



BE A BOSS: MODULE 2

Finding workers who are
a good fit for you

The learning outcomes of this module are:

- 2.1 Create and communicate your vision and expectations**
- 2.2 Identify the culture you want to create**
- 2.3 Describe the skills, experience and qualities you need your workers to have**



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Don't forget!

Make sure you save your work by downloading and saving this PDF to your own computer before you write in it.

Activity 1: Beginning Reflection

Part A: What do you already know about recruiting your own workers? How do you feel about doing it – are there things you think you already do well, or want to learn more about?

Part B (1 of 2): What do you think is important to consider before advertising for workers? E.g. job title, essential requirements.

Part B (2 of 2): Now look at the wording in the advertisement below, and think about how words can attract people to apply for a job.

What stands out for you? What words/phrases do you think might attract the right person for the job?

Write or highlight key words/phrases.

For example: The advertisement lists the essentials. The woman uses the word 'mentor', not 'carer'.

SAMPLE ADVERTISEMENT

Smithville

**Mentor and support a young woman with her social life and fitness, digital technologies, love of music, personal growth and everyday life pursuits!
(If you love having FUN and being active this could be your dream job).**

Role

I am a fun loving, social, 21-year-old woman with a great sense of humour and I'm about to embark on a gap year from Uni to explore my options and interests. I recently travelled to Melbourne to participate in a focus group and have given short presentations in Brisbane on social justice issues - I am keen to pursue similar opportunities. I am seeking an outgoing, dynamic female to support me to stay fit (home gym and Yoga classes), socialise and explore more social options including: learning more about digital technologies and games and finding new and interesting places to go.

I happen to have a disability, but I don't let it get in the way. I require support with personal care and grooming and some domestic chores but this is the small print of the role and doesn't take too much time.

I love singing and music so if you can play guitar (even badly) that would be awesome. My weekends are active and social times.

Hours: 6 to 8 hours per week either Saturday or Sunday. However, some weekdays could also be available if you were interested. Seeking someone who can do a combination of Saturday and Sundays - this will be agreed in advance.

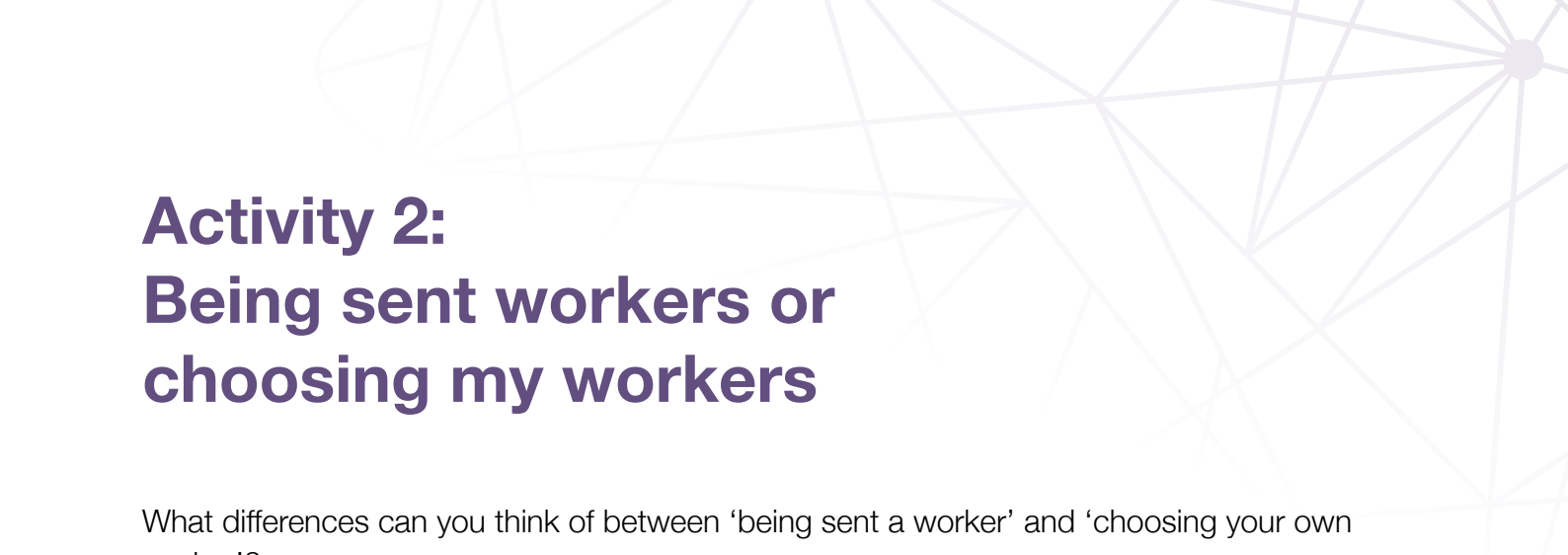
Essential Requirements

- ✓ Fun, outgoing, social person who values family and friends and exploring new opportunities
- ✓ Bright, creative thinkers welcomed
- ✓ Driver's License
- ✓ Current National Police Check or willing to get one

NO previous experience required as you will receive full training from myself, my family and other team members, your values, qualities and transferable skills are the most important factors.

If you're feeling curious please apply by contacting.....!



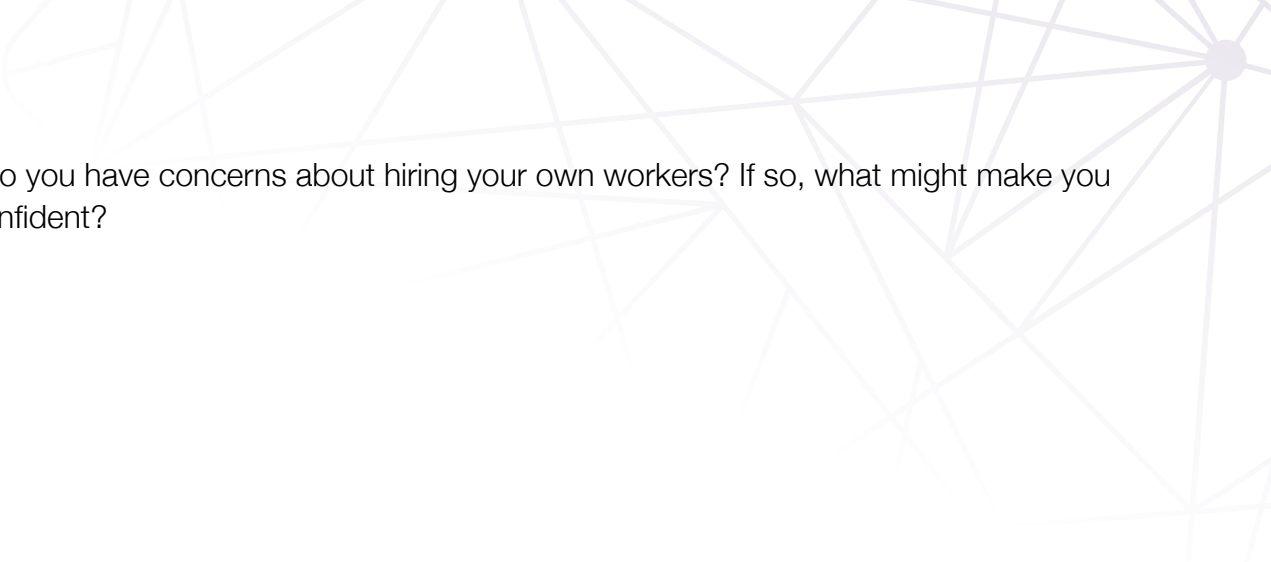


Activity 2: Being sent workers or choosing my workers

What differences can you think of between ‘being sent a worker’ and ‘choosing your own worker’?

Activity 2A: Extension Questions

Part A: What might be some reasons people choose to hire their own workers?



Part B: Do you have concerns about hiring your own workers? If so, what might make you feel more confident?

Part C: What do you hope to gain from this module? Rank the learning outcomes in order of priority from 1 (most important) to 4 (least important).

Learn more about creating and communicating your vision and expectations

Learn more about identifying the culture you want to create

Get better at describing the skills, qualities and experience you need in a worker

Get better at describing what you need done

These outcomes form Learning Goal 3: Feel more confident about finding good workers.

Activity 3: The Power of Communicating Vision, Values and Expectations

Part A (Examples): What can you learn from other people's visions?

There are two job advertisements below: 'Joel's Vision' and 'Matthew's Profile'. Please read them, then answer the questions that follow.

JOEL'S VISION



MATTHEW'S PROFILE (ADVERTISING FOR A TEAM LEADER):

Matthew is 40 and has lived in the X Shire for nearly 35 years. He needs significant levels of support to assist him in day-to-day living skills, in participating as a valued member of the wider community and in his interaction with others.

Matthew is supported in his life by

- His family
- A support circle of people who come together in an unpaid capacity to assist him achieve a rich and inclusive life
- Friends and acquaintances
- A team of paid support workers

.....and now space for a great leader! Your name could be here!

Over the last 15 years, this group has helped Matthew establish his own home, start a small business and develop volunteer and leisure roles in the community.

Matthew is always seeking opportunities to contribute in ways which reflect his gifts, assets and interests. For example, he loves driving, meeting new people and has his own car. He is able to walk and carry things. He likes to be on the move. This led him to start a small business picking up mail for customers.

His disability means that he finds it difficult to be involved with large groups of people, and he shines when he has opportunities to interact at an individual level with people. While Matthew does not speak, he has a strong repertoire of receptive language, understanding, listening and interactive skills.

Matthew's family and support circle has assisted him to establish a Trust, which is a mechanism to safeguard his financial future, as well as employ people to assist him.

How the role fits in to Matthew's life:

Matthew is now looking for an energetic, positive and creative leader to build upon all his achievements and develop new ones.....

Part A (Questions): What kind of people do you imagine Joel and Matthew to be? What do you think they value? Can you imagine what some of their non-negotiables might be? What kinds of people do you think their visions might attract?

For example: 'I think Joel seems like a guy who gets involved in things and is a bit of a greenie. I think he'd be looking for workers who can keep up with him!'

'Matthew is looking for people who believe he can achieve things.'

Part B: What are your vision, values and expectations?

Now think about the kind of life you live, your values and what you want to say about yourself. You might like to invite some people to answer with you by asking how they would describe you.

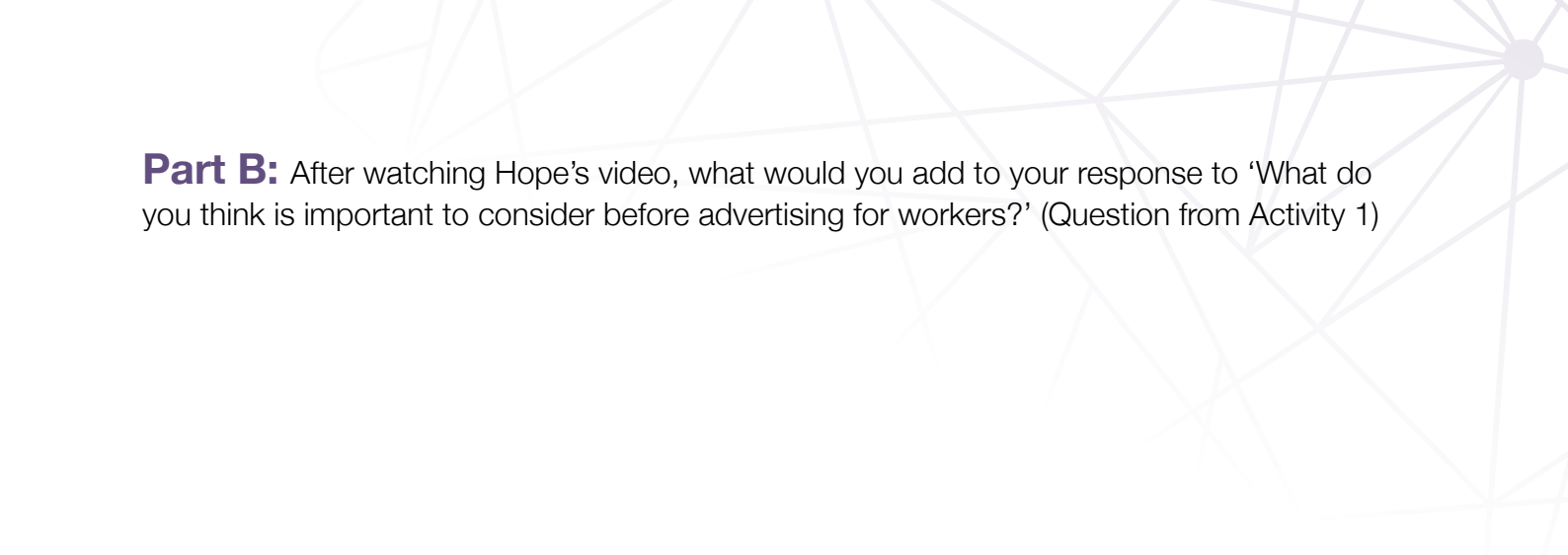
You could share images or photos, or make a video of yourself doing what you love – we encourage you to be creative!

Part C - Additional Vision, Values and Expectations Resources

1. WAiS [Who Am I?](#) planning card set
2. [Craft an ambitious and positive vision](#) from Community Resource Unit (CRU) (Queensland organisation). This page has lots of different ideas about the power of vision.
3. [Nineteen Stories of Social Inclusion](#) from Belonging Matters (Victorian organisation). This site shares the many ways Australians with disabilities belong and contribute to their communities.
4. TED Talk by Rosie King: [How autism freed me to be myself](#). A funny and engaging 6-minute talk. Rosie says she wouldn't trade her autism and imagination for the world.
5. TED Talk by Heather Lanier: ["Good" and "Bad" are incomplete stories we tell ourselves](#). A 13-minute talk by Heather, whose daughter Fiona has Wolf-Hirschhorn syndrome. Heather questions assumptions about what makes a life "good" or "bad".

Activity 3A: Extension Questions

Part A: Why do you think it's important to create and communicate your expectations to your workers?



Part B: After watching Hope's video, what would you add to your response to 'What do you think is important to consider before advertising for workers?' (Question from Activity 1)

Part C: What do you (or people closest to you) think your strengths and gifts are?

Activity 4: What's important to you?

Part A: How do things get done in your space?

Imagine someone you've never met is coming to stay in your home for a while and that it's important they understand the ground rules and/or the way you want things done.

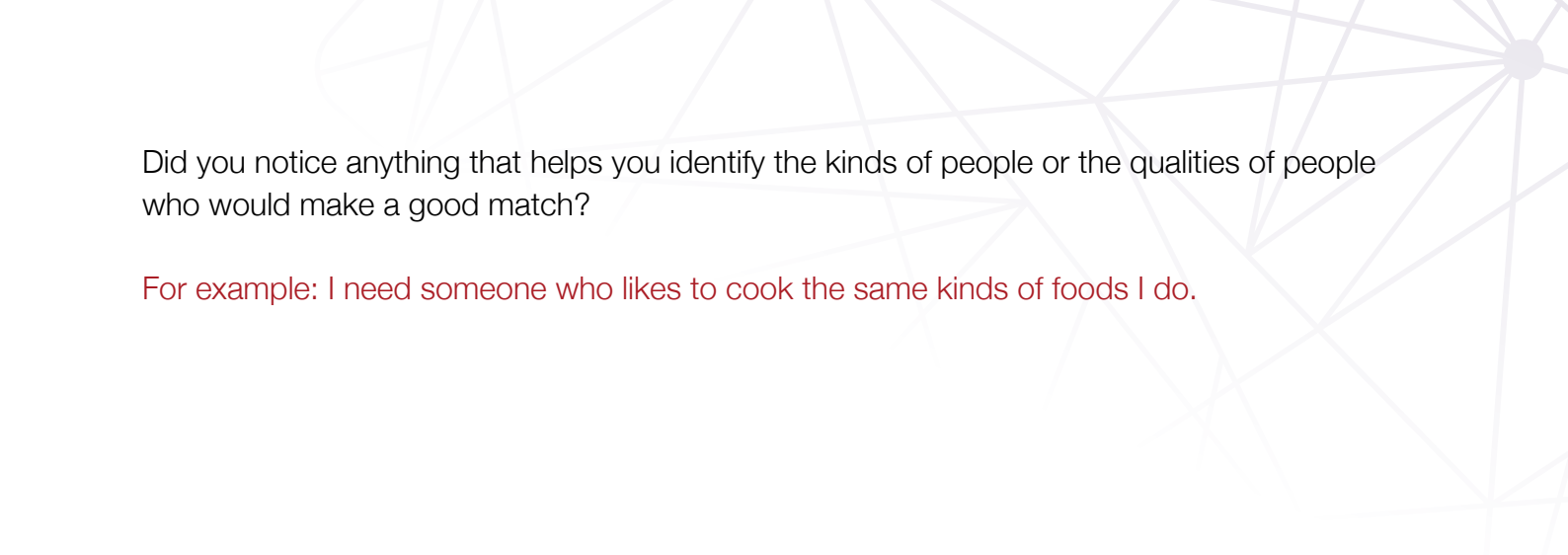
Write down some of the most important things you would tell them.

For example: 'Must love animals - I have chickens, a dog, guinea pigs and bees!' Or 'We take our shoes off at home. We wear house shoes.'

Part B: What's important about the way you live?

There is a list of questions/topics in the table below. When you see one that is important to you, please write your answer in the space beside it.

Example: What are important routines, rituals and ways you like doing things – especially at the start and end of the day?	Don't ask me to make any serious decisions before coffee in the morning.
Are there important routines, rituals and ways you like doing things – especially at the start and end of the day?	
Are there particular days of the week or year that are important to you? Why?	
Are there traditions or events that are important to you?	
Do you or your family have any rules to do with your lifestyle, culture or religion?	
Are there things that are uniquely important to you?	
Who are people you see regularly? For example friends and family.	
How does your family communicate? Are there important rules or ways of communicating?	
How do you like to celebrate or have a good time?	
What do you do to feel better when things aren't so good?	
Do you have any food and drink preferences?	
How do you like your home or personal space to feel?	
What do you like to spend your time and money on?	



Did you notice anything that helps you identify the kinds of people or the qualities of people who would make a good match?

For example: I need someone who likes to cook the same kinds of foods I do.

Is anything you have listed in the activities so far a non-negotiable?

For example: Must like animals because you can't avoid them in my house.

Activity 4A: Extension Questions

Why do you think it's important for workers to understand your boundaries, expectations and lifestyle?

Activity 5: Team Culture

Part A: What team culture do you want to create?

Think about the culture you want to create among your workers. Select 10 words or phrases from the table below:

Freedom To Innovate	Being Challenged	Security	Health / Strength
Risk Taking	Surpassing Expectations	Possibilities	Trust
Being The Best	Making Decisions	Serenity or Peace of Mind	Affection or Love
Flexibility	Influence or Power	Punctuality	Respect
Opportunities	People Acting Upon My Ideas/Thoughts	Energy	Good Friends / Great People
Achievement	Fame	Being In Nature	Compassion or Kindness
Excellence	Physical Environment or Setting	Seeing The Results Of My Effort	Brightening Others' Day
Being First	Being Thanked	Fun	Being Heard
Winning	Others' Support	Making A Difference	Being Chosen or Included
Responsibility	Resources/Tools To Succeed	Knowledge or Wisdom	Being Sought For Advice, Help or Insight
Variety of Tasks	To Share of The Rewards	Autonomy	Being Taken Seriously / Being Affirmed
Bonuses	Privacy	Learning or Growth	Forgiveness
Raising The Bar	Travel or Adventure	Enthusiasm / Passion	Loyalty
Happiness	Money	Sense of Purpose	Humor / Laughter
Title/Position/Status	Good Leadership	Aspiring	Honesty
Promotion	Vacation	Personal Commitment	Taking Care of Others
Recognition/Acclaim	Gifts	Talking About Something Important	Teamwork / Being Part of a Team
Control	Being Served by Others	Freedom	Relationships
Meeting or Beating Goals	Upgrades/Special Privileges	Discipline	Motivating / Inspiring Others
Solving Problems	Benefits	Contributing To A Worthy Cause	Expressing Appreciation

Part B: Additional Team Culture Resources

1. A [team exercise to help define culture](#). An example of how an employer used words and phrases as a team exercise.
2. [You don't create a culture](#) is a short post by a blogger who says that you don't create a culture - rather, culture is the by-product of consistent behavior.
3. [20 different ideas for a thriving team](#). This article links to case studies about culture.
4. [The Corporate Rebels](#) have set out to find the world's most progressive organisations. This link lists articles they've written about what they discovered.
5. [Images of Organisations](#). You can use these cards to figure out what you want your team culture to be like, or you can use them with your team. These cards are available to borrow from WAiS.

Activity 5A: Extension Questions

Part A: What do you understand the word 'culture' to mean?

Part B: Why do you think we might discuss individuals and teams separately in relation to 'culture'?

Activity 6: Team Culture

Part A: Thinking about your worker's role

Think about your goals and what you want to achieve, then think about the kinds of paid roles you need to support you.

From the examples below, can you see any that describe what you want from a worker? Tick the ones you like, and write down any new ideas you have.

A worker might support people to:

Develop or strengthen their social connections

Learn more about themselves through exploring and trying new things. This can be important for people whose interests are unknown

Learn to do something new

Maintain their home

Get exercise and keep fit

Find work or keep work

Hygiene and wellness

Creative expression

Grow spiritually

Enjoy the outdoors

Deal with life's challenges in productive ways

Contribute to a social cause

Make friends

Your ideas:

Part B: Using “analogy” to help you think about your worker’s role

An analogy is a way of explaining an idea by comparing it to something more familiar. An analogy can help people imagine the paid role more quickly and decide whether it is something they would be good at.

Here are some examples of analogies to describe your ideal worker:

- Agent
- Personal Assistant, Assistant or PA
- Mentor
- Tutor
- Coach
- Engineer
- Sidekick
- Right hand person
- Patron or backer
- Your ideas:

Part C – Additional Analogy Resources

1. [Batman and Robin: How We Describe Teammate Responsibilities](#). An article about how one company uses Batman and Robin as an analogy in their team.
2. [What are the jobs and roles of the facilitator?](#) See how another organisation uses words like doctor, architect and guide to describe what a facilitator does.

Activity 7: Finalising workers' roles

Part A - What kind of person do you want to employ?

Tick the things that you think are important qualities.

I want to employ someone who:	Important	Very Important	Essential
<ul style="list-style-type: none">▪ is punctual▪ is dependable and reliable▪ has a driver's license▪ shares my interests▪ has a sense of humour▪ is positive▪ is confident with others▪ is quiet▪ has good communication skills▪ is patient▪ is flexible▪ can think on their feet▪ makes good judgment▪ will seek advice if unsure of something▪ has good listening skills▪ will do what I want them to do▪ lives close by▪ is well connected in the neighbourhood▪ has community connecting skills and ideas▪ can work shifts▪ can work part-time▪ can help lift and transfer▪ is a mature person▪ is a people person▪ is physically fit▪ will carry out personal care support			

Used with permission from a list created by Ellis MacRae and Associates

Part B - Putting it together

Now it's time to gather the information you've worked on in this module: the **workers' roles** you need filled, the **skills or attributes** you need in your workers, any **analogy** you want to use, and the name for the role (**job title**).

We have given you an example of a Social Connector role below. You can then use the table below to create your own.

What do I want to get done or my goals?	What assistance do I need to achieve this?	When do I need this assistance?	Is it an ongoing role or will it finish?	What are the skills, qualities and experience I am looking for?	Any qualifications I want in this role?	Is there an analogy or idea that could help describe the role?	What is the job title that best fits?
<p>Meet new people who share my interests</p> <p>Get connected into groups, events and activities in my community</p> <p>Continue to do the banking for my local pub</p> <p>Deepen participation at Toastmasters every Wednesday</p>	<p>Find groups and things to do that I like</p> <p>Introduce me to people in their network and do things together</p> <p>Go with me every Thursday evening to do the banking at local pub</p> <p>Go with me to Toastmasters and help me participate</p> <p>Help me prepare for Toastmasters</p> <p>Help me use my communication device</p> <p>Drive my van</p> <p>Provide the personal care I need</p> <p>Identify people who take an interest in me</p>	<p>Evenings and some day time.</p>	<p>Ongoing</p>	<p>Someone who has established networks in music and/or creative arts and/or sport esp AFL</p> <p>Connecting with people comes naturally</p> <p>Is confident but not overbearing. People want to be around</p> <p>Can drive</p> <p>Can take initiative</p>	<p>No qualifications needed</p>	<p>I like the idea of an Agent</p> <p>Right hand person or side-kick?</p>	<p>Social Connector</p>

Adapted with permission from a table created by Ellis MacRae and Associates

Now your turn

What do I want to get done or my goals?	What assistance do I need to achieve this?	When do I need this assistance?	Is it an ongoing role or will it finish?	What are the skills, qualities and experience I am looking for?	Any qualifications I want in this role?	Is there an analogy or idea that could help describe the role?	What is the job title that best fits?

A note about qualifications:

No formal qualifications are required for direct support worker roles in Western Australia. There are some Certificates in Community Services that workers could get, but this is not necessarily essential.

Important information about discrimination:

In Australia, national and state laws cover equal employment opportunity and anti-discrimination in the workplace. This means employers are required to create a workplace free from discrimination and harassment.

If you live outside of Western Australia, the [Equal Opportunity and Diversity website](#) gives you a good place to start with anti-discrimination and employment resources in different states and territories.

The most significant Western Australian legislation is the Equal Opportunity Act 1984 (WA). This law covers activities of employers, including:

- Advertising
- Information in application forms, and how these forms are provided
- Interviews and interview processes
- Applicant selection
- How a person is treated once they have been employed

Discrimination can, however, be lawful in some circumstances. Exceptions to these laws can allow for discrimination in special circumstances where employment of people with certain characteristics is either desirable, or not appropriate.

Some of these exceptions may be relevant to self-managers - for example, where there is a genuine occupational qualification.

To learn more about these exceptions, we have included both a downloadable document in this module as well as the resource [Equal Opportunity. Are you getting it right? A guide for employers and the recruitment industry.](#)

Part C - Are you finding it hard to create your worker's role?

If you have been finding it hard to think of and create roles, you could try a couple of other activities.

If you've had workers before (regardless of who employed them), you could create a profile below of the best and worst worker you've ever had:

a. Profile your best worker

Write down everything that made them great. Why did you trust them? If they respected you, how did you know that? What did they do and say? Provide as much detail as you can.

b. Profile your worst worker

Write down all the things that made this person the worst worker you've had. Provide as much detail as you can.

c. Don't have workers?

What are things other people do that really annoy you?

Think of some answers to the statement "I hate it when people do or say..."

Now flip those statements around to the positive and use them to think about what kind of workers you need.

For example: I hate it when people talk to the person with me and not me. [Original statement]
I need someone who speaks with me. [Positive statement]

Part D: Additional Worker Information Resource

["I'm here to help" The role of the support worker within the NDIS](#) is a research paper from Griffith University. Pages 30-42 describe what makes a good support worker, what stops their good performance and what helps with better performance.

Activity 7A: Extension Questions

What are the 4 steps you could take to choose the best worker for you?

- 1.
- 2.
- 3.
- 4.

Activity 8: End Reflection

Part A: What has stood out for you in this module?

Part B: New Ideas

Has this module made you think of new ideas or changes you want to make to your recruitment process? If so, write them down.

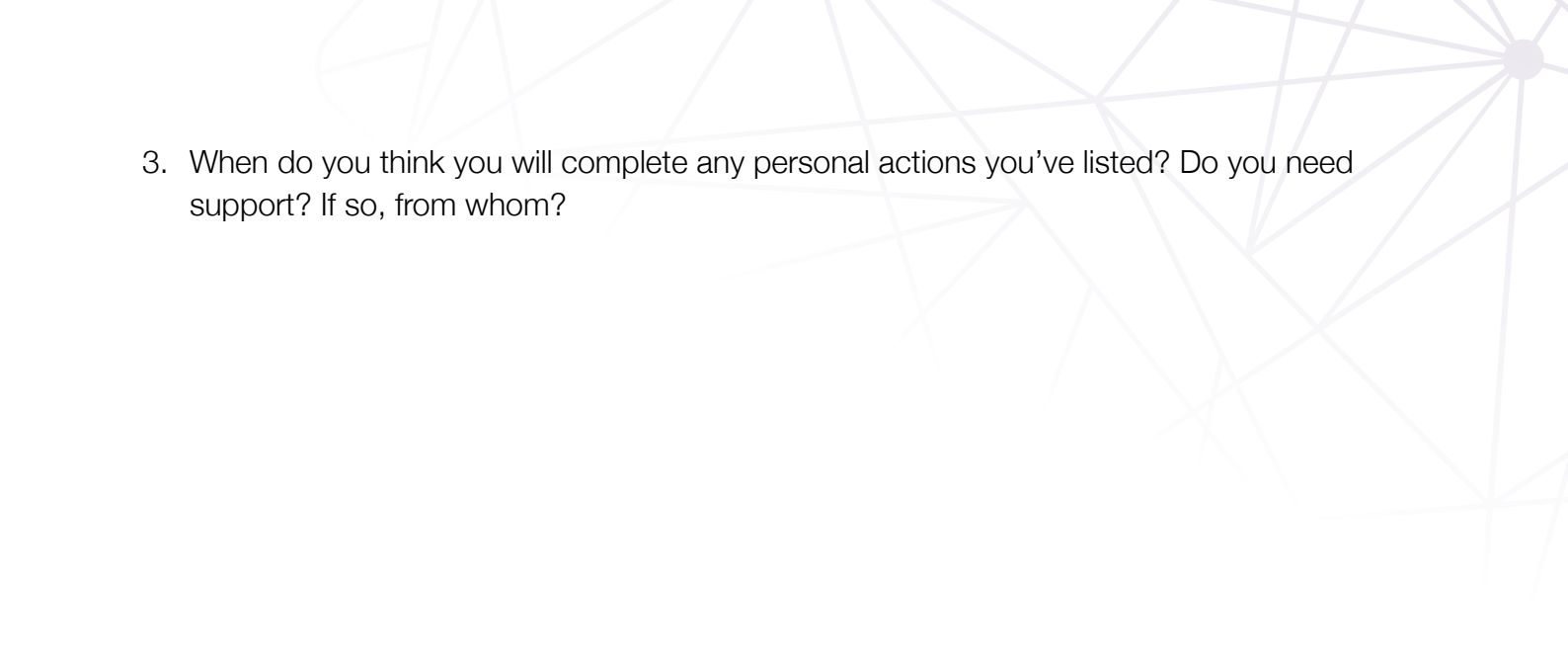
For example: I want to ask my friend John if he would do a first interview of applicants for me.

Part C: Are you feeling more confident?

On a scale of 1 (not at all) to 10 (extremely), how confident do you now feel about finding workers who are right for you?

Have you created your expectations and vision, and identified cultural needs that are important to you? If not, do you feel like you now have a good starting point? If not, what other information/resources might you need?

Do you have further comments about the kinds of skills, experiences and qualities you need in workers? For example: the kinds of things you need them to do to support you?

- 
3. When do you think you will complete any personal actions you've listed? Do you need support? If so, from whom?