

# EMPLOYMENT RESOURCES


## REFERENCE GUIDE



## INSTRUCTIONS

To work within this reference guide, click on the headings in the table of contents which will take you directly to the corresponding place within the reference guide.

Once in the reference guide, clicking on any of the bold wording will take you to the relevant website or document.

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# 1 FUNDAMENTALS

## 1.1 Payroll

Payroll – Includes:

- Employee classifications & pay rates
- Record keeping – what written records do you have to keep?
- Pay slips
- How much tax to take out of wages
- Superannuation
- Time Keeping (Including sample time and wages book)
- Rosters
- Resources, support material & updates;
  - How do I tackle pay rates (July 2023)
  - Pay and Conditions Tool (PACT)
  - FAQ – Backpackers – what do I have to pay them
  - FAQ – What’s the difference between part time & casual workers?
  - Model pay slip
  - Single Touch Payroll
  - Single Touch Payroll (ATO)
  - Choosing a super fund Standard Choice
  - Timesheet
  - Time & wages book example
  - Roster notes & template
  - Fair Work self-audit checklist for businesses
  - Pay rates
  - Overtime and ordinary hours fact sheet
  - Employment & reward
  - National employment standards
- ESKi checklist – payroll

## 1.2 Leave

Leave – What are employees leave entitlements? Includes:

- Annual leave (Including cashing out annual leave)
- Sick leave
- Long service leave
- Which leave gets paid out on termination?
- Resources, support materials and updates;
  - Application for leave form
  - Annual leave record
  - Personal leave record
  - Long service leave record
  - Other (unpaid) leave record
  - Annual leave: Pastoral Award and award/agreement free employees
  - Employment & reward
  - State industrial laws (log service leave)
  - Termination
- ESKi checklist – leave
- Parental Leave
- Personal/carer’s leave and compassionate leave
- Family and domestic violence leave
- Community service leave
- Public holidays

## 1.3 The law

The Law – things that every employer should know. Includes:

- Fair Work Information Statement
- National Employments Standards
- Pastoral Award 2020
- Employee minimum entitlements
- Things to avoid



- Resources, support material and updates;
  - FAQ – contractor or employee
  - Share farmer or employee
  - Hiring people from overseas
  - Employment & reward
- ESKi checklist – the Law
- Additional: **Casual Employment Information Statement**
- **Offers & requests to convert from casual to permanent employment**
- Requests for flexible working arrangements
- Maximum weekly hours of work

## 1.4 Termination

**Termination** – Handle employee separation carefully. Includes:

- Small Business Fair Dismissal Code
- Terminating the employment of an under-performing employee
- Understanding employee's final pay
- Redundancy
- Resources, support materials and updates;
  - First and final employee warning letter for small business employees
  - Letter of termination of employment (with notice)
  - Termination
- ESKi checklist – termination

## 1.5 Position Descriptions

**The Position Description** – Create an accurate, written position description. Includes:

- What do job seekers really want
- Conduct a job analysis
- Outline the type of role or job to be done
- Create a position description. Includes templates:
  - Position Description Blank Template
  - Farm Hand
  - Senior Farm Hand
  - Production Manager
  - Business Manager

- **Create a person specification**
- **The way the person will be engaged**
- Additional: Use the **Enlight** Employment Basics Module 1: Attracting great people
  - **Position Description Duty** – Duties to include on position descriptions for milk harvesting, animal health and husbandry, feed management, pasture production, cropping, maintenance, farm management, administration

## 1.6 OH&S

**Safety** – Getting started to have a safe workplace. Includes:

- Workplace health and safety (WHS) principles
- Register injuries and accidents
- Investigate accidents
- Induction
- Top 12 farm safety tips (Worksafe)
- Resources, support materials and updates;
  - Injury & Incident Register
  - Injury & Incident Investigation form
  - Contractor induction checklist
  - If you are injured poster (Workcover)
  - Farm Safety
  - Induction
  - Induction checklist – new employees
- ESKi checklist – safety
- **Farm Safety Starter Kit** Includes;
  - Getting started for induction of OH&S for new employee's
  - A safety system snapshot checklist, which provides an overview of your current farm safety
  - Earlier safety improvements tool to think back over changes that have impacted positively on your farm safety
  - Quick safety scans on 14 key safety hazard areas found on dairy farms; and
  - An action plan template to identify areas for improvement
- **Farm Safety Manual** – A step by step approach to build a safety system and keep it maintained.



# 2 POLICIES & PROCEDURES

## 2.1 Onboarding

### Onboarding

Once you've hired the right person, ensure they have the understanding and skills to work in your business. Speak with your Regional Extension Advisor about joining the Enlight Employment Basics course containing Module 5: Onboarding.

Learning Outcomes:

- Identify onboarding requirements for a variety of roles on farm
- Create an onboarding program using coaching guides
- Apply the 90 day onboarding journey review document to inform employment decisions

Includes:

- **Welcome a new employee**
- **New employee Onboarding Schedule template**
- **90 day onboarding journey review**

### Induction

- **Induction and induction checklist** to provide new employee's with all the information they need to do their job effectively, enjoyably and safely.

## 2.2 Individual Flexibility Agreements (IFA's)

How to pay a flat rate for all hours worked.

Includes:

- **What can be included in an Individual Flexibility Agreement?**
- **What is the Better off Overall (BOOT)?**
- **The IFA process explained**
- **Passing the BOOT**
- **If you are thinking of trying out an IFA**
- Resources, support materials and updates;
  - **Individual Flexibility Agreement (updated Nov 2020)**
  - **IFA – letter of offer**
  - **Employment & Reward**
  - **Pastoral Award 2020 – IFA's**

- **Pay rates – flat pay rate calculator**

- **Flat pay rate calculator Excel (updated June 2023)**

## 2.3 Standard Operating Procedures (SOP's)

Descriptions of the way particular tasks should be carried out on your farm. Includes:

- **Standard Operating procedures explained**
- **Standard Operating Procedure Templates.**
  - Contains templates for a whole range of topics suitable for your farm.

## 2.4 Farm Workplace Policies

Defining acceptable workplace behaviours.

Includes:

- **Farm workplace policies explained**
- **Types of workplace policies**
- **Social media**
- **Discrimination and harassment**
- **Bullying**
- **Mentally healthy workplaces**
- **Drugs and alcohol**
- **Return to work plans**
- **Policy templates**
  - **Guide: developing farm workplace policies**
  - **Drug and alcohol policy template and developing and implementing a farm drug and alcohol policy information**
  - **Code of conduct template**
  - **Social media policy template**
  - **No Bullying policy template**
  - **Children in the workplace policy template**
  - **Harassment policy template and Discrimination and harassment factsheet**
  - **Injury incident and near miss reporting policy**
  - **Injury and incident report**
  - **Quad bike policy and Quad bike induction training record**



- Fact sheets & further information
  - Workplace policies & procedures (fact sheet)
  - Mental health and wellbeing policy (template) – Heads Up
  - Mentally healthy workplace strategies and Tips for employees to create a mentally healthy workplace (Heads Up)
  - Background for developing and implementing drug and alcohol policy and Drug and alcohol testing service provider checklist
  - Discrimination and harassment (fact sheet)
  - Bullying (fact sheet)



# 3 TEAM BUILDING

## 3.1 Engagement

### Engaging People

Keep your current team engaged and excited about working on your farm. Once you have employed the right team you want to keep them interested and engaged in the work. There are many strategies for this including offering employees upskilling opportunities and aligning their remuneration with their skill set. Speak with your Regional Extension Advisor about joining the Enlight Managing People course containing Module 2: Engaging People.

Learning Outcomes:

- Identify potential work issues and prepare staff development approaches
- Address staff development needs and see the farm business opportunity in doing this
- Update position descriptions to align with Pastoral Award classifications

Includes:

- Preparing for parental leave workforce gap;
  - **Pregnant employee leave entitlements**
  - **Parent leave**
  - **Employer checklist for parental leave**
- **Position Descriptions** (see also 1.5 Position Descriptions)
- **Classifications in the Pastoral Award 2020 (section 31)**
- **Performance appraisal template**

**Reward and Recognition Includes:**

- How appropriate is a wage or salary increase?
- What are other non-financial ways of rewarding people?

## 3.2 Staff Reviews

### Managing Staff Performance

In general, you probably think mainly about underperforming staff, but as a people leader, your focus should be on using staff performance as a way to expand your business. Explore strategies for identifying leadership traits, staff appraisals and education sources, all of which you can use to expand your farm business. Speak with your Regional Extension Advisor about joining the Enlight Managing People course containing Module 3: Managing Staff Performance.

Learning Outcomes:

- Identify leadership traits in existing staff and ways to capitalise on this
- Identify types of staff performance appraisals (formal, informal and toolbox meetings) and the benefits to your farm business
- Describe communication approaches for staff appraisals
- Identify appropriate education sources for employees
- Apply motivation strategies for retention

Includes:

- **Performance appraisal template**
- **Managing underperformance initial steps checklist**
- Education sources
  - **Enlight eLearning Catalogue**
  - **Regional Development Programs (RDP)**
  - **AusChem**
  - **ChemCert**
  - **eCircle of safety**

**Performance Appraisals. Includes:**

- **Set a date for performance appraisal**
- **Prepare for the meeting in advance**
- **Meet to do the performance appraisal (a two-way discussion)**





### 3.3 Resolving conflict

#### Dealing with Challenges

Workplaces will inevitably have conflict which in itself can be a healthy thing as conflict allows for new ideas to be explored and for people's feelings to be expressed. Effective leaders welcome conflict and know how to deal with it when it arises. Speak with your Regional Extension Advisor about joining the Enlight Farming my Team course Session 6: Dealing with Challenges.

Learning Outcomes:

- Leadership flexibility (situational leadership)
- Embracing and resolving workplace conflict
- Managing performance issues
- Using your network

Includes:

- **Conflict resolution review**
- **Managing performance self-reflection survey**

#### Resolving Conflict

Speak with your Regional Extension Advisor about joining the Enlight Managing People course Module 4: Working Together. In this module, you will focus on resolving conflict, communication approaches, and embracing diversity in teams. If you are able to create a positive and understanding team culture, it will make expanding your team easier into the future.

Learning Outcomes:

- Define your personal leadership style preferences
- Identify ways to resolve conflict
- Determine approaches to communicate safety messaging
- Define your communication style and communication approaches for certain situations
- Identify what makes a good team

Includes:

- **Grievance complaint policy and procedure**

#### Managing Underperformance

Tips for managing under-performance

### 3.4 Leadership

#### What Leadership Means

Speak with your Regional Extension Advisor about joining the Enlight Farming my Team course Session 1: What Leadership Means. What Leadership Means establishes why the exercise of leadership and leadership skills are fundamental to running a viable dairy business – that good and sustainable businesses survive with their leaders having a robust mix of farm management and people management skills

Learning Outcomes:

- Defining leadership
- Where and when do dairy farmers lead?
- Leadership matters – results of farm productivity vs leadership skills
- The complementary skills of leading people and managing the business
- The importance of self-reflection

Includes:

- **Leadership and management**
- **Leadership self-reflection survey**

#### What Makes Me a Leader

Speak with your Regional Extension Advisor about joining the Enlight Farming my Team course Session 2: What makes me a Leader. This session explores the mix of skills required by effective leaders. It starts with knowing myself as a leader – I need to understand what drives me as a leader and what shortcomings I have. I also need to take charge of the workplace culture that I want to see and appreciate that we all come into a workplace with different beliefs, attitudes and expectations – my role as a leader is to harness that difference and unify the team.

Learning Outcomes:

- What drives me – personal values
- Personal style (REACH)
- What drives others – personal and common values
- Creating a workplace culture
- Everyone is different and diversity is healthy and necessary
- Leadership skills – skills I have and skills I need to develop

Includes:

- **Workplace culture conversations**



## How Leaders Communicate

Speak with your Regional Extension Advisor about joining the Enlight Farming my Team course Session 3: How Leaders Communicate. This session explores the essential glue of leadership – communication. The visions I have for the farm, the expectations and cultural norms I want to establish will only happen with clear and consistent communication. I need to develop the self-discipline to really listen to my team, understand how they feel and ensure that my behaviours are consistent with my messages

Learning Outcomes:

- I am a role model, whether I like it or not
- Developing trust
- Influencing others
- Learning to listen
- Learning to question

Includes:

- **Communication effectiveness survey**

## Mentoring. Includes:

- **Starting a mentoring program for people on your farm**
- **Personal development plan**
- **Mentoring agreement**
- **Mentor Link**

## Developing My Team

Speak with your Regional Extension Advisor about joining the Enlight Farming my Team course Session 4: Developing my Team. Just as I need to develop as a leader, my team needs to develop their skills. Often it may fall to me on-farm to show others how things are done and to support that knowledge and skill acquisition through coaching and mentoring. I understand that I can only do so much and that I really do depend on others to ensure the farm functions.

Learning Outcomes:

- Understanding the skills the business needs
- Recognising the strengths of others
- Coaching and mentoring

Includes:

- **GROW coaching worksheet**

## The Importance of Feedback

Speak with your Regional Extension Advisor about joining the Enlight Farming my Team course Session 5: The Importance of Feedback. As a leader I plan and assign tasks to others to ensure the work gets done on schedule to the required standard. How the farm performs depends on my leadership and how clear I am with others about their individual performance – how they are contributing to the performance of the business. I understand that my team may have an innate sense of how they perform, and I also realise it is essential that I give feedback often so people know what is expected and where they stand in relation to this. Feedback builds understanding and trust.

Learning Outcomes:

- The link between performance and feedback
- How to give effective feedback
- Seeking feedback from others

Includes:

- Feedback planning sheet



# 4 ATTRACTION

## 4.1 Applications

### Getting Applications. Includes:

- Create a job application form
  - Job application form template
  - Guide to discriminatory questions
- Create an advertisement for the position
  - Designing a powerful job ad
  - A Fair Go for Job Seekers
  - Background document for potential applicants
  - Example advertisement – Farm Manager
  - Example advertisement – Business Manager
  - Example line advertisement – Farm Hand and a Milker
- Place the advertisement
- Consider recruiting internally

### Short-listing Suitable Applicants. Includes:

- Interview invitation template
- Unsuccessful candidate letter or text for email
- Screening for attitude and template to shortlist applications
- Telephone screening questions

## 4.2 Interviews

### Interviews. Includes:

- Set up the interview
- Goals of an interview
- Preparing interview questions
- Open-ended questions
- Behavioural interviewing
- Examples of behavioural questions
- Example of interview questions
  - Interview questions and candidate selection report – Farm Hand/Milker
  - Interview questions and candidate selection report – Farm Manager

- Conducting interviews
- Checking references
  - Questions to ask referees and a sheet for recording their comments

### Making the Offer. Includes:

- Offer of employment draft
- Letter to an unsuccessful candidate

## 4.3 Probation

### The Probationary Period. Includes:

- Monthly probationary period review
- End of probationary period review
- End of the probationary period
  - Unsuccessful probation letter template
  - Exit interviews



# 5 APPENDIX

## 5.1 Onboarding

### Coaching Guide 1 – Welcome a new employee

Aim: To prepare for your new employee's work commencing

A workplace induction is a process that ensures new employees receive accurate and consistent information on how to perform work tasks safely and effectively.

To help a new employee's first day and induction go smoothly, you need to prepare before they arrive.

This pre-start checklist provides you with guidance for completing all necessary employment paperwork to prepare for your employee's first day.

#### BE PREPARED FOR DAY 1

**Set up a welcome package** including sending a welcome letter before they start induction.

**Use the Pre-Start Checklist.**

- Check what paperwork has already been submitted.
- Fill out the Checklist before you communicate with them, so you and they are ready and up-to-speed when for their first day.
- Where something is not needed by the employee, strike it out in the checklist (e.g. Visa or Accommodation Agreement) You can send them the Pre-Start checklist to help both you and the new worker know what paperwork needs to be completed and what is expected on the first day of work.

**Keep in touch** via phone or email with your new employee before they start.

**Create an employee file** (electronic and paper-based) where important documents about the employee can be stored.

**Plan their onboarding** by identifying key areas that need to be covered. Select on-farm activities/tasks for the employee that relate to their role from the **Induction Checklist** and these will map the onboarding journey for you and the employee.

#### COVID-19 – before they arrive

- Check if your new employee is likely to be particularly at risk with COVID-19 (for example, are they older than 60 years of age, immune suppressed or do they have health conditions?). This may influence the tasks that you assign to them (for example, to have minimal contact with others and/or to work outside).
- Have your farm COVIDSafe Plan ready to discuss with your new employee, to emphasize what they must do under the Plan.



### The First Day

Where are we meeting?

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What time does the employee start day 1?

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Who does the new employee need to report to on day 1?

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Who is the direct supervisor of the employee?

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Who will be meeting with the new employee on day 1, and what is their role on-farm?

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### Paperwork

What paperwork does the employee receive and/or provide

- Offer of employment, contract of employment (including position description)
- Bank account details
- Tax file number/ATO
- Superannuation forms
- Fair Work Information Statement
- Employee's emergency contact details
- Accommodation agreement sign off
- Licenses e.g. driver's license, forklift licence
- Passport and visa (if they are overseas visiting and working in Australia)
- Qualification: \_\_\_\_\_
- Apprenticeship or traineeship papers

### Hours and Shifts

Do they have to complete a probational period

- Yes, the probationary period is 90 days from:
- 

- No, they are casual employment

What are their hours and shifts? \_\_\_\_\_ Hrs/ week

	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
Start							
Finish							

### Uniform and Tools

Do they have to wear a uniform for work

- Yes
- It will be provided on their first day
- It has been posted to you

No, recommended clothing:

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How frequently do work clothes need to be cleaned

- Daily
- Other

Tools required on the first day:

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- None required

### Helping to settle in

- Assign a coach for onboarding:
- 

- Assign a buddy for moral support:
- 

- Advise who they should ask if they have questions about their job:
- 

### Duties

- Duties are outlined in the position description

Other Information:

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## New Employee Onboarding Schedule Template

### New Employee Onboarding Schedule

<b>Employee Name</b>
<b>Role</b>

On Farm Activity	Recommended Coaching Guides	Delivery Timeline	Date Completed
Pre-Farm Start	<ul style="list-style-type: none"> <li>• Enlight Modules</li> <li>• Safety on a Dairy Farm</li> <li>• Working with Livestock</li> </ul>	Pre-Start on farm	
The Farm Business	Welcoming a new employee	Pre-Start on farm	
The Farm Business	The Farm Vision and Values, Your Team Your Role	Day 1	
People and Culture	Our Farm Culture and team behaviours	Day 1	
Healthy People	Keeping People Safe	Day 1	
Quad Bikes	Safety around Quad Bikes	Day 1–3	
Side by Sides	Safety around Side by Sides	Day 1–3	
Two Wheeled Motorbikes	Safety around Two Wheeled Motor Bikes	Day 1–3	
Chemical Handling	Basics Agri Chemical Handling	Day 1–3	
Electric Fence	Working around Electric Fences	Day 1–3	
Handle Livestock	Animal Welfare	Day 1–3	
Milking	Milking – Bringing in the Cows	Day 2	
Milking	Milking – Post Milking Teat Disinfection	Day 2	
Milking	Milking – Cups On, Cups Off	Day 4–5	
Milking	Milking – Detecting critical mastitis and skills check	Day 6	
Milking	Treating Cows and Withholding Times	Day 5	
Milking	Cleaning the Dairy Plant	Day 7	
Handle Livestock	Moving The Herd around the Farm	Week 2	
Handle Livestock	Calf Rearing Basics	Week 2	
Healthy People	Visitors, Contractors and Children on Farm	Week 2	
Handle Livestock	Feeding Livestock	Week 3–4	
Handle Livestock	Recognising Calving Heifers and Cows	Week 3–4	



## Coaching Guide 23: 90 day onboarding journey review

Aim: To provide farm employees with the support they need for a successful career in the dairy farming industry.

### HOW TO PREPARE FOR THE 90 DAY REVIEW

Tips for an effective review:

- 1 **All performance standards should be achievable**, and they should relate directly to the person's job description.
- 2 **Be prepared** and allow the appropriate amount of time required for the review.
- 3 **Start by being positive** about employee progress over the previous 90 days.
- 4 **Be honest and specific with any criticism** and provide suggestions on how to improve.
- 5 **Evaluate the performance**, not the personality: Your evaluation should focus on how well the employee performs their job, rather than their personality traits.
- 6 **Have a conversation:** A productive employee evaluation should be a conversation between the two of you.
- 7 **Ask specific questions:** Here are some questions you can ask employees to spark conversation and receive valuable feedback:
  - a Are you enjoying the job?
  - b Have you found the coaching helpful?
  - c Is there any part of the job that you are finding to be challenging?
  - d Are there any tasks that you think would benefit from further coaching?
  - e If all modules and coaching guides are completed, what's next?
- 8 **Give ongoing feedback:** Giving feedback throughout the year and touching base with an employee to see how they're working toward their yearly goals can help improve worker morale and keep employees on track at work.



## Onboarding Review

Employee \_\_\_\_\_

Employer/manager \_\_\_\_\_

Date \_\_\_\_\_

■ Reliably undertakes this task without supervision
 ■ Mostly undertakes this task but occasionally needs support
 ■ Needs more coaching on this task

Onboarding Review				Further Coaching/Action
<b>1 The Farm Business</b> HRM, Farm Vision and Values, Visitors and Contractors				
Display behaviour aligned to the farm values and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clearly communicate safety protocols to visitors, children, and contractors on farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Read and accept farm policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2 People and Culture</b> Farm Culture and Team behaviours				
Display an ability to learn and follow instruction to complete work tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Relate well with others and communicates effectively at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Arrives on time for the rostered shift	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Consistently complete work tasks and assists others as required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exhibit behaviours described in workplace policies to ensure the wellbeing of workmates and the business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3 Healthy People</b> Keeping People Safe, Covid-19, and Emergency Procedures				
Completed the Pre-start 'Safety on-Farm' online module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practice Covid-19 safety protocols on farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Apply safety and emergency procedures and respond quickly to an incident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use PPE as required for the work task to ensure the safety of self and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4 Chemical Handling</b> Basic Agri Chemical Handling				
Display correct use of PPE for protection when using harmful agri-chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Follow farm procedures for chemical storage, correct use and labelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	





Onboarding Review					Further Coaching/Action
<b>5</b>	<b>Electrical Hazards</b>				
	Work safely around electric fence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Install and remove temporary fence safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6</b>	<b>Farm Vehicles</b> Operating quad bikes, side-by-side and motorbikes and tractors				
	Operates vehicles according to farm policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Safely operate farm vehicles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>7</b>	<b>Milking</b> Cleaning Dairy Plant, Milking and Mastitis				
	Always wear PPE effectively when cleaning the dairy plant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Correctly and safely brings cows into the dairy without disrupting natural cow flow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Demonstrate correct cups off/on and teat disinfection techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Can describe and recognise signs of clinical mastitis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Communicates with senior staff for appropriate management when a case of clinical mastitis is detected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Follow cleaning schedule procedures for dairy plant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Contribute to maintaining accurate farm business recording	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>8</b>	<b>Handle Livestock</b> Animal welfare, calf rearing, feeding, moving the herd				
	Completed the Pre-start 'Working with Livestock' online module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Display care for livestock including calves to ensure the feeding and water routines are completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Follow farm guidelines for moving cows safely, calmly and carefully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Recognise and report common cow ailments and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Follow procedures for cow treatments and withholds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



## 5.2 Staff Reviews

### Performance appraisal template

Performance Appraisal

Private And Confidential

Employee's details	
Name: (insert employee's name)	
Position title: (insert the employee's position title)	
Date of last appraisal: (insert date)	
Date of this appraisal: (insert date)	
Date of next appraisal: (insert date)	
Reviewer: (insert name and position title of reviewer)	

#### Review the key tasks required to fulfil the major responsibilities of this position

Reviewer and employee to complete the table below and indicate how they think the employee has performed with respect to the key tasks in each job area as described in the position description. Indicate performance by allocating a number from 1 to 10, where 1 = poor and 10 = excellent. If additional tasks have been performed, ensure these are added to the table below and on the employee's position description if required.

Job areas Address the key tasks in each job area as described in the position description	Score 1 = poor, 10 = excellent	Reviewer and employee comments <ul style="list-style-type: none"> <li>• What was enjoyable, frustrating, challenging?</li> <li>• Major achievements?</li> <li>• Anything unexpected?</li> <li>• How could it be done better?</li> <li>• What would you like to get better at?</li> <li>• Were there adequate resources and enough support?</li> </ul>
Milk harvesting		
Animal husbandry and heifer rearing		



<b>Job areas</b> Address the key tasks in each job area as described in the position description	<b>Score</b> 1 = poor, 10 = excellent	<b>Reviewer and employee comments</b> <ul style="list-style-type: none"> <li>• What was enjoyable, frustrating, challenging?</li> <li>• Major achievements?</li> <li>• Anything unexpected?</li> <li>• How could it be done better?</li> <li>• What would you like to get better at?</li> <li>• Were there adequate resources and enough support?</li> </ul>
<b>Feed management and delivery</b>		
<b>Pasture production and cropping</b>		
<b>Repairs, maintenance and development</b>		
<b>Administration and risk management</b>		



<b>Job areas</b> Address the key tasks in each job area as described in the position description	<b>Score</b> 1 = poor, 10 = excellent	<b>Reviewer and employee comments</b> <ul style="list-style-type: none"> <li>• What was enjoyable, frustrating, challenging?</li> <li>• Major achievements?</li> <li>• Anything unexpected?</li> <li>• How could it be done better?</li> <li>• What would you like to get better at?</li> <li>• Were there adequate resources and enough support?</li> </ul>
<b>Reporting/record keeping</b>		
<b>Working with the farm team</b>		
<b>Attitude and commitment</b>		
<b>Conditions of employment</b> (hours, roster, reward)		



<b>Job areas</b> Address the key tasks in each job area as described in the position description	<b>Score</b> 1 = poor, 10 = excellent	<b>Reviewer and employee comments</b> <ul style="list-style-type: none"> <li>• What was enjoyable, frustrating, challenging?</li> <li>• Major achievements?</li> <li>• Anything unexpected?</li> <li>• How could it be done better?</li> <li>• What would you like to get better at?</li> <li>• Were there adequate resources and enough support?</li> </ul>
<b>General</b>		

**Training needs identified**

<b>What training is needed</b>	<b>Who will arrange it</b>	<b>By when</b>



**Areas of improvement identified and how and when improvements are to be made**

Area to be improved and how	By when	Action taken and comments (To be completed at next performance appraisal)



**Quick check (tick if appropriate)**

A position description needs changing. Specify:

---

---

---

A farm operating procedure needs changing. Specify:

---

---

---

The manager needs to organise (e.g. training, resources). Specify:

---

---

---

Conditions of employment need changing. Specify:

---

---

---

**Acknowledgement of performance appraisal**

Reviewer's signature \_\_\_\_\_ Date \_\_\_\_\_

Employee's signature \_\_\_\_\_ Date \_\_\_\_\_

Signatures indicate that everyone who participated in this review agreed that information and comments written here were true and correct.



## 5.3 Resolving conflict

### Conflict Resolution Review

Use this form to hold a discussion with a colleague on how you handle conflict. While being discrete and maintaining confidentiality of the parties involved, discuss one or more conflict scenarios and how you handled it/them. Gain insights from your colleague on what you could have done differently.

<b>Brief description of the conflict scenario:</b>
What was the issue?
What was in conflict?
<b>How did you plan for addressing the conflict? What did you do?</b>
<b>How did the conflict resolution proceed? To what extent did you:</b>
Listen
Ask
Summarise





**How did the conflict resolution proceed? To what extent did you: (continued)**

Validate

Express

Negotiate

Commit to an agreement

**What did you try that worked?**

**What did you try that didn't?**

**What will you do differently next time?**



## Managing Performance Self-Reflection Survey

Consider each of the competencies or behaviours below. For each one, rate yourself (from 1 to 5) on how often you demonstrate each competency and how well you demonstrate each competency.

Use the insights gained to add some actions to your Action Journal.

Competency	How often do you demonstrate this? 1 = never 5 = very often	How well do you demonstrate this? 1 = poorly 5 = very well
I clearly outline the expected standards for performance at induction		
I clearly outline the expected standards for performance with each new task delegated		
I routinely check that each employee is clear on what is expected of him/her?		
When delegating tasks I ensure that I clarify timeframes		
When assigning tasks I ensure that workers have the requisite skills and knowledge to complete the task or I provide training in this		
I adjust my leadership style to consider the level of autonomy and freedom that a worker may require to complete a task		
I make it clear how performance will be measured		
I invite workers to clarify with me if they do not understand a task or how performance will be measured		
I give feedback constantly on worker performance so that when performance is formally reviewed there are no surprises as to how a worker has been performing		
When conducting performance reviews I ensure the focus is on work performance and not personal attributes		
When conducting reviews of performance I ensure that both measurable results and expected behaviours are taken into account		
Performance reviews are future focused and result in development plans that will allow a worker to grow and develop		



## 5.4 Leadership

### Leadership and Management

Leadership and management are not the same thing, however they are necessarily linked, and complementary.

In his 1989 book "On Becoming a Leader," Warren Bennis composed a list of the differences:

#### Management and Leadership

Management	Leadership
The manager administers	The leader innovates
The manager is a copy	The leader is an original
The manager maintains	The leader develops
The manager focuses on systems and structure	The leader focuses on people
The manager relies on control	The leader inspires trust
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 his or her eye always on the bottom line	The leader's eye is on the horizon
The manager imitates	The leader originates
The manager accepts the status quo	The leader challenges it
The manager is the classic good soldier	The leader is his or her own person
The manager does things right	The leader does the right thing



## Leadership Self-Reflection Survey

Consider each of the competencies or behaviours below (adapted from the Centre for Creative Leadership). For each one, rate yourself (from 1 to 5) on how often you demonstrate each competency and how well you demonstrate each competency.

Use the insights gained to add some actions to your Action Journal.

Competency	How often do you demonstrate this? 1 = never 5 = very often	How well do you demonstrate this? 1 = poorly 5 = very well
Leading employees – attracts, motivates, and develops employees		
Building collaborative relationships – builds productive working relationships with workers and external parties		
Change management – uses effective strategies to facilitate on-farm change initiatives and overcome resistance to change		
Compassion & sensitivity – shows genuine interest in others and sensitivity to employees' needs		
Confronting problem employees – acts decisively and with fairness when dealing with problem employees		
Decisiveness – prefers doing or acting over thinking about the situation		
Respect for differences – effectively works with and treats people of varying backgrounds (culture, gender, age, educational background) and perspectives fairly		
Taking initiative – takes charge and capitalises on opportunities		
Balancing personal life & work – balances work priorities with personal life		
Participative management – involves others, listens, and builds commitment		
Putting people at ease – displays warmth and a good sense of humour		
Being a quick learner – quickly masters new technical and business knowledge		
Strategic perspective – understands the bigger picture and effectively analyses complex problems		
Self-awareness – has an accurate picture of strengths and weaknesses and is willing to improve		
Composure – demonstrates self-control in difficult situations		
Employee development – coaches and encourages employees to develop in their careers		
Strategic planning – develops long-term objectives and strategies and translates vision into realistic business strategies		
Inspiring commitment – motivates others to perform at their best		



## Workplace Culture Conversations

Workplace culture refers to the code of behaviours or conduct that exists in a workplace – it is a demonstration of actual behaviour rather than a rule book to be followed. It can be summed as “The way things are done around here.”

You can get a feel for what the culture is like in a workplace and how it aligns or differs from what people think it should be, by asking farm workers directly about their experience. You can then reflect on what this means and whether you need to make any changes to how culture is lived (and therefore demonstrated) in the workplace.

Four elements that shape workplace culture include:

- 1 **The who:** Leaders offer support for their workers, creating a warm and inviting environment where all feel included and appreciated.
- 2 **The why:** Leaders inspire their workers to work together toward a compelling vision that is worthy of their best efforts.
- 3 **The what:** Leaders direct their workers with clear expectations, promoting confidence through times of change.
- 4 **The how:** Leaders consult with their workers to ensure they are equipped with the structure and resources needed for an efficient workflow

On the next page are a series of conversations starters to explore how culture appears to your farm workers.

Use these prompts to start a dialog with your farm workers and reflect on what this means for the culture that exists and the culture you wish to create.

### Supporting workers

- To what extent do I cultivate a team spirit on-farm
- To what extent do I identify your personal needs
- To what extent do I recognise your efforts and those of other farm workers
- To what extent do I assimilate new workers

### Inspiring workers

- To what extent do I build rapport with farm workers
- To what extent do I ease tensions during conflict
- To what extent do I find opportunities for workers to work together
- To what extent do I rally farm workers around a cause

### Directing workers

- To what extent do I establish clear expectations
- To what extent do I evaluate individual performance on-farm
- To what extent do I exercise control over farm processes
- To what extent do I guide workers during times of change

### Consulting with workers

- To what extent do I consult farm workers to address quality concerns
- To what extent do I consult farm workers to align resources with needs
- To what extent do I consult farm workers to determine who does what
- To what extent do I consult farm workers to integrate their perspectives



## Communication Effectiveness Self-Assessment Survey

For each of the questions below please rate your responses between 1 and 5 by ticking the box that corresponds to the rating where:

1 = Never 2 = Sometimes 3 = Neutral 4 = Mostly 5 = Always

Question	1	2	3	4	5
<b>Ability to adapt communication style</b>					
I am conscious of and change how I communicate to suit the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the strengths and shortcomings of how I communicate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Listening</b>					
I actively engage farm workers in conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listen without passing judgement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I listen to my farm worker's ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make time to hear what my farm workers have to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Questioning</b>					
Farm workers can ask questions of me at any time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask questions of my farm workers to improve understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask open ended questions to gain more information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Transparency</b>					
I am open about what is happening on-farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I acknowledge any mistakes I make on-farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I reliably tell my farm workers information that is important for them to know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage my farm workers to share their thoughts and ideas on farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clarity</b>					
I am clear on what goals are to be achieved on-farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When delegating work or tasks, I am clear on what is expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I simplify or adjust my communication if people don't understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Question	1	2	3	4	5
<b>Empathy</b>					
I acknowledges my farm workers' feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When farm workers have something to say, they feel heard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider my farm workers' feelings and opinions when making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Open body language</b>					
My body language matches my words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have an open body language that encourages communication and trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Receiving and implementing feedback</b>					
I give feedback regularly about how my farm workers are doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When my farm workers ask for feedback, they receive it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask for feedback on how I am performing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I act on the feedback I receive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## GROW Coaching Worksheet

Name of coachee:	Session Date:
<b>Goals</b>	
(Set goals, write them down, and establish what person wants out of the session)	
<b>Reality</b>	
(Let them tell their story, invite self assessment, what's happening, when does this happen, what effect does it have, other factors)	
<b>Options</b>	
(Brainstorm options, ask – don't tell, empower, ensure choice, how can you move toward the goal)	
<b>Will</b>	
(Identify specific steps and any obstacles, write action plan)	





## Feedback Planning Sheet

<b>Situation</b>	What was the situation that occurred and the behaviour?
<b>Standard</b>	What is the expected standard of behaviour?
<b>Impact</b>	What was the impact of the behaviour?



# KEY CONTACTS

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