



## **BE A BOSS: MODULE 7**

# Managing your team and creating good working relationships

The learning outcomes of this module are:

- 7.1 Identify what makes a good working relationship**
- 7.2 Identify how to create and maintain good working relationships**
- 7.3 Recognise your Workplace Health and Safety responsibilities**
- 7.4 Recognise best practice when it comes to training your workers**
- 7.6 Understand best practice approaches to dealing with poor workplace performance**



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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

What does being a good employer mean to you?

Have you hired and managed workers before? If so, imagine you have been asked to pass on your 5 top tips to someone who has never done it before.

What are your tips?

If you are new to hiring workers, think about times you have had to work with others – either paid or unpaid. What are 3 to 5 things you have learned about how to create good working relationships?

## Activity 2: Defining the relationship

[‘It must work better than a marriage’: personal assistants in social care](#) is an article from The Guardian that explores what personal assistants or support workers do, and the relationship between them and their employers.

Personal assistant Vicki Moffat says that “In some ways the relationship [between a personal assistant and the person they are supporting] has to work better than it would even in a marriage ... I’ve met people who have really just wanted a human robot and the relationship hasn’t worked.”

What do you think? Do you agree or disagree with her, and why?

# Activity 3:

## Good working relationships

### Part A: Review your work on team culture

We talked about culture in your workbook for Module 2, and included a definition of 'culture' as people showing their values through their actions and behaviour. You may have done a lot of work on your vision and team culture in that module.

We invite you to look back at what you did in your Module 2 workbook, and refresh your memory on culture and values in action.

### Part B: Watch a video showing good working relationships

You heard from Carolyn Campbell McLean, who talked about the benefits of putting effort into creating positive working relationships. [Workforce Innovation through Self-Managed Supports](#) also has captioned videos of other workers and their employers.

Choose at least one video to watch. While you are watching, think about the things you see people doing and talking about that are signs of good working relationships. **For example: I watched the video of Karim and his team. They talked a lot about bonding and loving their work. Karim and his team get to do cool things together that they all enjoy.**

Record your thoughts below:

# Activity 4: Leadership practices

## Part A: Your own experiences with leaders

Have you been involved in a team with a leader, boss or manager you really respected? What was so good about them? How did they support you to do your best?

Have you had any negative experiences with a leader, boss or manager? What was it about how they managed you that you did not like or respect?

## Part B: Autonomy, mastery and purpose

In the video tutorial, we noted autonomy, mastery and purpose as the reasons people are motivated to do their best.

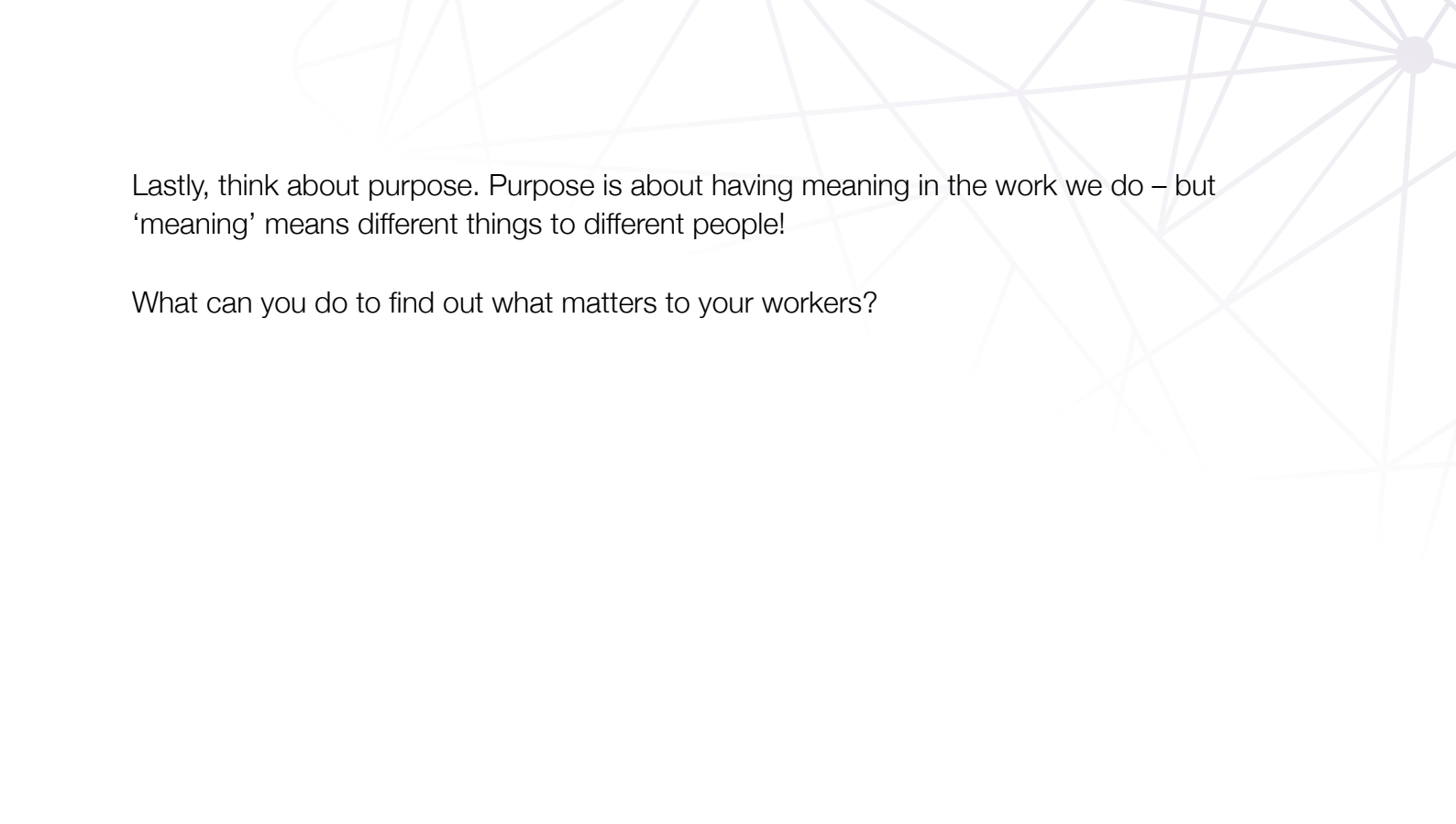
Think about autonomy. This is about people's ability to have a say, and to feel that they can make decisions.

The example we gave in the tutorial was around rostering and processes for taking holidays and sick leave. Another example could be people setting their own work goals. Remember though, an important boundary around 'autonomy' is that any decision made needs to be relevant to your life.

Are there areas where individual workers or your team could have greater control over how things are done or decided? Note your ideas here:

Now think about mastery. Mastery is about learning and development so we can get better at something.

What things could you do to help foster improvements in your team and help people reach a little higher?



Lastly, think about purpose. Purpose is about having meaning in the work we do – but ‘meaning’ means different things to different people!

What can you do to find out what matters to your workers?

## **Part C: Your own learning and development**

If you are already engaging your own workers, what do you think you do well as a leader?  
Whether you have experience or are new to this role, what do you want to learn more about?  
Are there any skills you want to develop?



## Activity 5: Carolyn's practices

In the video tutorial, Carolyn shared things she does to develop her team culture. We've also included a downloadable information sheet about her and Scott's practices in this module.

If you like any of these ideas, how could you put them into practice in your team? Be specific. For example, if this has made you think about the information you give your workers, record what you would like to do in your team.

*For example: I really like the idea of sending additional information with the roster that would help acknowledge achievements.*

## Activity 6: Communicating with your workers

In the video tutorial, we heard Scott talking about communicating with his workers.

If you are just starting out, did you pick up any ideas you would like to use when communicating with your workers? Record your thoughts below.

If you already have a team, is there anything you want to add or change about how you communicate with them?

Did you like the idea of having another person available for your team can talk to? If so, and you don't currently have someone, what can you do about this?

# Activity 7: Workplace Health and Safety

## Part A - Review your WHS process

Here are 6 summarised steps from WorkSafe WA about how to get started with a WHS process in your workplace:

1. Understand and identify hazards in your workplace
2. Work out the likelihood of an accident or incident occurring
3. Assess the potential consequences of each hazard
4. Work out how to control the risks of each hazard you have assessed – starting with the hazard with the highest risk/s
5. Provide safety training when people start work
6. Understand what injuries and diseases to report to WorkSafe in WA

You can learn more about these steps and find [templates and checklists](#) for different kinds of work. In addition, this [home-based work checklist](#) may contain hazards that are relevant to you.

Do you need to make any changes to your current WHS process? If so, what changes are needed?

# Activity 8: Training, induction and learning

## Part A: The different stages of induction

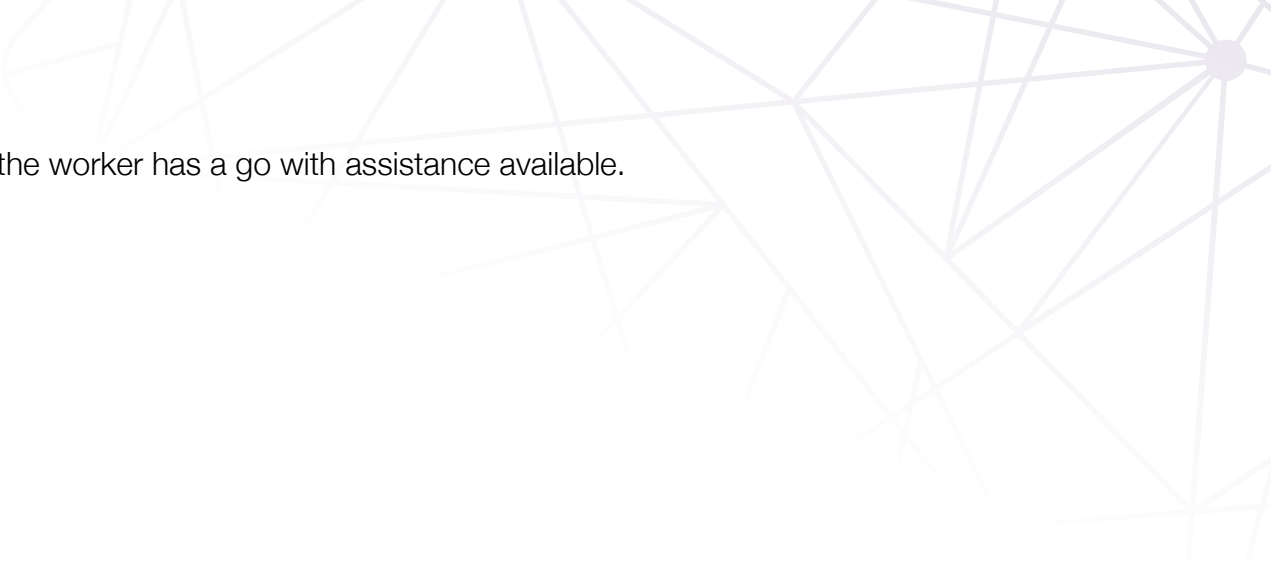
Sometimes it isn't possible to pay two people for long periods of time for a more experienced worker to provide training, but short and focussed buddy shifts can be important. Take time now to think about the essential things that new workers may need to watch someone else doing first.

For example: They really should see an evening period with someone more experienced. Or - They really need to observe my morning bathroom routine.

In the video tutorial, we discussed 3 possible stages to induction. These stages can be very helpful to help a new worker learn the important parts of their role.

If you like this idea, think about what you can include in each stage:

1. Observation - worker gets to see or learn about the job.



2. Helping - the worker has a go with assistance available.

3. Hands-on - the worker works reasonably independently.

## Part B: Information and Training topics

What are your topics for either training or to ensure adequate information is given to your worker - and how will you teach these? If you already have a training schedule, is there anything you want to change about it?

Some ideas for training topics are:

- Values, vision, team culture
- Detailed expectations of the worker's role and what the job is about
- Important foundation information about rights, inclusion, the social model of disability, etc.
- Who Am I - Your story or any important background information you need to share
- What's important to me, and what's important for me
- How I communicate, including what different behaviour means? Decision making and choice
- My home
- My safety
- My family and other important people in my life
- Important information about language and appearance of workers
- Equipment
- My health and hygiene
- Safety at work including the car
- How things get communicated and recorded – for example, calendars or diaries, forms, timesheets, rosters
- Communication and dealing with worries or problems at work
- What else?

Fill out the table in the next page.

My training topics	How will the training happen?
For example: my hygiene	Do 2 buddy shifts of morning bathroom tasks. Show worker how to use my different toothbrushes and Waterpik. Show them where important things are kept. Next time, have more experienced worker in another room for support if needed.

# Activity 9: Addressing challenges

## Part A: Case study

Below is Cyrus' case study we talked about in the video tutorial. How would you resolve the issue with his worker? If you're not sure about how you might respond, you can watch another video in this module that shows people talking about challenges they have faced with their workers.

### **Case study:**

Cyrus has a clear expectation around mobile phone use. It says that personal mobile phones can be switched on, but workers are asked only to make calls during break times. He also asks workers not to engage in ongoing text conversations during their shifts.

Cyrus had a worker who wasn't making calls, but they were often responding to texts throughout their shift, with the phone beeping every time there was a text. Whenever there was a chance, the worker would respond to the text. On several occasions, this led to the worker not attending to certain things well.

Cyrus met with the worker and asked what they had to say about the issue.

It turned out the worker was a single parent, had a sick teenage child at home, and felt they needed to respond to the child. They told their child they couldn't take calls at work, so it would be better to text. They apologised, but seemed a bit stumped about how they could solve the issue.

What would you do in this situation?



## **Part B: Challenges raised by Hope**

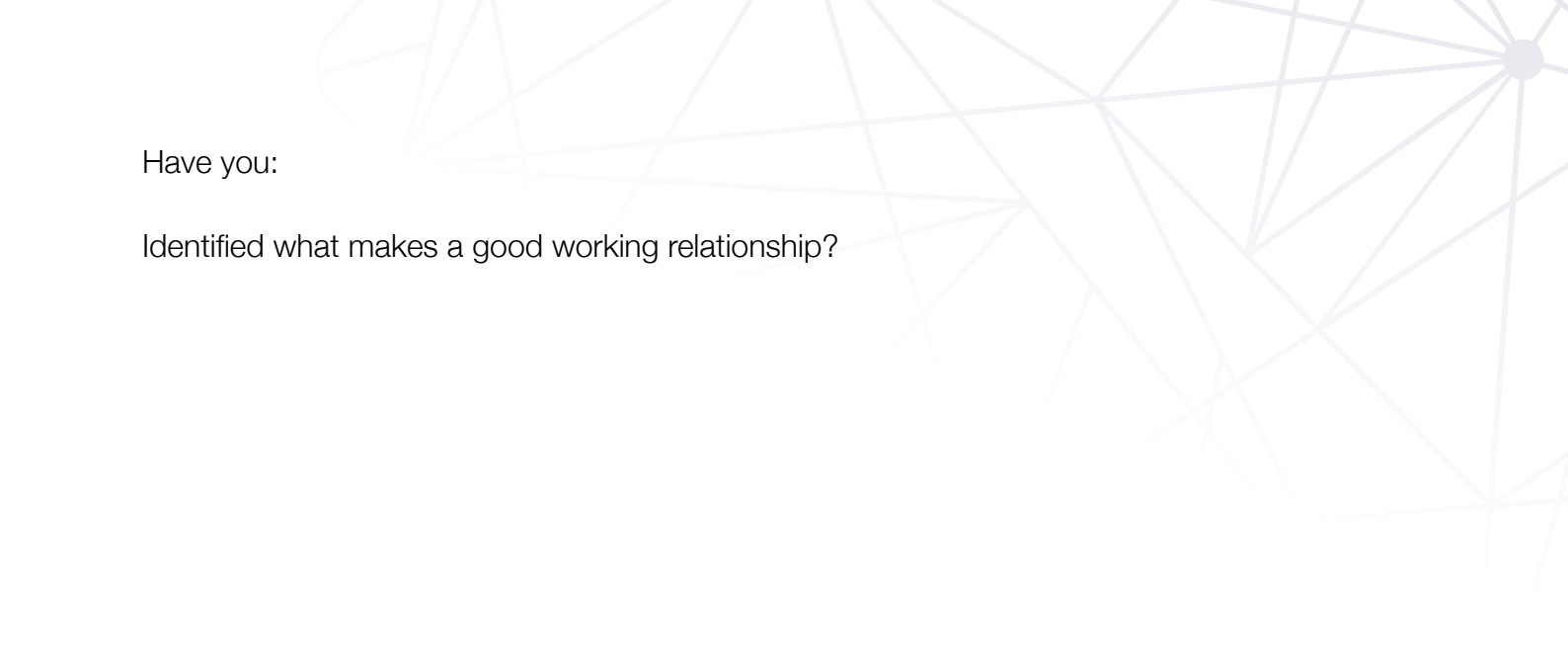
Hope talked about two situations in her workplace where there was disciplinary action. What are your reflections on the issues she raised?

# Activity 10: End Reflection and website links

## Part A: Review

Think back to what you first wrote about 'being a good employer'. Has anything changed now you have finished this module?

What has stood out for you in this module?

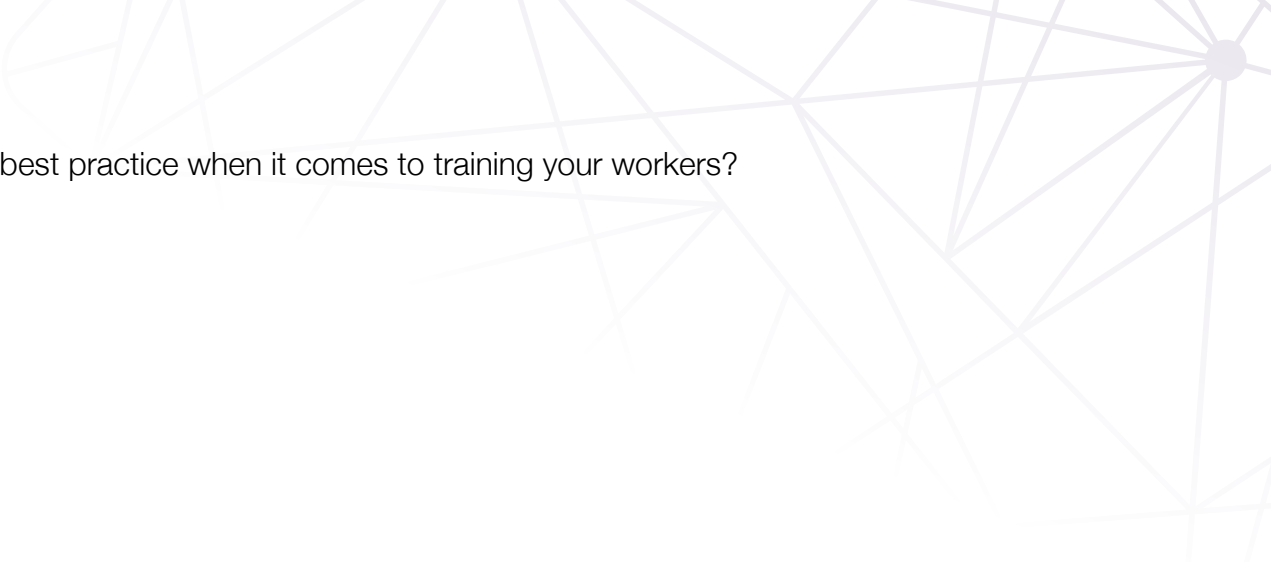


Have you:

Identified what makes a good working relationship?

Identified how to create and maintain good working relationships?

Recognised your Workplace Health and Safety responsibilities?



Recognised best practice when it comes to training your workers?

Understood best practice approaches to dealing with poor workplace performance?

Do you want to make changes to your way of doing things in any area?

Do you need help with any of these changes? If so, who can you ask?

## Part B: Website links mentioned in this module

1. [The puzzle of motivation](#). In this 18-minute TED Talk, Dan Pink says that the way businesses usually motivate people to solve problems is misguided. What do autonomy, mastery and purpose do that is helpful?
2. [Personal Assistance Relationships: Power, ethics and emotions](#). Research by Dr. Tom Shakespeare. The research looks at what makes a good personal assistance relationship, how it can go wrong, and how to maximise good employment relationships.
3. ['It must work better than a marriage': personal assistants in social care](#). An article in The Guardian that describes roles and relationships when people with disabilities are the employer.
4. [Thirteen video stories of self-managed employment relationships](#). This Self-Managed Supports website provides practical information about self-managing your (or your family member's) supports under a National Disability Insurance Scheme (NDIS) plan.
5. [The Role of Funded Services and Support: Working Together Effectively for the Good Life](#). What can good support look like? The Community Resource Unit (CRU) in Queensland shares lots of articles and stories about good support.
6. [4 ways to help employees find meaning at work](#). A short article from Fast Company: 'For many employees, having a personal sense of meaning in their work is even more important than compensation.'
7. The [Corporate Rebels](#) have set out to find the world's most progressive organisations. This site includes their articles about what they have discovered.
8. [Reinventing Organisations](#). This book draws on numerous case studies to explore the constraints of today's organisational model, and to provide examples of a model of self-managing teams.
9. Simon Sinek's [free resource library](#)
10. [Workplace Health and Safety across Australia](#). This site shows you where to find WHS information for your state
11. [Getting started with WHS \(Western Australia\)](#). Steps and checklists for employers in Western Australia.
12. [NDIS Self Managers Direct Employment HR Manual](#). This is the only manual of policy and procedure templates for self-managers we have found in Australia so far. It is not free.
13. [Probation](#). Information from the Australian Fair Work Ombudsman.
14. [Unlawful termination](#). The Australian Fair Work Commission defines unlawful termination.
15. [Getting help](#) as an employer from the Fair Work Ombudsman

# Appendix 1:

## Steps if you believe there is serious misconduct

If you believe your worker has engaged in serious misconduct and you want to dismiss them, you should consider doing the following:

1. Immediately arrange a meeting with your worker. It can be handy to have someone with you as a witness, and to offer for them to have someone there to support them if they wish.
2. At the meeting, give your worker clear and thorough information about what you think their serious misconduct was.
3. You should give your worker the chance to respond, either at the meeting or soon after. It is preferable to get their response in writing.
4. Confirm everything in writing. Make sure you make a decision based on good evidence.
5. If you dismiss your worker, this is always better done in writing with your reasons.

Some reasons an employer must **not** terminate an employee's employment are:

- temporary absence from work because of illness or injury
- race, colour, sex, sexual orientation, age, physical or mental disability, marital status, family or carer responsibilities, pregnancy, religion, political opinion, national extraction or social origin
- absence from work during maternity leave or other parental leave.

You must be able to justify dismissal, and it needs to be done lawfully. Therefore, we strongly encourage you to get support and advice before dismissing your worker.