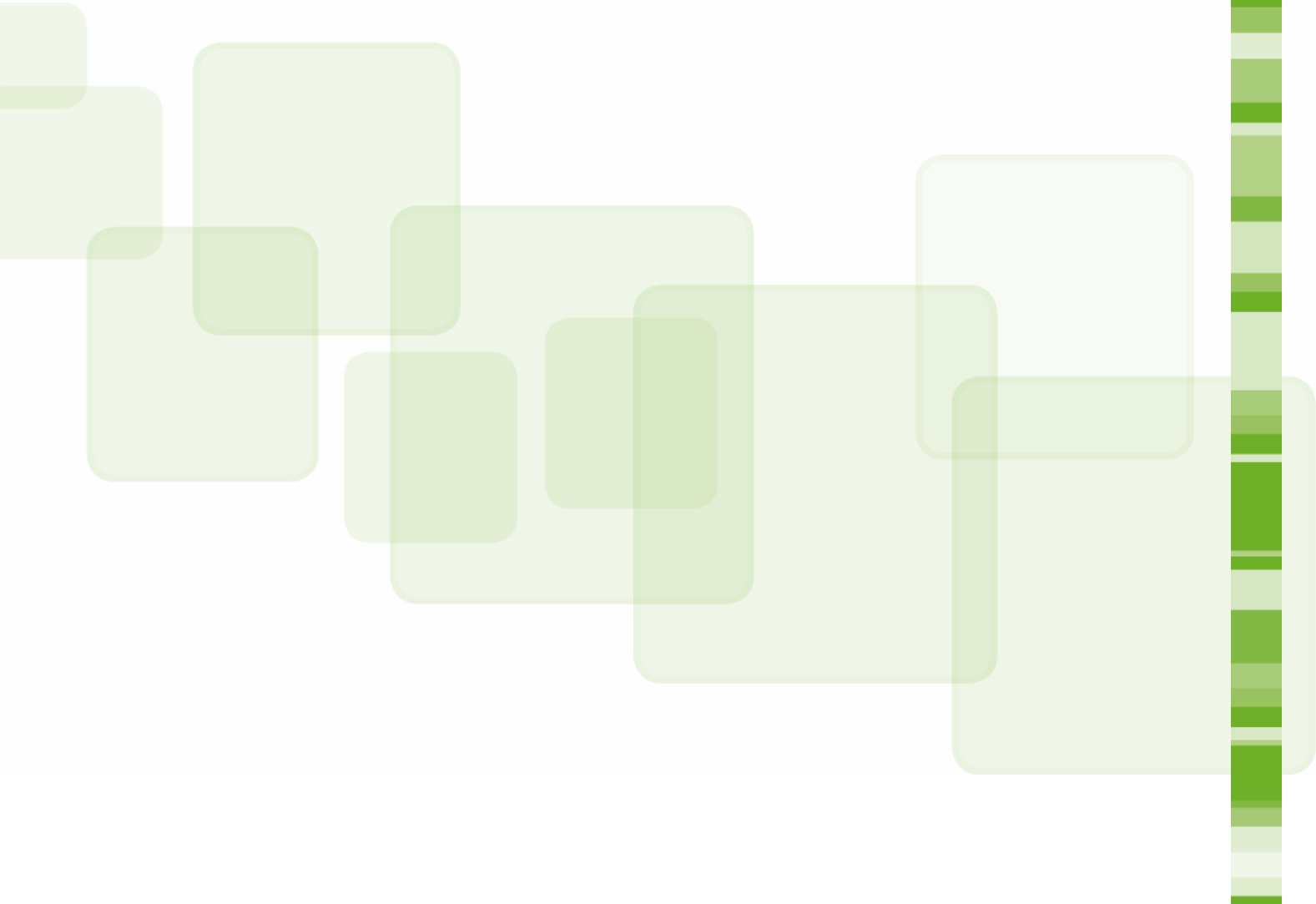


# **When I'm at work: Supported employee induction**

Trainer's guide



## Contact details

Branch: Disability Programs Branch

Department: Australian Government Department  
of Families, Housing, Community Services and  
Indigenous Affairs

Postal address: GPO Box 9820 BRISBANE QLD 4001

Phone: 1300 653 227 Toll Free

Website: [www.fahcsia.gov.au](http://www.fahcsia.gov.au)

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**When I'm at work: Supported employee induction**  
Trainer's guide

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## Aim of the 'When I'm at work' series

The aim of the 'When I'm at work' series is to bring together information about being at work. The resources that comprise the series focus on the workplace and provide information, scenarios, and suggested activities to assist you and the supported employees working in your Disability Business Service.

Topics in the 'When I'm at work' series are as follows.

- Supported employee induction
- Solving complaints
- Solving problems
- Retirement planning
- Working on a committee
- Using a computer
- Stopping abuse and neglect
- Teamwork
- Bullying
- My rights/responsibilities
- Drugs and alcohol
- Being healthy
  - Being sunsmart
  - Keeping your workplace clean and tidy
  - Wash your hands and keep germs away
  - Good posture and a healthy back
  - Stretching for good health
- Workplace behaviours

Using the 'When I'm at work' series will help Disability Business Services meet the requirements of a number of Disability Services Standards. For example, it will be useful in relation to Standard 11 that requires the provision of appropriate and relevant training and skills for each staff member.

# Introduction



## What is in this trainer's guide?

This trainer's guide has been developed as part of a resource for inducting new supported employees into the workplace.

The induction resource comprises:

- this trainer's guide
- a learner's workbook
- two DVDs, DVD 1 being a shorter version of DVD 2. Two DVDs have been provided to allow you to choose the most appropriate for your supported employees.

The resource provides you with an overview of what you might include in an induction program. It comprises key topics, strategies to address them, a timeline, and a checklist for doing so. Its structure is outlined below.

## What is the purpose of induction?

A good induction program will introduce new supported employees to the workplace, help them settle into their new positions and also provide them with valuable information necessary for carrying out their roles. It is the supervisor/team leader's responsibility to ensure new supported employees are successfully inducted.

## What are the key areas to address during induction?

An induction program needs to include:

- an overview of the induction process
- general background information about the organisation
- the employer's legal obligations
- the conditions of employment
- introductions to key personnel
- familiarisation with services and facilities.

What each of these inclusions mean for the supervisor/team leader and new supported employee is outlined on the following pages.

### Overview of the induction process

It is very important to explain the induction process to new supported employees, including what they can expect, who will be conducting the induction, and how long it will take.

## **Background information about the organisation**

The induction process should include background information about the organisation, such as:

- maps of the area and buildings
- the history of the organisation
- the organisation's structure
- an outline of management roles
- strategic alliances and plans
- the organisation's code of conduct.

## **Employer's legal obligations**

It is a condition of employment that all employees read and understand the legislative requirements. Although the organisation's policy documents will provide most of the important information about employee and employer legislative obligations and requirements, you need to discuss this information with new supported employees to ensure they completely understand it. Providing a list of the relevant state and commonwealth legislative Acts the organisation may be required to adhere to would be useful. Some of the employer's important legal obligations are contained in the following legislation.

- Commonwealth Disability Services Act 1986
- Australian Capital Territory Disability Services Act 1991
- New South Wales Disability Services Act 1993 No 3
- Northern Territory Disability Services Act 27 Oct 2004
- Queensland Disability Services Act 2006
- Tasmania Disability Services Act 1992
- Victoria Disability Services Act 1991 and Intellectual Disabled Persons Services Act 1986
- Western Australia Disability Services Act 1993
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Occupational Health & Safety Act 1991
- Commonwealth Privacy Act 1988
- Disability Services Standards

Other important legal responsibilities of the employer include the development of:

- a policy to exclude bullying and harassment
- emergency/evacuation procedures
- a system to ensure the appropriate administration of first aid.

## Conditions of employment

It is vitally important that you, as a supervisor or team leader, explain to the new supported employee the conditions of employment (including probation and induction period) and the expectations of the role. You should conduct the first performance appraisal discussion in the first week of employment.

## Introductions to key personnel

Introducing the new supported employee to key personnel and important contact people in the workplace is an important part of the induction program. These people may include:

- a workplace colleague who can act as an induction buddy
- the human resource coordinator
- the library contact
- the OH&S representative
- an IT support person
- managers of divisions or units.

## Familiarisation with services and facilities

With the induction buddy's assistance, you should help the new supported employee to locate useful services and facilities. These may include:

- the cafeteria
- the toilet
- car parking areas
- keys and access cards
- telephones
- HR services
- IT help desk
- security.

## Customising the learner's workbook

The learner's workbook is a Microsoft Word<sup>®</sup> document that is designed to be customised to your organisation and its needs.

Workbook content that is highlighted with grey shading is designed to be replaced, if necessary, by information relevant to your organisation.

Once customised to the workplace, the learner's workbook should be completed by the inducting staff member, together with the new supported employee.



The learner's workbook contains a sample DVD questionnaire that should be completed with the new supported employee during the viewing of either of the DVDs. This activity will help you to confirm whether or not a new supported employee has understood the induction process. These questions are by no means exhaustive and you should add/replace questions that are specific to your organisation, as you see fit.



# Induction timeline



## Timings and responsibilities

Several workplace employees need to be involved at various stages of the induction process.

The following information is an approximate timeline of the induction process indicating where the involvement of particular staff might be required, and what sort of duties may be expected of them.

## Pre-employment

### Supervisor/team leader

Each new supported employee will have different requirements for development and training. Training needs to take into account their experience and the requirements of the position. As a supervisor/team leader, you have several responsibilities related to induction.

### Suggested duties/tasks

- Ensure all necessary paperwork including personal details forms, tax file number (TFN) forms, and contracts are completed and signed by necessary staff, including the new supported employee.
- Send completed forms to HR, ensuring the new supported employee is given copies where applicable.
- Welcome the new supported employee by contacting and inviting them to attend an induction program prior to the commencement of employment, outlining the timeframes and personnel involved.
- Organise any personal protective equipment (PPE) and access requirements.
- If the new supported employee is being provided with a work space, complete the workstation preparation by ensuring it is clean and tidy, that stationery is available (if required), and that tools are available (if required).
- Let key people in your local and national (if appropriate) workplaces know of the new supported employee and their starting date.
- Add the new supported employee to any distribution, mailing, contact and phone listings.
- Appoint an 'induction buddy'.

## Day 1

### Supervisor/team leader

#### Suggested duties/tasks

- Issue the learner's workbook and induction kit which could include:
  - a staff handbook
  - a pre-employment checklist
  - information on the induction process
  - information on the induction buddy program
  - a copy of the position description
  - an emergency procedure card.
- Arrange work area access instructions, job-specific occupational health and safety (OH&S) requirements, issue PPE, and issue keys if required.
- Introduce the induction buddy and explain that person's roles and responsibilities. Take the new supported employee and the induction buddy through the learner's workbook and explain its content.
- Explain the attendance record requirements.
- Arrange for a staff ID photo to be taken.
- Visit HR and submit any outstanding paperwork.
- Demonstrate the use of:
  - PPE
  - machinery
  - facilities.

### Induction buddy

#### Suggested duties/tasks

- Assist the new supported employee with workstation orientation.
- Conduct work team introductions.
- Conduct a workplace tour (include cafeteria, toilets, first aid facilities, car parking areas, tea/coffee facilities).

### New supported employee

#### Suggested duties/tasks

- Begin completing requirements in the learner's workbook.

## Days 2 to 14

### **Supervisor/team leader**

#### **Suggested duties/tasks**

- Monitor the new supported employee's induction progress through completion of task checklists.

### **Induction buddy**

#### **Suggested duties/tasks**

- Maintain contact and assist the new supported employee with any questions they might have.

### **New supported employee**

#### **Suggested duties/tasks**

- Continue induction process. By the end of this period, the new supported employee should be up to date with:
  - how to access help
  - the sexual harassment material
  - the workplace code of conduct
  - information about OH&S
  - information about privacy
  - information about bullying
  - workplace awards
  - tasks that are of a high priority and position-specific
  - skills essential to their position.

## Weeks 3 to 6

### **Supervisor/team leader**

#### **Suggested duties/tasks**

- Monitor progress through induction process by reviewing task checklists, collating skills assessment, developing essential skills profile, and developing training plan.
- Interim probation meeting with the new supported employee.

### **Induction buddy**

#### **Suggested duties/tasks**

- Maintain contact and assist the new supported employee with any questions they might have.

### **New supported employee**

#### **Suggested duties/tasks**

- Continue induction process.

## Weeks 7 to 12

### Supervisor/team leader

#### Suggested duties/tasks

- Monitor progress. Meet with the new supported employee to refine their training plan and conduct the concluding probation interview.

### Induction buddy

#### Suggested duties/tasks

- Maintain contact and assist the new supported employee with any questions they might have.

### New supported employee

#### Suggested duties/tasks

- Continue the induction process and employment training as per the training plan.

### Manager

#### Suggested duties/tasks

- Provide the new supported employee with the letter of appointment after the three-month probationary period.

## Ongoing support

During the induction period, planned timetabled support is given to the new supported employee (as previously outlined). After this period, the new supported employee will still require continuous support as a member of the team.

As a supervisor/team leader, you need to hold regular group and/or individual meetings with staff to:

- communicate and provide relevant information on an ongoing basis
- review previous plans, including feedback
- solve any problems/challenges that may have arisen
- re-emphasise expected performance, discuss progress and provide encouragement and support
- provide feedback on performance, and discuss training and development needs
- plan coming activities
- involve team members in any departmental social activities
- demonstrate support.

### When I'm at work: Supported employee induction

Trainer's guide



## Sample induction timeline

Below is a sample timeline as shown in the learner's workbook. As previously mentioned, this timeline can be customised.

### The first day

On your first day, your workplace will:

- welcome you and show you around
- introduce you to the people you will be working with
- tell you about the pay and administration processes, for example, completing leave forms or making a complaint
- tell you about workplace health and safety.

### At the end of the first week

At the end of the first week, your supervisor will take you back through your induction process to make sure you understand what has been covered. Your supervisor will also clear up any questions you might have after working for a week.

### At the end of three months

After three months, you will have a meeting with your supervisor to talk about how you have been going. This meeting is called a probationary review meeting. Things you might talk about include:

- the confirmation of your employment
- how everyone's performance is evaluated
- the system used to regularly evaluate you and other supported employees' performance (performance appraisal)
- the wages system
- goals for you
- the letter of appointment you are given.

Your workplace will also set a date for your next appraisal.

### At the end of 12 months

You should have settled in by now and learned lots of new skills. These skills will be written down to show what areas you can work in and what machinery you can use. At this time, you will also have had a wage assessment that may lead to better pay because of the skills you now have.



# Key topics and strategies

## Suggested key topics and strategies

You can customise the learner's workbook to your organisation and to each new supported employee, depending on their needs. In the areas that are highlighted in grey, insert relevant induction information from your workplace to create a customised workbook for each new supported employee.

Here are some examples of content and suggested inclusions that may or may not be relevant to your organisation. You also need to decide on the details to be covered in each topic, depending on the new supported employee's needs.

### The Disability Services Standards

- The Disability Services Standards exist to clearly establish what is expected of Disability Business Services, and to encourage the continuous improvement of service quality through partnership between service providers, service recipients, and the Australian Government. The Standards have been developed to implement a shared common goal to improve service quality to better meet the needs of people with disability.

### Expectations

- Describe the specifics of the job for the new supported employee. Make sure you have the induction kit, any keys, cards, or PPE that will be required on the first day.
- Select the appropriate version of the DVD 'When I'm at work: Supported employee induction', and show it. This will provide the new supported employee with an introduction to what is expected of them. Tips for showing the DVD, aimed at maximising its usefulness, are included in the DVD section of this guide.
- After you have shown the DVD, discuss with the new supported employee their expectations of the organisation and explain in detail your expectations of them at different times during their employment with the Disability Business Service.

## Overview of the workplace

- New supported employees, whether they have work experience or not, will be unfamiliar with their new environment and its associated procedures and processes. Therefore, it is important that the new supported employee is inducted into the organisation as early as possible, and that they understand:
  - that they are a valued worker
  - what their position is
  - how they fit into the ‘big picture’.
- Explain to the new supported employee:
  - the industry
  - the nature and structure of the organisation
  - roles of key people in the organisation
  - key jobs, tasks and responsibilities.

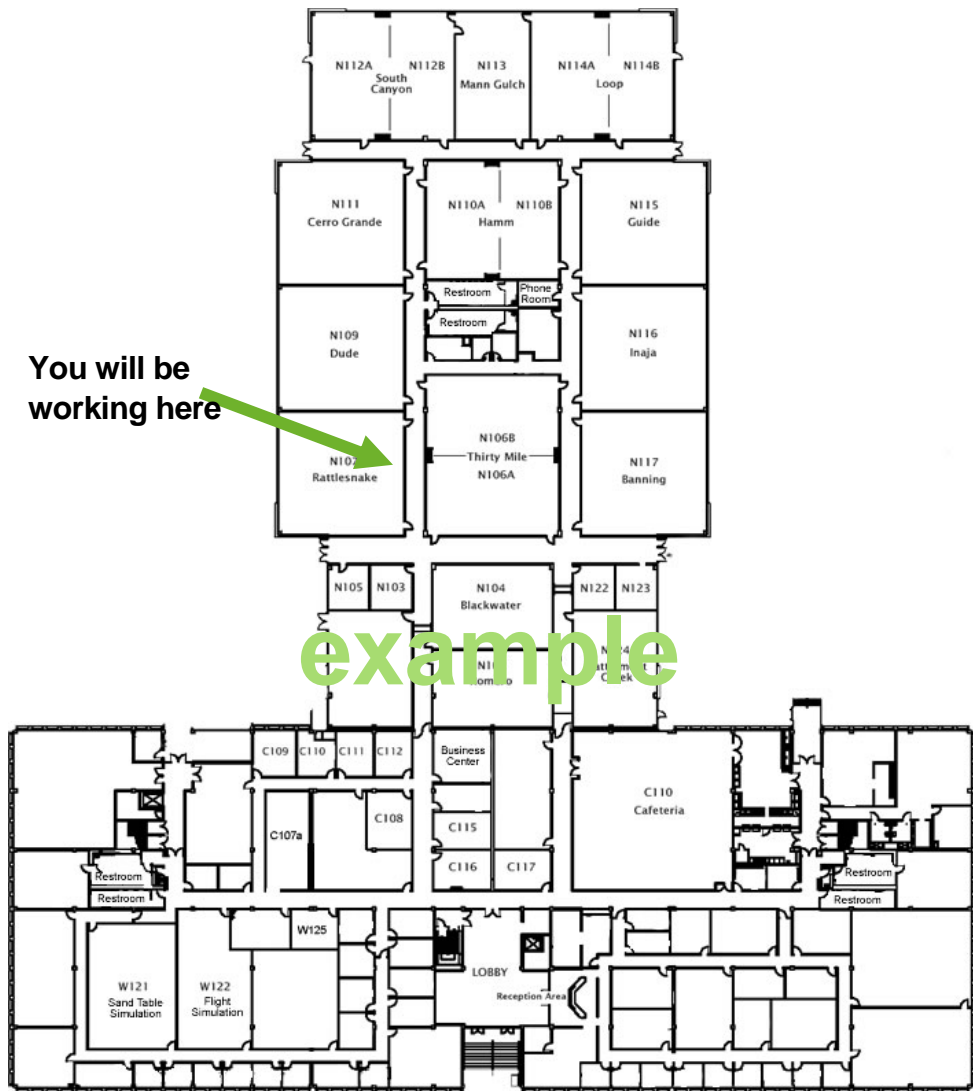
## Induction buddy

- One of the main stressors for the new supported employee may be having to remember who their new colleagues/team members are and the positions of those people in the organisation.
- It is important to not only tell the new supported employee who these people are, but to actually introduce them. This is where an induction buddy is particularly useful. Pair the new supported employee with a worker who can ‘show them the ropes’ during the first couple of weeks. This induction buddy can support the supervisor/team leader in explaining the work and procedures to the new supported employee, and make the new supported employee feel at home more quickly.
- It is also helpful to explain to the new supported employee what the induction buddy’s job involves and how they will interact with the new supported employee.
- Try and have the person responsible for each area available during the walk around to welcome the new supported employee, and introduce the other employees.

## Map of the workplace

- A sample workplace map, as shown in the learner’s workbook, follows. It is a good idea to have a map like this available for the new supported employee to use until they become familiar with their new workplace. You can draw arrows on the workplace map to show the new supported employee where they will be working, and other important areas.
- Time should be taken to go through this map while conducting the walk around, referring the new supported employee to it regularly.

## Sample map



## **Emergency procedures and phone numbers**

- Show the new supported employee all the locations of emergency contact numbers.
- Give the new supported employee a copy of the contact numbers they might need to access quickly or regularly.

## **Code of conduct**

- Talk the new supported employee through the organisation's policies, taking time to explain each of them in detail, providing copies where appropriate.
- If necessary, take the new supported employee to the relevant area when you are explaining different policies, for example, to the finance department when discussing pay.
- Beyond policy, induction should also cover such things as how to carry out common administrative tasks, like ordering stationery and explaining key information systems.

## **Dress standards**

- Standards of dress are important in any organisation. Explain the organisation's dress/uniform requirements in full. Have the uniform (if applicable) available on the day, along with any specific PPE required.

## **Roles and responsibilities**

- Explain the new supported employee's role as it pertains to the organisation's business, as well as where it fits in to the overall production of the end product/service, how important it is and that there is an expectation of them to do their best.

## **Smoking**

- During the walk-around to familiarise the new supported employee with the workplace, physically point out areas where smoking is and is not allowed. If the organisation has a printed policy, have it available, or include it as part of the learner's workbook. Ensure that additional inclusions are made to highlight items that might exist in other policies and not in the standard workplace smoking rules, such as smoking in work vehicles.

## **Alcohol**

- Refer to any policy documents highlighting how important it is for all employees to understand that consumption of alcohol, or being at work while under the influence of alcohol, is not allowed, as it can be a danger to others as well as themselves for various reasons, including physical safety.

## **Working hours and meal breaks**

- Have the relevant industrial relations award available to explain specific hours of work. Meal breaks and the minimum hours that must be spent at work should be specified in the letter of agreement. You should highlight this to the new supported employee.

## **Applying for leave**

- Have a copy of the leave application procedures and each type of leave form with you, and explain each one. Fill out a couple of 'dummy' forms with the new supported employee, and show them what the process is after the forms have been filled out.

## **Training at work**

- Explain the training timeline to the new supported employee and that they will be assessed on an ongoing basis. Emphasise that training does not stop after the initial employment training, but builds as they grow in ability, providing more skills that in turn will result in pay reviews. Let them know that the team leader/supervisor is always willing to talk about training, not only regarding the skills required of the new supported employee, but also regarding the employee's possible desire to acquire more skills.

## **Access and equity, and equal employment opportunity**

- Have copies of the organisation's access and equity policies on hand and lead the new supported employee through them, leaving the employee with copies of policies that are appropriate to them. Introduce the new supported employee to the staff members who are responsible for access and equity workplace processes.
- Explain the meaning of equal employment opportunity. If the organisation has an equal employment opportunity officer, introduce that person to the new supported employee and outline the contact procedure.

## **Complaints about work**

- Explain the Complaints Resolution and Referral Service (CRRS). Ensure the new supported employee has easy access to the CRRS contact phone number (1800 880 052) and knows that this avenue can be taken should the organisation's complaints process not be satisfactory. Explain that the supervisor/team leader should always be available to help with the complaints process.



## **Disability**

- If the organisation has a disability liaison officer (DLO), introduce that person to the new supported employee and outline the contact procedure.

## **Harassment and bullying**

- Make reference to relevant organisational policy documents that highlight that harassment and bullying in the workplace is not tolerated.

## **Privacy and confidentiality**

- Everyone has the right to privacy and confidentiality. Explain where and how confidential information about employees is kept and the organisational procedures followed for disclosure that are followed.

## **Occupational health and safety (OH&S)**

- Have copies of the organisation's OH&S policies on hand and lead the new supported employee through them, leaving the employee with copies of policies that are appropriate to them.
- Explain the OH&S policy, safe work procedures, and the roles and responsibilities of OH&S representatives to the new supported employee.
- Highlight hazards in the workplace, how they are controlled, how to report safety issues and how the new supported employee will be kept informed about health and safety issues.

## **WorkCover/workplace incident**

- Show and explain the paperwork required in the event of a workplace incident. Have human resources (HR) and/or an OH&S committee member available to explain the process if possible.

## **First aid procedures**

- Provide details about locations of first aid kits, employees with first aid qualifications, procedures for emergencies, phone numbers.

## Additional suggested topics

Other suggested topics for the induction process include:

- pay details
- superannuation
- Employee Advisory Group
- employee representative
- support services
- security of personal belongings and vehicles
- public transport
- mail
- library
- petty cash and reimbursement of claims
- stationery
- probation.

# Sample induction checklist

## A sample checklist

Below is a sample checklist of items that need to be covered during an induction process. You can use this one, or customise it to your workplace requirements.

Induction forms can be completed either as you go through the induction process with the new supported employee, or when you sit down with the employee at the end of the first day as a confirmation activity.

Have the employee fill out the copy of the checklist in the learner's workbook to keep as a reference as well.

Name \_\_\_\_\_

Department/Section \_\_\_\_\_

Date completed \_\_\_\_\_

Done	Workplace matters	Notes
	Workplace structure – management, key personnel and relevant roles and responsibilities	
	Site layout (including provision of map of workplace)	
	Communications and management structures	
	Occupational health and safety	
	Accident/hazard reporting	
	Emergency procedures, fire drill, first aid	
	Security	
	Absenteeism and lateness	
	Holidays	
	Sickness	
	Time and attendance system	
	Complaints procedure (including CRRS)	
	Grievance procedures	

Done	Employment position matters	Notes
	Facilities and amenities	
	Job description – duties, what will you be doing?	
	Training support, assistance, mentoring, training and development	
	Job-specific health and safety training	
	Performance appraisal and reporting	
	Personal protective equipment (PPE)	
	Handling and storage	
	Timings/work hours and meal-breaks	
	Use and care of, and issues with, tools and equipment	
	Initial points of contact for help - buddy, team leader, supervisor	
	Work space or work station	
	Technical training	
	Stationery and supplies	

Done	Individual matters	Notes
	Rights and legal issues	
	Pay/wage assessment	
	Access to personal data	
	Restricted areas, access, passes	
	Food and drink areas	
	Dress codes	
	Transport and parking	
	General administration	
	Smoking policy and designated areas	
	Social activities and clubs	

# The DVDs



## Introduction to the DVDs

As mentioned in the introduction to this guide, there are two DVDs in this resource. Each contains footage of a new supported employee's experience as he is inducted to the workplace. DVD 1 is a shorter version of DVD 2, and is more suitable for supported employees with intellectual disability. You should choose the most appropriate version of the DVD for your new supported employees.

Transcripts of the footage and key points for discussion are provided to:

- encourage further discussion of the content with the new supported employee
- reinforce the message
- confirm understanding.

You can use the DVDs as part of the organisation's pre-existing induction program, or as a guide to producing a customised induction resource.



## DVD 1

Load DVD 1 into the DVD player. The main menu will appear on the title screen.

There are four chapters on DVD 1.

- What can I expect on the first day?
- What can I expect after working for one week?
- What can I expect after working for three months?
- What can I expect after working for 12 months?

## What can I expect on the first day?

- Click on the chapter title to play the DVD.
- Play this chapter without pausing.
- At the end of the chapter, you will be automatically returned to the main menu.
- Discuss the chapter with the supported employee.
- Replay the chapter if necessary.

### Transcript

*What we are going to do this morning is go very slowly through a lot of paperwork and you probably won't be getting out to do any work whatsoever on the floor until about 10 o'clock, so morning tea time, all right?*

*We'll go slowly through our handbook and all; this is the induction kit. So, a lot of this stuff you get to take home with you. Every organisation like us has a policy that says what the plan is for the organisation and our plan is so that people with a disability have fulfilling employment in a viable business environment. Okay? So we'll go through this handbook, the handbook is yours to take home and it has all the information that you need to know about us.*

Discuss the following with the supported employee.

### Discussion

Discuss the key points from the DVD.

On the first day, a new supported employee can expect to:

- be welcomed to the workplace
- be given the organisation's induction kit, as part of the induction process
- be made aware of the organisation's business plan and objectives
- complete any necessary paperwork
- be shown their work area, and introduced to supervisors, co-workers, and their induction buddy
- be informed about pay and administration processes, for example, completing leave forms or making a complaint
- be informed about workplace health and safety
- be orientated to the workplace.

Discuss the key words and phrases from the DVD.

- What is a viable business environment?
- What is fulfilling employment?

## What can I expect after working for one week?

- Click on the chapter title to play the DVD.
- Play this chapter without pausing.
- At the end of the chapter, you will be automatically returned to the main menu.
- Discuss the chapter with the supported employee.
- Replay the chapter if necessary.

### Transcript

*Shane, today we are actually looking for, we're doing an inspection job today. These 400g cans, you've got to look for dints along the bottom, as soon as you feel something like a slight dint down the bottom of the label, like that, you feel that there, that's got to be out so you just put that aside and all the good stuff goes straight past. Right?*

Discuss the following with the supported employee.

### Discussion

Discuss the key points from the DVD.

After a week, a new supported employee can expect:

- their supervisor to monitor their induction progress through the completion of task checklists
- their induction buddy to maintain contact and assist them with any questions they might have
- to be up to date with a range of issues relating to their position including essential skills; prioritisation of tasks; information about workplace awards, OH&S, privacy, bullying; and how to access help.

## What can I expect after working for three months?

- Click on the chapter title to play the DVD.
- Play this chapter without pausing.
- At the end of the chapter, you will be automatically returned to the main menu.
- Discuss the chapter with the supported employee.
- Replay the chapter if necessary.

### Transcript

*How's it going, Shane?*

*Not bad, Jamie.*

*You've been here for a while now so it's time for your appraisal, right? We'll go up to the office. We'll go and do your appraisal.*

*OK, Shane, you've been here for three months now. This is an appraisal process we go through just to see where you're at and how everything fits into the business. We've got performance, abilities and the outcomes and then we have a personal plan for something you might want to learn down the future like different machines and stuff. So, on this plan we have work attitudes, abilities and all that sort of stuff. We have also your attitudes in relationships to other people as you work in a team, the safety signs and stuff, alright? Also, this is all about your teamwork, how you can work in with others and get on with other people in your team and how you all combine together and work as a team. Alright? So, it won't take too long and we'll just fill all this out and see how you are going.*

Discuss the following with the supported employee.

### Discussion

Discuss the key points from the DVD.

After three months, a new supported employee can expect:

- their supervisor to continue monitoring their progress, in terms of their training plan being refined and the concluding probationary interview being conducted
- their induction buddy to maintain contact and help them with any questions they may have
- to continue the induction process and employment training as per their training plan
- to attend a probationary review meeting with their supervisor which will cover:
  - the confirmation of their employment
  - how their work performance is evaluated

- the performance appraisal system that is used to regularly evaluate their and other supported employees' performance
- the wages system
- goals for them
- their letter of appointment
- a date for their next appraisal.

Discuss the key words and phrases from the DVD.

- What is an appraisal process?
- What are outcomes?
- What is a personal plan?
- What are goals?

## What can I expect after working for 12 months?

- Click on the chapter title to play the DVD.
- Play this chapter without pausing.
- At the end of the chapter, you will be automatically returned to the main menu.
- Discuss the chapter with the supported employee.
- Replay the chapter if necessary.

Discuss the following with the supported employee.

### Discussion

Discuss the key points from the DVD.

After 12 months, a new supported employee can expect:

- to be settled into the new workplace
- to have learned new skills
- to have had their new skills and documented
- increased opportunities to work on a range of activities and operations in the workplace
- opportunities to attend ongoing training
- to have had a wage assessment to determine appropriate pay, and areas for personal and professional development.

## DVD 2

DVD 2 contains interviews with a supervisor who explains the expectations of a Disability Business Service, and what a new supported employee can expect from the various stages of employment. DVD 2 should be introduced by the trainer to the supported employee prior to viewing.

The trainer should advise that it comprises comments from a business service manager, as well as the story of a new supported employee on his first day, at the end of his first week, three months later, and after twelve months.

Load DVD 2 into the DVD player. The main menu will appear on the title screen.

There are four chapters on DVD 2.

- What is a business service organisation?
- What can a new worker expect from a business service organisation?
- What is the role of a supported employee in a business service organisation?
- What does a business service organisation expect from a new worker?

Some chapters are designed to be played without pause, and then discussed. Others are designed to be paused at certain points, discussed, and then continued. Full details about how to deliver DVD 2 are provided in the following pages.

## What is a business service organisation?

This chapter emphasises that a Disability Business Service is a business, and as such, has business and financial goals as part of its role to support people with disability.

- Click on the chapter title to play the DVD.
- Play this chapter without pausing.
- At the end of the chapter, you will be automatically returned to the main menu.
- Discuss the chapter with the supported employee.
- Replay the chapter if necessary.

### Transcript

*A business service organisation in our situation is ... we're actually a manufacturing company that happens to employ people with disability. It is very important that we keep focused on our commercial activity while not forgetting that we are a service provider. Our role is really to employ people with disability, to increase their skills, to give them job competencies, to either move on into open employment or for many who prefer to stay here. The only difference we have with our employment conditions is that supported employees undergo a recognised wage assessment and so we pay based on their competency and productivity.*

*It's a caring environment; however it is not a welfare-focused environment. It is very much more a commercially-focused activity, and we're here to make money. The money gets put back into the business which then assists people in the future.*

Discuss the following with the supported employee.

### Discussion

Discuss the key points from the DVD.

- Business service organisations need to focus on their commercial activity.
- Supported employees are paid based on their competency and productivity.
- The environment is caring, but not welfare-focused.

Discuss the key words and phrases from the DVD.

- What is a commercial activity?
- What are job competencies?
- What are employment conditions?
- What is a wage assessment?
- What does 'productivity' mean?
- What is a manufacturing organisation?

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## What can a new worker expect from a business service organisation?

This chapter discusses what new supported employees can expect from a workplace including areas of training and staff development, such as training pathways, individual assessments, types of work, supportive environment and wage assessment. It highlights that everyone has equal access and opportunity to participate in staff development and training.

- Click on the chapter title to play the DVD.
- Pause for discussion where indicated to do so.
- At the end of the chapter, you will be automatically returned to the main menu.
- Discuss the chapter with the supported employee.
- Replay the chapter if necessary.

### Transcript

*A new worker's expectations vary, as far as what people expect from ourselves. Everybody comes here knowing that they will be given real work to do, and that's the key, is that we don't do any menial work, it's all highly desirable type work these days. It's fairly technical, and it stretches people and challenges people as far as their skills and competencies go.*

*Our aim is to actually give people skills for the future. We have young people leaving school that come here, that perhaps only want to stay for 12 months then move on into open employment. This is their first step so we can actually give them a reference or a testimony that they actually worked here. They build up a work ethic and the confidence to actually do better. Other expectations are to feel comfortable with knowing the environment is actually a supportive environment, so people know that there are no silly questions. If people have got an issue they can actually raise those questions. They're supported on the job with trained staff in a production area and we also have employees and staff that have a background in disabilities who are there to assist with non-commercial issues so we are dealing with people with ... it could be accommodation issues, it could be dealing with legal issues, whatever it might be, we will refer them on to appropriate agencies.*

*The thing I would stress when we are actually meeting with families and employees for the first time is the fact that it is our conditions of employment are the same as anywhere else if not better. The only difference is we have within our EBA is the fact that we do assess people's wages, that is with the wage tool that's been recognised by the union and is also supported by our own employee base. So there's that slight difference, other than that everybody has the same conditions, everybody has a personal performance and development review*

*whether you have a disability or not and everybody shares in the spoils, I suppose.*

*We offer the same support to non-supported employees. If it becomes a thing of needing some counselling of some sort we'll refer them to the appropriate agencies. We often cover the costs of the counselling if it's not free, but our expectations are also the same as for our supported employees. If you do something wrong, you will be treated like any other employee. You will be counselled, disciplined and whatever the consequence might be.*

Pause the DVD here. Discuss the following with the supported employee.

### **Discussion**

Discuss the key points from the DVD.

- As part of the employment, supported employees can expect to learn skills for the future.
- The workplace can help supported employees with non-related issues like accommodation, legal issues, and so on.
- The workplace assesses supported employees' wages using a recognised wage assessment tool.

Discuss the key words and phrases from the DVD.

- What does 'work ethic' mean?
- What is an 'EBA'?

Resume the DVD.

### **Transcript**

*What we are going to do this morning is go very slowly through a lot of paperwork and you probably won't be getting out to do any work whatsoever on the floor until about 10 o'clock, so morning tea time, all right?*

*We'll go slowly through our handbook and all; this is the induction kit. So, a lot of this stuff you get to take home with you. This is what is called our 'strategic ends' policy. Every organisation like us has a policy that says what the plan is for the organisation and our plan is so that people with a disability have fulfilling employment in a viable business environment. Okay? So we'll go through this handbook, the handbook is yours to take home and it has all the information that you need to know about us.*

Discuss the following with the supported employee.

### **Discussion**

Discuss the key points from the DVD.

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On the first day, a new supported employee can expect to:

- be welcomed to the workplace
- be given the organisation's induction kit, as part of the induction process
- be made aware of the organisation's business plan and objectives
- complete any necessary paperwork
- be shown their work area, and introduced to supervisors, co-workers, and their induction buddy
- be informed about pay and administration processes, for example, completing leave forms or making a complaint
- be informed about workplace health and safety
- be orientated to the workplace.

Discuss the key words and phrases from the DVD.

- What is a 'strategic ends' policy?
- What is fulfilling employment?
- What is a viable business environment?

## What is the role of a supported employee in a business service organisation?

This chapter emphasises the fact that new supported employees have valued roles in the business, as do all employees, in that they are important contributors to the organisational outcomes of the business and as such should enjoy comparable working conditions and remuneration.

- Click on the chapter title to play the DVD.
- Play this chapter without pausing.
- At the end of the chapter, you will be automatically returned to the main menu.
- Discuss the chapter with the supported employee.
- Replay the chapter if necessary.

### Transcript

*The role of a supported employee is the same as anybody else working in any environment. They're a valued employee, they have the same rights and entitlements as anybody else in the workforce, and the fact that they have a disability doesn't take away the fact that they are employed, so we ensure the remuneration is at the appropriate levels. The conditions of employment are the award conditions or in our case we have an enterprise agreement which is supported by the union. They generally enjoy very good work conditions and our expectations are fairly high. We do expect people to behave when they are at work, the same as anybody else.*

Discuss the following with the supported employee.

### Discussion

Discuss the key points from the DVD.

- Supported employees are valued members of the organisation.
- Supported employees work under award conditions.
- All employees are expected to work according to the organisation's code of conduct.

Discuss the key words and phrases from the DVD.

- What is an 'entitlement'?
- What does 'remuneration' mean?
- What is an enterprise agreement?
- What is a union?

## What does a business service organisation expect from a new worker?

This chapter looks at what a Disability Business Service may expect from a new supported employee. A case study looks at 'Shane', a new supported employee who has just started work with a Disability Business Service.

- Click on the chapter title to play the DVD.
- Pause for discussion where indicated to do so.
- At the end of the chapter, you will be automatically returned to the main menu.
- Discuss the chapter with the supported employee.
- Replay the chapter if necessary.

### Transcript

*At the end of the first day our expectations aren't that great for a new employee, it is their first day so we are not expecting them to work on a production line and know what they are doing. It is very important however that they've actually had a full induction and orientation to the workplace. We provide supported employees with a handbook. We work through that handbook as a reference source. Again we don't expect them to actually remember everything that is in there. So our expectations at the end of the first day are really that they can actually feel comfortable with the work environment. We do actually link people with a work mate, like a buddy system so that they have somebody that they know to go and sit with at lunch time, morning tea and so on.*

*So at the end of the day we'd like them to leave work knowing that they are working in a safe environment, it's healthy and it is a caring environment, but also it is a business so it is work.*

Pause the DVD. Discuss the following with the supported employee.

### Discussion

Discuss the key points from the DVD.

- A full induction and orientation to the workplace is very important.
- Induction aims to help supported employees feel comfortable in the workplace.
- Supported employees are often linked with an induction buddy.
- The workplace is a safe, caring and healthy environment, but it also is a place to work.

Discuss the key words and phrases from the DVD.

- What is a 'reference source'?

Resume the DVD.

### Transcript

## **Scene changes to the end of the first week**

*Shane, today we are actually looking for, we're doing an inspection job today. These 400g cans, you've got to look for dints along the bottom, as soon as you feel something like a slight dint down the bottom of the label, like that, you feel that there, that's got to be out so you just put them aside and all the good stuff goes straight past. Right?*

*At the end of the first week our expectations are a little higher, we know that the person has settled and depending on the hours of work they are going to work, whether they are full-time or part-time, but at the end of the first week they have usually been introduced to a particular part of the production line. It is often the most menial jobs initially, we don't start people off on jobs that they can't do so we try and look at them succeeding straight away, so we set people up to succeed which is often the entry level of the first step on the ladder. Our expectations are again at the end of the first week, they can go home feeling confident that they have done a good job and that they have been introduced to some real work.*

Pause the DVD here. Discuss the following with the supported employee.

### **Discussion**

Discuss the key points from the DVD.

After working for a week, a new supported employee can expect:

- their supervisor to monitor their induction progress through the completion of task checklists
- their induction buddy to maintain contact and assist them with any questions they might have
- to be up to date with a range of issues relating to their positions including essential skills; prioritisation of tasks; information about workplace awards, OH&S, privacy, bullying; and how to access help.

Resume the DVD.

### **Transcript**

*At the end of three months all our supported employees undergo a personal performance and development review. This is where we actually sit down with the individual, we sit down with a direct line manager or supervisor and we discuss their progress to date. We look at the type of duties they've been performing; we look at their competencies in the area of work skills, work habits, occupational health and safety, material handling, organisational culture and quality. We identify their strengths, we also look at any deficits that they might have in their skills in certain areas and we also look at their long-term goals.*

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*So we look at objectives we'd like to set for the next 12 months, we try and keep all goals and objectives work related. However, we do assist people with non-work-related activities or training they may wish to pursue in the future.*

*You see a massive change take place with people from when they first start from the first week, the first three months. By the end of the first three months, people have met new friends at work. We've helped to build their social networks. We don't facilitate the social club as such but we do promote a lot of external activities with local sports clubs and so on so a lot of new employees find that's an excellent way of actually meeting new people. There is a lot more confidence on the line because we give a lot more autonomy to people as well. So if people have got the skills we encourage them to use them. We are always there as a backup, so we've always got support staff there to assist with any problems. It is great to see people actually gaining that confidence so that they can actually do things themselves without being dependant on others.*

Pause the DVD here. Discuss the following with the supported employee.

### **Discussion**

Discuss the key points from the DVD.

- All employees undergo personal performance and development reviews on a regular basis.
- At these reviews, supported employees and their supervisors discuss work skills, work habits, strength, opportunities to improve, and long-term goals.
- Supported employees generally gain confidence in the workplace during their first three months of work.

Discuss the key words and phrases from the DVD.

- What is a 'personal performance and development review'?
- What is 'OH&S'?
- What is 'organisational culture'?
- What is a 'deficit'?

Resume the DVD.

### **Transcript**

*How's it going Shane?*

*Not bad Jamie.*

*You've been here for a while now so it's time for your appraisal, right? We'll go up to the office; we'll go and do your appraisal.*

*OK, Shane, you've been here for three months now, this is an appraisal process we go through to see where you're at and how everything fits into the business. We've got performance, abilities and the outcomes and then we have a personal plan for something you might want to learn down the future like different machines and stuff. So, on this plan we have work attitudes, abilities and all that sort of stuff. We have also your attitudes in relationships to other people as you work in a team. You've got production requirements, work requirements, also safety signs and stuff, alright? Also this is all about your teamwork and how you can work in with others and get on with other people in the team and how you all combine together and work as a team. Alright? So, it won't take too long to sort all this out and see how you are going.*

Pause the DVD. Discuss the following with the supported employee.

### **Discussion**

Discuss the key points from the DVD.

After working for three months, a new supported employee can expect:

- their supervisor to continue monitoring their progress, in terms of their training plan being refined and the concluding probationary interview being conducted
- their induction buddy to maintain contact and help them with any questions they may have
- to continue the induction process and employment training as per their training plan
- to attend a probationary review meeting with their supervisor which will cover:
  - the confirmation of their employment
  - how their work performance is evaluated
  - the performance appraisal system that is used to regularly evaluate their and other supported employees' performance
  - the wages system
  - goals for them
  - their letter of appointment
  - a date for their next appraisal.

Resume the DVD.

### **Transcript**

*At the end of 12 months, we usually have people who are very settled in their employment, have gained a lot of competencies and skills, have usually worked on a range of lines and operations, have learnt quite a lot of machinery operations. All of the skills are documented and we retain them on their personal files and on each line that we operate we*

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*keep a database of who's trained to work on particular machinery to ensure safety.*

*It's usually the person's undergone their first wage assessment within the first 12 months so they've actually seen some benefits to their own performance. It's usual after the first wage assessment that people do get pay rises because they've learnt some new skills and the competencies have increased.*

Discuss the following with the supported employee.

### **Discussion**


Discuss the key points from the DVD.

After working for 12 months, new supported employees can expect:

- to have settled in to their new workplace
- to have learned new skills
- to have had their new skills and documented
- increased opportunities to work on a range of activities and operations in the workplace
- opportunities to attend ongoing training
- a wage assessment to determine appropriate pay, and areas for personal and professional development.



## Other useful resources



There are now a number of Consumer Training and Support products available that you can access and use in your induction process. These can be found on the FaHCSIA website by following:

[http://www.facsia.gov.au/internet/facsinternet.nsf/disabilities/representati  
on-consumer\\_training\\_support\\_products.htm](http://www.facsia.gov.au/internet/facsinternet.nsf/disabilities/representati<br/>on-consumer_training_support_products.htm)