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Recruitment, Resources, Results



Human Resources
Recruitment and Retention
Guide for Employers



**EMPLOYMENT
ONTARIO**

Recruitment

Companies and organizations thrive when employers are able to recruit competent, skilled, and dedicated workers. This section is designed to assist employers with the recruitment process.

Steps in Recruitment:

Before recruiting, review or create a job description and keep it for future reference. Elements of the job description can be used in advertising or posting the position.

Job description:

- Lists the key elements of a particular job/occupation. The Ontario Skills Passport website lists essential skills for over 200 occupations. (<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp>)
- Outlines the purpose, duties, equipment used, qualifications, training needed, physical and mental demands, as well as working conditions.
- Gives the employer a benchmark from which to work when interviewing people.
- Provides a documented source for reference when needed.
- Clearly outlines expectations for employer and employee.
- Deters misunderstandings.
- Changes as needed through regular review and updating.
- Helps companies sort out their Human Resource needs.

Key components (see template on page 3):

- Company Name/Logo
- Job Title
- Lines of Communication – identifies where job fits in organizational structure.
- Department
- Job Status – Full-time, Part-time, Contract
- Scope of Position – describes the objectives, and purpose of the position
- Responsibilities – outlines the specific tasks and duties of the position in point form
- Qualifications – lists the skills, education, previous experience, etc. needed for the position

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Job Descriptions Template

COMPANY NAME/LOGO

Job Description

Position Title:	Department:	Reports To:
Location:	Status: (Full time, Part time, Contract)	Salary:

Scope of Position: (provide a general description of what the position entails)

Responsibilities: (outline specific tasks and the percentage of time spent on each task – keep it clear and concise)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- Other duties as assigned

Qualifications: (include skills, education, previous experience required for this job)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Recruiting Methods:

Network:

Mention hiring needs to people in your business or industry. Ask employees if they know of anyone who may be interested in the position. Some employers offer monetary rewards to employees for referrals. These rewards are paid after the new employee completes the probationary period.

Free Recruiting Methods (websites and services):

apprenticesearch.com – This website brings together people looking for apprenticeship opportunities with employers offering apprenticeship training and jobs. There is a database for employers to search: www.apprenticesearch.com

Job Bank – Employers can post jobs through the Service Canada employment offices and the job bank website: <http://www.jobbank.gc.ca>

Open House – These are special events held by companies to attract interested candidates.

Recruiting with a Fee attached:

Agencies – There are a variety of third party recruitment agencies that will find potential candidates. These services usually charge a fee if a candidate is hired.

A listing of local recruitment agencies can be found in the yellow pages under “Recruitment” or by doing a search on the internet.

Websites – There are numerous websites catering to a variety of industries. These websites post opportunities for a fee. Employers can buy packages or single postings.

Websites that cater to a general audience include www.monster.ca and www.workopolis.ca. To find websites that are industry specific, check with trade associations or unions (if applicable).

Other Methods:

Ontario Youth Apprenticeship Program (OYAP) – This program is designed to help high school students make a smooth, successful transition into post-secondary apprenticeship programs. Work placements provide important experience to students and allow employers to meet staffing needs. OYAP is an excellent, low-cost way to decide if a candidate would be a good fit for a future position with a company or organization.

Information on OYAP can be found by visiting <http://www.schooltocareer.ca/oyap/index.asp> or by speaking to a guidance counsellor or cooperative education teacher at a local high school about experiential learning.



Cooperative Education (Co-op):

Cooperative Education is a unique educational opportunity for students that extends learning beyond the classroom to a workplace setting.

The opportunity to experience the workplace helps students discover their options and gather the information they need to make informed decisions about their post-secondary futures.

Information on Co-op can be found at <http://schooltocareer.ca/coop-info.shtml> or by contacting a local high school and speaking to a guidance counsellor or cooperative education teacher.

High school students who experience success in cooperative education work placements may become future employees of the same company that provides the original training.

Job Fairs

Usually job fairs are organized through local business development organizations, community colleges, universities, or Industry Education Councils. Some larger companies organize their own job fairs.

Interviewing:

Once potential candidates have been selected, interviews need to be scheduled to determine the best candidate.

Interview Preparation:

- Employers need to be able to explain to candidates why an employee would want to work for their company. In an interview, the employer sells the organization and the applicant sells himself or herself.
- Technical and Job Specific questions - An employer needs to know whether or not the candidate can do the job. Job descriptions can be used to develop technical questions. Candidates should be asked about competencies and skills related to the current job.
- Behavioural Based Questions (see template on pages 6 and 7 for sample questions) - The most accurate predictor of future performance is past performance in similar situations. Candidates are asked to reflect on previous work experiences relevant to the current job.
- Each candidate's resume should be reviewed for gaps in employment terms or anything else that requires clarification.

Interview Process:

- Candidates should complete application forms before the interview begins.
- It is up to the employer to establish rapport in the interview. Introductions and a brief period of small talk usually facilitate rapport.
- The agenda for the interview should be reviewed. See points immediately below for sample items.
- The employer should talk about the company and the position available.
- The employer should ask questions about the applicant's resume and past work experiences.
- The employer should ask technical questions.
- The employer should ask behavioural based question similar to those on pages 6 and 7.
- The candidate should have an opportunity to ask questions.
- The employer should explain when the hiring decision will be made and how it will be communicated.

Behavioural Based Interview Questions

1. Give me an example of a time when you set a goal and were able to meet or achieve it.
2. Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
3. Tell me about a time you were able to successfully deal with another person when there was a conflict.
4. Give me an example of when you showed initiative and took the lead.
5. Give me an example of a time when you worked on a team. How did you find the experience?
6. Give me an example of a time when you had to handle a variety of tasks at the same time. What did you do?

7. If I were to ask one of your previous employers to describe your three best qualities, what would they say?

8. If I were to ask a friend or a family member to describe your three best qualities, what would they say?

9. What is one thing you would like to improve?

10. Cite a previous accomplishment which made you extremely proud.

Selection:

- Once candidates have been narrowed down to the top three, the employer should ask for their references. When contacting references, questions should be asked about the candidate's past performance and his or her qualifications as they pertain to the position in question. Ask whether the employer would hire this individual again.
- Once the decision is made, the successful candidate should be notified and offered the job. A letter should be provided that outlines the specific duties related to the job.
- Candidates who were not successful should be politely notified in a prompt manner.



Retention

After the right people are hired, it is important to retain them. Successful employers have retention plans because they want to keep the valuable employees they have recruited and trained.

Performance Management

One way to help retain employees is to have a performance management program. This allows the employer to both review performance and keep the lines of communication open. It can also form the basis for organizing pay increases. **See the sample performance review plan on pages 9-12.**

A Performance Review is not one “official” meeting a year; it is an on-going series of conversations between the employee and the manager. These conversations should address goals, expectations, personal development opportunities and training needs. A successful performance management program will have regular informal chats to discuss how things are going. If these conversations occur throughout the year, then the formal review is only a summary.

Performance Management Tips:

1. Both parties should prepare for these meetings.
2. The review should be written and signed by both parties.
3. The meetings should be informal, in a comfortable environment without other colleagues around. Employers should be supportive of employees.
4. Feedback should be positive and constructive. Employers should focus on areas where performance has been strong and areas where improvement is required. Examples should be cited whenever possible.
5. Meetings should end with agreed upon next steps.

Steps for Performance Review:

1. Arrange a convenient time for both parties.
2. Ask the employee to complete the self-rating section of the review prior to the meeting.
3. Speak to other employees / supervisors about the employee’s performance if necessary.
4. Complete the supervisor’s rating section of the review prior to the meeting.
5. Compare the employee and supervisor ratings. Differences should be discussed. If the employee is unhappy with the supervisor’s rating, he or she can express this in the employee comments section.
6. Outline areas for improvement.
7. Provide comments on the completed form.
8. Set up the next informal meeting for follow up.



Insert company Logo

Performance Review

Employee Information

Employee Name: _____

Date Hired in Position: _____

Job Title: _____

Review Period: From _____ **to** _____

Location: _____

Branch/Dept: _____

Performance Rating Definitions

O – Outstanding = Results are outstanding & consistently exceeds required standards

A – Advanced = Fully meets required standards and occasionally exceed required standards

FP – Full Performance = Fully meets required standards

B - Basic = Results that meet required standards of performance for some but not all aspects of the job

U-Unsatisfactory = Results do not meet required quality and/or quantity standards

Section 1: Competencies

	Place an X in the column to represent your measurement of the performance level.									
	Employee Self Rating					Manager Rating				
<u>Core Competencies</u>	O	A	FP	B	U	O	A	FP	B	U
** Based on the Essential Skills developed by the Government of Canada										
<u>Reading Text</u> Able to read text and follow instructions. Evaluate the quality of text. Draw conclusions and use specialized knowledge.										
<u>Document Use</u> Able to read and use documents (signs, forms, etc.). Can search and locate required information. Conclusions can be drawn based on understanding of document.										
<u>Numeracy</u> Able to handle tasks that require a combination of mathematical operations or multiple applications of a single mathematical operation.										
<u>Writing</u> Able to write pieces that inform, explain, request information, express opinions or give directions. Could also be written pieces that present considerable information and which may feature a comparison or analysis.										
<u>Oral Communication</u> Can effectively provide, obtain or exchange information. Has a significant range of subject matter; professional, organizational, theoretical, social issues and the context can be unpredictable.										

Section 3: Performance Objectives

<i>Fill in the objectives that the employee is trying to accomplish or will try to accomplish.</i>	O	A	FP	B	U	O	A	FP	B	U
1.										
2.										
3.										
4.										
5.										
6.										

Section 4: Overall Performance Rating

Based on Section 1-3 and the following definitions, check the rating which would most accurately describe the employee's over all performance.

- O – Outstanding** = Results are outstanding & consistently exceeds required standards
- A – Advanced** = Fully meets required standards and occasionally exceed required standards
- FP – Full Performance** = Fully meets required standards
- B - Basic** = Results that meet required standards of performance for some but not all aspects of the job
- U-Unsatisfactory** = Results do not meet required quality and/or quantity standards

Section 5: Employee Development

Strengths – Describe the employee’s skill and abilities relating them to results

Developmental Needs & Recommendations – Describe areas that need improvement or development. Choose no more than 3 Competencies – rated B or U.

Other Proven Retention Strategies *(reprinted with permission from www.apprenticesearch.com)*

The Industry-Education Council of Hamilton recently released a report entitled **Apprentice Retention in the Skilled Trades**, prepared by an MBA Consulting Team from Sir Wilfrid Laurier University in Waterloo. In the study **350** apprentices were interviewed, and from these interviews **10 Key Retention factors** were identified.

1. Appreciation

Financial compensation is but one factor of many in this category. Apprentices want to do work that employers value, and be recognized for it. Apprentices need employers to provide:

- Positive reinforcement when a job is well done, and constructive feedback when appropriate
- Creative social or financial incentives to recognize their work: these could be individual appreciation events (raise, bonus, top-up to E.I. while in school, payroll deduction for tools) or social (recognition in company newsletters, etc.)
- Team building and recognition events
- Information about the big picture, the core values of the organization, and how their work contributes to the whole project or business,

2. Liking Co-Workers

Liking their co-workers is one of the most important factors in creating a positive work environment, and seems to be more important than concern for remuneration. Liking co-workers definitely affects whether or not an apprentice stays with an employer. If an employer hires the right people, cooperation and cohesiveness improves in the workplace, and productivity is increased. Be sure to:

- Make the investment to hire the right people, to create a culture that nurtures positive attitudes, pride and cooperation
- Be a role model yourself; interact with employees in a positive way
- Create a working environment that employees will enjoy coming to every day
- Establish work units or teams to further develop cooperation and collaboration

3. Loyalty

Apprentices want to make a commitment to an employer, but that attachment is based on job satisfaction. Apprentices who are loyal to the company are more apt to market the merits of the business and to stay, leading to less turnover and higher productivity.

- Be loyal and supportive of apprentices; it's the best way to encourage them to be loyal to you!
- Deliver on your commitments; if you make them, keep them - it's the best way to build positive relationships
- Seek out and use feedback from your apprentices
- Appreciate and recognize apprentices

4. Communication

Apprentices want to be given feedback, but not just when there are problems. A minute's explanation could save hours of additional work, and remember, employees are not mind readers. Communication of clear directions and expectations increases apprentice productivity and enhances the workplace environment. Verbal abuse by an employer was one of the most significant complaints by apprentices.

- Schedule regular opportunities for communication between management or supervisors and apprentices
- Take the time to clearly explain jobs and answer apprentices' questions
- Inform apprentices about the policies, procedures and general goals of the business
- Remember that verbal abuse can stifle initiative and loyalty

5. Pride

Apprentices are proud of the work that they do and are attracted to employers that stress quality work. Quality work in turn encourages repeat business, reduces work that needs to be redone, and reduces the amount of wasted time and materials. Clearly this is good for business and enhances overall job satisfaction. Take steps to:

- Consistently reward and recognize quality work
- Provide appropriate materials, training and time to do the job right
- Provide constructive feedback to enhance quality
- Show apprentices how their work contributes to the whole project

6. Responsibility

Apprentices stay with employers who give them a level of responsibility equal to their ability. They feel frustrated when they are underutilized, and experience anxiety at having to deal with situations beyond their abilities. Matching their skills to the jobs that need to be completed leads to faster turnaround times. It also increases apprentices' abilities, commitment, and sense of self-worth.

- Conduct regular performance reviews and adjust the level of responsibility accordingly – this, in turn, increases the overall skill base of the company
- Match responsibility to ability – mismatches lead to job dissatisfaction
- Offer new challenges and vary the routine of the job, where possible, so apprentices stay interested in the work

7. Safety

Apprentices want to work in a safe environment and produce products or services that are not harmful to the consumer. Safe working conditions attract and retain apprentices. Increasing workplace safety, as well as product safety, reduces the amount of work that needs to be redone and potential legal costs. An attempt to save money by cutting corners could lead to serious consequences for an apprentice who often depends on his or her physical ability to make a living.

- Develop a “safety first” workplace policy
- Educate and train employees on health and safety issues
- Be a role model for safe practices

- Appoint a health and safety officer or team to review current policies or introduce new ones

8. Financial

Apprentices often experience difficulties with financial support while they attend in-school, work-related training. Coordination of information from the employer to the Apprenticeship Branch, to the college providing the training, and to Service Canada (formerly HRDC) needs to improve. Apprentices would like to receive better financial support and E.I. monies faster when they attend school. Employers can help if they:

- Make sure the paperwork is completed well in advance of an apprentice attending in-school training
- Explain the rules and practices for attending school to the apprentice
- Reduce interruptions in pay when an apprentice returns from school

9. Access to Training

Apprentices appreciate better access to work-related training, and not having to delay in-school training because their employer wants them to remain working. They also want to utilize the training they receive when they get back on the job. Colleges and the Apprenticeship Branch have a role to play in ensuring that the training provided is up-to-date and relevant. Employers can:

- Develop formal in-house training that provides apprentices with a range of learning opportunities
- Allow and broker access to outside training opportunities if in-house training does not address all the required areas
- Find out what apprentices are learning in school, and match on-the-job experiences to the skills acquired in class

10. Work/Life Balance

Apprentices want to work for an employer who recognizes and allows employees to have a life outside of the workplace. Employees with a healthy work/life balance are also more productive and have lower absenteeism rates. Some strategies to consider:

- Allow apprentices time to attend to their personal life needs
- Plan the work day to maximize efficiency and avoid wasted time
- Provide health and dental benefits
- Start a pension plan to encourage apprentices to stay long-term
- Plan social events that include apprentices' families

