Tools*. Retrieved from:

<http://www.contentwriter.in/articles/hr/employee-retention-tools.htm>

The biggest challenge for an organization is to retain its workforce. All companies are planning to increase their turnover, yet they forget about their loss incurred by the resignation of employees and the expenses of hiring new employees (e.g., hiring cost, training cost, productivity loss, etc.). The hiring of a new employee normally costs around 35% or more of the average employee salary.

For this reason and many others, you need to retain your employees. Below are a few examples of tools for Employee Retention:

- *Employee Reward Program* – you can make a provision of monthly or quarterly awards for the best employee, awarding two (2) or three (3) individuals each month. The award can be a certificate of recognition, acknowledgement in a staff newsletter/memo, etc.
- *Career Development Program* – every individual is worried about their career. You could provide individuals with conditional assistance for certain courses which are beneficial to both the employer and employee. Conditional assistance means the organization will bear pre-determined expenses if the individual meets certain criteria (e.g., willingness to stay with organization at least a year after completion of program, etc.)
- *Employee Referral Plan* – you can introduce an employee referral plan that will reduce your cost (charges of external search agencies, etc.) of hiring a new employee. On every successful referral, employees could be given a referral bonus after 6-9 months of continuous working by the new employee as well as the existing employee.
- *Loyalty Bonus* – you can introduce a Loyalty Bonus Program in which you can reward an employee after a successful completion of a specific period of time. This can be in the form of a financial reward or a gift (e.g., gift certificate).
- *Employee Recreation* – you should also let your employees enjoy a light mood. Take your employees on an outing, or hold an event in their honour. You can also use this as a way to work on team building. Management should be included in the activities to make the employees feel that everybody is the same.
- *Gifts at Some Occasions* – occasionally provide gifts to staff to make them feel good and understand that the employer is concerned about them.
- *Accountability* – you should make each employee accountable so that they can also feel that they are as important as their supervisor/manager. If the employee is filled with this sense, they will seldom think of leaving the organization.
- *Making Managers Effective and Easily Accessible* – you should make management easily accessible so that the employee expectations can be clearly communicated quickly and effectively.
- *Surveys* – you should conduct regular surveys for feedback from employees about their superiors as well as other relevant issues. Addressing the findings of these surveys will promote the caring nature of the organization for its employees.

Reducing Turnover: Why Is Retention So Important?

SOURCE: *Retention Management and Metrics*. Retrieved from:

<http://www.nobscot.com/library/retention.cfm>

The Cost of Turnover

As most employers know, the cost of turnover adds dollars to an organization's expenses. While it is difficult to fully calculate the cost of turnover (including hiring costs, training costs, productivity loss, etc.), industry experts often quote 25% of the average employee salary as a conservative estimate.

NOTE: Visit the website noted above to use their savings calculator to determine how much money you can save by reducing your turnover.

For additional information on turnover prediction visit:

http://www.nobscot.com/about/turnover_prediction_mapping.cfm

Exit Interviews

SOURCE: *Retention Management and Metrics*. Retrieved from:
http://www.nobscot.com/about/what_is_an_exit_interview.cfm

What is an exit interview?

An exit interview is a survey that is conducted with an employee when they are leaving the organization. The information from each survey is used to provide feedback on why employees are leaving, what they liked about their employment and what areas of the organization needs improvement. Exit interviews are most effective when the data is compiled and tracked over time.

How are exit interviews conducted?

The exit interview may be conducted through a variety of methods. Some of the methods include: in-person, over the telephone, on paper, and through the Internet.

Pros and Cons of Each Method of Exit Interviewing

In-Person Exit Interviews: a representative meets individually with the exiting employee.

Pros:

- Can provide information regarding benefits and retrieve company property during the interview
- Gives a personal touch to each employee
- Can probe for more information on each question

Cons:

- Employees may be afraid to share sensitive or negative information during an in-person interview
- It's difficult to track information received verbally during an interview

Telephone Exit Interviews: conducted over the telephone by a representative or an outside third party consultant.

Pros:

- Can probe for more information on each question
- Can enter data into a tracking system while conducting the interview
- Easier to schedule than in-person interviews

Cons:

- Time consuming if done by an in-house representative
- Expensive if done with an outside consultant
- Employees often reluctant to verbally share sensitive or negative information

Paper and Pencil Exit Interviews: are usually conducted by a form that is given to the employee on their last day or mailed to the employee's home.

Pros:

- Takes less time to provide a form compared with conducting an in-person or phone interview
- Employees can share information on paper that they may be reluctant to say in person

Cons:

- Return rates for exit interview forms average just 30-35%
- Difficult and time consuming to compile and track the data from paper and pencil forms

Online Exit Interview Management Systems

Pros:

- Employees comfortable sharing information by computer so more honest responses
- Information automatically compiled and tracked
- Reports available at the click of a button

NOTE: The Health Care Human Resource Sector Council (2003) published an Exit Interview Tool. A copy of this tool follows.



Health Care
Human Resource Sector Council

Exit Tool

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Introduction

This Exit Tool was developed as part of a study that examined recruitment and retention of front line workers in long term care and home support. The tool was developed, tested, and revised based on participant feedback, as part of the study. The goal of the tool is to help employers develop an understanding of staff turnovers and provide information to be used when considering recruitment and retention of workers.

Confidentiality

As an employee, the responses you provide will remain strictly confidential and be used only for the development of recruitment and retention strategies.

Acknowledgements

The tool was developed, tested, and revised by Shawna Elliott, *MAFSG*, Project Officer, Health Care Human Resource Sector Council.

Funding was made available for this project from Human Resources Development Canada.



Exit Tool © Health Care Human Resource Sector Council, 2003

1. General Information

Facility/Agency Name _____

Gender Male
 Female

Year of birth 19_____

Highest level of education Completed grade 9
 Some high school
 High school diploma or equivalent
 Certificate
 Diploma
 University degree or higher

2. Employment Information

Occupation (i.e., registered nurse, continuing care assistants, housekeeper, etc.)

Employment status Full-time
 Part-time

 Permanent
 Casual

Full-time – working 30 or more hours per week

Part-time – working less than 30 hours per week

Permanent – working fixed of hours per week

Casual – working irregular hours per week

On average, how many hours do you work per week? _____

Total number of years in facility/agency you are leaving _____

Total number of years employed in practice setting (e.g., nursing home, hospital, group home, etc.) you are leaving _____

Total number of years practicing in position (e.g., registered nurse, continuing care assistant, housekeeper, etc.) you are leaving (excluding leaves) _____

Where did you complete training for the position you are leaving?

On-the-job/On-site training University
 Community college Continuing education programs
 Career college Other (please specify) _____

Did you feel prepared to do your job? Yes No

Exit Tool © Health Care Human Resource Sector Council, 2003

The reason I am leaving my current position... (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Abuse in the workplace | <input type="checkbox"/> Negative public opinion |
| <input type="checkbox"/> Family obligations | <input type="checkbox"/> New job |
| <input type="checkbox"/> Illness in the family | <input type="checkbox"/> Personal illness |
| <input type="checkbox"/> Insufficient benefits | <input type="checkbox"/> Physical demands of job |
| <input type="checkbox"/> Insufficient hours | <input type="checkbox"/> Retirement |
| <input type="checkbox"/> Insufficient wages | <input type="checkbox"/> Returning to school |
| <input type="checkbox"/> Lack of leadership | <input type="checkbox"/> Stress |
| <input type="checkbox"/> Maternity leave | <input type="checkbox"/> Terminated |
| <input type="checkbox"/> Mental demands of the job | <input type="checkbox"/> Unsupportive work environment |
| <input type="checkbox"/> Moving (out of province) | <input type="checkbox"/> Unsuitable to the job |
| <input type="checkbox"/> Moving (within Nova Scotia) | <input type="checkbox"/> Other (please specify) _____ |

Indicate, in order, the top 3 reasons for leaving your position...

1. _____
2. _____
3. _____

Explain in further detail the circumstances surrounding your decision to leave your position.

Is the job you are leaving what you expected? Explain why it was, or was not, what you expected.

Indicate 3 *positive* aspects to being employed in the facility/agency you are leaving...

1. _____
2. _____
3. _____

Indicate 3 *negative* aspects to being employed in the facility/agency you are leaving...

1. _____
2. _____
3. _____

What are your short-term plans?

- Work in similar position in same practice
- Work in similar position in different health setting
- Different job and/or field
- Other (please specify _____)

Do you expect/plan to return to a similar position?

- Yes, within 1 to 6 months
- Yes, within 6 month to 2 years
- No
- Undecided/unsure

Will you be seeking employment in another capacity within the same practice setting (e.g., nursing home, hospital, group home, etc.) in the future?

- Yes (if yes, in what capacity? _____)
- No (if no, why not? _____)
- Undecided

3. Quality of Work Life

Based on your experience, how often are you...? (Circle the best answer)

	Most of the time	Sometimes	Rarely/Never
Able to take personal time to deal/cope with family situations	1	2	3
Able to make decisions regarding your clients	1	2	3
Discouraged at work	1	2	3
Excited about going to work	1	2	3
Exhausted	1	2	3
Overworked	1	2	3
Recognized for work performance	1	2	3
Supported by your coworkers	1	2	3
Supported by your employer	1	2	3
Valued for your work by clients	1	2	3
Valued for your work by your employer	1	2	3

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4. Recruitment & Retention

How did you originally find out about the position you are leaving? (e.g., newspaper ads, friend, internal posting, etc) _____

Are you aware of any activities currently in place to attract new staff?

- Yes
- No
- Unsure

If yes, what are they? _____

Are you aware of any activities currently in place to maintain staff?

- Yes
- No
- Unsure

If yes, what are they? _____

Is there something (e.g., activities, programs, etc.) that could have done to keep you from leaving your current position? _____

What are the 'Top 10' areas you consider to be the most important to successfully *attracting* new staff to long term care facilities?

(Rank your top 10 choices in order of importance; 1 = most important)

- | | |
|---|--|
| ___ Ability to balance work & personal life | ___ Opportunities for promotion |
| ___ Ability to do tasks educated to do | ___ Orientation |
| ___ Consistent hours of work | ___ Opportunities to meet with co-workers (e.g., staff meetings) |
| ___ Continuing education (e.g., professional development) | ___ Pension plan |
| ___ Employee supports (e.g., back to work programs) | ___ Performance evaluation |
| ___ Employee wellness programs | ___ Permanent positions |
| ___ Flexible scheduling | ___ Resident/client activities |
| ___ Increased wages | ___ Strong leadership |
| ___ Job satisfaction | ___ Teamwork |
| ___ Medical/dental plan | ___ Training (e.g., stress, grief, etc.) |
| | ___ Workplace safety |
| | ___ Other (please specify) _____ |

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What are the 'Top 10' areas you consider to be the most important to *keeping* existing staff working?

(Rank your top 10 choices in order of importance; 1 = most important)

- | | |
|--|---|
| <input type="checkbox"/> Ability to balance work & personal life | <input type="checkbox"/> Opportunities for promotion |
| <input type="checkbox"/> Ability to do tasks educated to do | <input type="checkbox"/> Orientation |
| <input type="checkbox"/> Consistent hours of work | <input type="checkbox"/> Opportunities to meet with co-workers (e.g., staff meetings) |
| <input type="checkbox"/> Continuing education (e.g., professional development) | <input type="checkbox"/> Pension plan |
| <input type="checkbox"/> Employee supports (e.g., back to work programs) | <input type="checkbox"/> Performance evaluation |
| <input type="checkbox"/> Employee wellness programs | <input type="checkbox"/> Permanent positions |
| <input type="checkbox"/> Flexible scheduling | <input type="checkbox"/> Resident/client activities |
| <input type="checkbox"/> Increased wages | <input type="checkbox"/> Strong leadership |
| <input type="checkbox"/> Job satisfaction | <input type="checkbox"/> Teamwork |
| <input type="checkbox"/> Medical/dental plan | <input type="checkbox"/> Training (e.g., stress, grief, etc.) |
| | <input type="checkbox"/> Workplace safety |
| | <input type="checkbox"/> Other (please specify) _____ |

5. Comments & Recommendations

Use the space provided for any additional comments or recommendations regarding attracting & maintaining staff.

Thank you for participating...Good luck with your future endeavors ☺

Personal Vehicle Use Insurance Guidelines for Business Purposes in Home Care/Support Agencies

SOURCE: Information presented by Barb McGuire (Marsh Canada) and Nancy Milford (NSHOPA) to the Home Care Networking Group, November 28, 2007

Employer Responsibilities:

- Ensure that employees are adequately insured
- Direct the employee to discuss insurance with a broker (i.e., fully disclose what the vehicle is being used for)
 - Best to advise the broker in writing as to what employees do to minimize risk to the employer
 - To ensure the broker receives an accurate understanding of the associated duties, the employer should provide a standard description/overview of duties
- Obtain proof of insurance (such as a certificate of insurance, including effective date, rating, limits, and permission to carry passengers)
 - A certificate of insurance can be obtained by the employer. It provides an overview of the employees coverage and is signed by the broker.
- Ensure that employees are carrying appropriate limits
 - The employer may wish to have a policy stating the amount of coverage required
 - \$500,000 mandatory in Nova Scotia
 - \$1-2 million preferred
 - The cost of increasing the limit from \$1 million to \$2 million is approximately 5% of the total premium (includes collision, comprehensive)
 - The cost of increasing the limit from \$2 million to \$5 million is approximately 20-25% of the total premium
- Ensure that employees are adequately rated for the exposure
 - 01 rating – pleasure
 - 02 rating – pleasure and driving back and forth to work (up to 24 km. one way)
 - 03 rating – pleasure and driving back and forth to work (unlimited kms.)
 - 07 rating – pleasure and business use
 - Changing the classification from 01 to 03 results in an increased cost of approximately 22%
 - Changing the classification from 01 to 07 results in an increased cost of approximately 33%
 - Depending on the insurance company, Home Support Workers could be classified differently (03 or 07)
 - As long as the employee discloses all information about what the vehicle is being used for to the broker, the insurance company decides what is the appropriate classification

- All auto insurance policies cover carrying passengers regardless of rating so employees can carry clients, students, peers, supervisors, etc.
 - SEF6A – indicates that the driver carries passengers for compensation (some insurance companies want this on the policy as additional information for the underwriter (i.e., to provide a clearer understanding of what the driver is using the vehicle for), while others do not; not all companies charge a fee for this but it could result in a 10% increase in cost)
- Ensure that employees are responsible drivers
 - Ask for an employee’s driver abstract
 - A driver’s abstract details offences
 - If the collective agreement or legislation/policy prevents you from requesting a driver abstract from current employees, ask all new hires
 - Employer should ask for an employee’s driver abstract as often as the employer deems necessary (e.g., once/year, once/3 years, etc.). The required frequency should be documented in the employers protocol/policy
 - A protocol/policy outlining the expectations/requirements of the employer should be developed
 - A driver abstract can be accessed for \$10 at the Registry of Motor Vehicles
- Purchase non-owned vehicle insurance
 - Coverage is carried by the employer as an extension of their existing commercial general liability policy
 - The employee’s auto policy is always primary coverage, however, if the employee’s limit is insufficient, the organization’s non-owned auto policy will respond and therefore protect the organization
 - Coverage must be requested in order to be added to the policy
 - Premium varies based on the exposure of the risk
 - Coverage only protects the employer/organization
 - Coverage does not protect the driver of the vehicle
 - The amount of coverage is generally consistent with the amount of coverage on the general liability policy – based on the number of employees
 - May not be expensive, but is essential coverage when employees are traveling or transporting others on behalf of the employer

Employee Responsibilities:

- Ensure that you are adequately insured
- Ensure that your liability limit is sufficient for the exposure
 - If the agency has a policy requiring specific coverage (e.g., \$2 million), ensure that you are covered for that amount
- Understand that additional road exposure increases the potential for claims and that your premiums will increase if you have claims (i.e., if you have had an accident and are at fault)

- Ensure that you are rated accordingly for work activities with your vehicle
 - Fully disclose what the vehicle is being used for to your insurance broker or the insurer could deny the loss in the event of an accident
 - Understand that you will incur additional costs through increased insurance premiums because you are using the vehicle for work activities in addition to personal use
- Understand that your insurance policy is primary coverage in the event of a claim/loss to a third party (bodily injury or property damage)

Need More Resources?

Health Care Human Resource Sector Council Resources

Recommended resources/tools available at the Health Care Human Resource Sector Council

SOURCE: Health Care Human Resource Sector Council. Website: www.hcsc.ca

The Implementation of the Nova Scotia Recruitment and Retention Toolkit in Acute and Continuing Care (forthcoming March 2008)

Increasing Capacity for Quality of Work Life (QWL) in the Continuing Care Sector – “Next Steps” (Prepared by Beth Saunders and Janet Everest, February 2007)

Nova Scotia Health Recruitment and Retention Toolkit (Prepared by the Health Care Human Resource Sector Council, December 2006)

Supporting Staff Now and in the Future: Creating Learning Organizations in Continuing Care in Nova Scotia (Prepared by Lisa Speigel, Centre for Organizational Research and Development, March 2006)

Quality of Work Life Strategy for Nova Scotia’s Continuing Care Sector (Prepared by Wayne Marsh, March 2005)

Understanding the Drivers of Recruitment and Retention for Continuing Care Assistants in Nova Scotia (Prepared by Shawna Elliott, March 2004)

Exit Tool (Prepared by Shawna Elliott, 2003)

A Tool Kit for Human Resource Planning in Facility-Based Care: Older Workers Initiative (Prepared by the Nova Scotia Centre on Aging & Centre for Women in Business, Mount Saint Vincent University, July 2003)

Recommended Readings

Recommended readings by Keeping the People, Inc

SOURCE: Compiled by Leigh Branham, Keeping the People, Inc., June, 2004. Website: <http://www.keepingthepeople.com/>

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Leigh Branham, *Keeping the People Who Keep You in Business: 24 Ways to Hang Onto Your Most Valuable Talent* (New York: AMACOM Books, 2001).

Retention Management, a study released by The Saratoga Institute, Santa Clara, California, authored by Barbara Davidson and Jac Fitz-enz (New York: American Management Association, 1997).

Beverly Kaye and Sharon Jordan-Evans, *Love 'Em or Lose 'Em: Getting Good People to Stay*, (San Francisco: Berrett-Koehler Publishers, 1999)

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Ken Dychtwald, Tamara Erickson, and Robert Morison, *Workforce Crisis: How to Beat the Coming Shortage of Skills and Talent*, Harvard Business School Press, 2006.

John Putzier, *Get Weird! 101 Innovative Ways to Make Your Company a Great Place to Work* (New York: AMACOM Books, 2001)

Talent Management and Business Strategy

Ed Michaels, Helen Handfield-Jones, and Beth Axelrod, *The War for Talent* (Boston: Harvard Business School Press)

Haig R. Nalbantian, Richard A. Guzzo, Dave Kieffer, and Jay Doherty, *Play to Your Strengths: Managing Internal Labor Markets for Lasting Competitive Advantage*, (New York: McGraw-Hill, 2004)

Libby Sartain with Martha Finney, *HR from the Heart: Inspiring Stories and Strategies for Building the People Side of Great Business*, (New York: AMACOM Books, 2003)

Robert Levin and Joseph Rosse, *Talent Flow: A Strategic Approach to Keeping Good Employees, Helping Them Grow, and Letting Them Go*, (San Francisco: Jossey-Bass, 2001)

Edward L. Gubman, *The Talent Solution: Aligning Strategy and People to Achieve Extraordinary Results* (New York: McGraw-Hill, 1998)

People Management Best Practices

Marcus Buckingham and Curt Coffman, *First, Break All the Rules: What the World's Great Managers Do Differently* (New York: Simon & Schuster, 1999)

Marcus Buckingham and Donald O. Clifton, *Now, Discover Your Strengths* (New York: The Free Press, 2001)

Robert I. Sutton, *The No-Asshole Rule: Building a Civilized Workplace and Surviving One That Isn't*, Warner Business Books, 2007.

Rodd Wagner and James K. Harter, *12: The Elements of Great Managing*, Gallup Press, 2006.

Erika Andersen, *Growing Great Employees: Turning Ordinary People into Extraordinary Performers*, Portfolio, 2006.

Nancy S. Ahlrichs, *Manager of Choice: 5 Competencies for Cultivating Top Talent*, (Palo Alto: Davies-Black Publishing, 2003)

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Harvard Business Review on Finding and Keeping the Best People, (Boston: Harvard Business School Press, 2001)

Lynne C. Lancaster and David Stillman. *When Generations Collide*, (New York: HarperBusiness, 2001)

Rick Maurer, *The Feedback Toolkit: 16 Tools for Better Communication in the Workplace*, Productivity Press, 1994.

Ron Zemke, Claire Raines, and Bob Filipzak, *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, (New York: AMACOM Books, 2000)

David Noer, *Healing the Wounds: Overcoming the Trauma of Layoffs and Revitalizing Downsized Organizations* (San Francisco: Jossey-Bass, 1993)

Bruce Tulgan, *Winning the Talent Wars* (New York: W.W. Norton, 2001).

Employee Commitment, Engagement & Retention

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Jim Loehr and Tony Schwartz, *The Power of Full Engagement: Managing Energy, Not Time, is the Key to High Performance and Personal Renewal*, (New York: Free Press, 2003)

Beverly Kaye and Sharon Jordon-Evans, *Love It, Don't Leave It: 26 Ways to Get What You Want at Work*, (San Francisco: Berrett-Koehler Publishers, 2003)

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Marc Gunther, *Faith and Fortune: The Quiet Revolution to Reform American Business*, Crown Business, 2004.

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Jim Collins, *Good to Great: Why Some Companies Make the Leap and Others Don't* (New York: Harper Business, 2001)

Edward E. Lawler III, *Treat People Right! How Organizations and Individuals Can Propel Each Other into a Virtual Spiral of Success* (San Francisco: Jossey-Bass, 2003)

Brian E. Becker, Mark A. Huselid, Dave Ulrich, *The HR Scorecard: Linking People, Strategy, and Performance*, (Boston: Harvard Business School Press, 2001)

Curt Coffman and Gabriel Gonzalez-Molina, *Follow This Path: How the World's Greatest Organizations Drive Growth by Unleashing Human Potential* (New York: Warner Business Books, 2002)

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Dave Ulrich and Norm Smallwood, *When the Bottom-Line Isn't: How to Build Value Through People and Organization*, (Hoboken, NJ: John Wiley & Sons, 2003)

James L. Heskett, W. Earl Sasser, Jr., and Leonard A. Schlesinger, *The Service-Profit Chain: How Leading Companies Link Profit and Growth to Loyalty, Satisfaction, and Value* (New York: Free Press, 1997)

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Mihaly Csikszentmihalyi, *Flow: The Psychology of Optimal Experience*, (New York: Harper & Row Publishers, 1990)

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Bill George, *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*, Jossey-Bass, 2003).

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Tom Coens and Mary Jenkins, *Abolishing Performance Appraisals: Why They Backfire and What to Do Instead* (San Francisco: Berrett-Koehler Publishers, 2000)

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www.novascotiacca.ca

NSAHO Website:

www.nsaho.ns.ca

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<http://www.gov.ns.ca/coms/>

Nova Scotia Department of Health, Continuing Care Branch Website:

<http://www.gov.ns.ca/health/ccs/default.htm>

Prescription Nova Scotia Website:

<http://www.healthteamnovascotia.ca/prescriptionnovascotia/>