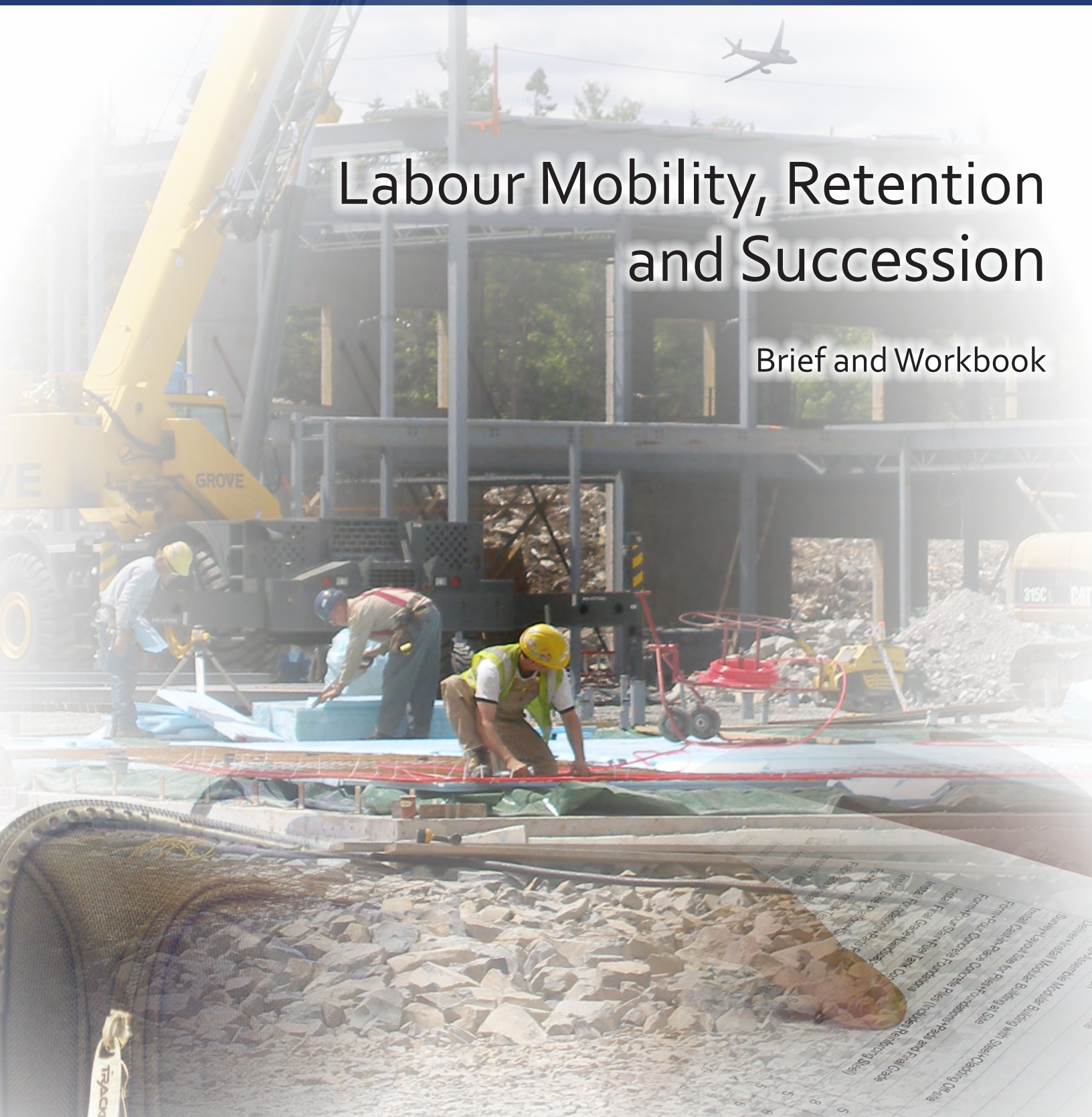




Nova Scotia
Construction Sector Council
Industrial - Commercial - Institutional

Labour Mobility, Retention and Succession

Brief and Workbook



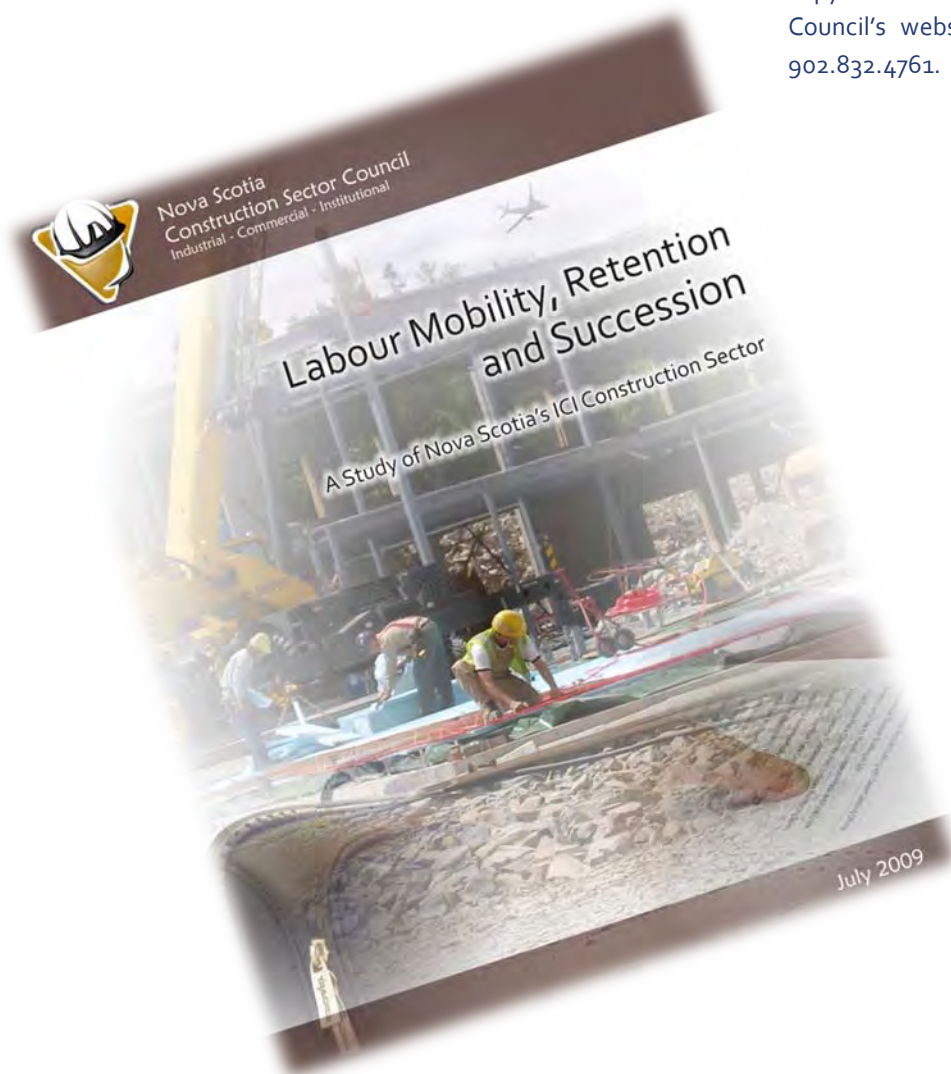
September 2009

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LABOUR MOBILITY, RETENTION AND SUCCESSION BRIEF

The following three sections of material are excerpts from the Nova Scotia Construction Sector Council's Labour Mobility, Retention and Succession (MRS) Study report recently completed for the Council by Novus Consulting. A complete copy of the report can be obtained from the Council's website at www.nscsc.ca or by calling 902.832.4761.





1.0 EXECUTIVE SUMMARY

The Labour Mobility, Retention and Succession (MRS) project, was initiated by the Nova Scotia Construction Sector Council Industrial-Commercial-Institutional (NSCSC-ICI) to investigate labour mobility and its impact on Nova Scotia's construction industry; what the industry should do to prepare itself for the effects of mobility and retain the workforce that it needs; and how it should best plan for succession as both construction business owners and senior employees age and retire.

The current construction labour market in Nova Scotia, driven by many factors, shows a surplus of workers in most categories and very low turnover. This differs from the recent past when the high level of activity in the resource sector in Western Canada had drawn skilled workers from Atlantic Canada's Industrial-Commercial-Institutional (ICI) construction sector to a large number of projects offering well paying jobs with substantial work-hours available. In late 2007 and 2008 this situation changed, resulting in the conditions that currently prevail; less of these jobs are available and many of the migrating workers have returned.

However, economic improvements, major government investments, and independent forecasts of the increase in retirements all mean that the labour market can be expected to tighten again in the near future. Forecasts are difficult at present: predicting when all this will happen is challenging; that it is going to happen is more certain.

These patterns of increase and decrease in labour outflow exemplify the fact that the construction industry has always been mobile. This degree of mobility can be expected to increase as a result of institutional and statutory barriers to mobility being reduced or eliminated. Labour mobility has its drawbacks as well as its benefits. It can impose severe family pressures. Nevertheless it represents an important part of the economy, and employers

and employees who understand its workings and impacts will be better positioned as the industry grows and changes.

Companies need to be prepared, with good employee retention strategies, and an awareness of the opportunities for labour mobility and potential loss of skilled workers. Staff turnover is currently very low, and recruitment in most cases is relatively easy; this does not mean that it will stay that way.

The aging workforce is a persistent factor. As business owners plan to retire they should consider how best to transfer their business to their successors, whether to the existing management, a family member or an outside purchaser. As well, owners and managers should examine the succession plans needed when their most skilled workers retire or leave. Small and medium sized construction businesses are often highly dependent on a relatively small group of such employees. Yet it has been found that few firms – less than a third – have taken adequate steps to prepare for any type of leadership transition.

An important purpose of succession planning is to enable employers to retain and promote their developing skilled workers in readiness for when their most experienced staff retire. Business owners who have planned, often long in advance, for their own retirement and prepared for the transition to new, younger owners and managers are likely to be rewarded through a better return on their investment as well as the satisfaction of seeing their business continuing to prosper.

Mobility, retention and succession are multi-dimensional issues, with retention planning related to both labour mobility and business succession, at both the company and provincial level. The core recommendation is to use this slow economic time to plan both retention and succession strategies.

This will ensure that Nova Scotia companies position themselves effectively and competitively for the future. Successful long term planning requires cooperation with and collaboration among the key stakeholders of the industry: employers, unions, trade associations, training institutions and regulatory authorities.

This document has been compiled in two parts:

Part 1 is a labour mobility, retention and succession brief, that summarizes the recommendations that were made as a result of the study and provides a checklist for employers to implement retention and succession planning.

Part 2 is a workbook designed to assist businesses in developing and implementing effective retention and succession strategies.

The chart below illustrates the challenges that employers face in recruiting and retaining skilled trades people (for further information see section 6.4 of the *MRS* report).

The recommendations for the Nova Scotia Construction Sector include the following subject areas:

1. Communicate the Expected Industry Change from Surplus to Shortage
2. Heighten Awareness of Labour Mobility Changes
3. Retain Key Workers with Steady Work
4. Flexibility in Compensation
5. Health and Pension Benefits
6. Modify the Work Week
7. Encourage and Support Training
8. Keeping Employees Involved and Informed
9. Give Guidance with Succession Planning
10. Management Development
11. Workforce and Stakeholder Coordination
12. Provide options for upgrade from Provincial to Inter-Provincial ticket
13. Self-Assessment Readiness Guide for Employers
14. Areas for Further Study

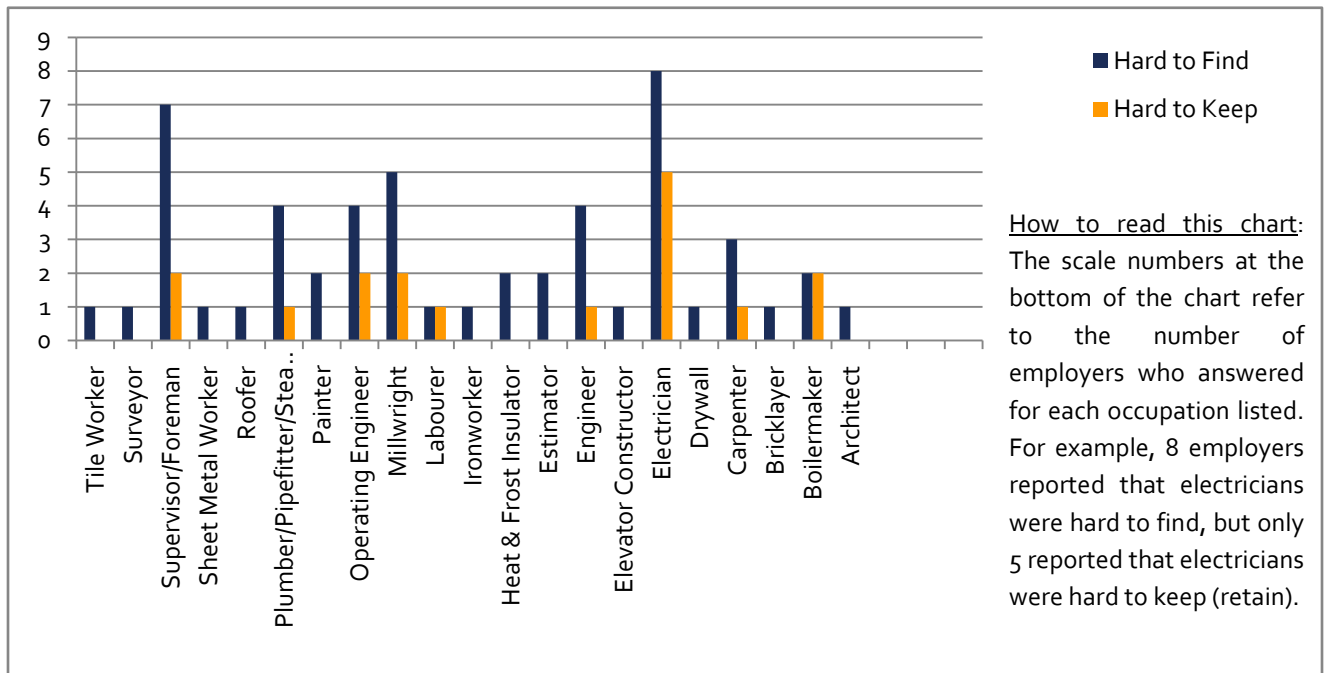


Figure 1: Degree of Difficulty Finding and Keeping Workers



2.0 RECOMMENDATIONS

The following list of recommendations is based on the Labour Mobility, Retention and Succession (MRS) report.

2.1 COMMUNICATE THE EXPECTED INDUSTRY CHANGE

Companies need to be prepared for the expected change from the current low levels of staff turnover. They need to develop good employee retention strategies, with an awareness of the opportunities for labour mobility and potential loss of skilled workers. Those that have planned for succession well in advance will survive and prosper. One of the biggest risks is complacency.

In communications with employers the NSCSC-ICI should ensure that companies are aware of these issues, and plan how to address them. Many employers will be focused on today's business problems, understandably in a difficult business climate. They will need to be reminded that the downturn will end, that they will have great need of their valuable employees, and that plans put in place now will help to secure their future.

2.2 LABOUR MOBILITY AWARENESS

The NSCSC-ICI, through their dialogue with the Department of Labour and Workforce Development, should advise employers, unions and other stakeholders of the effects of changes to the Agreement on Internal Trade. It is predicted that this change is likely to be implemented by 2010, possibly sooner, with the current restrictions staying in place until then (see section 7.3.3 of the *MRS* report). All parties should be aware that, although clouded by the effects of the current economic downturn, labour mobility is persistent and can be expected to rise. Employers who recognize this, and where possible include it in their manpower planning, will be better positioned in the marketplace.

2.3 RETAIN KEY WORKERS WITH STEADY WORK

Workers, who have traveled away from the region to work, report that the main reason is the lack of consistent, steady employment with adequate compensation in Nova Scotia. Companies that responded to surveys and interviews recognized the importance of this same issue and identified consistently available work as a priority for retaining their skilled employees. An important part of employers' retention strategy is to identify the key workers that are essential for their business, and ensure that they have reliable work, year round if at all possible. To help with retaining these key employees, employers should continually assess local markets and conditions, and ensure that their pay reflects these employees' importance to the firm, for both the present and the future.

2.4 FLEXIBILITY IN COMPENSATION

Employers need to be flexible with their compensation plans. Performance bonuses, for both individual accomplishment as well as those based on the achievements of the business as a whole, are a valuable way for employers to recognize employees' contributions and sustain their loyalty to the firm. Recognition and bonuses have been identified by both employees and employers as important to them in making their retention plans. Companywide profit sharing and bonuses, although not as strongly endorsed in the surveys, are another way to provide performance-based compensation.

2.5 HEALTH AND PENSION BENEFITS

The most widely requested improvement in working conditions by employees was in the area of Health and Pension Benefits. These were also cited by them as key issues (the second and third most frequent after compensation) that would attract them to stay in Nova Scotia. Employers also identified these benefits as important in their employee retention strategies. Health and Pension Benefits are both the subject of collective bargaining agreements for unionized workers and do not give employers great latitude for adjustment. Employers that do not have a unionized workforce may have more flexibility in addressing this issue.

The NSCSC-ICI, working with employers, unions and other stakeholders, could play a valuable role in evaluating and promoting improvements with these benefits, and communicating options related to retirement savings. Improvements in health and pension benefits could become an important factor in retaining skilled workers in the construction industry in Nova Scotia, especially if the predicted skills shortage arises as a result of the economic growth projections that are forecast in the studies cited (see Section 7.4 of the *MRS* report).

2.6 MODIFY THE WORK WEEK

Where contractual and collective bargaining conditions allow, adoption of the four day, 10 hour day work week has proved to be well accepted by employees¹. It encourages them to stay with their employer, and also in the construction industry. It also shows that the employer is taking positive steps to meet the needs of its employees.

¹ Other flexible working arrangements were also noted, but four days of 10 hours each was the most widely reported and recognized variant.

2.7 ENCOURAGE AND SUPPORT TRAINING

Key employees are looking for opportunities for advancement. Employers who assist employees to accomplish this are at the same time contributing towards the company's retention plan and succession plan. It is also important that apprentices and new employees have a training plan, so they understand how they are expected to develop. Training and development can be provided through courses, mentoring and coaching. Note that employees stated a preference for in-person rather than on-line course delivery. The Better SuperVison and Leaders Building Leaders programs, both administered in Nova Scotia by NSCSC-ICI, together with the Gold Seal Program, provided by the Canadian Construction Association², are directly applicable course offerings. The Merit Contractors Association also offers similar courses to non-union employees of its members.



2.8 KEEP EMPLOYEES INVOLVED AND INFORMED

One of the most effective and least costly ways for employers to retain their employees is through effective communications and recognition programs (see *Communications* section of Workbook).

² Canadian Construction Association, <http://www.cca-acc.com/>

Employees want to know what is expected of them, what the plans for their own advancement are, as well as the future prospects for the company. They want to be recognized for what they do, and be advised on how they can improve and develop. They want to be involved in decisions that affect them, to listen and to be listened to.

2.9 GIVE GUIDANCE WITH SUCCESSION PLANNING

Planning for succession can mean planning for change in ownership, or any form of succession from the current owners such as to a family member or to the existing senior employees. It can also mean planning for succession of key employees as they retire. Succession planning is a complex matter, of which some facets require professional advice from informed sources (see *Succession Planning* and *Resources* sections of Workbook). However there are many aspects of succession planning that should be considered by most small and medium sized construction businesses. The time to start planning is now, as a smooth succession takes time, sometimes a long time. If professional advice is needed, and it probably will be, it should be sought at the beginning of the plan so that the proper decisions can be made.

Many aspects of a succession plan will also help with employee retention. Written job descriptions (so that the employee and his/her supervisor both know what is expected of one another), advancement plans for key employees to a leadership level, and documented work processes, are all part of a succession plan but they will also help to build a sustainable enterprise that employees will be encouraged to stay with.

2.10 MANAGEMENT DEVELOPMENT

There is an ongoing need for management development in the construction sector. NSCSC-ICI should continue to work with the Department of Labour and Workforce Development, and the training programs such as those of the Nova Scotia

Community College, to review options similar to those of the “Blue Seal” program. The “Blue Seal”, or Achievement in Business Competencies Program, offered in Alberta³, is designed to provide the knowledge needed to manage a construction business including financial, legal, human resources, operations management, marketing, and communications subjects.

These are the essential skills for management. These also form part of a succession planning program. Senior employees that have obtained these skills will be in a position to provide business continuity when there is a change in ownership or senior management. Financial Institutions consider management skills (or lack of them) to be an important factor in deciding whether to offer or decline business financing to the construction trades.



2.11 WORKFORCE AND STAKEHOLDER COORDINATION

There is value in NSCSC-ICI continuing a facilitation role with industry, educators and regulators to ensure a balance between apprenticeships, other training programs, and employment demands and opportunities. The Province of Alberta has been successful with the development of a Workforce

³ Alberta Apprenticeship and Industry Training, Business Credentials. Government of Alberta, Advanced Education and Training.

Strategy⁴ that has had input from a very wide range of industry, labour and Government organizations. As that group acknowledges “Meeting [our] labour force challenges over the next decade requires the participation and involvement of all stakeholders.”

2.12 PROVIDE OPTIONS TO UPGRADE FROM PROVINCIAL TO INTER-PROVINCIAL TICKET

Many workers, particularly older workers, only have a Provincial Ticket (described further in sections 7.3.3 and 7.3.4 of the *MRS* report). To achieve full mobility, at least until the proposed amendments to the Agreement on Internal Trade come into effect, they require an upgrade path to the Red Seal or Inter-Provincial Ticket. At present this is only offered through examination. NSCSC-ICI and the Department of Labour and Workforce Development should continue to evaluate alternatives, such as practical tests, and to monitor the outcomes of pilot projects underway, to provide a less onerous and more appropriate upgrade procedure for these workers. The unions and others do currently assist with upgrade training; this is a valuable resource for these workers.

2.13 GUIDE FOR EMPLOYERS

It is recommended that the NSCSC-ICI provide a guide, or checklist, for employers on Labour Mobility and Retention and Succession, based on the findings and observations of this report. Such a guide is included as section 3 of this report.

On the more specialized aspects of Succession Planning, the NSCSC-ICI may wish to consider working with another professional or business organization to cooperate with guidance on this specific topic. Succession planning for business

⁴ Building and Educating Tomorrow’s Workforce: A Workforce Strategy for the Construction Industry. Alberta Employment, Immigration and Industry, 2007.

owners can be a complex matter with a need for expert advice (see *Resources* section of Workbook).

Alternatively, the NSCSC-ICI could prepare an overview advisory on core topics, with a recommendation to employers that they seek advice from specialist sources, such as those mentioned in this report, on certain key subjects. This is the approach taken in the Guide in the following section.

2.14 AREAS FOR FURTHER STUDY

Areas identified for further study include:

- Investigation into improvements in productivity, including the application of technology to the ICI construction sector.
- Investigation into the advantages and applications of cross training, as well as the challenges and benefits.
- Further to recommendation 2.11, there is a requirement for ongoing review of the effectiveness of current apprenticeship programs for the construction trades and industry; as well as the content, supervisory methodology and outcomes measurement of these training programs.



3.0 SELF ASSESSMENTS – CHECKLIST GUIDE FOR EMPLOYERS

The guide or set of checklists, on the following pages is intended to help employers to review their plans for employee retention and succession. It is designed to recognize the impacts of labour mobility and retirements expected to take place in the near future. Each item may require an employer (or the business' managers) to investigate more deeply into the company's business.

The topics for each checklist have been derived directly from the findings from the surveys, interviews and research conducted during the course of the Labour Mobility, Retention, and Succession study.

Each checklist item has been placed into a table with status headings ("No", "In Progress", "Yes") to record progress in developing a comprehensive retention and succession strategy. A focus on these

actions will prepare the company for the time when the current labour surplus becomes a shortage as a result of increased competition for workers and retirement of older employees.

Advance planning for retention also serves as advance planning for succession in terms of having the right people, the right skills and the necessary information in place when needed.

Also included is a checklist for employees. It is suggested that employers provide this checklist to their employees to complete anonymously. Employees could either return the completed assessment to the employer for evaluation and summary, or retain it themselves for their own self guidance. An electronic copy of each of these checklists is available on the NSCSC website (www.nscsc.ca).





3.2 EMPLOYER SELF-ASSESSMENTS

3.2.1 Key Employees

KEY EMPLOYEES	NO	IN PROGRESS	YES
Have you identified your "key employees" – those that are essential for the operation of the business?			
Does each of these employees have a written job description? The purpose of these is to ensure that both the employee and their supervisor properly understand what the job is, and demonstrate the firm's interest in and obligation to the employee.			
Has their job description been reviewed in the last year? Was feedback given to the employee?			
Does each of the key employees have a "back-up" person in place, who knows what they do and how that they do it, if they were temporarily unavailable?			
Is there a successor being trained for each key individual, in case that person leaves or retires?			
Do you have a development plan, a training plan, a promotion plan or a retirement plan for each key employee? These show commitment to the employees, their success and therefore the company's success.			
Do you conduct Exit Interviews whenever an employee leaves, to understand any challenges and issues that may exist?			
Is there full time work for all of your key employees year round; if not, have you tried to identify ways to adjust your workforce or business plans to make this possible?			
Do you have, or have you considered, a bonus or profit sharing plan, for your key employees?			

*You probably know who your "key" people are, but do they know that?
Are you doing everything you can to ensure they are satisfied with their work and engaged in the business?*

Notes:



3.2.2 All Employees

ALL EMPLOYEES	NO	IN PROGRESS	YES
Do you have job descriptions for all other employees, and are these up to date? These ensure that both the employee and their supervisor properly understand what the job is, and demonstrate the firm's interest in and obligation to the employee.			
Do you have apprentices (or other trainees) ready for the time when more senior staff advance?			
Does every employee have a training plan? These demonstrate commitment to the future of the employee, the business, and their role in it.			
Have you reviewed the training plan with each employee, and gauged how they are progressing in order to identify any issues as they arise?			
Do you have a communications plan that lets employees know about your current and any future business intentions? This shows employees that they are part of the firm and retains their interest and loyalty.			
Do you invite feedback and comment from your employees on any matter that concerns them, keeping lines of communication open?			
Have you investigated flexible work hours such as four 10 hour days, if these are feasible for the work that you do? This demonstrates understanding of and commitment to employees and their families.			
Do you have, or have you considered, a bonus or profit sharing plan, for all employees?			

All employees play a part in making a business run effectively? What are you doing to ensure they are happy?

Notes:



3.2.3 The Business

THE BUSINESS	NO	IN PROGRESS	YES
Are you, the business owner, thinking about retirement or selling the business in the next five years?			
If so, have you sought advice from professionals such as a lawyer, an accountant, a Business Agent, or one of the Government services, on business transition issues and risks?			
Do you have a management team that can run the business in your absence or in future should you leave or retire, to ensure business continuity?			
Do they have the management training that they need, and have you identified any gaps?			
Do they know and understand who your customers are and how your contracts are managed?			
Are your contract files up to date?			
Do you have written procedures in place for all of your major business activities including work planning, estimating, reporting, and are they up to date?			
Are your financial statements, including receivables, lists of assets and liabilities, up to date?			
Have you documented the Goals and Mission for the business, and the company's business history?			
Are your employee files up to date, including certifications, training plans?			
Do you have an overall succession plan that gathers all of the above information for the use of future owners or managers?			

If you wanted to walk away from your business tomorrow, what would you have to do today to prepare?

Notes:



3.3 EMPLOYEE CHECKLIST

EMPLOYEE SELF-EVALUATION	NO	IN PROGRESS	YES
Have you ever talked to your supervisor about your place and/or your prospects with the company?			
If not, would you like to?			
Have you ever taken outside advice, such as talking to a career planner, or any other advisor, about your career prospects?			
Have you looked for or been given any advice on training options?			
If not, would you like to?			
Do you have the help that you need to get certified? If not, describe below.			
Have you taken any other concerns that you have about your work to your employer?			
If not, would you like to?			
Have you talked to a financial advisor about the arrangements you need to make for when you retire?			

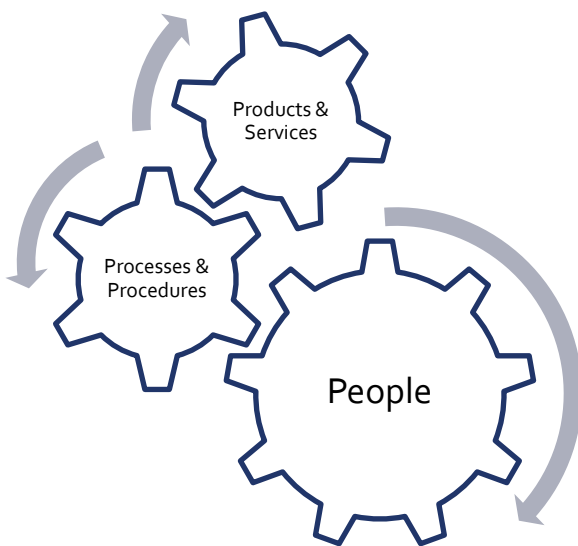
Comments:

There needs to be processes whereby the employee feels comfortable completing and submitting this evaluation, perhaps through a third party.



WORKBOOK

Businesses must constantly change in response to their environments with resources distributed and used appropriately in order to grow and flourish. To compliment the information gathered in this study, a number of employer tools have been assembled to get you started. Compiled using a variety of sources, these tools will put you on the road to better understanding how your business works and how to adapt to economic and human resource challenges. As these subjects are all very detailed professional help should always be considered when making significant changes in business practices. A list of potential sources of information and professional assistance are included in the *Resources* section at the back of this document. Copies of the forms introduced throughout the workbook are available on the NSCSC website (www.nscsc.ca).



These tools are organized into the following sections:

The Business – Processes and Procedures

- Organizational Make-up
- Business Processes
- Documenting Policies and Procedures
- Integrating Technology

The People

- Job Descriptions
- Hiring Employees
- Performance Evaluations
- Training Plans
- Communications
- Workplace Culture
- Exit Interviews
- Personnel Files

The Future – Succession Planning



Businesses are organized in a variety of ways in terms of legal and internal structures. It is important that those involved with running an organization have a good understanding of its unique structure and various processes. It is with this understanding that owners, managers, and supervisors can make informed decisions when faced with economic challenges and labour-related issues. For the remainder of this section, we will focus on providing an introduction to creating a visual representation of a business' internal structure (i.e. relationships between positions), mapping business processes, and documenting employee policies and procedures.

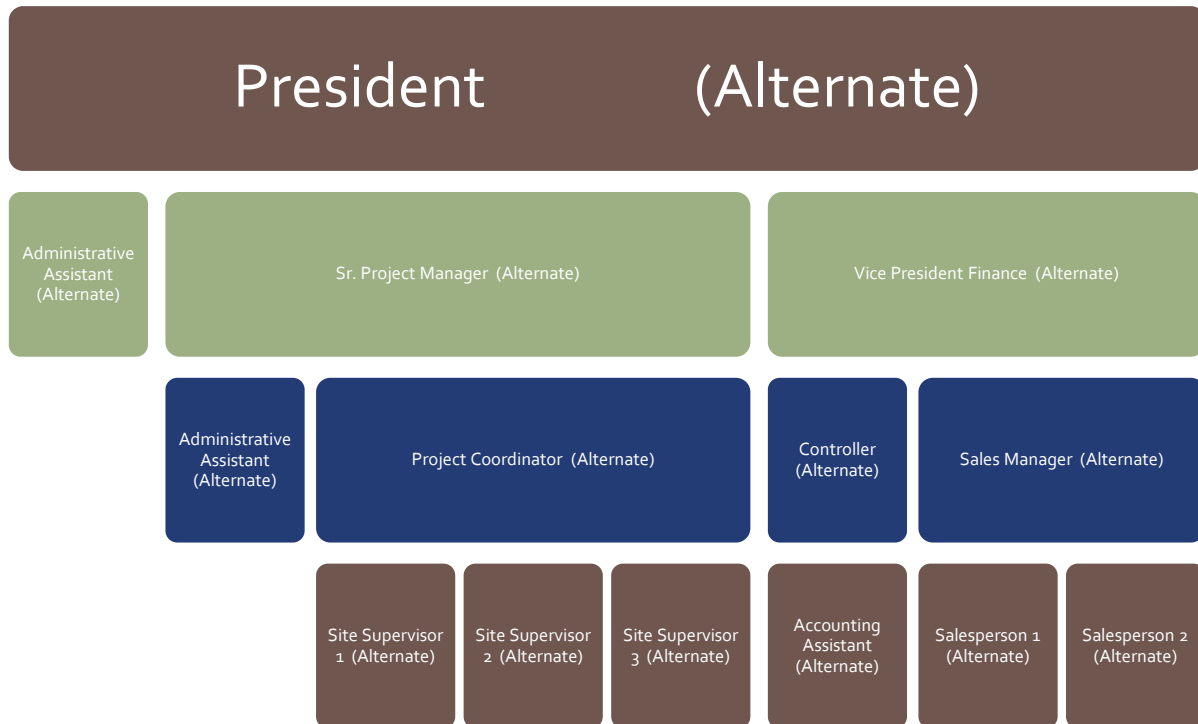
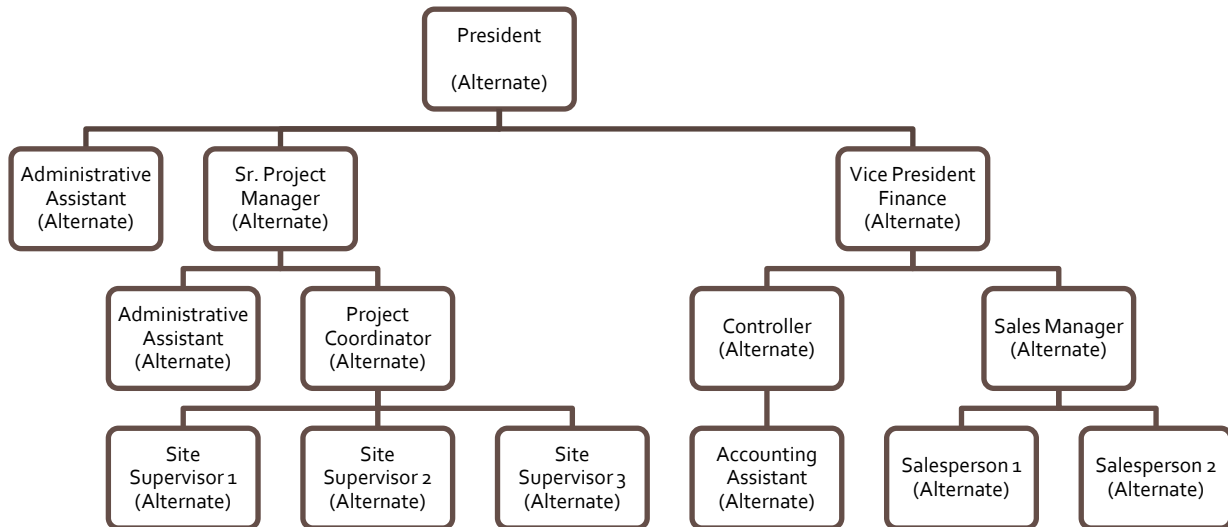
Business Organizational Chart

It is important in any business that each individual know their role and responsibilities within the organization and that everyone have an alternate or back-up person in place to assume their duties when they are absent. An organizational chart is a visual way of documenting how individuals interact with one another and is an excellent starting point when evaluating your staffing requirements and creating useful job descriptions. These types of charts can be fashioned in a number of ways and the method you choose will be influenced by the number of employees and the intricacy of their relationships.

Imagine for a moment, your Sales Manager was unexpectedly taken ill for an extended period of time. Do you know who will take over their responsibilities?



Figure 2 : Examples of Organizational Chart Format





Take a few moments to consider all the people in your business – what are their roles, to whom do they report and who reports to them. Sketch out the relationships below.

** Keep in mind:*

- *Who are your “key employees” – those that are essential for the operation of the business*
- *Who are their back-ups – if they were to leave or retire, who would replace them?*

Business Process Mapping

Consider your business for a moment and the number of decisions you are asked to make each day. How do you do it? Do you think about each one in isolation – considering the pros and cons? Do you flip a coin? If someone asked you tomorrow to consider the same question, would the answer be the same? How is your business impacted by inconsistencies in outcome? How much time could be saved with standardization of your business practices?

Business process mapping can be defined as documenting a sequence of activities/events and decisions/actions to ensure a process results in a consistent outcome, for example a training decision, filing an expense claim, hiring a new employee, etc. Process mapping provides everyone within an organization with a common understanding of practices and allows for more efficient decision making. The format used to document a process can vary from simply sketching it onto paper and recreating it in a word-processing program to purchasing business management software that will take you through the documenting process from start to finish. How you proceed will depend on what you want to accomplish and your business' individual needs.

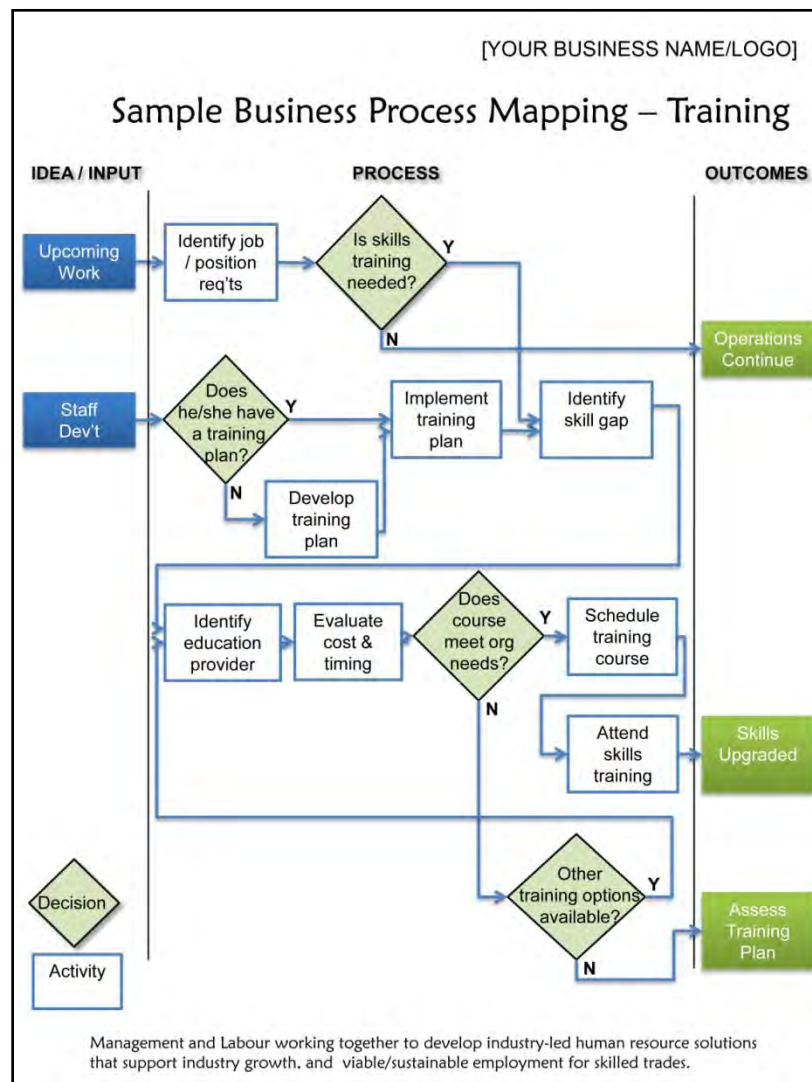


Figure 3: Example of Business Process Map



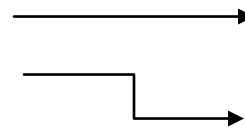
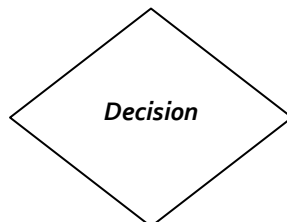
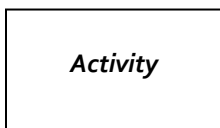
For our purposes here, we will explore documenting a simple process on paper. Consider one of the following circumstances:

- hiring a new employee
- filing an expense claim
- billing a client
- managing a contract
- bidding a job
- taking a visitor on a tour of a job site

Use the space below to jot down in point form what immediately comes to mind for the given process. Consider where you start (idea, need, activity), who is involved and what you do to reach the end result. * Keep in mind questions or decisions may need to be made along the way.

Now using simple shapes (shown below) sketch the main points (activities and decisions) of the process on the next page.

Symbols:





[YOUR BUSINESS NAME/LOGO]

PROCESS: _____

OUTCOME

PROCESS/STEPS

IDEA/INPUT



DOCUMENTING POLICIES AND PROCEDURES

Creating an Employee Handbook

Documenting employee policies and procedures is a natural extension of documenting your business processes. The importance of an employee handbook becomes immediately apparent when a new employee asks how something within the company is handled, for instance, illness or family emergencies. Inconsistencies in answers and procedures can lead to employee confusion and frustration, and in some cases open the door to potential liability. Whether your business is a small shop or a large company, a policy and procedures manual will serve to provide an invaluable framework for employee relations.

When documenting your policies and procedures, remember to:

- Write in a clear concise manner. Your intent should simply be to communicate the business' rules and expectations for various circumstances and situations. *(Tip: You do not have to include everything; focus on the rules and situations that affect the business most.*
- Be mindful to be in compliance with current laws, labour codes, standards and collective agreements (where applicable).
- Review and update the manual on regular basis to reflect any related changes within the business and to legislation (for instance, changes in minimum wage or occupational health and safety issues).
- Review the manual and any subsequent changes with all employees *(Tip: As a matter of record keeping, have each employee sign and date a simple form that indicates he or she has reviewed and understood the manual. This form can then be filed in their personnel file.)*

Sample Table of Contents

1. About the Business
 - a. Goals, Mission, Values, Vision
 - b. Structure/Governance (*Organizational Chart*)
2. Recruitment/Hiring (**Could include process maps*)
 - a. Recruitment Methods
 - b. Selection and Hiring
 - c. Employment Records
 - d. Contract/Temporary Employees
 - e. Special Circumstances
 - i. Employing Relatives
 - ii. Employing Foreign Workers
3. Hours of Work
 - a. Hours of Operation
 - b. Hours of Work
 - c. Reporting/Recording Hours
 - d. Attendance & Punctuality
 - e. Overtime
 - f. Circumstances of Leave
 - i. Vacation



- ii. Holidays
 - iii. Sick Days
 - iv. Bereavement
 - v. Personal Leave
 - vi. Jury Duty
- 4. Work Environment/Standards of Conduct
 - a. Dress Code
 - b. Lunch/Coffee Breaks
 - c. Personal Workspace
 - d. Common Areas
 - e. Safety Rules
 - f. Injury Reporting
 - g. Use of Company Property
 - h. Substance Abuse
 - i. Sexual Harassment
 - j. Visitors
 - k. Compliance/Grievance Process
- 5. Remuneration
 - a. Salary/Wage
 - b. Benefits/Medical Coverage
 - c. Performance Review/Appraisal
 - d. Expenses
 - e. Bonuses
- 6. Training/Professional Development
 - a. Performance Evaluations
 - b. Job Descriptions/Roles and Responsibilities
 - c. Training Plan
- 7. Conflict of Interest
- 8. Termination
 - a. Retirement
 - b. Voluntary
 - c. Involuntary
 - d. Corrective Actions Process
 - e. Exit Interview
- 9. Appendices
 - a. Guide to the Labour Standards Code of Nova Scotia
 - b. Occupational Health and Safety Act of Nova Scotia
 - c. Forms
 - i. Expense Reimbursement
 - ii. Leave of Absence
 - iii. Complaint/Grievance
 - iv. Personnel Form
 - v. Benefits Claim Form
 - vi. Injury Report



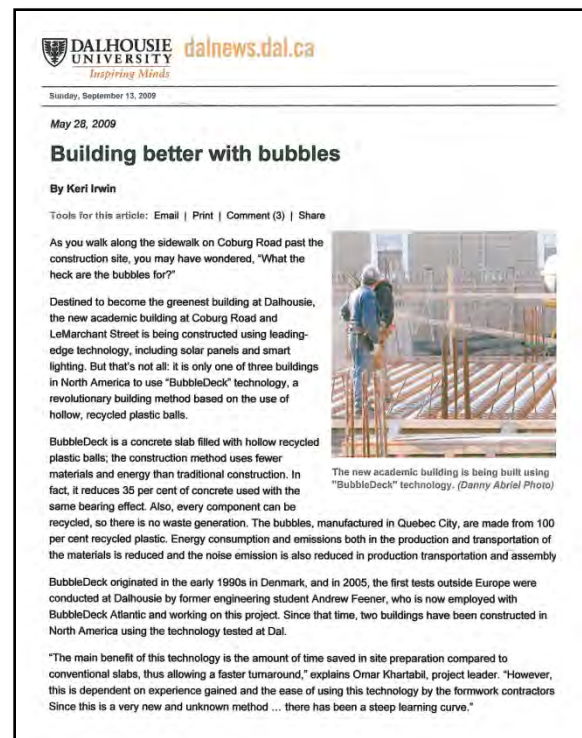
No discussion of business practices is complete without considering the implications of technological advancements. Consider for a moment how technology (in its many shapes and forms) is transforming how we do things on a daily basis –from the way we communicate with one another to the way we build the infrastructure in which we live. As a business owner, it is important to be knowledgeable of technological change both in terms of physical construction (materials, processes and techniques) and business processes, so that you can take advantage of changes in the best way.

Take for instance, the increasing importance of sustainable building practices. All levels of government are pursuing and passing policies related to water and energy efficiency, building materials and wastage, indoor environmental quality, etc. Having an understanding of the various sustainable building rating systems; knowledge of relevant developments in the energy sector; and innovations in building materials and processes (for example, pre-fabrication, longer life materials, new machinery and equipment) will all help you to make better decisions with respect to your business (for example, what types of jobs you want to bid on, the training your employees will need, and areas where you will be able to increase your productivity). By no means can anyone stay on top of everything, but if you make a point of noticing items in the paper and taking advantage of opportunities to attend meetings and workshops that are related to technology, then you will soon find your knowledge base growing.

Examples of Building Certification Programs in Canada

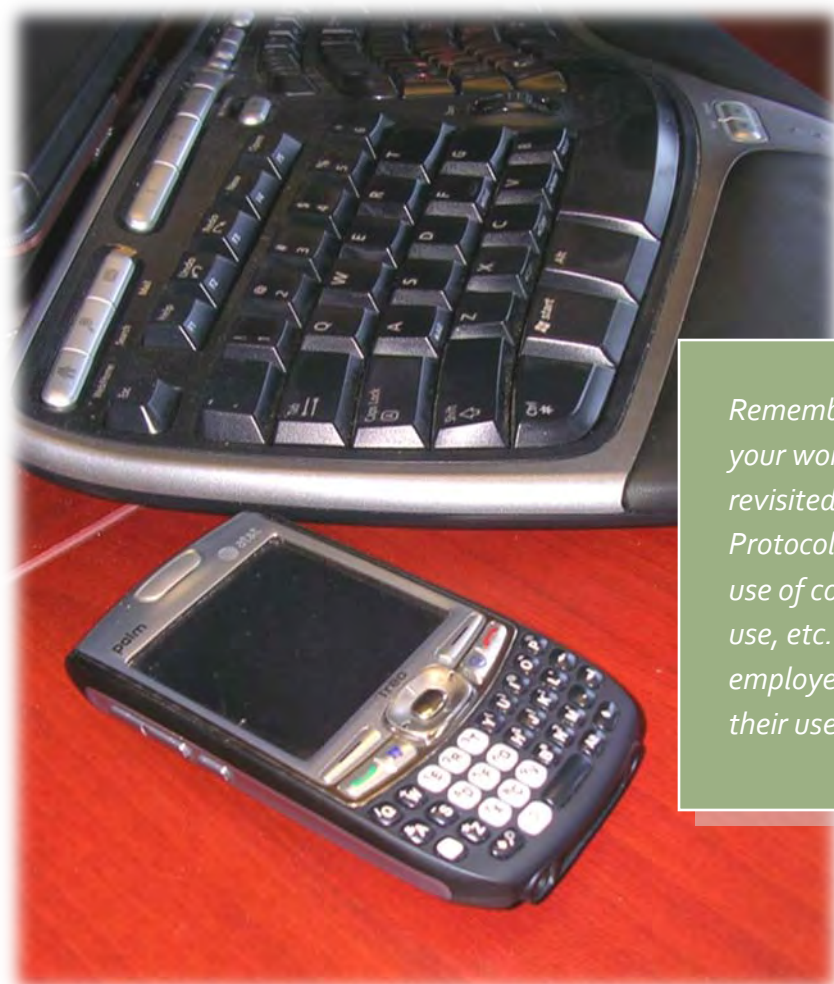
- LEED® – Leadership in Energy and Environmental Design is a product of the US Green Building Council (USGBC) licensed in Canada to the Canada Green Building Council (CaGBC)
- BOMA BEST – Building Environmental Standards (for Existing Buildings) is owned and operated in Canada by the Building Owners and Managers Association of Canada (BOMA) (affiliated with Green Globes)
- Green Globes – is owned and operated in Canada by ECD Jones Lang LaSalle (with the exception of BOMA BEST as noted above)

Figure 4: Dalhousie University's new academic building is one of only three buildings in North America to use "BubbleDeck" technology in its construction (Source Dalhousie University News Release, May 28, 2009)



Developments in information and communications technology also impact your daily business. Word processing software, email, instant messaging, electronic billing, and cell phones are all examples of technological advances that your business probably encounters or uses every day. Beyond the integration of computers into the office environment, consider what efficiencies could be realized on the job site. Imagine if your site foreman could save an hour or two everyday in the paper work by using a mobile computer that would allow him to electronically complete daily logs, field reports, track materials, update and share plans, maintain work schedules, etc. instead of manually making notes and then filling out paper forms. If the initial investment in training were \$5000.00, how long would it take for the investment to pay off?

Further to this subject, the NSCSC is currently undertaking a study to examine role(s) of the foreman/supervisor to find the optimal intersection between user needs (physical requirements) and what technology has to offer. The study will additionally look at the sector's exposure to new technologies and innovative construction solutions. This is a ten-month project that will conclude in mid 2010.



Remember when integrating technology into your workplace that business policies must be revisited to reflect any relevant changes. Protocols related to email correspondence, use of computers or cell phones for personal use, etc. should be outlined so that all employees have the same understanding of their use and expected etiquette.



Now that you've taken time to think about the people who work in your business, let's take a closer look at what they do. Job descriptions serve to provide a reference of duties, responsibilities, competencies, skills and qualifications required for a given position within a business. There should be a job description for each position within the business with the level of detail depending upon the relative complexity of the position. This exercise will also give you insight into which positions can serve as back-up to another position in times of planned or unplanned absences or potential successors for those nearing retirement. Job descriptions should be reviewed regularly and updated as needed to reflect changes in the position.

Key areas of an effective job description include:

- Job title
- Job objective
- Duties and Responsibilities
- Skills and Qualifications
- Reporting Requirements
- Working Conditions
- Salary and Benefits



To aid employers in their development of useable job descriptions, Human Resources and Skills Development Canada (HRSDC) have developed many useful tools including:

- "Job Descriptions: An Employer's Handbook" has developed in conjunction with The National Occupational Classification (NOC) 2006 system. The NOC 2006 system organizes over 30,000 jobs into 520 occupational groups and provides a standardized terminology for describing the responsibilities, education and experience requirements for these groups. Within this system, jobs are cross-referenced with related positions so that employers can quickly get a broad prospective of a particular occupational group. (See www.hrsdc.gc.ca/eng/workplaceskills/noc/index.shtml)
- Essential skills are described as the skills we need for work, learning and life and the foundation on which other skills are built. The nine essential skills that have been identified are:
 - Reading
 - Document use
 - Numeracy
 - Writing
 - Oral communications
 - Working with others
 - Thinking
 - Computer use
 - Continuous learning



Self-assessment tests, an employer toolkit and occupational profiles detailing the required level of each of these essential skills are just a few of the tools that have been developed and accessible online through Essential Skills (www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml) and The Office of Literacy and Essential Skills (www.hrsdc.gc.ca/eng/workplaceskills/oles/olesindex_en.shtml).

Table 1: Sample Job Description

Job Title	Project Coordinator
Job Objective	To supervise a team of 3 site supervisors and provide project management support to the Senior Project Manager of ABC Company, a regionally recognized leader in ICI construction in Atlantic Canada.
Duties/Responsibilities	<ul style="list-style-type: none"> ▪ Provide assistance to the Senior Project Manager (as required) in the daily management of current projects. ▪ Perform weekly evaluations of project costs including materials and labour in accordance with established company procedures. ▪ Assist in the development of project proposals in conjunction with the Senior Project Manager. ▪ Coordinate the filing of all necessary legal documents, permits, notice of change, etc. in conjunction with the Senior Project Manager. ▪ Monitor field reports from Site Supervisors to ensure adherence to company policies, procedures and codes. ▪ Participate in meetings as required by Senior Project Manager. ▪ Prepare drawings, sketches, documents, reports for current and proposed projects as requested.
Skills/Qualifications/Competencies	<ul style="list-style-type: none"> ▪ Degree in Engineering or equivalent combination of experience and education ▪ Minimum of 5 years ICI construction experience ▪ Proficiency in MS Office including MS Project ▪ Working knowledge of construction techniques, drawings, materials, and codes ▪ Team building, interpersonal effectiveness, reasoning and problem solving skills are key for this position
Reporting/Supervisory Requirements	<ul style="list-style-type: none"> ▪ Project Coordinator reports directly to the Senior Project Manager ▪ Site supervisors report to the Project Coordinator.
Working Conditions	<ul style="list-style-type: none"> ▪ Office located 555 Somewhere St. ▪ Standard work week is 5 days, Monday to Friday, 40 hours per week beginning at 8:00AM in the morning. ▪ Entitled to 1 hour paid lunch break ▪ Entitled to two weeks of paid vacation per year to start, with one week to be added for each 2 years of service up to a maximum of 6 weeks total. ▪ Will be required to make regular project site visits and as such must be familiar with all applicable Occupational Health and Safety standards and company policies.
Salary and Benefits	<ul style="list-style-type: none"> ▪ Entitled to full company benefits package as outlined in the ABC Company Employee Handbook (See section X for details). ▪ Salary range from \$40,000 to \$55,000 ▪ Salary will be reviewed on an annual basis as part of standard performance evaluation with merit increases based on results

A blank job description worksheet can be found on the following page to get you started in creating job descriptions for your employees.



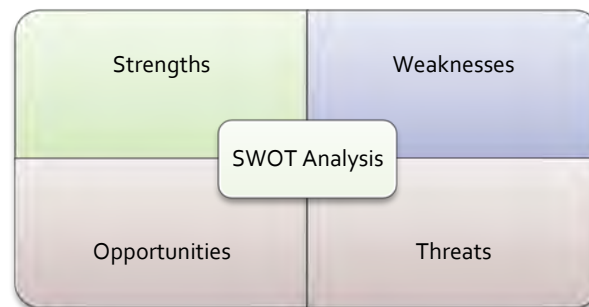
Job Description Form		[Your Company Name/Logo]
Job Title <i>(Simple, concise, descriptive)</i>		
Job Objective <i>(Brief summary of general nature of position)</i>		
Duties/Responsibilities <i>(Identify the key functions and use action verbs – like performs, supervises, organizes, etc. in the descriptions)</i>		
Skills/Qualifications/Competencies <i>(Identify the key skills and qualifications need to successfully work in this position including degrees, certifications, essential skills, etc. You can also include those skills that are considered additional assets)</i>		
Reporting/Supervisory Requirements <i>(Identify to whom the position reports as well as those who will be supervised by this person)</i>		
Working Conditions <i>(Identify standard hours of work, overtime requirements, and physical aspects of work including any unique requirements – for example working at heights, site visits, etc.)</i>		
Salary and Benefits <i>(Identify remuneration aspects like hourly wage, salary range, payment frequency and benefit details)</i>		



Imagine:

- You've just won a huge contract and need more people
- Your office manager is going to have a baby
- Your Project Manager is about to retire
- The economy is picking up and you can see potential opportunities ahead

Whether you are filling an anticipated or existing vacancy or establishing a new position or positions, hiring employees is an inevitable part of business and making the right decisions is critical. Hiring decisions should fall in line with your overall business strategy and include regular assessments of your staffing needs to help identify among other things, developing skill gaps, redundancy, excessive workloads, and areas for staff development. This type of needs analysis will also help to keep you competitive, as lags in productivity due to labour related issues will cost you money and time. For instance, a realignment of duties among existing staff could eliminate the need to fill a vacancy resulting from a retirement; therefore, saving the time and money involved in hiring a new person. The framework you use to make hiring decisions will be influenced by a number of factors, including your business requirements and internal processes, size, urgency of the decision, etc.



Once you've established your need, what do you do? What process should you follow? Figure 5 on the following page outlines key points in the hiring process.

Employees who responded to the MRS study survey indicated that the availability of steady year round work would influence their decision to stay in Nova Scotia. As part of your hiring analysis, have you considered what positions you can offer on a full-time, part-time, or flexible basis?





Figure 5: General Hiring Process



Interview Checklist		[YOUR COMPANY NAME/LOGO]	
Candidate			
Position			
Interview Date		Interview Time	
	Notes		Rating System (1 – Lowest, 5- Highest)
Education/Training			
Work Experience			
Technical Skills including computer related proficiencies, equipment maintenance, blue print reading, etc.			
Soft Skills including Team Building, Personal Management skills, Communication, etc.			
Company Knowledge			
<input type="checkbox"/> Resume Attached <input type="checkbox"/> References Provided <input type="checkbox"/> References Checked		Sub-Total	_____
		Total	_____
Other Notes			

Interviewer's Signature _____ Date _____

Orientation Process

Often neglected, but very important, is the new employee orientation process. Whether you are bringing in a new pipefitter to a project site or a project manager to the office, the new person will need to be introduced to his or her new workplace and co-workers. But what do you cover and how much time it takes will depend upon factors like the nature of your business, the position in question, the new hire's experience, etc. The main goal with an orientation however – no matter who it is – is to give the new person enough information to get them started in their new job safely and efficiently and to establish business expectations for the new hire in terms of their role and responsibilities.



Sometimes employers should consider a group orientation before proceeding with individual orientations if a large number of new individuals are joining your workplace. Imagine you have hired a new crew of eight for a particular site; a group orientation by the site foreman would be a great start. The site foreman could provide all the new employees with the general particulars like where to park, when to take lunch, all related occupational health and safety requirements, where they may store their belongings, how equipment and materials are managed on site, in one session. Then an orientation to the particulars of each individual's job could be covered by the new hires immediate supervisor(s).

The following items should be completed or considered before the employee arrives on the first day:

- Once your new hire has accepted his or her new position, you will need to advise them of where to report and to whom on their first day. Additionally, you should provide them with information on anything they need to bring with them to start work (for instance, required tools, safety equipment, documentation, water, etc.) and any relevant security protocols.
- Determine who will guide the new employee through the orientation process; both the general and job specific. You may also wish to assign your new hire a buddy or mentor – someone who can be available to the new hire for a longer period of time to answer questions and provide guidance.
- Prepare his or her work area/station. Order any necessary tools and equipment so that the new hire will have everything they need to get started.
- Arrange for things like keys, security pass, parking pass so they can be provided to the new hire when they arrive on the first day.
- Advise the new hire's co-workers/crew when he or she will be starting and provide a quick summary of their role (for example, John Smith will be joining our crew on September 9th. He is a journeyman pipefitter with over ten years of experience and will be assuming the responsibilities of Peter Jones on the crew when Peter retires on September 23rd).

Work ethics are learned; as an employer it is part of your role to communicate your standards for behavior and workmanship to your employees. A first year apprentice straight from pre-apprentice training will not have the same frame of reference and experience as a journeyman of ten years. Try to ensure that your orientation process takes these differences into account so that everyone starts their new position on the right foot. A sample orientation checklist is provided on the next page to assist you in this process.



Employee Orientation Checklist		[YOUR COMPANY NAME/LOGO]
Name:	Hire Date:	
Job Title:	Start Date:	
Prior to First Day:		
<input type="checkbox"/> Personnel Forms (contact information, payroll, etc.) <input type="checkbox"/> Parking Protocol <input type="checkbox"/> Security Picture <input type="checkbox"/> Equipment Requirements List	Supervisor: _____ Buddy/Mentor: _____	
First Day:		Equipment Requirements
<u>General</u> <input type="checkbox"/> Orientation Package (<i>parking pass, security pass, employee handbook</i>) <input type="checkbox"/> Keys <input type="checkbox"/> Review General Office Procedures <input type="checkbox"/> Review Employee Handbook (Sections 1-5) <input type="checkbox"/> Assign Workspace/Site Assignment <input type="checkbox"/> Facility/Site Tour <input type="checkbox"/> Safety Orientation <input type="checkbox"/> Collective Agreements/Union Information <input type="checkbox"/> Employee Contact List <u>Position Specific</u> <input type="checkbox"/> Review job requirements <input type="checkbox"/> Validate current certifications <input type="checkbox"/> Review current projects/activities <input type="checkbox"/> Review Work Hours/Shift Schedule <input type="checkbox"/> Review Timesheet Processes/Payroll <input type="checkbox"/> Reporting requirements <input type="checkbox"/> Introduction to Team/Crew <input type="checkbox"/> Site Orientation (<i>where required</i>) <input type="checkbox"/> Copy all certificates/tickets for file <input type="checkbox"/> Schedule follow-up meeting Date: _____	<input type="checkbox"/> Computer Desktop <input type="checkbox"/> Computer (<input type="checkbox"/> Laptop/ <input type="checkbox"/> Tablet) <input type="checkbox"/> Tools: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Safety: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ Other: <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Other		
Training (Immediately Required): <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Notes:	

Orientation Facilitator _____ Orientation Facilitator _____



PERFORMANCE EVALUATIONS

Now that you have looked at your business structure, created job descriptions for your employees and gained a better understanding of your hiring practices, you'll want to spend some time considering how to best retain your employees. Performance evaluations are a perfect tool for this and serve to keep the lines of communication open between supervisors and employees. These evaluations also go hand in hand with the development of training plans.

In general, a performance evaluation should allow for positive discussion between an employee and supervisor in terms of current performance and future expectations for work, advancement and training. The types of questions asked and the system by which performance is measured should be clear.

[YOUR COMPANY NAME/LOGO HERE]

PERFORMANCE EVALUATION Date: _____

Employee Name: _____

Position: _____

Manager: _____

Review Period: _____ To: _____

Performance Assessment Key:

Outstanding - Clearly and continually exceeds major expectations of the position. Quality and quantity of work achieved is outstanding despite challenging objectives and circumstances. Sought out by others because of demonstrated knowledge and approachability. Requires little or no supervision.

Commendable - Frequently exceeds major expectations of the position in timeliness, quality and scope. Proven ability to apply knowledge beyond the requirements of particular tasks. Continually takes initiative. Requires little supervision.

Competent - Fully satisfies expectations of the position. Attains objectives in a timely way. Errors are few and seldom repeated. Proficient knowledge and requirements of job. Requires only normal supervision.

Learning - Performance only meets minimum requirements of the position. Improvement in quality or timeliness required to fully meet expectations. Knowledge of position may not be fully developed. Requires constant supervision. A follow-up performance review should be held within 3-6 months.

Unsatisfactory - Clearly fails to meet expectations of the position. Quality and timeliness of work often inadequate. Lacks knowledge. Fails to take initiative. Improvement is required to remain in this position.

A. KEY OBJECTIVES FOR YEAR IN REVIEW:
List previously established objectives for the period and the results.

Objectives	Results

Assessment of employee's achievement of Key Objectives for year in review:

Outstanding Commendable Competent Learning Unsatisfactory

1 of 6

Assessment keys can also be based on a numerical scale, for example – 1=Did not meet objectives, 2= Meeting some objectives, 3=Meeting most objectives, 4=Meeting all objectives, 5=Exceeding objectives. These scores can then be tallied to give an overall numerical rating.



Performance Evaluation				[YOUR COMPANY NAME/LOGO]
Name of Employee:				
Position Title:				
Evaluation Period	From:	To:	Date of Interview:	
Section A- Evaluation (Completed by employee and reviewed with supervisor)				
Scale: 1=Did not meet objectives 2=Meeting some objectives 3=Meeting most objectives 4=Meeting all objectives 5=Exceeding objectives.				
Key Duties/Areas of Responsibility	Activities Required	Expected Standard	Self-Evaluation Scale:	Supervisor-Evaluation Scale:
Total				
Additional Notes:				
Section B- Goals (Next 12 Months)				
Key Duties/Areas of Responsibility	Activities Required	Expected Standard	Supervisor-Comment:	
Additional Notes:				

Performance Evaluation *(Continued)*

[YOUR COMPANY NAME/LOGO]

Section C – Training and Professional Development Plan			
Completed (Last 12 Months)	Description	Result	Supervisor Comment
Requested or Identified (Next 12 Months)	Description	Expected Result	Supervisor Comment
Additional Notes: <i>(* This would be a good place to include personal and employee goals not already covered)</i>			

Additional Employee Comments:

Additional Supervisor Comment:

Recommendations: *(* This is a good place to discuss the employee’s career path/future with the business)*

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____



TRAINING PLANS

Training is an effective strategy for retaining key employees as well as a necessary part of maintaining productivity and competitiveness in an ever-changing economic and technologically advanced environment. An annual performance review provides the perfect vehicle for regular discussions between an employer and employee regarding training needs and performance expectations; however, processes should be in place to allow for training decisions to be made at any given time.

Effective training requires commitment from both the employee and the employer. If either party is not interested in meeting their responsibilities (i.e. employee does not want to learn or the employer does not want to help with time off to participate) then potential benefits may not be realized by either party.

There are several methods for conducting training needs assessments and developing training plans (see Service Canada www.hrmanagement.gc.ca for more information). Offered here, are general key points for developing a training plan (Adapted from *Service Canada - Training Needs Checklist*):



Figure 6: Basics of a Training Plan

Employer Considerations

Employers who are planning to introduce or revise training strategies should also consider the following when establishing their procedures.

- 1) Participation (Define the parameters of how employees access or partake in training)
 - Is training voluntary or mandatory?
 - Is it the responsibility of the employee to request training or for management to recommend? Or both?
 - Recommended for some key positions but not all?
 - Is training tied to performance?
- 2) Time (Define any relevant time considerations with respect to training)
 - When will the training take place – during business hours, on personal time or combination of both?
 - Is there a limit to the amount of time an employee can dedicate to training during business hours (i.e. two weeks a year total, 1 day per week for up to # weeks, up to 80 hours a year, etc.)?
 - If an employee uses personal time for approved job related training do they receive any time in lieu/compensation?
- 3) Costs (Define what costs you will cover as the employer and what costs will be incurred by the employee)
 - Will you cover all costs related to training or only a certain percentage of certain items like registration fees, materials, travel, etc.?
 - If the training is taken during business hours, does the employee receive full salary for that time or a percentage?
 - Is there an annual maximum amount per employee for training?

Training Delivery

Training can be delivered in a variety of ways including traditional instructor-led classroom training, on-the-job training, job shadowing, e-learning, mentoring, coaching, and self-paced study. When evaluating delivery methods consider the following:

- The type of material to be covered (i.e. a course to improve writing skills could be delivered through a variety of means while learning how to operate a new plasma cutter would lend itself more to an instructor-led hands-on demonstration session).
- The urgency of the training need or time frame in which it needs to be accomplished (does the employee need the skill immediately or is it career track training with longer term implications?)
- What methods are currently available (perhaps some training is only offered in one format – say learning installation techniques for a new product straight from the manufacturer while learning estimating techniques and materials management could be offered in a variety of means).
- Cost
- Employee's learning style (how they learn), personality and attitude towards learning
- Expected learning outcome for the employee

See the Resources section of this workbook for links to various organizations that offer free or low cost self assessment tools, skill improvement activities, and guides to integrating training into the workplace (including the Office of Literacy and Essential Skills and the national Construction Sector Council).

Group Training

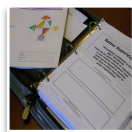
There may be times when you wish to have a group of individuals trained on the same subject, for instance first aid, a new computer system, a new product requiring unique installation techniques, etc. In these instances it may be more cost effective for you as the employer to bring a trainer to your workplace to deliver the material in an in-house session. This method of training delivery would then allow you as the employer to have more input into the session and learning results for your employees.

Funding for Training

Depending on your training needs, there may be funds available from various levels of government to subsidize employee training (i.e. incentives to hire apprentices, retraining for older workers, etc.). It is beneficial for employers to keep apprised of these types of offerings as they regularly change in response to government initiatives and priorities (see the Resources section for more information).

Evaluating Results

It is important to take stock of the results of training efforts. If offering an in-house training session, circulate a short evaluation form at the end of the session to collect information on how the session was received by participants. When employees engage in training with outside organizations, ask them to give feedback when they complete their training. No employer wants to organize or send his or her employees to training that costs a lot but accomplishes little. Some areas to look at when evaluating results are:



Participant Perceptions

- Were participants satisfied with the material covered?
- Were participants satisfied with the instructor(s)? Was he or she knowledgeable on the subject matter and able to answer questions?
- Were there handouts or materials provided? Were these materials of use during the course?



Skills & Knowledge Gained

- Do participants feel like they have gained knowledge from the training?
- Do participants feel they need to gain further knowledge or skills than the training encompassed?
- Did participants gain greater knowledge on the subject matter than they had expected?



Workplace Impacts

- Do participants feel they will be immediately able to apply their new knowledge to their work?
- Are there any barriers to applying their new knowledge to the workplace?
- Will this training have a positive impact on their work and productivity?
- Would others in the workplace benefit from this training?

Figure 7: Areas for Training Evaluation (adapted from Taking Action: A Guide - Integrating Essential Skills Training into the Workplace)

In addition to collecting information directly from trainees on completed training, employers can also look to other indicators to see if their efforts to improve their workforce are paying off. Look at changes within your customer base, your workforce and your finances. What can you see?

- Have there been gains in terms of the types of jobs the business can bid on?
- Has the level of customer satisfaction increased?
- Are tasks being completed faster or with better quality?
- Has there been a reduction in the number of errors made on the job?
- Has there been a decrease in workplace injuries?
- Has there been a decrease in employee turnover?
- Do your employees seem more satisfied and happy with their work?
- Do you feel your employees are more engaged with the business?
- Has there been a reduction in materials waste?
- Is it easier to manage multiple projects?
- Have you realized profit gains?





Training Request		[YOUR COMPANY NAME/LOGO]				
Name:	Date:					
Job Title:	Name of Supervisor: (<input type="checkbox"/> Training Request Approved)					
Date(s) of Course/Workshop/Seminar:	Course Duration					
	_____ <input type="checkbox"/> hours <input type="checkbox"/> days <input type="checkbox"/> weeks					
Name of Course/Workshop/Seminar	<input type="checkbox"/> Classroom/On-site (Instructor-led) <input type="checkbox"/> Virtual Classroom (Instructor-led E-Learning) <input type="checkbox"/> Self-Paced Study (Computer Based/E-Learning) <input type="checkbox"/> Self-Paced Study (Other) <input type="checkbox"/> Other: _____					
Reason(s) for Training (Check all that apply)	Certification					
<input type="checkbox"/> Apprenticeship <input type="checkbox"/> Professional Development/Career Track <input type="checkbox"/> Required Safety Certification <input type="checkbox"/> Required Certification <input type="checkbox"/> Required Recertification <input type="checkbox"/> Other (Please give details in space below): Is this training required immediately? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is this training part of a certification process? <input type="checkbox"/> Yes <input type="checkbox"/> No Will this training result in certification? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Description of Course/Workshop/Seminar (i.e. learning objectives, course content, modules, etc.)						
<input type="checkbox"/> Course outline/summary attached						
Cost	Amount	Tax	Total	Employer Paid	Employee Paid	Cost Share
Registration				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Travel				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mileage (@ \$.xx/km)				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accommodations				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Per Diem				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Totals						

Approved Declined On-hold Bring Forward Date: _____

Reviewer's Signature: _____ Date: _____

Upon completion of approved training, the employee is requested to submit a copy of his or her certificate of accomplishment or verification that the training has been completed for inclusion in his or her personnel file.



Communication is noted in several sources as very important to creating an engaged workforce. When employees feel valued and informed, they feel a greater level of engagement with their employer. By providing employees with an understanding of the business' goals and expectations; the rationales for business decisions; recognition for jobs well done; and a variety of opportunities to provide feedback you will have a clear picture of your workforce and be able to mitigate issues before they become unmanageable.

There are many ways in which to provide information to employees and to request information from them, for instance:

- Company newsletters
- Bulletin boards in high traffic areas like the lunch area or site trailer
- Staff meetings
- Adding an "Employees Only" area to the company website where employees can access information on business decisions, training, benefits, notices, etc.
- Email lists to circulate bulletins and updates
- Social and recognition events
- Regular performance reviews
- Employee surveys/questionnaires
- Suggestion box
- Open door policies encouraging communications with supervisors and management
- Team meetings prior to project start

** Keep in mind that there should be processes in place for employees to feel comfortable and free of scrutiny to voice opinions, express ideas, or raise concerns.*





Take a few moments to consider the following questions about your workplace.

- Is it fast paced and stressful or supportive and efficient?
- Do those who do well get recognized for their efforts or is keeping their job a good enough reward?
- Is your workforce diversified by age and culture?
- Is diversity welcomed or resisted?
- Do you have high, moderate or low employee turnover?
- Do your employees feel comfortable voicing opinions or are they criticized or ignored?
- Do your employees have the knowledge and tools they need to do their jobs well?
- Are your employees happy?

Workplace culture can be described as the sum of behaviours, attitudes, values, perceptions, activities and relationships that exist in a workplace. This “culture” is jointly developed and perpetuated by the employer and the employees and will affect all aspects of the business.

At a recent meeting of The Conference Board of Canada’s Council on Workplace Health and Wellness, stress was noted as having not only detrimental physical effects on employees, but negative effects in the workplace in terms of low morale and productivity. The resultant advice to managers included:

“Effective internal communications, appropriate work designs, and respectful performance management practices help organizations manage the impact of stress on employees in the workplace.”

“Recognizing and rewarding efforts appropriately helps foster a supportive work environment, which helps to mitigate stress levels.”

Source: *The Hidden Cost of Stress for Organizations* from the [InsideEdge](#), The Conference Board of Canada, August 2009.

But how do you do that when you have a multi-generational workforce of men and women from various cultural backgrounds?

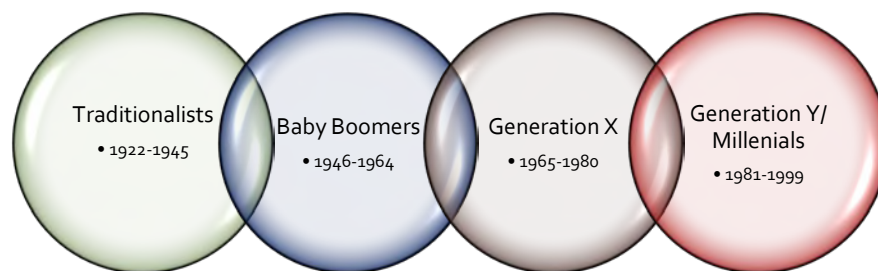


Figure 8: Generational groups (Source WorkBC Employer's Toolkit: A Resource for British Columbia Businesses, 2008)

Suggestions for creating a positive working environment include:

- Look at who is in your workforce and what is important to them. Each generation and culture brings its own core values, influences, characteristics and beliefs. Older workers who went through the Great Depression see work in a completely different way than those of Generation Y. A new Canadian may be accustomed to different workplace interactions than those in your workplace. Whatever the case, create an atmosphere of respect for everyone.
- Encourage open communications between management and employees.
- Be optimistic and promote positivity
- Communicate your expectations for employees clearly and consistently.
- Acknowledge and recognize employee achievements in a timely manner. Provide specific feedback on what was done well.
- Promote health and wellness in the workplace and at home.
- Provide learning and development opportunities.
- Address negative issues before they grow out of proportion.
- Promote on-the-job safety
- Encourage training and career development



Take a moment to write down your thoughts on how you can create a positive work environment.

Recognition for Employees

Bonuses and profit sharing are ways of providing your employees with recognition for jobs well done; however, recognition does not have to always be monetary to be appreciated. It is offering “little things that matter” that often make the difference. For example:

- BBQs or special lunch days
- Health and wellness incentives like gym discounts, on-site recreation facilities, hockey team
- Employee referral program
- Snacks and beverages during the work hours
- Family support services related to childcare and eldercare
- Personal leave time
- A simple “thank you”

(Adapted from *Book 3: Retention* from the Mining for Diversity Series, Mining Industry Human Resources Council, 2008).



Take a moment to jot down how you currently recognize your employees’ achievements and ideas for other methods within your budget.

Employee Recognition Activities Currently Offered	New Ideas for Employee Recognition Activities



All businesses at some point will experience employee turnover which in turn will costs time and money. Using this experience to improve a business' practices to minimize future turnover is a wise choice.

An exit interview is an interview conducted with a person leaving an organization. Guidance on the subject varies from suggesting the interview take place only with employees who voluntarily leave an organization to including those who are dismissed. There is also varying direction on whether to conduct a face to face interview or to request the completion of a standardized questionnaire. Whatever the method that your business decides to take there are several key points to keep in mind.

Exit interviews (whether in person, as a questionnaire or a combination of both) should:

- Be voluntary;
- Held in private, with the employee assured that any feedback provided by him or her will not affect their reference (this exercise should not be perceived as confrontational or requiring either party to defend their position);
- Focused on collecting information from the employee that could help improve the workplace for remaining employees and improve business practices – whether through changes to the work environment, remuneration, training options, etc.

The more standardized the format for the interview, the easier it will be for supervisors and managers to recognize trends in employee satisfaction. For instance, if departing employees were asked on a scale of 1 to 5 if they were satisfied with their health care benefits and the answers were predominately on the low end of the scale, managers could quickly identify there is an employee perceived issue with health benefits. Although incorporating open-ended questions is also acceptable and warranted when you are looking for personal opinions, it may leave room for misinterpretation and less measurable results.

There are also additional housekeeping items that need to be completed when an employee leaves your employ. The employee will need to return any business equipment, tools, keys, passes, etc. to you or their supervisor. They will need to complete any relevant separation forms required by your business or the government. You will need to deactivate all of their company related accounts such as credit cards (if issued in their name for business purposes), cell phone, email, computer user account, parking, security, insurance and benefits (unless there are provisions included in their severance package).

Samples of both an Exit Interview Questionnaire and Exit Interview Checklist are included on the following pages to help you get started in this process.

Figure 9: Service Canada offers many online services for employers including web submission for records of employment (Source Service Canada - www.servicecanada.gc.ca/eng/ei/employers/roe_web.shtml)





Exit Interview Survey

[Your Business Name/Logo]

Thank you for taking the time to complete this questionnaire. Your answers will help us to improve our business processes and relationship with our employees. Completion of this survey is voluntary.

Using the following scale where 1 is "Strongly Disagree" and 5 is "Strongly Agree", rate the following (circle your answer):

1. Do you feel like you were provided with a clear understanding of your job responsibilities?
1 2 3 4 5
2. Were you satisfied with your work hours?
1 2 3 4 5
3. Do you feel like your work load was manageable?
1 2 3 4 5
4. Do you feel like you were provided with the right tools, equipment and support to do your job well?
1 2 3 4 5
5. Do you feel like you were provided with adequate training opportunities?
1 2 3 4 5
6. Do you feel like you were provided with opportunities to openly provide feedback to management regarding concerns and issues?
1 2 3 4 5
7. Do you feel you were adequately compensated for your work?
1 2 3 4 5
8. Do you feel that your benefits package was fair?
1 2 3 4 5
9. Did you feel satisfied with your working relationship with coworkers?
1 2 3 4 5
10. Do you feel that the business values safety in the workplace?
1 2 3 4 5
11. Do you feel like employees are recognized for jobs well done?
1 2 3 4 5



Employee Exit Interview Checklist		[YOUR COMPANY NAME/LOGO]
Name:	Date:	
Job Title	Last Day Worked:	
1. Returned by Employee:		2. Requested of Employee:
<input type="checkbox"/> Keys <input type="checkbox"/> Parking Pass <input type="checkbox"/> Security Pass <input type="checkbox"/> Credit Card (<input type="checkbox"/> Not Applicable) <input type="checkbox"/> Cell Phone (<input type="checkbox"/> Not Applicable) <input type="checkbox"/> Computer (<input type="checkbox"/> Laptop/ <input type="checkbox"/> Tablet/ <input type="checkbox"/> Not Applicable) <input type="checkbox"/> Tools: (<input type="checkbox"/> Not Applicable) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> Safety Equipment: (<input type="checkbox"/> Not Applicable) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ Other: (<input type="checkbox"/> Not Applicable) <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ Employee: _____ Supervisor: _____	<input type="checkbox"/> Written Notice of Resignation/Leave <input type="checkbox"/> Completion of separation papers/forms <input type="checkbox"/> Submission of final time sheets/work logs <input type="checkbox"/> Submission of final expense claim <input type="checkbox"/> Submission of Exit Interview Questionnaire <input type="checkbox"/> Exit Interview <input type="checkbox"/> Personal Belongings (in cases of immediate termination) Employee: _____ Supervisor: _____ <div style="background-color: #d9e1f2; padding: 2px 5px;">3. To be Provided to Employee:</div> <input type="checkbox"/> Record of Employment (Forwarded on _____) <input type="checkbox"/> Final pay (To be paid on _____) <input type="checkbox"/> Final Expense Reimbursement (To be paid on _____) <input type="checkbox"/> Written Reference (if requested) (<input type="checkbox"/> Not requested) <input type="checkbox"/> Personal Belongings (in cases of immediate termination)	

- | | |
|--------------------------------------------------------------|-------------|
| Other: <input type="checkbox"/> Deactivate email account | Date: _____ |
| <input type="checkbox"/> Deactivate user account on server | Date: _____ |
| <input type="checkbox"/> Cancel parking pass | Date: _____ |
| <input type="checkbox"/> Deactivate security clearance | Date: _____ |
| <input type="checkbox"/> Notify Benefit & Insurance Provider | Date: _____ |

Signature: _____ Date Process Completed: _____

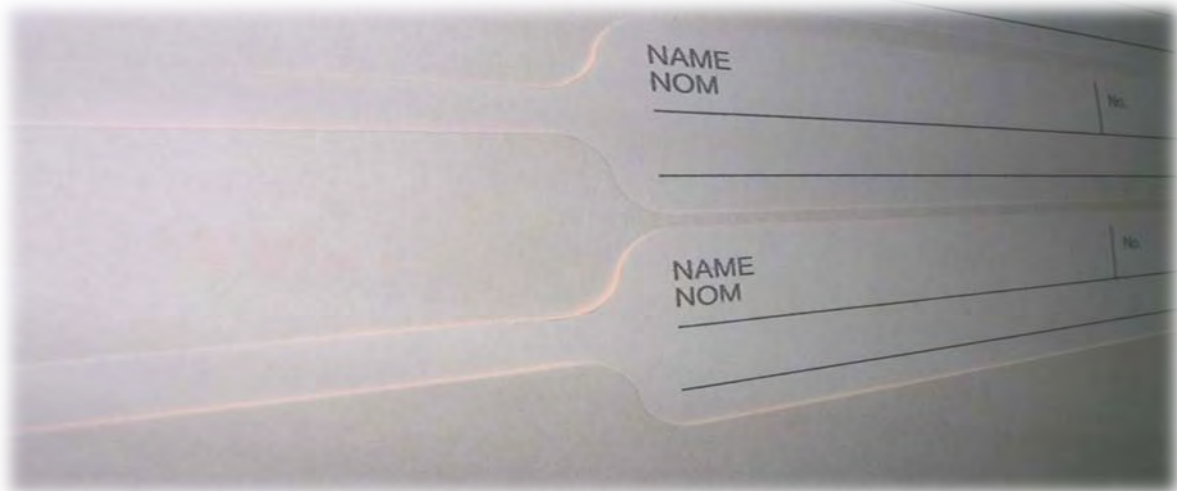
** File all related correspondence as well as Checklist and Exit Interview Survey in employee's personnel file.*



Every employee working for your business should have a personnel file. A personnel file is a summary of information pertaining to a person's employment with a business – an ongoing history. These records are confidential and kept even after an employee is no longer with the business (consult with your accountant or a business advisor if you have questions with regard to privacy laws or how long to keep employee records on file).

Personnel files should include (but are not limited to) the following:

- Copy of job posting
- Interview evaluation/notes
- Job description
- Signed contract/written job offer
- Contact and emergency contact information
- Copy of certificates, awards, verification of designations, etc.
- Time logs
- Log book (if applicable)
- Copies of any formal communications (i.e. letters, notices, etc.)
- Policy and Procedures manual review sign-off form
- Performance reviews
- Training or professional development plans
- Payroll/compensation and benefit arrangements and related forms
- Exit interview and checklist
- Any other documents related to employment





The NSCSC-ICI Mobility, Retention and Succession study identified two general areas of succession planning:

- change in ownership; and
- internal succession or the succession of employees within the business.

By completing the activities introduced earlier in this workbook, i.e. creating job descriptions, documenting business processes, implementing training plans, etc., you have already started on the road to succession planning in your business.

Imagine for instance that two friends formed a partnership to start a contracting business. Over the years, this business grew and prospered to a point where the value of the business was in the millions of dollars. Now one of the partners wants to retire. How does this change affect the future of the business?

Succession planning can be described as the process in which procedures, plans and arrangements are put in place to respond to transitions from one owner to another or changes in personnel when employees retire, advance or leave. The development of a plan involves discussing, researching, thinking and making decisions about various aspects of the business, and then documenting these decisions. Succession plans take time and effort to develop and should be regularly reviewed and updated to maintain their integrity. Professional assistance from lawyers, accountants, business advisors and others may be required during the succession planning process to provide guidance on the legal implications of business structures, business valuation and so forth.

The Importance of Record Keeping

Although no one likes paper work, it is a necessary component of business. Creating a standardized reporting format for financial, project and personnel related reports will save time in the long run and keep records consistent.

Keeping accurate financial records so that at any given moment you can check on the financial health of your business is important not only for everyday operations, but for responding in a timely manner to future business opportunities and challenges. Depending on the size and complexity of your business, you may be able to set-up and maintain your bookkeeping system in-house using a readily available software product or you may need the assistance of an outside accountant, bookkeeper or financial expert. Financial professionals will also be able provide guidance and help with regular government filings, acquisitions, capital assets and inventory control (see Figure 10 on the following page as an example), payroll, benefit and pension management.

When it comes to your client records, remember to keep key contacts up-to-date; maintain detailed project reports; and make notes on jobs well done as well as complaints and how they were resolved. Although it may be impossible to document certain aspects of client relations – that rapport that one employee can build with a client that another cannot, having a firm grasp of the tangible aspects at least gives you a good start.

Accurate supplier and sub-contractor records are also crucial. Make sure there is a complete list of your current and former contacts, what they do for your business and any other pertinent notes about the relationship (for instance, always meets expectations, competitive pricing, etc.)

Questions to consider when transferring ownership of a business include:

- Why are you selling your business?
 - Is it voluntary or involuntary?
 - Do you need money?
 - Do you want to retire?
 - Do you want to take on a new challenge or slow down?
- What are you going to need to do?
 - What information do you need to have?
 - What processes do you need to follow?
 - What is the value of your business?
- Who will be involved?
 - Who will take it over - a competitor, a family member, existing management or other employees
 - Who do you need to help you sell or transfer it – a lawyer, a broker, a realtor, etc.?
- How will you transfer ownership of your business?
 - What are you selling – equipment, assets, client lists/customer base, shares, rights, etc.?
 - How long will it take?
- When will the transfer take place?
 - Is it in weeks, months, years?
 - Conditional on certain circumstances?

Regardless of whether you decide to transfer ownership to a family member or sell to an outside party or existing employees, you will need to have a good understanding of the following:

- the financial state of your business
 - financial records need to be accurate and up-to-date
 - all financial commitments/obligations need to be accounted for
 - all assets and liabilities documented
- the expertise of your workforce
 - organizational chart, goals, mission, processes and procedures
 - job descriptions, performance measures, etc.
- your customer base
 - accurate list of customers and suppliers
 - past successes and future opportunities

UNIVERSAL CONSTRUCTION	
Balance Sheet As at Feb 28, 2015	
ASSET	
Current Assets	
Cash to be deposited	0.00
Cash Drives	0.00
Petty Cash	0.00
Regal Bank Savings	50,000.00
Regal Bank Current	124,999.89
Regal Bank US Dollar	6,979.17
Oakville Dominion Bank Payroll	11,459.21
Total Cash	193,407.27
Visa	0.00
MasterCard	0.00
American Express	5,434.00
Other Credit Cards	0.00
Total Credit Cards Receivable	5,434.00
Investments	0.00
Accounts Receivable	326,269.72
Allowance for Doubtful Accounts	0.00
Holdbacks Receivable	0.00
Payroll Advances	0.00
Total Receivable	326,269.72
Purchases Prepayments	0.00
Prepaid Expenses	400.00
Total Current Assets	525,510.99
Inventory Assets	
Drywall	2,870.44
Hardware	121,113.52
Lumber	48,343.47

UNIVERSAL CONSTRUCTION	
Income Statement Mar 01, 2015 to Mar 31, 2015	
REVENUE	
REVENUE: Services	
Drafting	16,190.00
Engineering Consulting	2,656.66
Estimating Consulting	1,000.00
Surveying	11,378.66
Other Services	2,500.00
TOTAL REVENUE: Services	33,722.32
REVENUE: Sales	
Sales: Drywall	1,834.50
Sales: Hardware	82,367.50
Sales: Lumber	5,795.74
Sales: Roofing	2,150.00
TOTAL REVENUE: Sales	92,148.14
REVENUE: Other	
Freight Revenue	766.00
Sales Discounts	(325.51)
Interest Revenue	0.00
Miscellaneous Revenue	0.00
TOTAL REVENUE: Other	439.49
TOTAL REVENUE	126,309.95
EXPENSE	
Cost of Goods Sold	
Material: Drywall	433.36
Material: Hardware	12,693.12
Material: Lumber	1,800.02
Material: Roofing	1,669.20
Total Cost of Goods Sold	16,595.70

Key Employee Succession

A key employee can be described as someone who is essential to the running of the business. In many small and medium sized businesses, one employee may serve in a variety of critical capacities (i.e. responsible for everything from keeping the books, to client relations, bidding jobs, etc.). It is therefore imperative that processes are in place to ensure that this key employee's knowledge is imparted to another

employee before the key employee is no longer with the business. Imagine how your business would suffer if all of a sudden no one knew how to do the books or how to manage a project.

*Are your key employees close to retirement?
Who will succeed them?*

In its *Succession Planning and Management Guide*, the Treasury Board of Canada suggests the following when planning for the succession of employees:

- Focus on key positions/areas at various levels
- Focus on development of talent for the longer term
- Develop pools of talent for key positions/areas
- Use a systematic approach to assess candidates
- Integrate succession planning with other human resources activities

It is important to note here that management skills' training has not been a traditional component of technical/crafts training. As such, employers who would like to develop their workforce from within may need to put forth a conscious effort to encourage this type of skill development at all levels of their organization. The first hand experience in construction that a journey person can bring to the table may serve to be an invaluable asset in a management role.

Other things to consider when planning for the future of your business include:

- Where is your workforce going to come from?
- Are there opportunities to diversify your workforce by engaging under-represented groups, for example, women, youth, new Canadians, Aboriginal people, etc.
- What is your approach to apprenticeship?
- Who could run your business in your absence?



Business Advisors

There are many sources for business advice in and around our region; for example, accountants, bankers, lawyers, universities, colleges, etc. Below is a short list (but by no means exhaustive) of organizations that offer various business consulting services.

- Acadia Centre for Social and Business Entrepreneurship (www.acsbe.com)
- Business Development Bank of Canada (www.bdc.ca)
- Canadian Association of Family Enterprises – CAFÉ (www.cafecanada.ca)
- Cox Palmer (www.coxandpalmerlaw.com)
- Deloitte (www.deloitte.com)
- KPMG Canada (www.kpmg.ca)
- Mount Saint Vincent Centre for Women in Business (www.msvu.ca/cwb/index.asp)
- Nova Scotia Business Inc. (www.novascotiabusiness.com)
- Saint Mary's Business Development Centre (www.smu.ca/partners/smubdc/htmls/welcome.html)
- St. FX Enterprise Development Centre (www.xedc.ca)



Online Resources

Apprenticeship

- Canadian Apprenticeship Forum (www.caf-fca.org)
- Human Resources and Skills Development Canada – Trades and Apprenticeship Grants (www.rhdcc-hrsc.gc.ca/eng/workplaceskills/trades_apprenticeship/index.shtml)
- Nova Scotia Department of Labour and Workforce Development (www.gov.ns.ca/lwd)

Business Tools & Management Practices

- ACOA (www.acoa.ca/English/ImLookingFor/BusinessTools/Pages/Home.aspx)
- Canada Business (www.canadabusiness.ca/gol/cbec/site.nsf/en/index.html)
- Canada Business – Nova Scotia (www.canadabusiness.ca/ns)
- CanadaOne (www.canadaone.com/tools/)
- International Organization for Standardization (ISO) (www.iso.org/iso/home.htm)

Employment Programs (Funding)

- Canada Business – Wage Subsidies and Training Programs (http://www.canadabusiness.ca/servlet/ContentServer?cid=1099919425960&lang=en&pagename=CBSC_FE%2Fdisplay&c=GuideInfoGuide)
- Human Resources Development Canada – Aboriginal Labour Market Programs (www.rhdcc-hrsc.gc.ca/eng/employment/alm/index.shtml)
- Human Resources Management for Employers (Service Canada) (www.hrmanagement.gc.ca/gol/hrmanagement/site.nsf/eng/index.html)

- Nova Scotia Department of Economic and Rural Development – Business Information (www.gov.ns.ca/econ/business/)
- Nova Scotia Department of Labour and Workforce Development – Employment Nova Scotia (www.gov.ns.ca/employmentnovascotia/)

Human Resources Management

- Treasury Board of Canada Secretariat (there is also information on succession planning) (www.tbs-sct.gc.ca/chro-dprh/gui-eng.asp)
- HR for Employers from Service Canada (www.hrmanagement.gc.ca)
- SaskNetWork Employers Portal (www.sasknetwork.ca/jsp/employers.jsp)
- HR Council for the Voluntary and Non-Profit Sector (hrcouncil.ca)
- Labour market Information from the Government of Canada (www.labourmarketinformation.ca)
- Labour market forecasts from Construction Sector Council (www.constructionforecasts.ca)

Legislation

- Nova Scotia Legislation (www.gov.ns.ca/lwd/legislation/)
- Office of the Privacy Commissioner of Canada (www.priv.gc.ca/index_e.cfm)

Succession Planning

- Article: “The nuts and bolts of succession planning” – KPMG (www.kpmg.ca/en/services/enterprise/issuesSaleSuccessionPlanning.html)
- Succession Planning: Synopsis (Industry Canada) http://www.ic.gc.ca/eic/site/dir-ect.nsf/eng/h_uwoog88.html

Technology

- Directory of Energy Efficiency and Alternate Energy Programs in Canada (www.oee.nrcan.gc.ca/corporate/statistics/neud/dpa/policy_e/programs.cfm)
- Report - Geared for Change: Energy Efficiency in Canada’s Commercial Building Sector (www.nrtee-trnee.com/eng/publications/commercial-buildings/commercial-buildings-report-eng.pdf)
- RETScreen International – Empowering Cleaner Energy Decisions (On-line Decision Support Tool) (www.retscreen.net/ang/home.php)

Training and Learning

- Conference Board of Canada (www.conferenceboard.ca/topics/education/learning-tools.aspx)
- Construction Association of Nova Scotia (www.cans.ns.ca)
- Construction Sector Council (www.csc-ca.org)
- Nova Scotia Construction Sector Council – ICI (www.nscsc.ca)
- Office of Literacy and Essential Skills (http://www.hrsdc.gc.ca/eng/workplaceskills/oles/olesindex_en.shtml)



- “About BOMA BEST”, Building Owners and Managers Association of Canada. Available from www.bomabest.com.
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- Checklist for Developing a Training Program, Canada Business, 2007. Available from www.canadabusiness.ca
- Employability Skills 2000+, The Conference Board of Canada. Available from www.conferenceboard.ca
- Essential Skills Hiring Checklist, Human Resources and Skills Development Canada. Available from www.hrsdc.gc.ca/essentialskills
- Human Resources and Skills Development Canada Essential Skills Tools – What’s New. Visit www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/new_tools.shtml
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- SME Succession: Update, Canadian Federation of Independent Business, 2006. Available from www.cfib.ca
- Succession Planning and Management Steps, Treasury Board of Canada Secretariat, 2008. Available from www.tbs-sct.gc.ca/gui/sp-eng.asp
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- Succession Planning: Synopsis, Industry Canada, 2009. Available from www.ic.gc.ca/eic/site/dir-ect.nsf/eng/h_uwo0988.html
- Support Your Recruitment Efforts with New Hire Orientation and New Hire Orientation Checklist, go2. Visit www.go2hr.ca
- Taking Action – A Guide: Integrating Essential Skills Training into the Workplace. Available from http://www.rhdcc-hrsdc.gc.ca/eng/workplaceskills/oles/olesindex_en.shtml
- The Hidden Cost of Stress for Organizations, The Conference Board of Canada, 2009. Available from www.conferenceboard.ca
- The WorkBC Employer’s Tool Kit: A Resource for British Columbia Businesses – Booklet 1: How to Attract, Retain and Engage Employees, 2008. Available from http://www.workbc.ca/looking_for_workers/tool_kit/index.htm
- Various articles from Service Canada’s HR for Employers website, www.hrmanagement.gc.ca:
 - Exit Interviews, 2009
 - Job Analysis, 2009
 - Hiring Employees, 2009

- Performance Appraisals, 2009
- Training Needs Assessment, 2009
- Training Needs Checklist, 2009
- Writing Job Descriptions, 2009
- “What is Green Globes?” from the Green Globes website www.greenglobes.com
- “What is LEED®?”, Canada Green Building Council. Available from www.cagbc.org/leed/what/index.php.
- Working Productively: Understanding Workplace Culture, Ceridian Corporation, 2009. Article available from www.ceridian.com

Electronic copies of the sample forms found throughout this document are available for download from the Nova Scotia Construction Sector Council website www.nscsc.ca.



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