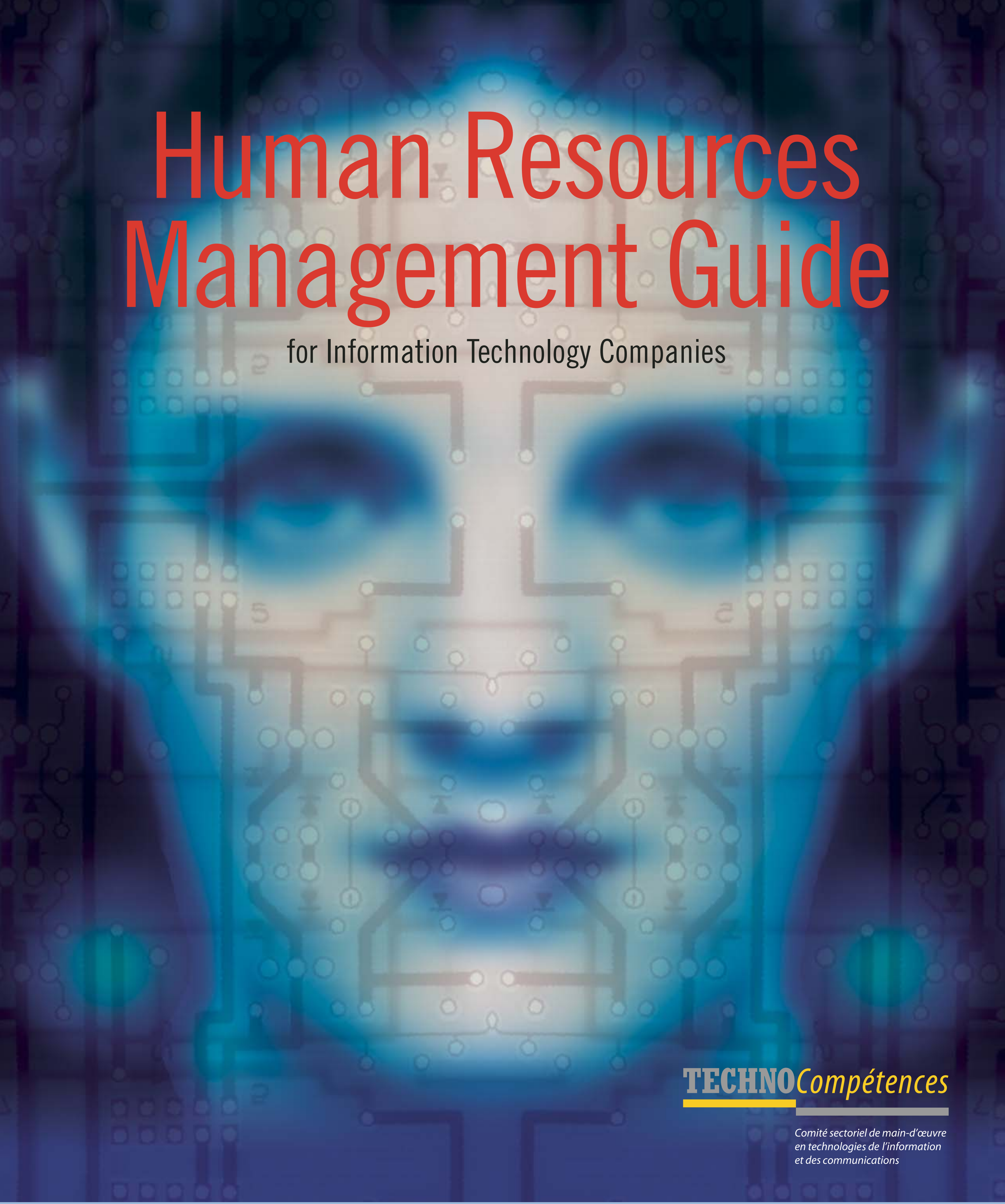
Human Resources Management Guide

for Information Technology Companies



TECHNOCompétences

Comité sectoriel de main-d'œuvre en technologies de l'information et des communications

Canada

Software Human Resource Council
Conseil des ressources humaines du logiciel

Emploi Québec
Capitale-Nationale

Human Resources Management Guide

for Information Technology Companies

Produced in cooperation with

frp
Groupe-Conseil

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Comité sectoriel de main-d'œuvre en technologies de l'information et des communications

TRANSLATION IN COLLABORATION WITH:

Software Human Resource Council
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Canada

Emploi Québec Capitale-Nationale

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This publication is a translation of the *Guide de gestion des ressources humaines destiné aux entreprises des technologies de l'information*, intended for information technology companies in Québec in accordance with the labour laws in effect in 2003.

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Software Human Resource Council
Conseil des ressources humaines du logiciel

Canada

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This human resources management guide was developed specifically for information technology firms further to an analysis of the requirements of companies in the Québec Région de la Capitale-Nationale.

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Sarbakan

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FOREWORD

- How would you describe the work of a Computer Graphics Specialist?
- On what criteria would you base the compensation of a Systems Analyst?
- Are the same methods used to mobilize Programmers and Managers?
- What is the best way to evaluate a Computer Engineer?

The *Human Resources Management Guide for Information Technology Companies* answers all these and many other questions in a practical and concrete manner because it was specifically designed to respond to the needs of the industry.

Its design was based on the following methodology: analysis of requirements with regard to human resources management among companies in the information technology (IT) industry in the Québec Région de la Capitale-Nationale; development of management practices for each of the requirements and themes identified; adaptation of the language to the IT reality and vocabulary.

A product of the collaboration between TECHNO*Compétences* and Emploi-Québec, Région de la Capitale-Nationale, this guide is an important asset especially in a context where labour is defined by its mobility and autonomy. It was developed following a study conducted in 2002 by the CEFRIO, which pinpointed problems relating to the attraction, mobilization and retention of personnel at information technology and communications companies in the Québec region.

Representatives from some twelve small and medium-sized businesses in the IT industry – whom we thank for their contribution – shared their concerns and suggestions for developing the contents of this guide. They identified the difficulties associated with human resources management in their industry. For them, reconciliation of the human resources supply and demand represents an ongoing challenge, especially since most small and medium-sized businesses with 50 or fewer employees do not have in-house human resources experts. In the heat of the action, their managers normally do not have the time or resources necessary to develop management tools such as interview charts, requirement analyses or an employee manual. In the realm of IT, employees often constitute the primary assets of small and medium-sized businesses. These assets ride the elevator every morning and evening. To stimulate productivity, motivate the troupes and ensure awareness of the organization's values, managers must now more than ever devise effective strategies, programs and mechanisms for human resources management.

The *Human Resources Management Guide for Information Technology Companies* contains concrete information and practical tools that can be used immediately. We hope that IT companies in Québec will acquire it and adapt it to their specific requirements.

Sylvie Gagnon
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INTRODUCTION

The expansion of any company relies on several strategic elements such as operations management, the expansion of the markets and clienteles, financial management, research and development, etc. For managers, human relations issues are among the most difficult to address and resolve.

Unfortunately, a shortage of time and experience, as well as a dearth of support, coaching and tools are reasons that companies often give for placing human resources management on the backburner. However, it is one of the issues that are strategic to the success of companies working in information technology (IT). Healthy human resources management not only ensures a motivating and stimulating working environment, but also mobilizes personnel to attain organizational objectives in addition to maximizing employee commitment and ensuring compliance with the mission.

The success of companies in the IT industry relies largely on the ability of companies to conserve, optimize and increase the knowledge of their personnel. Employee expertise and ideas significantly increase the value of the company and constitute major assets for the organization. Companies that are fully aware of the value of their personnel, and that invest in their development are often those that are most successful in terms of overall performance.

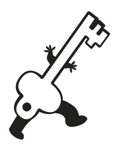
This guide is a practical tool designed to expand on human resources management principles. It is primarily intended for front-line managers (immediate superiors) who will view it as a reference and support document with regard to issues surrounding human capital management.

The *Human Resources Management Guide for Information Technology Companies* was specifically produced to satisfy the requirements of companies working in the IT industry. Its design was the result of a four-step process:

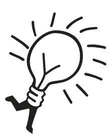
- An analysis of human resources management requirements was conducted among a dozen companies representing the IT industry in the Québec Région de la Capitale-Nationale. Accordingly, the different sections of the guide respond to the needs that were expressed.

- The companies that were consulted were concerned with how to apply effective human resources management techniques. Accordingly, for each section, concrete examples and steps were developed for the implementation of techniques.
- The language used and the tools developed were adapted to the IT vocabulary and reality.
- Consideration was given to specific trends observed in the IT industry in the development of the guide and the tools.

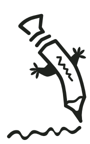
Throughout this guide, pictograms are used for easy reference to the main elements of the document's structure. Here are their meanings:



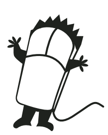
POINTERS



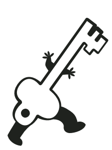
POINTS TO REMEMBER



REFERENCE TO TOOLS



HELPFUL REFERENCES



The laws are changing...
Make sure to always consult the latest versions of the laws mentioned in this guide.

MODULE I: HUMAN RESOURCES PLANNING

INTRODUCTION

We are observing increasing awareness in the information technology (IT) industry with regard to human resources planning. Significant variations in order books, and problems making medium-term forecasts, have challenged companies' abilities to maintain an adequate personnel level.

Small and medium-sized businesses working in the IT industry face difficult choices. On one hand, they must limit their workforce in order to ensure their financial survival. On the other, they must be able to rely on the best talents available in their industry if they hope to grow or to stand out from their competition.

In this context, the ability to effectively assess future labour requirements has become a critical element in the development of business strategies for IT companies. Luckily, entrepreneurs can now rely on a growing number of software applications available for human resources planning and management to back them in this strategic initiative (Brown 2002).

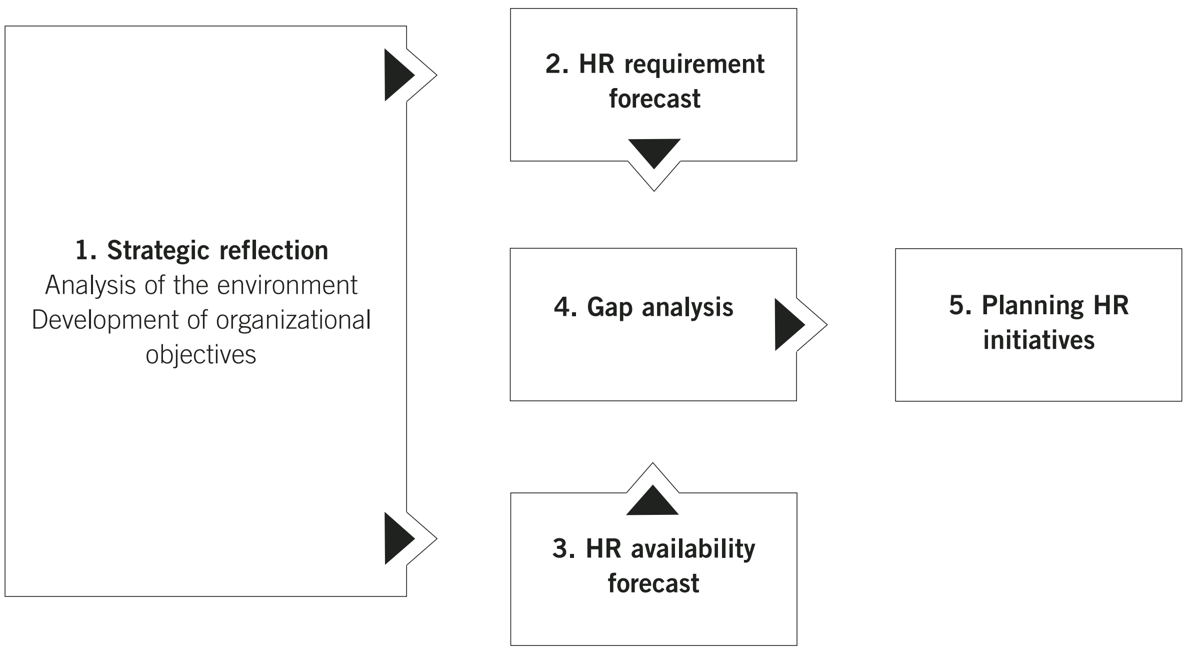
For most companies working in information technology, human resources planning represents a complex function due to the nature of the activities involved. Nonetheless, the exercise can become a task with considerable added value if it is effectively carried out. Labour represents the leading operating expense for many companies in the industry, and it also constitutes an underlying factor for success. The quality of the products and services offered and production capacity are directly dependent on this component. Adequate planning and informed management of this resource are therefore essential.

Labour planning consists of a series of activities whose objective is to assess labour supply and demand. The first step entails examining the different factors that influence the labour supply on the market and assessing the organization's personnel requirements over the short, medium and long terms. By proceeding in this manner, it becomes possible to coordinate efforts to enlist competent resources in the right place and at the right time, with a view to attaining organizational objectives.

PLANNING OBJECTIVES

- To maximize the use of human resources and ensure their ongoing development
- To secure the production capacity required to support organizational objectives
- To synchronize human resources activities with the organizational objectives
- To increase the organization's productivity.

PLANNING STEPS



STEP 1 STRATEGIC REFLECTION

The first step focuses on the future of the organization: what will happen in the next two years? The next five years? A labour development plan is then developed, including the actions that must be taken to attain long-term growth objectives.

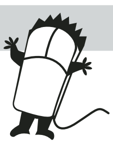
The strategic reflection activity strives to compile a balance sheet for the current situation. This balance sheet will be produced through an analysis of the external environment. The operation involves identifying those elements that will influence the organization's development and establishing a diagnosis of the internal environment (see table on next page). This will enable the organization to identify its strengths, its competitive advantages and the areas where it must improve.

A strategic reflection such as this should be conducted every year and should involve several levels of the company. It could be overseen by an external consultant mandated to lead the discussion and act as a facilitator, thereby enabling managers to focus on corporate objectives.

Internal environment	**External environment**
• Mission and values • Products and services offered • Targeted clientele • Financial situation • Company strengths and weaknesses • Anticipated changes • Planned departures • Profile of current employees • Etc.	• Labour market • Competition • Future of the technology industry • Role of the State in the operation of IT companies • Client expectations • Labour mobility and profile • Etc.

With a realistic picture of the current situation, it is possible to imagine an ideal situation and a desirable objective for the organization's future. Managers will subsequently be able to identify the strategic orientations and organizational objectives:

- Development objectives
- Anticipated level of income and profits
- Desired size of organization (team characteristics)
- Objectives for recognition of the organization
- Quality objectives for products and services
- Etc.



HELPFUL REFERENCES

To learn more...

Labour supply forecasts are difficult to anticipate and are the subject of a great deal of uncertainty with regard to economic conditions, technologies, client needs and the evolution of financial markets. Here are a few useful sources to help you establish human resources forecasts.

TECHNO*Compétences* www.technocompetences.qc.ca

This site can help you plan your labour requirements. Here you can consult a variety of studies on human resources needs in the information technology and communications industry.

Emploi-Québec http://emploiquebec.net/anglais/imt/index.htm

This site offers a wealth of information on the labour market for both employers and employees.

STEP 2 FORECASTING HUMAN RESOURCES REQUIREMENTS

To anticipate labour requirements, it is first necessary to determine how the strategic objectives will be orientated. This step entails clearly identifying the type of competencies and resources required by the company. It also involves determining the most appropriate time to hire personnel in order to implement actions that will make it possible to create the ideal situation in accordance with the established schedule. The following questions can be asked to identify the requirements:

- What position do we need to fill?
- How will the existing positions evolve?
- What types of competencies are necessary?
- How many people do we need to do the work?
- When and for how long?
- Is there anyone among the existing personnel who could do the job?
- Do we currently have any employees who could do the work, with training?

REFERENCE TO TOOLS

Model for forecasting human resources requirements (Tool 1, p. 18)

This tool is used to compile the overall picture of human resources requirements based on each corporate division, job titles, current employees and upcoming hiring initiatives. This model can be used to collect a significant amount of useful information so as to accurately anticipate the advancement and promotion of existing personnel.

The individual who is responsible for human resources planning is mandated to assess the needs in each department of the organization and to process the information in such a manner as to determine the number of positions required to attain the objectives set during the strategic reflection. The number of positions necessary closely relates to the company's production capacity or service delivery.

POINTERS

Production capacity: most industries have a recognized production capacity.

For example, in the professional services industry, it is a well-known fact that a company must be able to rely on one employee for every $100,000 segment of sales. A company with 10 employees (including all administration, management, production, sales, etc. employees) should therefore report sales of $1 million.

In information technology, this ratio varies between $60,000 and $150,000 with an average of $95,000 in sales per employee, depending on the nature of the activities.

It is therefore essential to be able to estimate production capacity to adequately plan labour requirements.

These ratios were calculated based on the following sources:

Les profils des petites entreprises, ministère des Finances, Économie et Recherche du Québec
http://internet2.mic.gouv.qc.ca/Internet/ppe/PPEFrancais.nsf

« Classement des entreprises en technologie de l'information », *Journal Les Affaires*, (for companies posting sales of between $500,000 and $15 million)
http://www.lesaffaires.com/

STEP 3 — FORECASTING HUMAN RESOURCES AVAILABILITY

Before hiring new resources, it is wise to first analyze the availability of the current workforce. By evaluating the available competencies and the mobility of the personnel already in place, it is possible to identify those employees who are qualified to satisfy the new requirements, or who, following appropriate training, would be able to satisfy them.

To do this, one must be familiar with the competencies and skills of all existing employees. For each, it is necessary to have information on:

- each employee's professional experience
- each employee's performance
- each employee's training and qualifications
- each employee's areas of expertise
- each employee's interests, aspirations and career plans
- each employee's completed education.

This analysis can be conducted during the employee's performance evaluation. This occasion presents an ideal opportunity for the superior to spend time with each employee to discuss their career paths.

STEP 4 — ANALYSIS OF THE VARIANCE (GAP ANALYSIS)

Once the labour requirements and availability have been clearly established, the information must be analyzed to determine if there are any variances. This step involves comparing the number of anticipated positions (future demand) in each employment category while taking into consideration the position requirements, with the number of employees qualified to satisfy them (through advancement or promotion). The analysis will make it possible to determine if the variance is quantitative or qualitative (see table on next page).

Quantitative variance	A quantitative variance occurs when: • there is a labour shortage, meaning that the number of vacancies in the company is higher than the number of individuals who are qualified to fill the position; • there is a labour surplus, meaning that the number of qualified individuals is significantly higher than the number of vacant positions.
Qualitative variance	A qualitative variance occurs when: • the personnel do not have the competencies and qualifications required to fill the vacant positions; • the personnel are overqualified with respect to the vacant positions.

STEP 5 PLANNING HUMAN RESOURCES INITIATIVES

Once the type of variance has been clearly established, it is easier to choose the best action to take to resolve the situation. The following are examples of actions that could be taken:

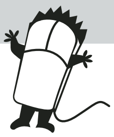
Type of variance	Actions
Quantitative variance	Hiring
	Internal and external recruiting program
	Reduction (temporary or permanent layoffs)
Qualitative variance	Restructuring
	Performance evaluation
	Reassignment
	Learning, training and development

Once the type of strategy to implement has been determined, an action plan must be devised so as to attain the set goals and objectives. This plan must identify the set objectives, the individuals involved, and schedules for each human resources planning initiative. Whether these include recruiting, hiring or simply training and development objectives for the personnel already in place, these initiatives must be recorded in writing so as to ensure that they are closely monitored.

REFERENCE TO TOOLS

Sample action plan for human resources planning (Tool 2, p. 19)

This tool is used to record the actions to be carried out in order of priority so as to ensure that they are effectively monitored. Accordingly, this plan includes the objectives targeted by the actions, as well as the individuals responsible and the schedule.



HELPFUL REFERENCES

To learn more...

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FISCHER, Anne B. *If my career's on the fast track, where do I get a road map? Surviving and thriving in the real world of work*, New York, W. Morrow, 2001, 272 p.

HERMANN, S., HARI, D. WAGAR, T. *Canadian human resource management: a strategic approach*, McGraw-Hill, 2004.

HR Magazine, "Strategic HR: related resources in some organization", November 2001.

MELLO, Jeffrey A. *Strategic human resource management*, South-Western, 2002, 475 p.

ROTHWELL, William. *Effective succession planning: ensuring leadership continuity from within*, New York, Amacon, 2001, 338 p.

The Canadian Journal of Career Development:
http://www.contactpoint.ca/cjcd/pages/archives2002.html

TOOL 1

MODEL FOR FORECASTING HUMAN RESOURCES REQUIREMENTS

Job category	Job title	Current personnel	Anticipated departures*	Possible advancement**	Future demand	Imbalance	
						Surplus	Shortage
Management	Sales Director	1			1		
	Director, Finance and Administration	1			1		
	Director of Operations				1		1
	R & D Director	1			1		
Human Resources	Human Resources Director				1		
	Human Resources Management Officer	1		1	1		1
	Training Advisor						
Administrative Support	Assistant						
	Receptionist						
Operations	Web Developer	8		1	6	1	
	Database Administrator						
	Graphic Designer						
Sales	Sales Representative						
	Marketing Advisor						
	Designer						
Research and Development	Engineer						

The numbers on this table are examples only. The company presently has eight Web Developers. One could be promoted internally. Future demand only justifies six of these positions. Result: one too many Developers. The arrow indicates a possibility of advancement for the Human Resources Officer, who could become the Human Resources Director once the position becomes vacant.

*Anticipated departures: enter retirement forecasts, transfers, position eliminations.
**Possible advancement: enter the number of employees who could be moved up or promoted in the coming months.

TOOL 2

SAMPLE ACTION PLAN FOR HUMAN RESOURCES PLANNING

Priority:	To effectively plan human resources (by using the necessary expertise at the appropriate time)	
Objectives:	• To reduce the quantitative variance • To reduce the qualitative variance (increase competencies)	
ACTIONS OR MEANS	**Responsible person**	**Deadline**
Quantitative variance		
1- Hire a Director of Operations a) Hire for the different steps (See Module II)	Chief Executive Officer and HR Management Officer	March
2- Hire a HR Management Officer a) Hire for the different steps (See Module II)	HR Director	May
3- Lay off a Web Developer	Immediate Supervisor and HR Director	August
Qualitative variance		
1- Train the HR Management Officer for the HR Director position	General Manager and HR Management Officer	
a) Advanced management training		April
b) Task training for HR Director functions		May
2- Provide task training for the Director of Operations	HR Director	March
3- Provide task training for the HR Officer	HR Director	May
4- Provide project management training for the Web Developer who has potential for advancement	HR Management Officer	September

MODULE II: HIRING

INTRODUCTION

Over the past five years, the IT industry has experienced major fluctuations in labour. Companies that initially conducted major hiring initiatives have found themselves in positions where layoffs have been inevitable.

However, even in a downslide, certain sectors are continuing to hire. Companies that are hiring are not only seeking candidates with technical competencies that are at the cutting edge of technology, but also, young people who will contribute to the expansion of the organization through their optimism, teamwork skills and their ability to adapt (Colkin 2002).

Two issues that are critical to human resources management are hiring competent labour, and assigning employees to positions where they will be effective and feel satisfied. A company's economic and social success depends on this. Accordingly, company operators must acquire concrete tools in order to target the right candidates. After carefully planning their labour requirements, IT companies must locate those candidates who have competitive know-how as well as self-management skills and values that are in line with the company's mission. This task is not easy, and represents a sizeable challenge from the perspective that employers' labour expectations are becoming increasingly demanding.

HIRING OBJECTIVES

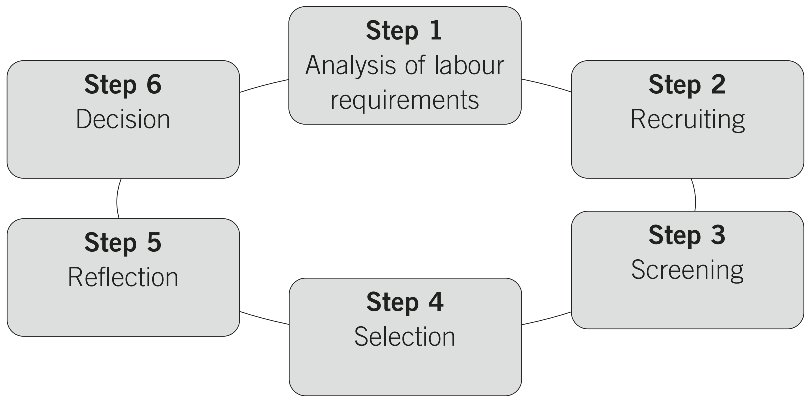
The hiring process is closely tied to the corporate strategy. In terms of the latter, hiring continues to satisfy key objectives:

- To encourage competent individuals to apply for a given position
- To increase the pool of knowledge and skills by adding new resources
- To increase the company's capacity to respond to demand.

STEPS IN THE RECRUITING PROCESS

The *recruiting* process refers to the series of means used to encourage those individuals who are qualified to occupy a position within the organization to apply. The *selection* process is that by means of which the candidates who best satisfy the established criteria are selected. Lastly, *hiring* entails formally offering the position to a recruited and selected candidate.

The most successful recruiting occurs with the support of the organization's managers and experts who are familiar with the position to be filled, from the initial planning stages to the decision concerning the ideal candidate. To effectively carry out this process, a period of approximately four to six weeks must be allowed before the candidate begins in the position. This time period is necessary in order to follow the six steps of the process and hire the best candidate.



STEP 1 ANALYSIS OF LABOUR REQUIREMENTS

It is important to clearly define a company's labour requirements before proceeding with the recruiting steps. This first step is normally carried out when planning human resources requirements.

Questions to ask

- For what tasks, projects or mandates do we need extra personnel?
- When do we need them?
- How many people do we need?

When analyzing requirements, it is important to specify the sought competencies. Drafting the position profile entails defining the activities relating to the position, determining the compensation, and developing the profile for the ideal candidate. Similarly, the basic requirements must be clarified: desired training and experience, knowledge of languages used, mastery with software, etc.

The position profile is very important when planning work projects and organization. Furthermore, it constitutes a valuable memory aid with regard to performance appreciation because it outlines the anticipated results.

To develop the position profiles, it is a good idea to meet with an individual who is highly familiar with the functions of the position or with a representative of the position being analyzed, since these employees are in the best position to talk about what they are doing. The following questions can be used as a guide:

- What is the position title?
- Who is the position incumbent?

- What is the purpose of the position (summary description)?
- Who is the immediate superior?
- Who are the subordinates?
- What responsibilities are associated with this position?
- What are the required competencies for carrying out the work?
- What performance indicators are associated with this position?
- What requirements relate to training and experience?
- What are the sought characteristics for hiring?

REFERENCE TO TOOLS

Sample job profile (Tool 3, p. 32)

The job profile is used to clarify the responsibilities and anticipated results with regard to the tasks inherent to each position within the company. It can also serve to identify the sought level of education as well as the competencies necessary to work in different positions. It is important to establish coherence and balance between the responsibilities and requirements identified. For examples of competency profiles in the IT industry, please refer to the TECHNO*Compétences* Web site at: www.technocompetences.qc.ca (*Compétences* Section).

Candidate profile development chart (Tool 4, p. 33)

This tool is used to compile the profile of the ideal candidate by determining the essential criteria this individual must satisfy. It is then important to specify the characteristics of the ideal candidate so as to facilitate the selection step.
The example provided corresponds to an IT Analyst position.

STEP 2 — RECRUITING

Once the profile has been determined for the ideal candidate, it is necessary to plan the methods that will be used to create a bank of interesting candidates. It is advisable to select several recruiting sources in order to target a broad range of potential candidates.

Recruiting sources

A) Internal sources

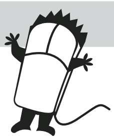
Obviously, the first candidates to consider are those who already work for the organization. This inexpensive recruiting source can have positive effects on the work climate and on employee motivation. However, limiting recruiting solely to internal candidates can have its drawbacks.
First, it restricts the inflow of new blood, original ideas and new perspectives. Second, it prevents the company from being able to benefit from external candidates who may be more experienced and more qualified.

B) External recruiting sources

When the sought competencies are not present or available within the organization, external recruiting measures can begin.

Here are a few interesting sources for external candidates: former employees, unsolicited applicants, job ads, educational institutions, private agencies, professional associations, the print media, specialized magazines, job markets and fairs, employment sites, etc.

The Internet is particularly well-suited to recruiting in the IT industry. It is a natural tool used by people who are evolving in this activity sector. Most are on-line. The Web makes it possible to reach a large number of potential candidates easily and quickly, thereby simplifying the recruiting process.



HELPFUL REFERENCES

To learn more...

TECHNO*Compétences*

www.technocompetences.qc.ca (*Guides et outils* Section → *Recrutement*)
If you would like to consult the directories of recruiting agencies and sites, this site is an interesting source of information. (Available only in French)

Emploi-Québec

http://emploiquebec.net/anglais/placement.htm
The Emploi-Québec site features a highly-effective on-line placement service. You may also contact the *centres locaux d'emploi* that offer referrals to different placement sites.

Regardless of the method used to publish a job offer, the latter must contain the following information:

- Brief overview of the company (mission, products, services...)
- Title of the vacant position
- Summary of the main tasks and responsibilities
- Necessary qualifications, skills or experience
- Benefits associated with this type of position and with working for the company
- Company particulars for each submission method used.

The job offer is a determining factor with regard to the number and quality of applicants. Accordingly, it must be written so as to draw the attention of the best candidates. It must be clear and concise in order to protect the company from being bombarded with offers that do not correspond with its needs. In the context of a labour shortage, company administrators must convey the advantages of working for the company in order to attract the best candidates. In the job offer, the company should list the incentives that would motivate the ideal candidate to apply.

REFERENCE TO TOOLS

Sample job offer (Tool 5, p. 34)

This tool briefly outlines the contents of the job offer. Obviously, it must be adapted to the company's context and image.

STEP 3 — CANDIDATE SCREENING

Candidate screening involves sorting all the applications received. It is important to refer to the profile established during the first step in order to take into consideration only the selected evaluation criteria. The objective is to eliminate those applications that are poorly suited to the position, and to only retain the best potential candidates.

REFERENCE TO TOOLS

Curriculum vitæ selection chart (Tool 6, p. 35)

This chart can be used to make an initial selection according to the relevance of the introduction letter and the eloquence of the curriculum vitæ.

POINTERS

For fair and equitable screening, it is necessary to evaluate all the CV's that are received according to the following method:

1) Re-read the position description as well as the list of desirable and essential criteria (Tool 3) to make sure they are fresh in mind when analyzing the curriculum vitæ.

2) Read all the curriculum vitae and sort them into three different groups:

A. Very close to the sought profile

B. Quite close to the sought profile

C. Not relevant to the job posting.

3) Evaluate the curriculum vitæ in groups *A* and *B* to confirm their classification according to Tool 5.

The Group *A* candidates should be met in an interview. Those in Group *B* could be contacted if there are not enough candidates in Group *A*. In the case of a labour shortage, it would be a good idea to review the selection criteria or simply find another recruiting method.

Once they have been identified, the most interesting candidates should be contacted by telephone to arrange an interview. It is advisable to send a letter to the applicants not selected, informing them of this. This demonstrates that the company respects everyone who offers their services, and encourages them to maintain an interest in the organization.

REFERENCE TO TOOLS

Rejection letter (Tool 7, p. 36)

This tool is a sample rejection letter that could be sent to those applicants who are not selected. It may be relevant to mention that their curriculum vitæ will be kept for future reference.

STEP 4 — SELECTION INTERVIEW

Before the interviews, devise a selection interview chart to evaluate the different candidates based on the same criteria. The company will form a selection committee to obtain different opinions about the candidates. The selection committee will be responsible for determining the main criteria being sought during the interview.

It might also be a good idea to enlist the services of a recruiting consultant to benefit from an objective and professional opinion and from support during the selection and recruiting process.

REFERENCE TO TOOLS

Examples of selection interview questions (Tool 8, p. 37)

This tool features a series of questions to ask in a selection interview. To select those that appear most relevant to the vacant position, consider the following:

- What information presented in the candidate's CV warrants being discussed further?
- Is any information missing or is there anything else we would like to know?

The purpose of selection interviews is to evaluate candidates' self-management skills and to collect the information that will make it possible to evaluate their ability to evolve within the company. Ask them about their interests, values, past accomplishments and motivations, and have them react to situation simulation exercises. This first interview should generally last between 45 minutes and one hour, and should comprise some fifteen questions.

REFERENCE TO TOOLS

Interview chart (Tool 9, p. 41)

This chart provides an interview canvas that can be used to structure an interview with a potential candidate. The questions in Tool 8 can be used to adapt or complete the interview chart.

POINTERS

BEFORE THE INTERVIEW

- Prepare the meeting: determine the time, the site and the room number
- Review the competency profile and interview canvas
- Determine which member of the selection committee will ask the questions
- Prepare the specific questions
- Prepare answers to questions concerning compensation.

DURING THE INTERVIEW

- Make the candidate feel at ease
- Explain how the interview will unfold
- Listen
- Observe non-verbal communication
- Ask the candidate to talk about his or her accomplishments and areas of interest
- Ask him or her to react to simulated situations similar to those that reflect the realities of the vacant position
- Check for affinities between the committee members and the candidate
- Close the interview by giving the candidate the opportunity to ask questions, and by explaining the steps that will follow.

AFTER THE INTERVIEW

- Complete the evaluation chart by adding your comments
- Briefly discuss your comments with the selection committee.

REFERENCE TO TOOLS

Candidate evaluation chart (Tool 10, p. 43)

The evaluation chart can be used by the person responsible for hiring to prioritize his or her notes and impressions. Accordingly, a general chart presenting personal characteristics will make it easy to put what was perceived during the interview in writing. This tool can be useful when several candidates are interviewed and it is difficult to make an enlightened decision.

STEP 5 — POST-INTERVIEW REFLECTION

During the post-interview reflection, solicit the perceptions of each member of the selection committee. It is common practice to invite a candidate to a second interview, when necessary.

A second interview normally comprises situation simulation techniques and practical tests relating to the position. These in-house tests strive to assess the knowledge and skills of candidates with regard to the position requirements. For example, a Programmer-Analyst could be asked to develop a basic program simulation.

Psychometric tests can also be useful for gaining additional insight into the candidate's self-management skills. In this regard, an expert must be brought in to select a test that is appropriate for the criteria being assessed. These tests make it possible to establish a balance sheet of competencies for an individual intent on working in a specific position, and can also be useful for determining a training and job coaching program. The psychometric tests are normally useful for developing management competencies, sales skills and interpersonal qualities. Tests used by experts to complete and enrich the selection process include performance tests (*in-basket tests:* situation simulation exercises), intellectual aptitude tests (analysis, summary, learning) and psychometric tests (values, needs, personality traits, interpersonal skills). The administration of these tests constitutes the final step in the selection process. They help to support the final decision through objective analysis.

Lastly, to evaluate self-management skills in a less formal manner, it can be a good idea to conduct the second interview in a less formal setting (lunch at a restaurant, meeting with personnel, social activity, etc.). This makes it possible to observe the candidate's behaviour in a group setting with the rest of the work team.

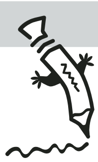
STEP 6 — HIRING DECISION

The final step entails making the decision as to whether or not to hire the candidate. This decision relies on five dimensions:

- Competencies (education, training, preparation, practice, know-how and experience)
- Personal characteristics (self-management skills)
- Motivation (attitudes, behaviours, reactions during the interview)
- Adaptability (self-perception and perception of others serves to assess the chances of this person integrating into the organization and to assess compatibility with the members of the team)
- References.

Before making the final decision it is necessary to check the candidate's references. Accordingly, it is important to ask the candidate to sign a consent form authorizing a member of the selection committee to contact former employers. The purpose of establishing contact with former employers is to confirm the accuracy of the answers provided by the candidate in response to questions asked during the interview, and to obtain another opinion.

REFERENCE TO TOOLS



Consent form (Tool 11, p. 44)

This file is a sample consent form authorizing the company to verify the accuracy of the information the candidate has provided about former employers.

POINTERS

When making the reference validation call, proceed in the following manner:

- Introduce yourself.
- Explain the purpose of your call and specify that you are counting on the honesty of the person you are speaking to. Explain that you are asking for a service between employers.
- Assure this person that the information he or she provides will remain confidential and that you have obtained the authorization of the former employee to make the call (if necessary fax a copy of the signed consent form).
- Discuss the candidate.
- Ask questions about the candidate's responsibilities and about his or her main accomplishments.
- Ask the reasons for departure.
- Thank the person for cooperating.

If the candidate's references are satisfactory, the person in charge of recruiting may inform the candidate that he or she has been selected. The candidate must be presented with a job offer outlining the employment conditions and the working hours that will appear in the contract.

REFERENCE TO TOOLS

Promise to hire letter (Tool 12, p. 45)

This is a sample promise to hire letter. It can be adapted to the realities of the company. A formal contract must subsequently be drafted outlining the agreements and regulations pertaining to the position. The following information must be included in contracts in the IT industry:

- Non-competition clause
- Privacy clause
- Mobility clause.

Work contract

Due to the fact that a work contract is a legal document, and that the different clauses can vary depending on the laws in effect, it is advisable to consult a professional and visit the *Commission des normes du travail* Web site at:

http://www.cnt.gouv.qc.ca/en/gen/publications/pdf/c_0153a.pdf
memory aid for drafting a work contract.

http://www.cnt.gouv.qc.ca/en/gen/publications/pdf/c_0149a.pdf
information on the act respecting labour standards.

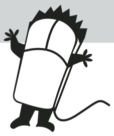
POINTERS

During the final step of the hiring process, compile a series of documents that will constitute the employee's file. It is preferable to centralize all the employee information in order to avoid file mix-ups and to ensure better control. It is necessary to ensure that a complete copy of each employee file is accessible in a predetermined location.

An employee file should contain the following information:

- The employee's personal information sheet (name, home address, telephone number, social insurance number, emergency contact)
- Curriculum vitæ and introduction letter
- Work contract
- Pay sheet and cheque specimen
- A consent form authorizing an employer to verify the employee's legal and medical history (if applicable)
- A reference application sheet
- Disciplinary notices (if applicable)
- Performance evaluation sheets
- Notes on meetings between human resources managers and the employee.

The task of photocopying the employee files must be entrusted only to those individuals who are authorized to access personnel files. These files must be stored in locked filing cabinets. Other methods can be developed internally to ensure the full protection of personal employee information.



HELPFUL REFERENCES

To learn more…

TECHNO*Compétences*

www.technocompetences.qc.ca (*Guides et outils* Section → *Recrutement* and *Compétences* Section). If you would like to consult the directories of recruiting agencies and sites, this site is an interesting source of information. The *Compétences* Section contains an assortment of profiles and dictionaries of competencies in the IT industry.

Emploi-Québec

http://emploiquebec.net/anglais/placement.htm
The Emploi-Québec site features a highly-effective on-line placement service. You may also contact the *centres locaux d'emploi* that offer referrals to different placement sites.

Software Human Resource Council

www.shrc.ca
This site presents several professional competency profile models relating to the information technology industry.

Commission des normes du travail

http://www.cnt.gouv.qc.ca/en/gen/publications/pdf/c_0153a.pdf
http://www.cnt.gouv.qc.ca/en/gen/publications/pdf/c_0149a.pdf
These are both links to the *Commission des normes du travail*. They can provide very useful information for the development of a work contract.

BEAUREGARD, Monica and FITZGERALD, Maureen. *Hiring, managing and keeping the best*, McGraw-Hill, 2000, 261 p.

CASCIO, W.F. and THACKER J.W. *Managing human resources*, McGraw-Hill, 1994, 702 p.

DESSLER, Gary. *Essentials of human resource management*, Prentice-Hall, 1999, 298 p.

TOOL 3

SAMPLE JOB PROFILE: IT ANALYST

Incumbent's name:		
Position rationale: reporting to the director, the IT Analyst is responsible for translating user requests into computer language and for conducting a feasibility analysis. He or she is also responsible for the functional architectures of the systems in place.	**Immediate superior:** Director **Subordinate:** none	
KEY ACTIVITIES	**REQUIRED COMPETENCIES**	**PERFORMANCE INDICATORS**
IT ANALYSES 75%		
• Analyze and understand user IT requirements. Assess the functional and technical feasibility of their requests. • Develop functional solutions in accordance with the organization's requirements while also maintaining the systems already in place. • Plan and follow up on projects. • Oversee quality control of the necessary installation by means of plans, scripts and simulations aimed at minimizing the negative consequences on operations.	• Analysis and summary skills • Popularization • Communication skills • Availability • Teamwork skills	• Attainment of objectives set at start of project • Respect for deadlines • Thorough • Stability of applications • User satisfaction level
SYSTEM ARCHITECTURES 25%		
• Plan the development of functional analyses relating to the requests or planned projects. • Document, develop and maximize the architectures in place based on internal evolutions and supplier updates.	• Analytical and summary skills • Advisory role	• Stability of IT operations • User satisfaction rate

Required training and experience

- BA in Computer Science

and

- Five years of IT experience

Sought characteristics for hiring

- IT knowledge relating to the AS/400 system
- Knowledge of analysis tools relevant to this type of position
- Ability to analyze user needs and requirements (proactive)
- Bilingualism (asset)

TOOL 4

DEVELOPMENT CHART: PROFILE FOR THE IDEAL CANDIDATE FOR IT ANALYST

CRITERIA	ESSENTIAL	DESIRABLE	WEIGHTING 1 = Dissatisfactory 5 = Highly satisfactory
Training	BA in Computer Science	Post-graduate degree	1 2 3 4 5
Number of years of experience	Five years of experience in Computer Science		1 2 3 4 5
Speciality	Database administration		1 2 3 4 5
Bilinguism	French	English and other languages (an asset)	1 2 3 4 5
Knowledge (technical competencies, software mastered, etc.)	Computer Science knowledge relating to the AS/400 system	Know the software used by the company	1 2 3 4 5
Self-management (attitudes, personal qualities)	Creativity, team spirit, autonomy		1 2 3 4 5
Know-how	Familiarity with the examination, validation and analysis process. Ability to troubleshoot computer application problems.		1 2 3 4 5
Availability	Effective March 20, 2003		1 2 3 4 5
Other criteria (work schedule, car, etc.)			1 2 3 4 5

SAMPLE JOB OFFER

Company logo and name

IT ANALYST POSITION

A young and innovative company founded in 1999, (*Company name*) designs computer programs for the production of film animation. A leader in its field both at the national and international level, the company is in the midst of a full expansion.

We are presently seeking an IT Analyst whose main responsibilities will include the development, amendment and application of standards for IT programs.

Required qualifications

- BA in Computer Science

and

- Five years of IT experience

Sought characteristics

- Computer knowledge relating to the AS/400 system
- Knowledge of analysis tools relevant to this position
- Bilingualism (asset)

Applicants who are interested must send their curriculum vitæ to the personnel department before March 10:

- by e-mail to abc@name.ca
- by fax to (000) 000-0000
- by mail to the following address:

Company name
Human Resources department
Address

TOOL 6

CV SELECTION CHART

Vacant position: **IT Analyst** Date :	SCORING FOR ESSENTIAL CRITERIA							**Total score** ***(keep 8 or +)***
	Relevance of training	Relevance of experience	Mastery of language	Mastery of AS/400	Mastery of analysis tools	Mastery of software	Quality of CV presentation	
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								
CV No.								

Scale: 0= not relevant to the position in question
1= quite close to the sought profile
2= very close to the sought profile

SAMPLE REJECTION LETTER

Company logo and name

Place, date

Mr. or Mrs.
Full address

Re: IT Analyst position

Dear Sir, Madam,

You recently applied for the position of IT Analyst with our company.

We have carefully considered your application. Although it is impressive, it does not fully satisfy our selection criteria for this position. We will nonetheless keep your curriculum vitæ on file for consideration in the event that a position corresponding to your profile becomes vacant.

Thank you for your interest in our company. We wish you the best of success in your job search.

Sincerely,

(signature)
Chief Executive Officer

EXAMPLES OF SELECTION INTERVIEW QUESTIONS

Questions to determine integrity/honesty/loyalty

- Tell me about one occasion where your integrity was put to the test. How did you handle it?
- Have you ever had to apologize for behaving badly?
- If you saw a colleague acting dishonestly, would you tell your boss? What would you do?

Questions to determine personality/temperament/friendliness

- How would you describe your personality?
- If I were to call the people who referred you, what would they tell me about you?
- Do you consider yourself to be a risk-taker? Tell me about a situation where you took a risk.
- In what type of environment do you like to work?
- With what types of people do you prefer not to work?
- What types of responsibilities would you like to avoid in your next job?
- Give me two or three examples of tasks you don't particularly enjoy. How do you stay motivated to complete them anyway?
- What types of people do you dislike?
- Tell me about an irritating experience at work.
- How are you as a team player?
- Tell me about organizations you have applied to work for in the past. How did you do?
- Which of your past jobs did you find the most satisfying, and why?
- Which of your past jobs did you find most frustrating, and why?
- Tel me about the best boss you ever had. Now tell me about your worst boss. Why was it so difficult to work with this person?
- What do you believe you should do for your employer?
- What should your employer do for you?

Questions to identify past mistakes

- Tell me about an objective you did not attain in your last job, and explain why this happened.
- When were you criticized the last time? How did you react?
- What have you learned from your mistakes?
- Tell me about a situation where you failed completely. What did you do to set things right?
- Tell me about a situation where you suddenly had to change course.
- If you could change one thing about a management decision you have made in the past two years, what would it be?

Questions to determine creativity/creative spirit/ability to find solutions

- When was the last time you had to break the rules (or find an original solution)? How did it happen?
- Tell me about something innovative that you have done.
- What was the craziest idea you ever had? Did you see it through?
- Tell us of your reactions to someone having shared a new idea with you that seemed rather odd or unusual.
- If you could do one thing to change the world, what would it be?
- Tell me about a situation where you encountered management problems. How did you resolve them?
- What was the most difficult decision you have ever had to make? How did you arrive at your final decision?
- Tell me about situations where you have had to work under pressure and meet deadlines.
- Have you ever been in a situation where you have had to meet two different deadlines at the request of two different people and you were unable to meet both? What did you do?
- What professional problem-solving technique works best for you? Give me an example of one of your solutions to a delicate problem.

Other relevant questions

- How did your best boss encourage you to excel? What method did he or she use?
- What professional accomplishment are you most proud of?
- What is the most interesting thing you have done in the past three years?
- How do you measure your own success?
- What are your short and long-term professional objectives?
- Why should we hire you?
- What responsibilities would you be prepared to take on and what results would you achieve if we selected you for this position?
- In your opinion, what elements are indispensable to the success of an organization like ours?
- What do you hope to find in our organization?
- Is there anything else you would like to tell me about yourself that we have not already discussed?
- Do you have any questions?

QUESTIONS TO AVOID

We cannot ask candidates everything. Although it is by no means complete, the following list contains several questions that must be avoided. It is important to stay away from any questions that could be viewed as discriminatory so as not to violate the Canadian Charter of Rights and Freedoms.

Race/origin

Do not ask:
- Can you provide a photo of yourself?
- Where were you born?
- Where have you lived?

Instead, ask:
- Are you legally able to work in Canada?
- Do you have the necessary work permits to work in Canada?

Age

Very few questions are acceptable. If the law stipulates a minimum age for working, a question about age is permitted.

Do not ask:
- What is your birth date?
- Can you provide us with a birth certificate?
- What is your health insurance number?
- What is your driver's license number?

Pregnancy

Do not ask:
- Do you plan to have children?
- Are you pregnant?

Instead, ask:
- Are you available to work from…?
(when the position must be immediately filled)

Civil status

Do not ask:
- What was your last name at birth?
- Are you married?
- Are you divorced?
- Are you single?
- Do you have any dependants?
- Are you related to anyone who works here?

Instead, ask:
- Would you be able to travel for business?
- Would you agree to be transferred to another location?

QUESTIONS TO AVOID (CONT'D)

Religion

Do not ask:

- What is your religion? (Unless justified by the religious character of the employer)

Instead, ask:

- Are you able to work overtime?
- Are you available to work evenings or weekends?

Language

Do not ask:

- What is your mother tongue?

Instead, verify the language competencies required for the position.

Disability

Do not ask:

- Do you receive benefits from the *Commission de la santé et de la sécurité du travail*?
- Have you ever received medical treatment? Have you been hospitalized on many occasions?

Instead, ask:

Questions relating to the ability to accomplish physical tasks.

Hobbies

Do not ask:

- What type of activities do you enjoy outside of work?
- Who are your friends?

Instead, ask:

- Do you participate in any paraprofessional activities relating to this position?

Judicial record

- Do you have one or more judicial records for which you have not been rehabilitated?*

* *This question is particularly delicate. It can be asked when the position objectively requires the absence of specific convictions. It can only be asked in relation to judicial records relevant to the position.*

TOOL 9

SELECTION INTERVIEW CHART

(Questions relating to Tool 8 can be used to adapt or complete the following chart.)

Name ____________________ First name: ____________________

Vacant position: IT Analyst

Date: ____________________ Recruiter: ____________________

1. CANDIDATE GREETING	POINTS TO OBSERVE
Introduction – Meeting objectives – Length of meeting – Position title – Corporate activities – Market profile – Number of employees, etc.	• Attire • Presentation • Attitude
2. EXPERIENCE AND CAREER	**POINTS TO OBSERVE**
• Take a few minutes to summarize your experience that is relevant to the position. • Tell us about your education.	• Elocution • Capacity for synthesizing • Relevance of training
• Describe your career path (Do not hesitate to ask several questions: Main activities? Achievements? Preferences? Reasons for leaving? The objective is to ascertain exactly what the person did in each previous position.)	• Level of responsibility • Diversity and breadth of experience • Scope of accomplishments and spin-offs
• What is important for you in a job? • In which of your jobs were you most satisfied? Why? • What challenge are you seeking at this stage of your career?	• Areas of interest • Level of initiative • Coherence of the career plan
3. CRITERIA	**POINTS TO OBSERVE**
• On what criteria do you base the evaluation of your work quality?	• Personal requirements

4. COMPETENCIES AND ATTITUDES	POINTS TO OBSERVE
• Are you able to use the … system? • What type of work have you done in the field of computer programming? • How do you plan your work? • Describe a situation where you have had to work under pressure and met deadlines. How did you accomplish the task? • Describe a situation where you have had to work with colleagues? • How would you describe your relationships with your colleagues, superiors and subordinates?	• Technical knowledge • Organizational skills • Ability to remain calm • Team player
5. PERSONALITY TRAITS	**POINTS TO OBSERVE**
• How do you proceed in order to not forget anything? • How would you manage instructions given to you? • Describe the relationship you would like to have with your superior and your colleagues? • Have you ever had to resolve a conflict with a colleague or a client? How did you proceed? • What does a full day mean to you? • What do you do to urge someone to wait? • What was your greatest achievement and why? • If we asked one of your friends to describe you, what adjectives would he or she use?	• Good memory • Respect for procedures • Team player • Ability to manage conflict • Ability to manage work time • Production capacity • Personal qualities
6. DESCRIPTION OF THE ORGANIZATION AND POSITION	
• Review the position description and requirements with the candidate. Specify these elements: • Schedules • Overtime • Salary • Benefits • Teamwork Verify the candidate's expectations with regard to these elements as well as his or her interest in the position.	
7. CONCLUSION	
Other points the person wants to discuss Summary Specifications about the next steps in the selection process.	

TOOL 10

CANDIDATE EVALUATION CHART

Vacant position: **IT Analyst** Date:	W*	Performance rating (1 = very weak 5 = very strong Multiplied by W*)				
		candidate 1	candidate 2	candidate 3	candidate 4	candidate 5
QUALIFICATIONS	40					
Relevance of training	10					
Relevance of experience	15					
Mastery of languages relevant to the position (English, French…)	5					
Mastery of software	10					
POSITION COMPETENCIES	30					
Computer knowledge relating to the AS/400 system	6					
Communication and listening	6					
Sense of organization and priorities	6					
Conviction and influential abilities	6					
Ability to adapt	6					
OTHER COMPETENCIES	30					
Open-minded and logical	3					
Technical and IT knowledge	3					
Quality and customer service	3					
Openness to learning	3					
Sense of collaboration and team spirit	3					
Dedication and sense of belonging	3					
Initiative and motivation	3					
Other factors	9					
RESULTS	100					

Score (1 to 5)

Weighted score (on 500)

Using this tool:
Weighting (W*) indicates the importance of each criterion by assigning it a percentage. The sum of all the weighting factors is 100. During the candidate evaluation, each criterion is assigned a performance rating of 1 to 5. Once the evaluation is complete, the performance ratings are multiplied by the weighting for the criteria, and the weighted criteria are added together for each candidate. The best candidate is the one with the highest score.

SAMPLE CONSENT FORM

Company logo and name

RELEASE OF INFORMATION

I, ______________________________ , hereby authorize all the information I have provided and will provide (by fax, telephone, mail, e-mail, or in person) for (*Company name*) to be stored in a file that will be created with regard to my application for the position of IT Analyst or a similar position.

I have been advised that the file that is created with regard to my application will be accessible to those individuals in the company who are involved in the selection and hiring process. It will then be stored in a corporate candidate bank in accordance with the required security and confidentiality standards, unless I request in writing that it be removed and destroyed.

Date: ____________________ Signature: ______________________________

VERIFICATION OF REFERENCES

I hereby authorize (*Company name*) to contact the individuals identified below in order to obtain factual information as well as opinions about my work for each.

Name/Company/Particulars:

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

Date: ____________________ Signature: ______________________________

TOOL 12

SAMPLE PROMISE TO HIRE LETTER

Company logo and name

Place, date

Mrs., Mr.
Complete mailing address

Dear Mrs., Dear Mr.,

We are pleased to inform you that you have been selected for the position of IT Analyst for our company.

Under the authority of the Chief Executive Officer you will have the following responsibilities:

-
-
-

You will begin in your new position on ________________ .

You will be on probation until ________________ .

Your annual salary will be ____________ . This amount may be reviewed at the end of your first year of service. In addition, you will receive competitive benefits. You will be eligible for the group insurance plan on ____________ .

We hope this appointment satisfies your expectations, and we wish you the best of success in your new position.

(signature)
Chief Executive Officer

MODULE III: EMPLOYEE MANUAL

INTRODUCTION

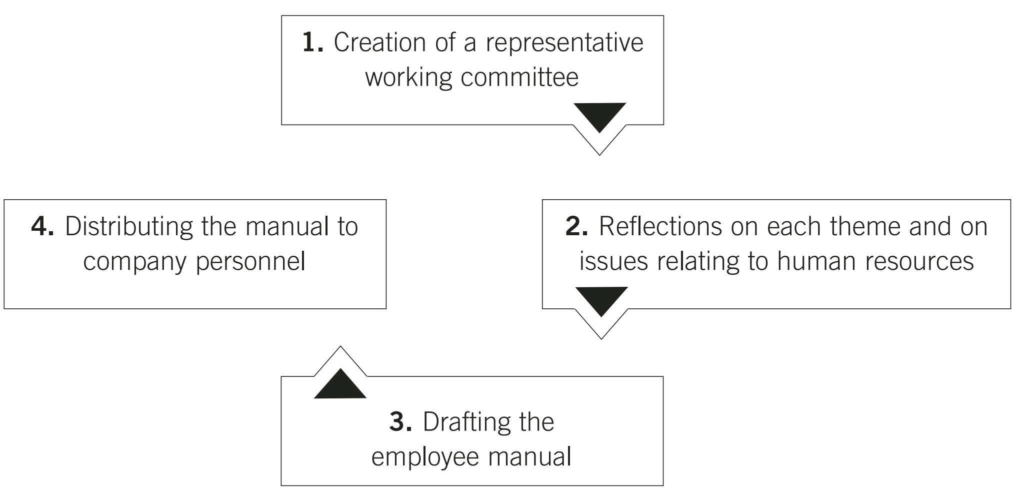
It is apparent in today's environment that labour is extremely sensitive to external influences such as market trends and competition between companies. This sensitivity is especially prevalent in the information technology (IT) industry. Labour requirements are often very specific, which requires employers to clearly define working conditions. Employers are aware of this requirement however they do not always have the tools necessary to adequately respond. The employee manual can constitute a useful tool by compensating for this shortcoming and enabling companies to effectively attract and retain employees.

The employee manual is a management tool that allows employees to better know the company and its expectations. It ensures equity and thoroughness in the application of operating rules and procedures, and of working conditions. With this tool, the company demonstrates that it cares about its workers and is doing everything in its power to develop a coherent internal structure. The employee manual can also be used as a means for conveying information useful for integrating, nurturing and developing a sense of belonging among employees. A unique reference tool, it is important to take the time necessary for its development.

OBJECTIVES OF THE EMPLOYEE MANUAL

- To define corporate expectations and orientations
- To provide all employees with information
- To specify the company's operating rules
- To foster employee dedication.

STEPS IN THE DEVELOPMENT OF THE EMPLOYEE MANUAL



STEP 1 — CREATION OF A REPRESENTATIVE WORKING COMMITEE

During this step, it is recommended that a working committee be formed. The primary role of this committee will be to identify the needs of the employer and the personnel with regard to the development of the employee manual. To avoid ambiguity in the conception of this document, it is essential to carefully choose the people who will sit on the committee. It is strongly recommended that managers be brought together in an effort to select the information to be transmitted to the employees. The primary mandate of the working committee will be to compile the information and develop the outline for the manual. It is important that the content be representative of the thoughts and philosophies of corporate management. It can also be helpful to consult a few key employees in order to better define and explain certain elements. Their input may make the guide even more interesting and meaningful.

STEP 2 — REFLECTIONS ON EACH THEME AND ON ISSUES RELATING TO HUMAN RESOURCES

The conception of an employee manual requires reflections and queries with regard to each of the themes that will be developed. In fact, it is important to select the essential elements to be conveyed to personnel. During this step it is important not to hesitate to consult individuals who are in positions of trust, key employees, experts, and anyone else who could help to select the themes that will be included in the manual.

Here is an overview of the sections normally included in an employee manual.

Message from the CEO	The message from the director briefly introduces the organization and the objectives of the employee manual. The message from the director must be adapted to a context within which new employees are being inducted. Ideally, it will be stimulating, and it should motivate interest in working for the company. It may also encourage employees to submit their comments on the manual's contents.
Company background	The background must outline the milestones in the company's history since its creation, the steps in its evolution, interesting facts (sales volume, prestigious clients, markets where the company is active) as well as the main challenges it faces.
Mission	The mission should outline the company's purpose and adequately describe its specific field of activities. This information should be stated in simple terms. Often, a mission statement has already been formulated in the business plan.
Philosophy and values	The values must be realistic and coherent in order to stimulate dedication. To formulate these values, it is a good idea to determine what factors should guide interpersonal relationships, relationships with suppliers, work methods, as well as

the organization's internal decision-making process. A strategic reflection exercise involving the management team may be helpful with regard to formulating common values.

Management expectations

This section conveys expectations with regard to responsibility, collaboration, team spirit, anticipated results, and expected performance. In short, it should outline what is important to the company's success.

Flow chart

This section presents a flow chart of the organizational structure including the position, responsibilities and role of each employee. The flow chart makes it possible to outline the hierarchical order within the organization. It should be simple so that each person can easily identify him or herself.

Compensation

This section of the manual presents the compensation policy, benefits (insurance, pension plan, expense accounts), pay periods, commission, frequency of salary reviews, etc. Obviously, any effort to establish attractive compensation conditions can be a determining factor in attracting interesting candidates.

Working conditions

This section of the manual should include several elements. It is important to be specific and to frequently refer to any new laws and standards in effect in order to constantly update working conditions. It should include information on the following:

- Employee status (permanent, temporary, on-call, full-time, part-time)
- Work schedules (duration of the work week, schedule)
- Overtime (conditions, authorization)
- Recording hours worked (method used)
- Annual vacation and leave (reference period, selection of dates, criteria used, length of leave, required notice)
- Breaks and meals (length and schedule)
- Statutory holidays, days off and paid leave (list of days off, remuneration or compensation conditions)
- Sick leave (number of days with or without pay, reimbursed or not, medical certificate requirements)
- Other absences from work (conditions for authorization, disciplinary rules and measures)

Working conditions (cont'd)

- Travel expenses (rules for reimbursement of travel expenses, supporting documents)
- Length of and compensation for personal holidays (maternity and paternity leave, parental leave, family obligations, death or funerals, marriage, birth, adoption or abortion)
- Training (basic principles or policies, company obligations with regard to training, underlying conditions)
- Work termination (notification of departure) and dismissal.

Internal policies

The internal policies section may include several subsections. For IT companies, it is important to stipulate the confidentiality and non-competition clauses in this section. To avoid misunderstandings, it is recommended that specific rules be outlined for the disclosure and reproduction of documents or of software pertaining to the company. Similarly, rules, restrictions and formalities relating to internal policies could also be included. Accordingly, information relating to the following elements could be included:

- Work ethics
- Expectations with regard to customer service
- Professional image
- Attire
- Telephone calls (personal and long-distance)
- Respect for and cleanliness of company equipment, tools and premises
- Restrictions with regard to surfing the Internet, and identification of sites that are off-limits
- Confidentiality
- Policy concerning the use of tobacco, alcohol, drugs and medication
- Policy against harassment.

Communication methods

The purpose of this section is to outline the internal communication mechanisms put in place by the company to foster the exchange of relevant information and to solicit employee suggestions and opinions. Clear and effective communication has a major impact on the work climate, employee mobilization, and overall performance. The communication methods used should be briefly described and may include:

- Management obligations with regard to communication
- Committees
- Meetings
- Newsletter
- Internet, intranet and e-mail
- Names of contact individuals if necessary
- Postings
- Internal mail system
- Suggestion box.

Occupational health and safety

The main rules concerning occupational health and safety should be briefly presented to enable employees to recognize the employer's obligations and commitments with regard to the policies that are in effect. It is important for a company to state its commitment to its employees' well-being by organizing activities for the prevention of illnesses and accidents most commonly reported by workers in the IT industry (backache, problems relating to workstation ergonomics, vision problems, tendonitis, etc.). It should also outline the role of the occupational health and safety committee, if one exists.

Performance evaluation

This section of the manual should include an overview of the employee evaluation process. It may include, among other things, frequency of evaluations, main evaluation criteria, documents included in the employee file, and any follow-up that will be conducted on the performance evaluation process with regard to compensation. It is important to be thorough when developing the evaluation criteria to ensure that these elements are in line with the organization's values and mission. The choice of criteria will have major repercussions on employee performance, which in turn will impact the company's success and competitiveness.

For a more in-depth look at this theme, please refer to the section of this guide on performance evaluation (Module VI).

STEP 3 — DRAFTING THE EMPLOYEE MANUAL

The employee manual should be written in simple and concise terms. Each sentence should clearly express the intent of the company managers. Collaboration by a human resources expert may be advisable so as to ensure that the manual is drafted in accordance with the laws and standards in effect. This expert could also help to focus the ideas and ensure the relevance of the information the manual contains.

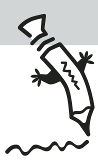
Given the many points that must be addressed in the manual, it could be drafted in several stages. It is also important to remain updated with regard to changes that occur in order to regularly update the document in keeping with the evolution of the organization's activities. It should be noted that the *Loi sur les normes du travail* outlines the minimal working conditions for all employees working in Québec. The working conditions established between the employer and the employee must not be inferior to those outlined in the labour standards act, even in the presence of a collective agreement. The employer may decide to offer conditions that are superior to those required by law.

STEP 4 — DISTRIBUTING THE MANUAL TO COMPANY PERSONNEL

Distribution of the employee manual should be complemented by a presentation to personnel already in place. This tool is intended for employees, so it is important that each employee be given a copy for handy reference whenever necessary.

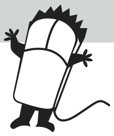
When inducting and integrating new employees, presentation of the manual is essential, since it will provide new employees with an overview of the company where they will be working. The manual constitutes a reference tool containing the answers to questions normally asked about company operations and internal policies.

REFERENCE TO TOOLS



Memory aid (Tool 13, p. 54)

This tool can serve as a guide throughout the conception of the employee manual. The work planning chart can be used to select the topics that will be included. In fact, this tool can be used to identify those topics for which a policy, procedure or formal or known statement already exists. All that remains is for them to be summarized and integrated into a customized manual. Other themes could also be identified and developed, and assigned to a specific individual. The *Comments* column can be used to outline the work to be completed on each topic.



HELPFUL REFERENCES

To learn more…

There are many sources of information available on drafting or updating an employee manual. The following Web sites are particularly interesting, and contain a wealth of information on exceptions, interpretations and application conditions concerning relevant labour laws.

Commission des normes du travail

http://www.cnt.gouv.qc.ca/en/index.asp
This site contains information on main sections of laws on labour standards. It may be a helpful reference for drafting the section on working conditions.

TECHNO*Compétences*

www.technocompetences.qc.ca
(*Guides et outils* Section → *Manuel de l'employé*)
Consult this site for examples of policies relating to internship and e-mail management policies, accompanied by handy references on the topic. (Available only in French)

Publications du Québec

http://www.doc.gouv.qc.ca/home.php
This site presents information on the different documents available from *Publications du Québec*, as well as updates on the laws and regulations pertaining to the labour market. Searches can be conducted using keywords.

Commission de l'accès à l'information du Québec

http://www.cai.gouv.qc.ca/eng/politique_en/politique_en.htm
This site features information on the *Act Respecting the Protection of Personal Information in the Private Sector* in addition to other information.

TOOL 13

MEMORY AID FOR THE DEVELOPMENT OF THE EMPLOYEE MANUAL

THEME	COMPLETED	TO BE COMPLETED	DEADLINE	EXTERNAL RESOURCE	INTERNAL RESOURCE	COMMENTS
Message from the CEO						
Company background						
Mission						
Philosophy and values						
Management expectations						
Organization chart						
Compensation						
Working conditions						
Work schedule						
Overtime hours						
Recording hours worked						
Annual vacation and leave						
Breaks and meals						
Statutory holidays, absences and paid leave						
Sick leave						
Other absences						
Travel expenses						
Personal days						
Training						
Termination						
Other						
Internal policies						
Customer service						
Attire						
Anti-harassment policy						
Confidentiality						
Use of tobacco, drugs and alcohol						
Non-competition clause						
Telephone calls						
Communication methods						
Occupational health and safety						
Performance evaluation						

MODULE IV: INDUCTION AND INTEGRATION

INTRODUCTION

We are witnessing an increase in the use of structured integration programs designed to help employees adapt to their new working environments. In the information technology (IT) industry, statistics show that those organizations that do not have integration programs lose more employees than others during the first nine months following hiring (Carpitella 2002). In short, it appears as though the quality of the integration directly influences the retention of recruits.

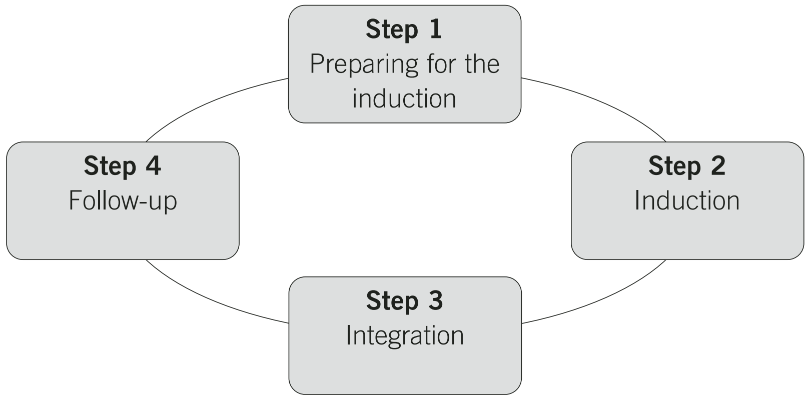
Inducting and integrating new employees should be major concerns for organizations. One of the challenges faced by IT companies is the ability to retain employees, and to encourage the latter to adhere to the corporate mission. In order to mobilize new employees and help them develop a sense of belonging in the company, a mechanism should be designed to convey to them all the necessary information as soon as they are hired.

The introduction of an induction and integration strategy generally has a significant impact on the length of employment, employee dedication to the company, as well as on employee mobilization and adherence to the mission. It is therefore important to transmit to new employees as much information as possible on the organization's culture, values, philosophy and expectations at the time of hiring. The more structured and effective the employee induction, the more apt the latter will be to deliver a satisfactory performance.

OBJECTIVES OF THE INDUCTION AND INTEGRATION

- To facilitate and foster the employee's social and professional integration into the workplace
- To demonstrate to the new employee the company's desire to help in his or her adaptation
- To enable the employee to obtain answers to his or her questions and to access relevant information
- To support the employee and enable him or her to become autonomous as quickly as possible
- To ascertain if the employee clearly understands the expectations with regard to his or her tasks, roles and responsibilities
- To ensure that the employee is familiar with the company's standards and policies
- To familiarize the employee with the organization's culture and values
- To increase the company's visibility and contribute to the enhancement of its image.

STEPS IN THE INDUCTION AND INTEGRATION



STEP 1 — PREPARING FOR THE INDUCTION

Preparing for the induction involves organizing the new employee's working environment. This step must be carried out prior to the induction and is important, since it will make the employee understand that he or she is expected at the company and that his or her arrival has been planned. The new employee must have at his or her disposal, on the first day of work, all the documents and tools necessary to execute his or her job.

Since the IT industry requires specialized labour, ongoing technical training is often necessary in order to fine-tune the new employee's knowledge and competencies. Every step must be taken to ensure an effective integration.

Twinning the new employee with a mentor (an employee who is already in place) can facilitate the transition into the specific work context. The mentor must be identified in advance, and should be an experienced employee capable of answering all the questions the new employee may ask. Ideally, a person other than the superior should be selected in order to avoid hierarchical ties from forming. The mentoring system allows a trust bond to be formed between the employee and the mentor in addition to increasing the effectiveness and quality of learning and reducing the new employee's anxiety level. The immediate superior should prepare the contents of the integration step with the designated mentor. Together, they should ask the following three questions in order to determine what information to transmit to the newcomer:

1- What should be included in the job integration?
2- What are the objectives?
3- What does the new employee need to know about his or her tasks?

The new employee should be permitted to participate in a concrete work project in which the mentor is involved.

REFERENCE TO TOOLS

Sample integration preparation chart (Tool 14, p. 62)

This chart will be useful in planning the integration program described in the third step presented on the next page. Since several sponsors may be involved in the integration of a new employee, one section of the chart is reserved for use by the individual responsible for explaining a given task.

POINTS TO REMEMBER

- Call or write to the new employee to confirm the date for reporting to work, and the name of the person who will be in charge.
- Organize the working environment (workstation, access code, telephone number, e-mail, office supplies, etc.).
- Prepare all relevant documents as well as the documentation pertaining to the company.
- Inform existing employees that the newcomer will be joining the work team.
- Choose the mentor and prepare to induct the new employee.
- Arrange for any technical training (if necessary).

STEP 2 — INDUCTION

The new employee's first contact with his or her physical and human working environment is extremely important, since it will condition his or her relationship with the company. The employee must feel supported and important. The first person he or she will meet is the immediate superior, who will present the corporate profile in addition to providing information on the organization's background, values, clientele, services offered, personnel, and expected behaviour. The immediate superior will also specify the newcomer's role. The points listed below should be covered during this meeting.

POINTS TO REMEMBER

- Reception by the department manager (immediate superior).
- Word of welcome (presentation of the corporate mission and challenges).
- Presentation of the organization's key values and expectations (schedule, personal and organizational expectations).
- Presentation of the employee manual, working conditions and flow chart.
- Submission and signing of required documents (employee file, group insurance, pay sheet, etc.).
- Tour of the workplace with the department manager.
- Designation of the workspace and tools available (computer, office supplies, etc.).

- Tour of the different company departments including rest and recreation areas (employee lounge, cloakroom, etc.).
- Introduction to personnel and the work team.

STEP 3 — INTEGRATION

The integration constitutes the employee's appropriation phase in his or her new position. During this phase, the employee will acquire the knowledge, skills, abilities and values necessary to adapt to his or her new environment. The mentor will accompany the employee during this step. The newcomer will thereby integrate into the team and learn what is expected of him or her. The integration may be enriched by training that directly relates to the tasks inherent to the job.

POINTS TO REMEMBER

- Introduction to the mentor
- Presentation of mutual expectations
- Presentation of the roles, responsibilities and tasks relating to the job
- Explanation, observation and experimentation
- Presentation of work methods.

POINTERS

The role of the mentor is to provide a contribution that will ensure a successful induction, and consequently, the latter must ensure that the work is carried out in a structured manner throughout the mentoring process. The following pointers may make this easier:

- *Establish a trust relationship between the mentor and the new employee.* The mentor will explain his or her role and answer the new employee's questions. Both will share their respective expectations with regard to task training.
- *Present the workstation and tools*. The mentor will present a general overview of the tasks relating to the position. If necessary, he or she will present an exposé or demonstration of the process or activity being carried out. For each task, it is important that the mentor explain its relationship to the coordination and sequence of operations.
- *Supervise the application.* The mentor must observe the new employee in a real situation and ensure that the latter uses the correct work methods and processes. The mentor should provide constant feedback.
- *Ensure the transfer of knowledge.* In order to better integrate newly-learned skills, it is a good idea to have the new employee repeat a practical activity several times. The mentor should progressively withdraw but nonetheless remain available to answer questions. The mentor must provide support throughout the employee's entire integration.

While keeping the aforementioned pointers in mind, the mentor may use the following strategies to maximize the effectiveness of his or her mentoring efforts:

1. *Formulate objectives for each application.* These objectives make it possible to define the behaviours expected of the employee in the execution of his or her duties, and should be based on competencies.

2. *Regularly apprise the employee of his or her progress.* The coach should clearly explain the behaviour that is expected of the employee. Next, the coach should monitor and comment on progress, taking care to tell the employee what to do to improve, and how to apply learned skills on the job.

3. *Give the employee the training plan and any other relevant memory aids.* These tools will encourage the employee to apply newfound skills and avoid oversights.

4. *Avoid interruptions.* The coach should enforce a strict rule whereby interruptions are not permitted during the training period. Work colleagues must cooperate in this respect.

5. *Reassign the work of employees involved in training.* Employees (coach and employees in training) are often concerned about the work overload that will await them once the training is completed. This is a major concern that can considerably reduce the effectiveness of training.

6. *Recognize the employee's assets.* At the end of the training program, the employee should be given a certificate recognizing the success of his or her training. The hierarchical superior could also encourage the employee to use his or her new skills to excel and to adopt a culture of ongoing learning.

REFERENCE TO TOOLS

Task training chart (Tool 15, p. 63)

This chart was designed so as to outline all the responsibilities of the new employee to ensure that he or she has been properly coached in the execution of his or her new duties. This chart could become the employee's training diary used to record the elements listed in the tool used to prepare for training. By indicating if the skill has been acquired or still requires improvement, it is possible to track the employee's evolution at work.

Task training for a new employee varies depending on the level of complexity of the position and the level of competencies the individual must possess to clearly understand all the aspects of his or her work. Clearly, the time it takes to integrate into the position also depends on the individual's ability to learn. Normally, the first week of work requires sustained attention from the mentor.

The table below outlines the scale used to describe the level of complexity of the tasks executed in different positions. Each level of complexity requires a specific amount of training time. The compilation of the different tasks associated to a given position makes it possible to determine the total amount of training time required.

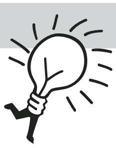
Level of complexity of tasks*

Simple task requiring brief verbal instructions.	20 min.
Relatively simple task requiring verbal instructions and a demonstration.	40 min.
Relatively complex task requiring verbal instructions, a demonstration and an observed knowledge transfer.	60 min.
Complex task requiring verbal instructions, a demonstration, observation and regular follow-up to ensure knowledge transfer.	80 min.
Highly complex task requiring numerous verbal instructions, a demonstration, observation and regular follow-up to ensure knowledge transfer (an overall understanding of the task is necessary).	100 min.
Highly complex task requiring a longer coaching period.	Depending on evaluation

* Task duration is approximate

STEP 4 FOLLOW-UP

The final step involves ensuring that the employee is satisfied with his or her induction and integration. Once the integration period in the new position has terminated, a recap meeting should be arranged with the department manager to answer any questions and otherwise support the employee. During this step it can be helpful to ask the employee about his or her satisfaction with the integration, about his or her well-being at work, as well as his or her current perceptions.



POINTS TO REMEMBER

- Evaluation by the immediate superior
- Evaluation of employee satisfaction
- Mentor’s feedback on the integration (employee strengths, areas requiring improvement)
- Identification of training requirements for the position (see *Performance evaluation*, Phase 1).

REFERENCE TO TOOLS

Probation period evaluation chart (Tool 16, p. 64)

This chart is used to transfer the relevant information included in that collected by the mentor during the employee's integration. It can also be used to record the evaluation criteria for the three-month probation period. It enables the employee to visualize his or her progress with regard to the acquisition of competencies. By completing this chart, the mentor and immediate superior can establish a balance sheet of the new employee's strengths and areas requiring improvement. This chart could become part of the employee file.

HELPFUL REFERENCES

To learn more…

HOLTON, E. *The ultimate new employee survival guide*, 1998, Princeton, NJ: Peterson's, 230 p.

SAMPLE INTEGRATION PREPARATION CHART

Employee identification	
Employee last and first name:	Start date:
Employee title: Database Analyst	Division: IT-Data
Immediate superior:	Period covered:
Name of mentor:	

	Mentor	Date
GENERAL KNOWLEDGE		
• Introduction to the basic characteristics of the Database Analyst position • Grasp of the main interactions between various related departments • Meeting with various employees and introduction to the work executed by each • Awareness of the rules pertaining to operations and security • Introduction to the tools, equipment and software applications used.		
KNOWLEDGE SPECIFIC TO THE POSITION		
• Knowledge of how to retrieve and extract data • Acquisition of know-how with regard to databases and data modeling • Understanding of how to update a secure database environment • Introduction to processing user queries • Understanding of the operation of database management system tools or techniques • Understanding of how to produce database components • Ability to recognize commercial trends in the information system • Knowledge of databases • Understanding of the tools and techniques used for system development • Etc.		
KNOWLEDGE SPECIFIC TO THE ORGANIZATION		
• Familiarity with internal operating rules • Introduction to the organization's values and mission • Knowledge of the products and services • Awareness of resource persons.		

TOOL 15

TASK TRAINING CHART

Employee identification	
Employee last and first name:	Start date:
Employee title: Database Analyst	Division: IT-Data
Immediate superior:	Period covered:
Name of mentor:	

Steps / Tasks/ roles and responsibilities	Expla-nation	Demons-tration	Applica-tion	Know-ledge transfer	Skills acquired	Skills to develop	Comments
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

TOOL 16

PROBATION PERIOD EVALUATION CHART

Employee identification		
Employee last and first name:	Start date:	
Employee title:	Division:	
Immediate superior:		Period covered:
Form completed by:		

EMPLOYEE STRENGHTS	**AREAS REQUIRING IMPROVEMENT**

ATTAINMENT OF INTEGRATION OBJECTIVES

SUMMARY EVALUATION CRITERIA					
	1	**2**	**3**	**4**	**Comments**
Attainment of results					
Work quality and quantity					
Sense of organization					
Ability to adapt					
Dedication/teamwork					
Autonomy and initiative					

ADDITIONAL NOTES

Legend (check appropriate column)

Column 1= unsatisfactory Column 2= needs improvement Column 3= satisfactory Column 4= highly satisfactory

* Return this sheet to the employee file.

Signature of individual who completed the chart

MODULE V: COMPENSATION POLICY

INTRODUCTION

Several companies try to compensate for pay cuts by introducing less costly benefits such as heightened involvement in the decision-making process, participation in training programs that are at the cutting edge of technology, and greater flexibility at work (Copeland 2002). With regard to compensation, companies working in the IT industry must be able to offer equitable and innovative remuneration in order to attract the best candidates (Hansen 2002).

Compensation is one of the methods on which an organization can rely in order to retain its most valuable assets and attract new employees to its workforce. Accordingly, in the IT industry it is imperative to have an effective compensation management system, particularly since this industry's workforce is highly mobile and the associated costs normally represent the highest budget expense.

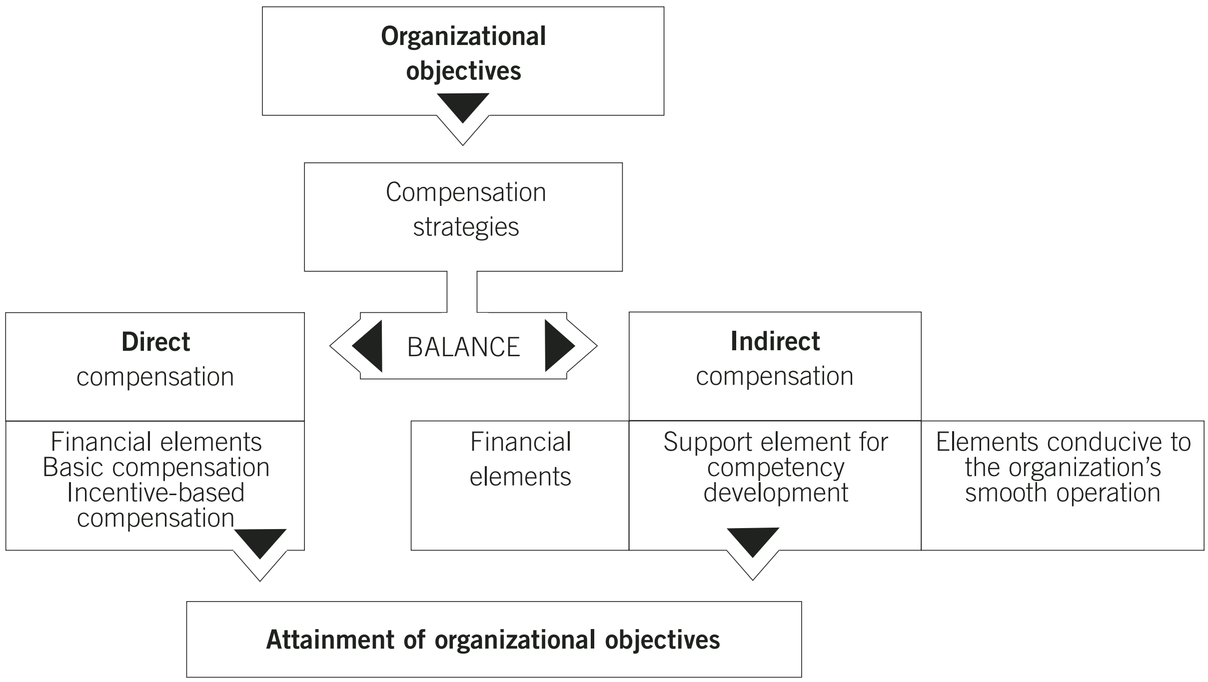
It should be emphasized that the compensation variable is highly complex and does not simply entail issuing cheques. First, it is necessary to determine the organization's capacity to pay, the amount of remuneration it is prepared to allocate for different positions, and the compensation currently offered on the market. The organization must also make decisions with regard to direct and indirect compensation in addition to establishing salary scales and establishing the factors that will determine increases.

The ultimate objective of any compensation policy is to create a sense of recognition and equity for current and future employees. In addition, a compensation policy should also establish a balance between satisfying employee demands and the organization's ability to pay.

OBJECTIVES OF THE COMPENSATION POLICY

- To attract and recruit candidates who satisfy the organization's requirements
- To demonstrate employee recognition by offering fair pay
- To respect internal equity
- To be competitive in relation to the market (external equity)
- To control payroll costs.

GENERAL COMPENSATION STRATEGY



STEPS IN THE DEVELOPMENT OF A COMPENSATION POLICY

STEP 1 — DEFINING THE ORGANIZATION'S COMPENSATION ISSUES

In order for remuneration to become an effective management tool, the compensation strategies must be in line with the organization's objectives. Before even broaching the topic of compensation, the company's objectives must be clarified. Accordingly, the following questions could be asked:

- What are our development objectives?
- What is our future outlook?
- Is our company evolving in a highly-competitive environment?
- How important is labour to our organization?
- What is the company's capacity to pay?
- How much does the company want to invest in its human capital?

In principle, these topics will have been covered during planning. For the purposes of compensation, it is necessary only to consider the organizational issues in order to identify strategies that are in sync with the company's orientations.

STEP 2 — IDENTIFYING AND SELECTING THE COMPENSATION ELEMENTS THAT WILL PRODUCE THE ANTICIPATED RESULTS AND ACTIONS

Company managers must specify the objectives they hope to attain with the compensation policy. This will enable them to select the appropriate policy components. The following questions can be helpful in determining what type of compensation to offer:

- Is employee participation in the daily decision-making process an important factor?
- Is there a high risk of employees being lured by a competitor's offer?
- Does the future of the company rely on the research and development conducted by certain employees?
- Does the workforce represent a competitive advantage?
- Is there a labour shortage?
- Does the company need to recruit individuals with significant expertise?

All these questions clearly indicate that several factors can directly influence the choice of elements that will constitute the compensation policy. The second step involves listing all the compensation options that will enable the company to attain the desired results based on the identified factors. It is important to select those forms of compensation that will support the organization's development.

A complete compensation strategy will include direct and indirect compensation methods.

Direct compensation	Direct financial elements	• Equitable and competitive base salary Hourly, weekly, annual compensation, etc. • Bonuses or premiums for meeting individual and/or team performance objectives • Bonuses or premiums for meeting the overall corporate sales objectives • Sales commission • Profit-sharing • Company stocks or stock options
Indirect compensation	Indirect financial elements	• Group insurance • Group RRSP • Incentive bonus • Allocation of an expense account
	Support elements for competency development	• Training budget for each employee • Membership with a professional association • Subscriptions to specialized magazines • Purchase of specialized documentation • Time available to experiment with new software • Time available for Internet research

Indirect compensation

Indirect compensation is an important component of a compensation policy. It can be attractive to a candidate who is faced with choosing between several jobs. This said, it is essential to evaluate the implementation and management costs associated with such benefits since these can represent a major expense for the organization.

Step 3 Analyzing positions

Once the elements of the policy have been selected in accordance with the organization's objectives, equitable direct basic compensation must be determined. It is very difficult to establish perfect pay equity and balance. However, in order to establish the highest level of equity possible, base salaries should be established according to the responsibilities and tasks associated with each position and not to the individuals working in each position. To avoid falling into this trap, it is a good idea to use methods such as job classification or comparison by factors, which will ensure a fair and objective analysis of each position.

These analysis methods nonetheless have the same underlying principles: they strive to objectively evaluate all positions based on the same criteria. The criteria most often used are:

- qualifications and experience
- responsibilities
- intellectual and physical effort
- working conditions.

It is then necessary to assign a weight to the factors in accordance with the relative importance each is assigned. In addition, for each element, benchmarks that are to be easy to select according to the position requirements must be identified and defined.

Example:

Factor	Level	Definition
Qualification	1	Certification (recognized private institution)
	2	College diploma
	3	University degree
Experience	1	6 months
	2	12 months
	3	24 months
	4	36 months or longer

This analysis makes it possible to compare and classify the jobs in relation to each other based on the level of experience required, and to thereby determine their relative value. Once the jobs have been evaluated, the importance each is assigned can be used to determine the job level.

In order to ensure that the *Pay Equity Act* is respected, we recommend that you consult the *Commission de l'équité salariale* (http://www.ces.gouv.qc.ca/fr/english/english.asp) Web site before you begin the job analysis.

EMPLOYER OBLIGATIONS BASED ON COMPANY SIZE

OBLIGATIONS	100 OR MORE SALARIED EMPLOYEES	50 TO 99 SALARIED EMPLOYEES	10 TO 49 SALARIED EMPLOYEES
Pay equity program	√	√	Optional
Pay equity committee	√	Optional	Optional
Postings	**2 mandatory postings** According to the steps outlined in the *Pay Equity Act*	**2 mandatory postings** According to the steps outlined in the *Pay Equity Act*	**1 mandatory posting** Posting of results
Salary adjustments effective November 21, 2001 (at the latest) Ending November 2005	√ √	√ √	√ √
Maintenance of pay equity	√	√	√

Compensation policy

STEP 4 — DETERMINING THE SALARIES TO APPEAR ON THE CHART

The next step involves identifying the salaries that will appear on the salary chart. Accordingly, the minimum and maximum salaries paid on the market for each position must be identified and then adjusted to reflect the amounts the company is prepared to pay. Once these limits have been specified for each position, the salary scale increase factor must be determined, and the levels must be defined in accordance with this factor. The purpose of the salary scale is to establish an internal rather than external equity structure.

Job equity	Job equity is not synonymous with pay equity. Rather, it refers to the practices used to identify and eliminate work obstacles for the members of a designated group. For example, this category includes women, aboriginals, disabled individuals and members of visible minorities who are often at a disadvantage at work. Job equity means offering equal access to employment.
Pay equality	Pay equality strives to establish a correlation between the work and the corresponding salary. It subscribes to an underlying "equal pay for equal work" principle. In other words, people from both sexes working in the same job category should receive equal pay.
Pay equity	Pay equity subscribes to an underlying "equal pay for equal work" principle. The work may be different however it is deemed to have equal value in the company. Therefore, it is not sufficient to simply compare similar positions held by people of the opposite sex. The application of pay equity can involve comparing jobs that are as different as secretary and mechanic. The idea is to allocate the same salary in a case where jobs are deemed to be equivalent in terms of responsibility, training, etc.

Definitions taken from: *L'équité salariale, une juste mesure,* Commission de l'équité salariale, Québec, 2000.

STEP 5 — DETERMINING PAY INCREASES

The determination of salary increases takes place first on the salary scale by establishing the different salary levels for a same position. The differences between levels are determined by means of measurable and observable criteria such as experience, seniority, and specific skills and knowledge. All that remains is to determine benchmarks for increases marking progression from one level to the next.

REFERENCE TO TOOLS

Sample salary scale (Tool 17, p. 73)

Each employee's salary is adjusted annually based on performance, experience in the position, level of knowledge, skills, potential for advancement, etc. In fact, any salary adjustment must be carried out in consideration of the following factors:

1. The employee's position within the job class (level and relation to the maximum)

2. The employee's seniority in this position

3. Internal equity

4. Last salary review (date and amount)

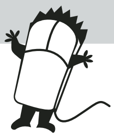
5. Work performance.

It is essential that the evaluation method and the criteria used to determine increases be conveyed and explained to employees to make it clear that the exercise is not conducted in an arbitrary manner.

STEP 6 — COMPARING COMPENSATION WITH THAT OFFERED ON THE MARKET

The final step entails verifying that the salaries offered reflect the realities of the market. It is important to conduct this verification, since organizations in a same industry often recruit within the same environment, which means that current or potential employees are able to compare the different forms of compensation. In order for the comparison to be valid, different factors must be taken into consideration in the interpretation of the results of the comparative analysis. These factors can include company size, geographic location, position evaluation (position functions can vary from one company to the next), overall compensation (all direct and indirect elements offered), and the industry.

Many IT companies are small or medium-sized, and must rival larger companies that are often able to offer their employees higher salaries. They must draw on the more original indirect compensation options and offer a stimulating working environment, which can represent significant value for candidates.



HELPFUL REFERENCES

To learn more...

TECHNO*Compétences*

www.technocompetences.qc.ca (*Guides et outils* Section ➔ *Rémunération*)
On this site you can consult free and profitable salary survey directories and different tools.
(Available only in French)

La Commission de l'équité salariale du Québec

http://www.ces.gouv.qc.ca/fr/english/english.asp
The site for the *Commission de l'équité salariale du Québec* contains all the necessary information on the *Pay Equity Act*.

SAMPLE SALARY SCALE

	SALARY SCALE										
	LEVEL 1 75% to 80% of the maximum		LEVEL 2 80% to 85% of the maximum		LEVEL 3 85% to 90% of the maximum		LEVEL 4 90% to 95% of the maximum		LEVEL 5 95% to 100% of the maximum		CLASS PROGRESSION
CLASS 1	$27 750	$29 600	$29 600	$31 450	$31 450	$33 300	$33 300	$35 150	$35 150	$37 000	
System Evaluator											
Web site Technician											
CLASS 2	$33 300	$35 520	$35 520	$37 740	$37 740	$39 960	$39 960	$42 180	$42 180	$44 400	Class 1 +
Web Developer											20%
Programmer-Analyst											
CLASS 3	$39 960	$42 624	$42 624	$45 288	$45 288	$47 952	$47 952	$50 616	$50 616	$53 280	Class 2 +
Security Analyst											20%
Database Administrator											
CLASS 4	$47 952	$51 149	$51 149	$54 346	$54 346	$57 542	$57 542	$60 739	$60 739	$63 936	Class 3 +
Electronics Engineer											20%
Computer Engineer											
CLASS 5	$58 501	$62 402	$62 402	$66 302	$66 302	$70 202	$70 202	$74 102	$74 102	$78 002	Class 4 +
IT Systems Manager											22%

A comparative salary survey was not conducted to establish the salaries referred to in Tool 17

CRITERIA FOR COMPARISON BETWEEN LEVELS

LEVEL 1 – SALARY SCALE MINIMUM
- New employee with little or no relevant experience
- Employee on probation

LEVEL 2 – USUAL STARTING SALARY
- Employee in the first years in the position
- New employee with the necessary experience and knowledge

LEVEL 3 – RECOGNIZED EXPERIENCE
- Employee with two to four years of experience relevant to the position
- New employee with the recognized competencies for this position

LEVEL 4 – FULLY COMPETENT
- Employee with three to six years of experience, and who exhibits the desired performance
- New employee with sound competencies acquired in a similar position

LEVEL 5 – ABOVE-AVERAGE PERFORMANCE
- Employee who regularly exhibits above-average performance who has worked in the position for more than five years

MODULE VI: PERFORMANCE EVALUATION

INTRODUCTION

Performance appreciation is a human resources management activity that allows one to stand back and take the time to observe the evolution of the employee and of the manager based on the organization's environment, context and culture. This activity provides the opportunity to underscore strengths while also identifying areas requiring improvement. The employee will appreciate that his or her efforts and competencies are being recognized and that his or her ideas are being heard.

Evaluating performance means analyzing personnel performance while ensuring job satisfaction and fostering professional and personal growth. First and foremost, the manager and the employee must agree on the performance standards and appreciation criteria. The latter are defined in a clear and realistic manner during the first phase of the evaluation process in order to lay the foundation for a realistic appreciation. We recommend that the employee participate in his or her performance evaluation starting during the very first phase of the process.

To ensure that there is not just one annual evaluation but several during the course of the year, an ongoing cooperation process must be adopted. By proceeding in this manner throughout the year, it is possible to more effectively monitor the progression of employees and to more specifically recognize their contributions. In order to determine valid and representative performance criteria, information technology (IT) companies should ask their employees to work with their immediate superiors to identify performance criteria that are adapted to their realities and according to which they will be evaluated (Poage 2002).

PERFORMANCE EVALUATION OBJECTIVES

For the employee:

- To know his or her responsibilities and the expectations with regard to his or her performance
- To be aware of the criteria and standards on which his or her evaluation will be based
- To learn what objectives to attain
- To discuss the possibility of advancement
- To determine what type of support he or she needs.

For the manager:

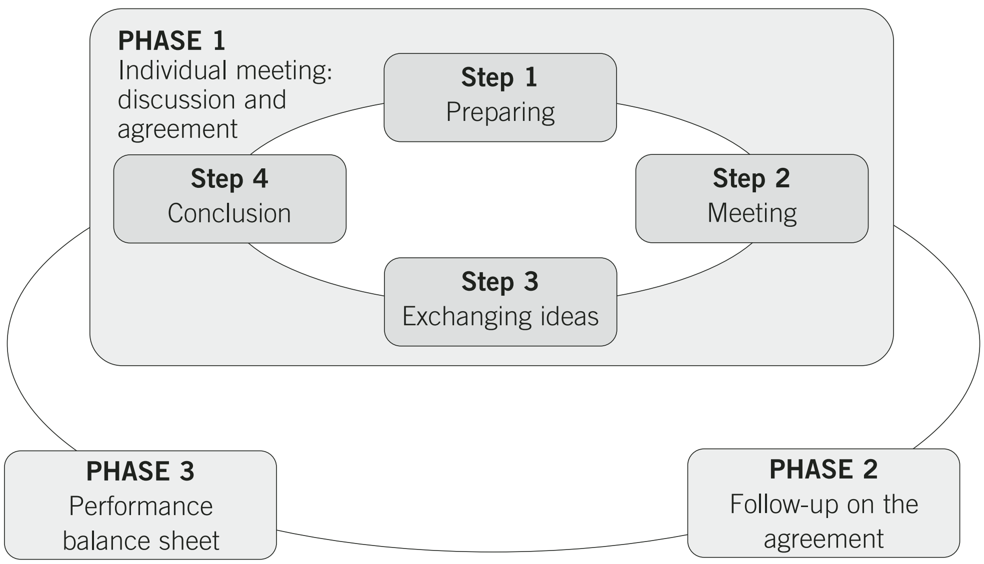
- To clarify certain issues (upcoming changes, etc.)
- To validate the individual in the execution of his or her work and interpersonal relationships
- Along with the employee, to set objectives to attain during the next quarter
- To learn what the employees expect of the organization

For the manager (cont'd):

- To assess the employee's training and development requirements
- To forge an opportunity for the manager and the employee to exchange ideas.

PHASES OF THE PERFORMANCE EVALUATION

The performance evaluation system is an organized series of steps whose objective is to compile a balance sheet and appreciate the employee's contribution.



PHASE 1 — INDIVIDUAL MEETING: DISCUSSION AND AGREEMENT

The process begins with the organization of an individual meeting between the immediate superior and the employee to allow the two parties to agree on personal objectives for the next period and on the support that will be necessary to produce the desired results. This method will enable the employee to identify performance criteria that are both valid and relevant to his or her reality.

The following will be discussed at the first meeting:

1. Objectives for the coming year
2. Training needs
3. Professional aspirations and career objectives.

STEP 1 — GETTING PREPARED

By preparing for the meeting, the superior is able to specify the objectives and increase the chances of achieving these.

POINTS TO REMEMBER

- Clarify the reason for the meeting: state the objective and give the employee some feedback.
- Determine the place and time: select the right moment and the appropriate location.
- Establish the important points with regard to the objectives of the organization and the industry (if applicable).
- Discuss any appropriate personal objectives with the employee. This shows the employee that he or she is appreciated.
- Prepare additional notes (suggestions, clarifications, training).

REFERENCE TO TOOLS

Phase 1 chart - Discussion and mutual agreement (Tool 18, p. 81)

The preparation sheet should be given to the employee before the meeting in order for him or her to think about objectives for the coming year. This tool can help the employee put his or her ideas in writing and encourage preparation for the evaluation meeting. It also allows the employee to play an active role in the process.

STEP 2 — MEETING

Before starting the meeting, it is a good idea to take steps to make sure that it will not be interrupted by telephone calls or impromptu visits. The first moments of a meeting often determine how it will unfold. For this reason, it is important to get off to a dynamic and positive start.

POINTS TO REMEMBER

- Establish a climate of trust from the start: “Hello John, how are you? Please make yourself comfortable.”
- Restate the purpose of your meeting: “I wanted to meet with you here today to discuss a few ideas with you and maybe agree on a few objectives we could set for the coming year.”
- Arouse interest: “We have an interesting year ahead of us!” or: “How do you think we could benefit from this meeting?”
- Establish the rules of the game: “First I’d like to present to you the objectives of our organization and those of our department. If you have any questions, please do not hesitate to interrupt me. We have about an hour.”
- Ask the employee if he or she agrees: “Is this okay with you?”

STEP 3 — EXCHANGING IDEAS

This discussion should allow the employee to participate and actively contribute to the process. To encourage his or her involvement, it is important to listen to any ideas he or she may have. Consult the preparation sheet to pool the objective needs of each.

POINTS TO REMEMBER

- Adopt a friendly and positive attitude, and demonstrate empathy.
- Specify objectives, transmit the information, and confirm comprehension.
- Actively listen: reword, encourage and use echo and pause techniques. Ensure understanding before reacting.
- Use a methodical line of questioning: ask questions that are both specific and open-ended. Encourage the employee to express him or herself. Give the employee the opportunity to describe his or her interests and to set objectives.
- Observe and be attentive to non-verbal communication: gestures, facial expressions, voice intonation, etc.
- Verify perceptions: "I get the impression that you don't agree with my point of view!" – "You seem disappointed" – "I get the feeling that you don't agree."

STEP 4 — CLOSING THE MEETING

The meeting should draw to a close with the identification of written objectives and undertakings devised by both the employee and the superior, with regard to the support measures available.

POINTS TO REMEMBER

- Summarize the key points and enlist the employee's involvement: "One of the goals of our meeting was to agree on your objectives for the coming year, as well as on the support measures we could put in place to help you attain these." – "We agree that…" – "Is it agreed that you will execute these actions in the coming year?"
- Encourage comments: "Are you satisfied with our meeting? – "Can you tell me, in a few words, what you got out of…?"
- Thank the employee: "Thank you for your time today. I appreciate your dedication!"

It is important that you complete the preparation sheet and add it to the employee file. This sheet can be consulted when following up on the agreement.

PHASE 2 — FOLLOW-UP ON THE AGREEMENT

The second phase of the process entails following up on the agreement reached during the first phase. The employee will strive to attain the objectives to which he or she has committed, and the manager will put in place the support measures that were discussed. It is advisable to conduct this follow-up three months after the first meeting in order to validate the actions taken and to assess any additional support requirements. The manager and the employee will discuss their respective contributions to the attainment of the objectives in an ongoing manner. Similarly, in order to further mobilize the employee, the process may be repeated more frequently but in an informal manner.

POINTS TO REMEMBER

- Respect all commitments: re-read the important points raised at the first meeting; write down any significant observations; put in place the support measures that were discussed.
- Provide feedback on an ongoing basis. Determine all action that is taken. Stay open to the possibility of a follow-up meeting if necessary.
- Examine progress made based on mutual expectations.
- Acknowledge progress made. Continue to provide feedback in an informal manner.
- Make any necessary changes.

REFERENCE TO TOOLS

Phase 2 chart – Progress meeting (Tool 19, p. 82)

The progress meeting chart is used to note information concerning the employee's performance. Among other things, it can identify the latter's strengths as well as areas requiring improvement. The chart can also be periodically completed and used as a guide when the performance balance sheet is compiled (Phase 3). It can be useful during the entire year as part of the performance evaluation process.

PHASE 3 — PERFORMANCE BALANCE SHEET

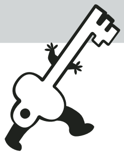
The final stage is the most formal step whereby the employee and the superior discuss the employee's tasks and the attainment of the objectives set by referring to the contents of the *Phase 1 chart - Discussion and mutual agreement* (Tool 18, p. 81). Since the employee's performance is observed throughout the year during regular monitoring periods, this meeting marks the termination of the evaluation cycle.

During Phase 3, the Phase I steps may be repeated with regard to the meeting rollout. Phase 3 will more specifically focus on the employee's performance with regard to the evaluation of competencies (knowledge), tasks (know-how) and skills and abilities (self-management skills).

REFERENCE TO TOOLS

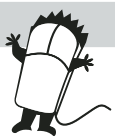
Phase 3 chart – Annual meeting (Tool 20, p. 83)

This chart is a sample performance evaluation sheet that is in a quantitative format. It can serve as a discussion guide for the meeting. It can be completed ahead of time by the immediate superior. At the meeting, the immediate superior can use this chart to record his or her comments. It may also be helpful to ask the employee to conduct a self-evaluation.



POINTERS

- Emphasize the positive points.
- Underscore the fact that the purpose of the evaluation is not to discipline the employee, but rather to focus on improving the employee’s performance.
- Formulate precise and specific criticisms. Give examples.
- Focus on the employee’s actions and results rather than on his or her personality.
- Stay calm, listen and do not argue.
- Give the employee the opportunity to express his or her reactions and needs.
- Suggest specific actions for the employee to undertake to improve the situation.
- Emphasize the support that you or another team member can provide.
- Foster an “evaluate and listen” or better, a “problem-solving” approach. Avoid an “evaluate and convince” approach.
- Avoid surprises (unexpected negative evaluation). Provide ongoing feedback all year long.



HELPFUL REFERENCES

To learn more…

KLOSE, Allen J. *Breaking the chains, the empowerment of employees*, Continental Business Books, 1993, 137 p.

LINKERMER, Bobbi. *Working with difficult people*, New York, Amacon, 2000, 96 p.

LUNDIN, William and LUNDIN, Kathleen. *Working with difficult people*, American Management Association, the Worksmart series, 1995, 87 p.

PITCHER, Patricia. *The drama of leadership*, John Wiley & Sons inc., 1997.

TOOL 18

PHASE 1 CHART - DISCUSSION AND MUTUAL AGREEMENT/PERFORMANCE EVALUATION

Employee identification	
Employee last and first name:	Date:
Employee title:	
Immediate superior:	

WHAT ARE THE OBJECTIVES FOR THE COMING YEAR?
DO YOU HAVE ANY SPECIFIC TRAINING NEEDS?
WHAT ARE YOUR CAREER OBJECTIVES SHORT AND LONG-TERM?
ADDITIONAL NOTES

Employee signature

Signature of immediate superior

* Return this sheet to the employee file.

TOOL 19

PHASE 2 CHART - PROGRESS MEETING/PERFORMANCE EVALUATION

Employee identification	
Employee last and first name:	Date:
Employee title:	
Immediate superior:	

EMPLOYEE STRENGTHS	**AREAS REQUIRING IMPROVEMENTS**
ATTAINMENT OF OBJECTIVES	
ADDITIONAL SUPPORT TO BE PROVIDED	
ADDITIONAL NOTES	

Employee signature

Signature of immediate superior

* Return this sheet to the employee file.

TOOL 20

PHASE 3 CHART – ANNUAL MEETING/PERFORMANCE EVALUATION

Employee identification	
Employee last and first name:	Date:
Employee title:	
Immediate superior:	

Legend (check appropriate column)
++ = highly satisfactory   + = satisfactory   +/- = needs improvement   - = unsatisfactory   N/A column = does not apply

KNOWLEDGE	**SCORING SCALE**					
The employee knows the main characteristics of the organization and has the necessary qualifications for his or her position.	**++**	**+**	**+/-**	**-**	**N/A**	**Comments and observations**
To be determined in accordance with the set objectives and the functions of the employee's position						

SELF-MANAGEMENT SKILLS	**SCORING SCALE**					
The employee has demonstrated abilities and has exhibited behaviour allowing him or her to relate to others and to effectively execute his or her work.	**++**	**+**	**+/-**	**-**	**N/A**	**Comments and observations**
To be determined in accordance with the set objectives and the functions of the employee's position						

KNOW-HOW	**SCORING SCALE**					
The employee has the technical competencies and the skills required to use the tools and methods necessary for his or her work.	**++**	**+**	**+/-**	**-**	**N/A**	**Comments and observations**
To be determined in accordance with the set objectives and the functions of the employee's position						

EMPLOYEE STRENGTHS	AREAS REQUIRING IMPROVEMENTS

ATTAINMENT OF OBJECTIVES

ADDITIONAL SUPPORT TO BE PROVIDED

ADDITIONAL NOTES

Employee signature

Signature of immediate superior

* Return this sheet to the employee file.

MODULE VII: TRAINING

INTRODUCTION

We are witnessing an increase in the use of internal training programs at organizations in the information technology (IT) industry. This training approach ensures the transmission of experience and methods specific to the company, in addition to enabling the organization to preserve its internal expertise (Maloy 2000). A study conducted by Merrill Lynch (2000) revealed that employees working in IT must renew their expertise every three years. The study also revealed that it is important for companies working in this industry to put in place internal training programs in order to accelerate the learning process.

Personnel training represents an investment. It enables IT companies to increase the competencies and productivity of their workforce while also improving the quality of their products and services. It constitutes a value-added activity that fosters adaptation and individual flexibility with regard to the challenges they face.

TRAINING OBJECTIVES

The training cycle is at the heart of the human resources management process and is closely related to the orientations of IT companies. For the latter, training helps to attain key objectives by:

- Contributing strategic planning solutions and solidifying the organization's mission
- Increasing the organization's effectiveness and efficiency (performance, quality, versatility, health and safety, etc.)
- Increasing employee knowledge and skills at every level of the organization
- Validating the potential of individuals in their adaptation to the work at hand in the presence of technological and career changes.

KEY DEFINITIONS

COMPETENCY

The ability to combine and use acquired knowledge and know-how to master professional situations and obtain the desired results. In other words, a competency enables the individual to execute a task in a satisfactory manner.

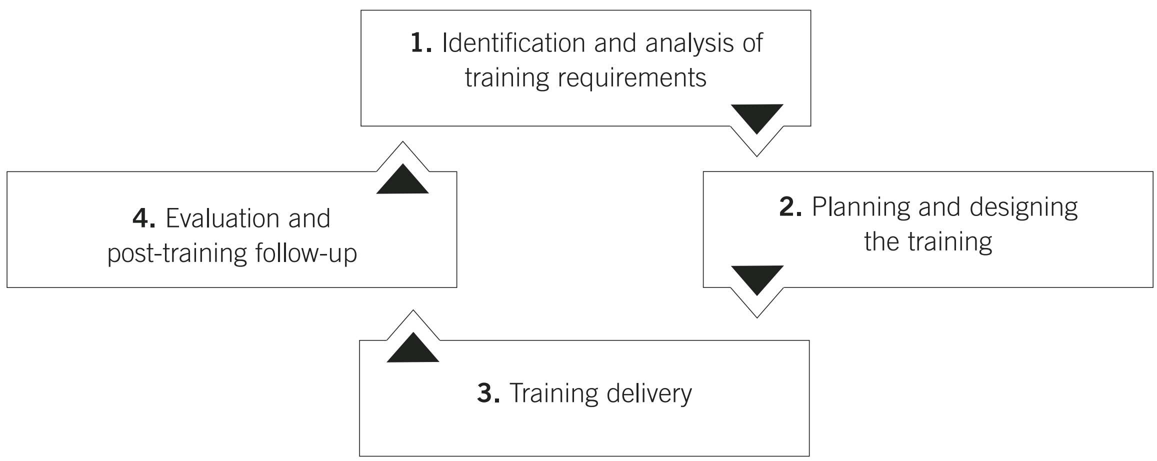
Training

Training constitutes a series of planned learning activities. It focuses on the acquisition of knowledge conducive to helping individuals adapt to their socio-professional environments. It contributes to the attainment of the organization's objectives for efficiency. Training is the response to an organizational and professional need, and generally focuses on the specific objectives of a given group of employees.

Task training

Task training constitutes a series of activities targeting the on-the-job acquisition of knowledge, skills and attitudes relating to the execution of new tasks within the framework of a given position. It includes situations where new tasks are assigned to an employee and specific short-term learning is necessary in order for these tasks to be carried out. The training must be qualifying and transferable.

TRAINING CYCLE



POINTERS

Training is a human resources management activity that must be carried out according to a pre-determined plan and that must include employee participation.

The diagnosis of training requirements and training delivery must take place at an opportune time so as to not impede the advancement of projects. It should not be carried out during peak work periods.

The purpose of the analysis of training requirements is to determine if the identified performance problems could be improved with training, or if the problems are related to the organization or the individual. Training is not the solution to every problem.

It is essential that the employee be aware of his or her need to change or develop new competencies or skills.

A climate that is conducive to working must be established during training delivery so as to foster open discussions.

STEP 1 IDENTIFICATION AND ANALYSIS OF TRAINING NEEDS

This initial phase in the training cycle serves to identify the personnel competencies or behaviours that must be developed or modified. Training needs are normally identified early in the year in order to develop the training plan that will unfold in the company throughout the year. This planning is carried out by the training committee and is based on the company's operations. Accordingly, one of this committee's main tasks is to identify training requirements, and to plan and oversee the effectiveness of the training provided.

A training requirement is defined as the difference between "what is" and "what should be". A training requirement will emerge when a variance is noted between the prevailing situation and the desired situation, and when this variance is the result of an absence or shortage of essential or necessary competencies.

What is the current situation	GAP	What is the desired situation? What objectives must be attained?

CURRENT SITUATION

- How are the employees performing?
- What obstacles have been encountered in the execution of projects?
- With what software applications or systems are employees having difficulties?

DESIRED SITUATION

- What upcoming changes and improvements are planned?
- What are the desired results?
- What competencies should the employees possess?

METHODS FOR IDENTIFYING FOR TRAINING NEEDS

Observing and listening	The manager must be familiar with the responsibilities of the employees by observing the latter at work and listening to their comments about work methods. This approach allows the manager to gain an overview of the situation and to identify areas where improvements are necessary.
Individual interview	This meeting is beneficial because it allows the manager to get to know the specific needs of each individual and to fine-tune behaviours that are otherwise accepted in the company.

Methods for identifying training needs (cont'd)

Discussion group	The manager urges others to share their opinions. This meeting should be structured by an adequate agenda. It requires the presence of a neutral facilitator to ensure that each person has an equal opportunity to speak.
Performance evaluation	This activity in the human resources management cycle allows for the identification of training requirements based on the performance indicators and expectations relating to the position.

REFERENCE TO TOOLS

Requirement identification tools (Tools 21, p. 93 and 22, p. 94)

Two different charts are simultaneously used to identify training needs:

- Employee chart (completed by the immediate superior)
- Manager chart (completed by management)

The first chart (Tool 21) allows the immediate superior to analyze each employee's work so as to identify strengths and areas requiring improvement in the execution of tasks. The superior can validate his or her vision of the problem by arranging to meet with the employee.

The second chart (Tool 22) must be completed by a company senior executive. He or she will use it to identify changes, orientations and priorities for the company as well as the ensuing training requirements.

Step 2 — Planning and designing the training

Planning

A company that is planning is identifying its priorities for the upcoming three months. Here are three examples of priorities:

Priority 1	To ensure better project management in order to respect deadlines and attain our sales objectives.
Priority 2	To ensure personnel awareness of the importance of collaboration and teamwork in our company.
Priority 3	To develop specific competencies with regard to SQL databases on a Web interface for the new project.

The priorities may be set by all the managers of the company, or only the senior management.

REFERENCE TO TOOLS

Planning tools (Tools 23, p. 96 and 24, p. 97)

Once the training requirement charts have been completed, the data they contain must be compiled. Next, based on the organization's objectives, management must prioritize the training requirements. The following questions should be asked:

- What training is necessary in our organization?
- What is our training budget?
- What type of training is most appropriate (internal or external) according to the competencies to develop?
- What is our schedule?
- Who will the instructor be?
- Who will participate in the training?

The answers to these questions will be transcribed onto a general training plan (Tool 23), which will serve as a memory aid and make it possible to effectively manage the development of personnel competencies. In addition, it is recommended that this plan be distributed throughout the organization to inform all employees of upcoming training activities.

Next, the training representative or manager must devise specific plans (Tool 24) for each training activity planned in the organization. In this regard, it is recommended that the internal or external instructor be contacted to ascertain how he or she wishes to deliver the training and what the contents will be. The main headings in this type of plan are:

- General description of the training
- Objectives
- Contents
- Duration
- Name of internal or external instructor
- Instructional methods
- Target personnel and number of groups.

The specific plans will allow for an order book to be developed as training is designed or delivered to an individual from outside the company. It may also be used as the foundation for the training design since it will clarify the areas to cover.

DESIGN

For the training to be designed, companies can enlist a qualified employee or an external consultant to develop, in cooperation with the human resources managers, the specific training contents. The training may rely on a variety of teaching techniques: task training, lectures with practical exercises, computer-assisted training, etc.

POINTS TO REMEMBER

The training may also require the employee to learn several concepts on his or her own. The employees must then engage in self-training through practical exercises. To guarantee the method's success, we recommend that the immediate superior prepare a learning schedule and validate the training contents.

STEP 3 — TRAINING DELIVERY

There is no direct correlation between the quality of preparation of a training activity and the quality of its delivery. Once the training contents have been developed, the company must ensure that it is effectively delivered. When necessary, the responsibility of delivery may be entrusted to several individuals. In addition, it is important to have the necessary materials on hand, such as an overhead projector, computer, white board, pencils or flip-chart to ensure the success of training activities.

POINTS TO REMEMBER

Teaching techniques

Throughout the training activity, the instructor should use animation techniques that encourage participation and foster an understanding of the concepts covered.

Presentation	A more or less formal technique where the instructor informs, motivates, or provides feedback. The effectiveness of this technique relies on the instructor's communication skills.
Demonstration	Application of a process or operation while demonstrating every action involved. The instructor must have mastered the necessary technical know-how.
Discussion	Relies on the verbal or electronic exchange of information between participants with regard to a specific topic or a concrete problem. The participants will be asked to express their opinions or to demonstrate their expertise or knowledge.
Role play	Re-creation of a real situation or process that enables participants to gain an understanding of its execution and effects.
Task training	On-the-job learning that relies on presentations, demonstrations and discussions.

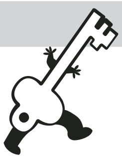
STEP 4 — EVALUATION AND POST-TRAINING FOLLOW-UP

For the company, the delivery of a training activity requires a significant investment of energy, time, money and resources. It is therefore essential for the organization to conduct an evaluation of the training and to measure the return on its investments.

More specifically, by evaluating the training, the organization is able to ascertain if the objectives set at the outset have been attained. By comparing the objectives set with the results obtained (original situation vis-à-vis the new situation), it is possible to determine how beneficial the training activity has been for employees, and whether or not it has generated tangible benefits for the company.

Accordingly, the training evaluation can answer the following questions:

- Did the participants appreciate the training?
- Did the participants acquire new knowledge?
- Are the participants applying the new techniques or methods to their work situations?
- What impact has the training had on the company's performance?



POINTERS

Newly-trained employees should be given the opportunity to apply their new competencies as quickly as possible so that they do not forget them.

The immediate superiors should encourage the application of new behaviours or techniques and recognize the efforts of the employees who apply them.

REFERENCE TO TOOLS

Training evaluation and knowledge transfer tools

(Tools 25, p. 100 and 26, p. 101)

At the end of the training delivery, the company will distribute a training evaluation chart to each participant (Tool 25). This tool is used to evaluate the performance of the instructor and the adequacy of the training contents with regard to the needs of participants. Accordingly, each participant must complete the chart individually.

Management must then compile the information and analyze the results. This evaluation makes it possible to determine if participants benefited from the training and if the teaching methodology was effective (competencies of the instructor, quality of instruction, etc.).

Furthermore, through observation at the workplace, the immediate superiors must determine if the training helped to resolve initial problems or improve competencies and performances. This action makes it possible to ascertain, on a daily basis, the transfer of knowledge and application of the skills developed. This evaluation should take place five to six weeks following training delivery. Managers can refer to Tool 26, which presents an example of learning transfer with regard to customer service training. This tool can serve as a guide when developing a customized evaluation chart.

The Act to Foster the Development of Manpower Training (The 1% Law)

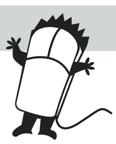
In 1995, the Government of Québec decided to develop a culture of ongoing training in Québec companies by adopting the *Act to Foster the Development of Manpower Training*.

This law, also known as "the 1% Law" requires Québec employers reporting payroll in excess of $250,000 to invest 1% of this amount in employee training. In addition, they must submit a declaration to the ministère du Revenu du Québec and complete the *Formulaire de l'employeur* issued by Emploi-Québec. The forms in question are available on the Emploi-Québec site.

The *General Guide to the Act to Foster the Development of Manpower Training* and corresponding tools are available at the following site:
http://emploiquebec.net/publications/FNFMO/guide_general_revise.pdf
(Available only in French)

For the complete text of the Act:
http://emploiquebec.net/francais/employeurs/loiformation/index.htm
(Available only in French)

Note: Make sure to always consult the latest updates of laws.



HELPFUL REFERENCES

To learn more…

TECHNO*Compétences*

www.technocompetences.qc.ca (*Compétences* Section)
Consult this site for an interesting assortment of competency profiles and dictionaries applicable to the IT industry.

Emploi-Québec

http://emploiquebec.net/anglais/enterprises/loiformation/index.htm
Consult your *Centre local d'emploi* or the Emploi-Québec Web site for more information on job training in companies.

Jobboom

www.formation.jobboom.com
To find out what training is available in the different regions, consult the ongoing training directory on Jobboom. This directory features a complete list of instructors in several industries. (Available only in French)

To learn more about the four steps of training, consult the following publication by Anderson, Alan H. *Successful training practice: a manager's guide to personnel development*, Blackwell publisher, 1993, 206 p.

TOOL 21

IDENTIFICATION CHART FOR EMPLOYEE TRAINING NEEDS

(to be completed by the immediate supervisor)

Employee name: ____

Department: ______________________ Date: ______________________

I. POSITION
What competencies are required to succeed in this position?
Of all the tasks involved, with which ones is the employee most comfortable?
In what tasks is the employee not delivering the desired performance? Why?

II. TRAINING
Give examples of occasions when performance was affected by a lack of training.
In your opinion, what are the employee's main training needs?
Ideally, what type of training format would be best adapted to the employee and the work context?

TOOL 22

IDENTIFICATION CHART FOR TRAINING MANAGER NEEDS

(to be completed by management)

Name of manager: ______________________
Department: ______________________ Date: ______________________
I. MAJOR ISSUES FACING THE COMPANY
Over the next three years, what major issues will our company face?
Name three major priorities you have set for yourself for the next three years.

II. SUPPORT AND TRAINING NEEDS OF YOUR HUMAN RESOURCES

Identify your three biggest concerns relating to human resources in your company, and with regard to which action must be taken.

IT companies normally have the following concerns relating to training:

a. Increasing operational efficiency
b. Increasing sales
c. Improving technical competencies through the use of software applications.

For each of these elements, identify what training activities are necessary in your organization.

Concerns	Training
1. Efficiency of operations	
2. Sales	
3. Technical competencies	

Other training needs:

TOOL 23

GENERAL TRAINING PLAN

TRAINING	PARTICIPANTS	INSTRUCTOR	COST	DURATION	SCHEDULE
1 - Project management	One group of six people *IT Analysts and Web Developers*	XYX Consulting Group	$X / hour	16 hours	February to March
2 - Teamwork					
3 - RPG programming					

SPECIFIC TRAINING PLAN

TRAINING
PROJECT MANAGEMENT

Changes and transformations have become standards in our lives. For a successful transition, project management can constitute both a personal and professional asset. When executing a project, effective management makes it possible to attain the objective set in each of the following dimensions: techniques, cost and schedules.

Training objectives
Once training is completed, participants should be able to:

- Use MS Project software throughout the entire project management process
- Identify the factors for the success of a project
- Expand on each step in the management of a project
- Develop competencies for the planning, organization and follow-up of a project
- Develop an awareness of the determining role of the project team's performance.

Contents and duration **16 hours**
This dynamic training activity presents the opportunity to assess the participant's abilities and to apply the techniques covered. The following themes are covered:

- The project management process
- Selection and analysis of the project's feasibility
- The project's structural planning
- The project's operational planning
- The project's execution
- Management of the project team
- Project supervision.

Training format
Training is being given by an external resource, specifically XYZ Groupe-Conseil. These theoretical and practical sessions (50/50) consist of brief presentations, practical and simulation activities, discussions and practical application exercises.

Target personnel

- A group of six (Analysts and Programmer-Analysts).

SPECIFIC TRAINING PLAN
Task training

GRAPHIC DESIGNER

ORGANIZATION OF TRAINING
Prerequisite: technical Graphic Designer training

SCHEDULE	TRAINING METHOD	ELIGIBLE INSTRUCTOR TIME		ELIGIBLE EMPLOYEE TIME	
Weeks 1 and 2 (80 hours)	Ongoing twinning of an experienced employee and an employee in training (employee in training is an extra worker).	25%	20 hours	100%	80 hours
Weeks 3 et 4 (80 hours)	Implementation by the employee. Monitoring and quality control by the instructor (2 to 3 hours per day).	30%	25 hours	60%	48 hours
Weeks 5 à 25 (100 hours)	Qualified training by the instructor for advanced options and use of each technology (equipment and software) (5 hours per week)	100%	100 hours	100%	100 hours
		TOTAL	145 hours	**TOTAL**	228 hours

TRAINING CONTENTS

Organization of the network and of files

- Network structure:
  - Server structure
  - Position structure
  - Browsing the network
  - File organization and storage
  - File names and extensions
- Reception and distribution of client files:
  - Logos
  - Photos
  - SMP files
- Security:
  - Saving
  - Consulting archives

Mastery of software

- Use of the main graphics software (QuarkXPress):
  - Opening files
  - Basic commands
  - Photo update method
  - Trapping
  - Etc.
- Using the Pre-Page-It software (4 hours):
  - Control and access in each workstation
  - Managing printing priorities
  - Understanding and resolving basic errors
- Using secondary graphic design software:
  - Illustrator
  - PageMaker
  - Freehand
  - Corel
- Using the workstation in a PC environment (4 hours):
  - PC structure
  - Windows environment
  - File management
  - Saving method
  - Print functions
- Use of other software:
  - Acrobat
  - Microsoft Office

Mastery of equipment

- Learning the following equipment:
  - Xerox printer, copier and scanner

For each piece of equipment:

- Level 1 (3 to 5 hours):
  - Using the software
  - Formatting and printing
- Level 2 (8 to 10 hours):
  - Maintenance
  - Replacing cartridges
  - Filling with chemical powders
  - Operation control
  - Troubleshooting
- Level 3 (6 to 8 hours):
  - Colour calibration
  - Densometer, cleaning, adjustment
- Learning the following equipment:
  - Sherpa 43i high-resolution printer
  - Iris high-resolution printer
  - AGFA film printer

Work methods

- Reading production files:
  - Client requirements
  - Production norms and standards
  - Verification of deadlines
- Verification of proofs:
  - Photo quality
  - Presence of texts
  - Conversion
- Work production:
  - Formatting
  - Template and benchmarks
  - Saving
  - Printing proofs
  - Approval
- Quality and graphic standards
- File compression:
  - File size optimization

*The elements on the left must be taught first

TOOL 25

TRAINING EVALUATION CHART

Training: Project management

Group No.: ____________ Time: ____________ Date: ____________

Name of instructor: ____________

Were the session objectives attained? ____________

a) ____________ YES ______ NO ______

b) ____________ YES ______ NO ______

c) ____________ YES ______ NO ______

d) ____________ YES ______ NO ______

Refer to the following scale and indicate to what extent you agree with each statement below:

1 = completely disagree **2** = disagree **3** = more or less agree

4 = agree **5** = completely agree

1. I was motivated to take the course	**1**	**2**	**3**	**4**	**5**
2. The training objectives were clear and specific	**1**	**2**	**3**	**4**	**5**
3. The training contents responded to my needs and concerns	**1**	**2**	**3**	**4**	**5**
4. The teaching techniques were conducive to learning	**1**	**2**	**3**	**4**	**5**
5. The exercises and activities were relevant to the training	**1**	**2**	**3**	**4**	**5**
6. The instructor was clear and dynamic	**1**	**2**	**3**	**4**	**5**
7. The instructor respected the learning pace of the participants	**1**	**2**	**3**	**4**	**5**
8. This training helped me to increase my level of knowledge and skills . .	**1**	**2**	**3**	**4**	**5**
9. I plan to apply these new competencies as soon as I return to work . . .	**1**	**2**	**3**	**4**	**5**
10. I will recommend that my colleagues follow this training	**1**	**2**	**3**	**4**	**5**

Please comment on any aspect that scores 3 or worse.

Comments and recommendations

KNOWLEDGE TRANSFER EVALUATION CHART

(to be completed by the first line manager)

Title of training: **Project management**

Name: ____________________ First name: ____________________

Position: ____________________ Date: ____________________

Rate the employee's level of expertise for each of the following elements considering the application of each one in the normal course of duty.

POSITION FUNCTIONS	Evaluation – +	Comments
General knowledge		
• Knowledge of the elements comprising the project definition (project scope and objectives)	1 2 3 4 5	
• Knowledge of the project management process	1 2 3 4 5	
- Operational planning for the project		
- Project execution		
- Management of the project team		
- Project monitoring		
- Closing the project		
Competencies		
• Identification of the success factors for a project	1 2 3 4 5	
• Mastery of each step in the management of a project	1 2 3 4 5	
- Launch		
- Planning		
- Execution/follow-up		
- Post-project evaluation		
• Planning abilities	1 2 3 4 5	
• Project organization and monitoring skills	1 2 3 4 5	
• Awareness of the importance of the project team's performance	1 2 3 4 5	
• Ability to motivate the team	1 2 3 4 5	
• Communication skills	1 2 3 4 5	
Attitudes		
• Leadership	1 2 3 4 5	
• Creativity	1 2 3 4 5	
• Thoroughness	1 2 3 4 5	
• Team spirit	1 2 3 4 5	
• Willingness to learn	1 2 3 4 5	

Comments and recommandations

MODULE VIII: DISCIPLINARY MEASURES

INTRODUCTION

Being faced with a situation requiring the application of disciplinary measures is a major concern for most companies. It is difficult for managers to select appropriate actions while also taking into consideration the well-being of the company and the employee and respecting the many applicable laws. A new philosophy that is becoming increasingly popular with regard to disciplinary measures involves allowing the employee to play a part in selecting appropriate sanctions. With this new approach to discipline management, the employee is free to explore the reasons that pushed him or her to violate the company's internal regulations and policies (Grote 2001). After identifying the causes of the unacceptable conduct, the employee is able to devise a plan aimed at improving his or her behaviour.

CAUTION

It is important to understand that when it comes to disciplinary measures, every situation is unique, and several legal aspects must be taken into consideration. Consequently, the purpose of this chapter is not to provide instructions on how to respond to such situations, but rather, to raise awareness of the fact that this type of situation is difficult to manage and that it is essential to refer to the laws in effect or to seek expert advice on the topic. In addition, it is important to be aware that if adequate decisions are not made and appropriate action not taken, employees may seek legal recourse against the employer.

In a context of the exchange of services, it is important to keep in mind the fact that the employer is entitled to have expectations with regard to the services for which he or she remunerates an employee. According to this principle, the employer expects the employee to act in a manner that respects the values, rules and policies in effect at the company. To do so, the employee must be prepared to adopt a professional attitude, cooperate fully, and respect all of the organization's internal rules. However, it is possible that an employee may, voluntarily or otherwise, fail to respect one or more of these rules. Consequently, it is the employer's responsibility to ascertain the facts and meet with the individual in question to discuss the matter.

When a situation requires corrective measures such as a disciplinary notice, suspension or even dismissal, it is imperative that the employee be advised on which rules he or she violated. Accordingly, the new management philosophies require the employee to be made further accountable and explore the reasons that led him or her to act out of line. The employer must have taken the time to explain his or her expectations to the employee, and must have supported the employee in his or her search for solutions to the problem before applying disciplinary measures.

OBJECTIVES OF DISCIPLINARY MEASURES

- To inform the employee of the company standards and policies: the employee manual may be useful in this regard.
- To implement a process that is fair and equitable for everyone.
- To change reprehensible behaviour or actions committed by an employee.

KEY DEFINITIONS[1]

Disciplinary misconduct
Voluntary misconduct by an employee in the execution of his or her duties or by an employee who violates internal company rules.

Note
Negligence and insubordination are considered to be disciplinary misconduct. However, incompetence and the physical or mental inability to execute duties for which an employee has been hired do not constitute disciplinary misconduct.

Serious misconduct
Act or omission that is so significant that it results in the immediate dismissal of the employee at fault and absolves the employer of any obligations associated with regard to a job termination notice.

Note
Serious misconduct can constitute a single act or omission or a series of reprehensible actions that are less significant and whose accumulated effects require the immediate termination of employment.

Professional misconduct
Voluntary or other misconduct by the employee in the course of his or her duties, which results in harmful consequences or causes a serious harm to a user or client due to an oversight or error.

Note
Professional misconduct may cause just and sufficient cause for dismissal, and may constitute serious misconduct, depending on the circumstances.

Disciplinary sanctions
Punitive measures enforced by the employer against the employee in response to disciplinary misconduct.

Note
The main forms of disciplinary sanctions are: warning, fine, specific loss of benefits, disciplinary layoff, demotion and dismissal.

1. According to the *Commission des normes du travail* glossary that can be consulted at the following address: http://www.cnt.gouv.qc.ca/fr/gen/lexique/index.asp

Progression of sanctions
Principle by means of which the employer progressively sanctions repetitive disciplinary misdemeanours committed by an employee, leading up to dismissal.

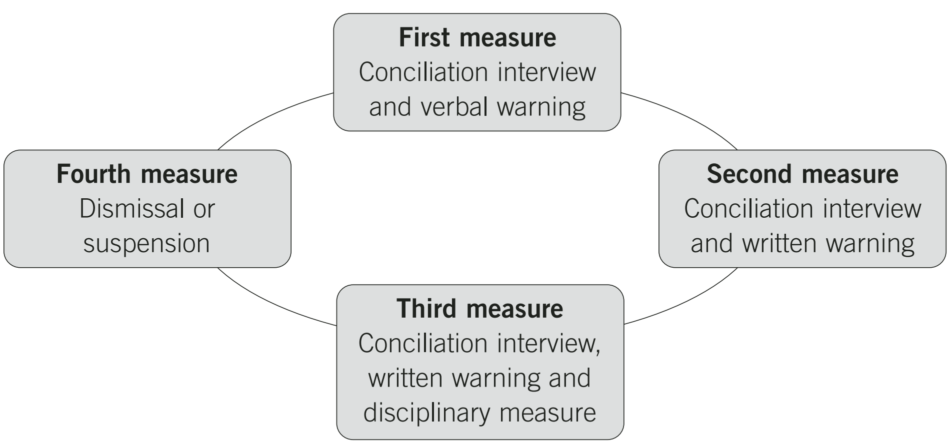
Note
The nature and progression of disciplinary sanctions can vary depending on the company and the severity of the misconduct.

STEPS IN THE APPLICATION OF DISCIPLINARY MEASURES

Company management normally uses disciplinary measures to correct the inappropriate behaviour, inopportune gestures, or reprehensible acts committed by an employee. This approach mainly strives to eliminate the negative behaviour so that it no longer occurs, and also urges the employee to correct the behaviour him or herself.

The application of disciplinary measures must take place in accordance with the progressive application of the level of the sanctions imposed. Accordingly, there is no “miracle” solution to all problems that are encountered. Each case is unique and must be analyzed and handled separately. The disciplinary measures put in place by management to correct a variance in conduct must be noted and recorded in the employee file kept for all corporate personnel (see contents of the employee file on p. 30). The personnel file for each employee contains confidential information that must be kept under the exclusive control of management. An employee who wishes to consult it can access this information, but must first ask his or her immediate superior.

The following diagram suggests a series of steps to follow when applying sanctions in the enforcement of disciplinary measures. It should be noted that this is an application model for sanctions adapted to a disciplinary misdemeanour repeated on several occasions.



The previous model can constitute a helpful tool in the application of disciplinary sanctions. Depending on the severity of the misconduct, a step can be repeated before proceeding with the next measure. As mentioned earlier, an appropriate sanction exists for each incident. In fact, the severity of disciplinary sanctions can range from a simple verbal warning to dismissal, and include written warnings, fines, loss of specific benefits, disciplinary layoff and demotion. It is therefore essential to distinguish the importance of each incident and the severity of each sanction that may be applied.

STEP 1 — CONCILIATION INTERVIEW (EXPLANATION PHASE)

1. This interview should take place in private.
2. The problem or situation must be discussed, and a solution jointly sought. A time period will be determined to enable the employee to implement any necessary corrective measures.
3. The warning may be verbal or written.
4. A written record of what was discussed during the interview must be added to the employee file.

STEP 2 — CONCILIATION INTERVIEW (INCENTIVE PHASE)

1. This interview should take place in private.
2. The solutions previously devised will be discussed and a decision will be made as to whether they have been correctly applied. Positive and inadequate actions will be discussed. The expectations and expected changes must be clearly expressed.
3. The warning must be put in writing and given to the employee.
4. A written record of what was discussed at the interview and the written warning must be added to the employee file along with a copy of the written warning.

STEP 3 — INTERVIEW FOR DISCIPLINARY MEASURES (CORRECTIVE PHASE)

If the expected changes are not produced within the timeframe stipulated during the previous interview, management will have recourse to disciplinary measures. The appropriate disciplinary measures must be determined by management in accordance with the severity of the misconduct, the employee's file, his or her seniority and the circumstances surrounding the incident. If it is a repeated misdemeanour and attempts have been made to rectify it on several occasions, suspension without pay is appropriate. But be careful: each case does not evolve in the same way.

1. This interview should take place in private.
2. A report from the meeting must be written and disciplinary measures must be drafted and added to the employee file.
3. The employee must also sign the report in his or her file and must be given a copy.
4. If the employee disagrees with the points discussed, he or she may indicate this and add a written note to this effect to the report.

5. The disciplinary measure selected by the employer must be applied. During this step, and again according to the severity of the misconduct, the corrective measure may constitute suspension without pay for two or three days.

STEP 4 SUSPENSION OR DISMISSAL (PUNITIVE PHASE)

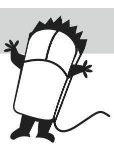
For incidents that are deemed to be serious, the organization may issue written warnings while setting reasonable timeframes for rehabilitation. If the employee does not conform to the employer's demands, one of the following disciplinary measures may be applied: suspension without pay or dismissal.

For a same misdemeanour, it is not inconceivable to dismiss an employee to whom a total of four disciplinary measures have been applied within a period of one year, again in accordance with the progression of sanctions. It is important to note that the final decision with regard to the application of procedures and the pace at which the sanctions are progressively applied is up to the employer. It should be noted that to dismiss an employee, he or she must have committed a serious error such as theft, or a series of sanctions must have already been progressively applied. The employee file must be complete and must contain specific information on all the sanctions imposed, and on the facts applicable to each incident. This is the best way to prepare to face a complaint the employee may file with the *Commission des normes du travail* for dismissal without just and reasonable cause.

REFERENCE TO TOOLS

Disciplinary warning letter (Tool 27, p. 108)

For each disciplinary sanction applied, the employer must draft a warning summarizing the incident for which the employee was reprimanded. A copy of this warning will be given to the employee and another placed in his or her file. Each incident must be supported with dates and specific details, and, as required, by formal documents. Accordingly, it is important to carefully choose the words used to prevent exaggerating the misconduct and avoid erroneous interpretations.



HELPFUL REFERENCES

To learn more...

For information on company rights with regard to disciplinary measures, contact the personnel at the *Commission des normes du travail* Information Service at the following toll-free number: 1 800 265-1414.

Commission des normes du travail

http://www.cnt.gouv.qc.ca/en/index.asp
The *Commission des normes du travail* Web site contains information on cases of jurisprudence that may be helpful in the analysis of certain files.

TOOL 27

SAMPLE WRITTEN NOTICE OF DISCIPLINARY SANCTION

Mrs. or Mr.
Full address

Re: written warning

Mrs., Mr.,

The purpose of this letter is to advise you that you failed to cooperate with your colleagues with regard to providing information during the execution of your duties as a user support agent on February 12, 2003.

Your immediate superior gave you a first verbal warning on January 27. This warning also mentioned your failure to cooperate with your colleagues and to share information. At the meeting in question, your superior clearly stated Management's expectations with regard to your attitude at work. Since then, no significant improvements have been observed.

Accordingly, please consider this letter as your second warning. Please be advised that another misdemeanour, depending on its severity, will result in a more severe disciplinary warning and/or suspension without pay for an indefinite period.

I trust that you will cooperate in this matter.

Sincerely,

____

(signature)
Human Resources Director
Name of organization

MODULE IX: OCCUPATIONAL HEALTH AND SAFETY

INTRODUCTION

Companies in the information technology (IT) sector are concerned with the rising number of injuries relating to the use of computer equipment. An American study (Khirallah 2001) demonstrated that the lack of ergonomics in workstations is often the cause of injuries to IT employees. Certain types of injuries, such as carpal tunnel syndrome, can impede employee productivity for a period lasting up to 35 days. In order to reduce occupational accidents relating to the use of computer equipment and avoid production delays, several companies are striving to acquire more ergonomic workstations (Khirallah 2001).

Employee well-being is a daily concern for IT companies since employees work in the same position for several hours, sometimes without breaks.

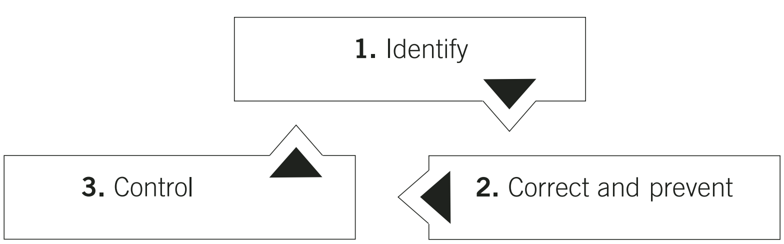
Under the terms of the *Act Respecting Occupational Health and Safety*, companies are obligated to ensure the health and safety of their employees through the application of concrete measures. This section of the *Human Resources Management Guide*, focusing on occupational health and safety is intended to support companies in their efforts to ensure a healthy working environment for their employees.

Given the fact that IT companies do not normally use machinery, equipment and tools that can adversely affect the health of their employees, this section of the guide will focus more on workstation ergonomics.

OBJECTIVES OF OCCUPATIONAL HEALTH AND SAFETY STRATEGIES

- To eliminate all sources of danger to the health, safety and physical integrity of employees
- To adapt the employee working environment to their physical characteristics
- To encourage employees to maintain the work layout in accordance with health and safety guidelines and to ensure its cleanliness.

STEPS FOR ELIMINATING DANGER



POINTERS

The prevention procedure should be headed by an individual who is familiar with the company and its work habits.

Employee participation is important in this type of process given that these employees work on the premises each day.

STEP 1 — IDENTIFYING

It is important to encourage employees to alert management of any dangers relating to health and safety in their working environment as soon as they identify them. This should be done daily. According to the *Commission de la santé et sécurité du travail*, possible sources of danger include the following:

- Machinery, appliances, tools, robots, etc.
- Transportation and handling of loads of all types
- Contacts with potentially aggressive clients
- Work organization (schedules, work itinerary, etc.)
- Repetitive movements
- Inadequate working environment (lighting, noise, etc.)
- Hazardous goods
- Emission of dust, gas and steam
- Air quality: poor ventilation
- Absence of emergency measures.

It is then necessary to establish the priorities aimed at eliminating these potential sources of danger. It is of course preferable to begin with the one with the most negative consequences on employee productivity. In this regard, it may be a good idea to consult the latter when prioritizing the elements requiring correction.

STEP 2 — CORRECTING AND PREVENTING

When the danger cannot be eliminated, efforts should be made to reduce or prevent it. The employees must also be protected. For example, if there is a gas leak in a building, one person must quickly take charge by evacuating the premises, and another must contact experts to eliminate the gas leak.

In a case that is not urgent, reflections on solutions and an evaluation of these is necessary. Next, the execution dates must be set and an evaluation of the results must be planned.

Ergonomics

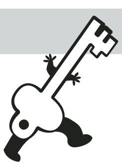
Each individual's workstation must be adjusted in accordance with the morphology of his or her task. Accordingly, management must observe the physical characteristics of the employees while reviewing work cycles, pace, posture, duration, frequency, potential aches, etc.

A few principles of ergonomics

Below are a few principles of ergonomics applicable to workstations equipped with a computer, as outlined by the *Commission de la santé et sécurité du travail*:

- Adjust the chair seat for a real work situation and carefully determine each possible variation for the chair model.
- Set the chair height to ensure that the user's feet are on the ground and that his or her knees are bent at an approximately 90 degree angle.
- If the desk is not stationary, lower it until it allows for the comfortable execution of tasks. Otherwise, raise the seat and provide a shorter user with a footrest.
- Pay special attention to smaller and larger people.
- Tilt the seat forward or backward, depending on the task requirements and personal preferences.
- Adjust the seat's height and depth so that it supports the lumbar section of the user's back without pushing it forward and without impeding the task execution.
- If the workstation is equipped with an armchair, adjust the armrests so that they do not hamper mobility.
- Even if the seat is properly adjusted, the user should regularly change positions and stand up during breaks.
- If the user's feet cannot rest comfortably on the floor, add a footrest.
- Install the computer screen directly in front of the eyes and not in a corner or to the left or to the right. Place it one arm's length (or 70 cm) from the user's face.
- Adjust the screen height so that the eyes focus on the top half of the screen.
- Avoid placing the screen under a light fixture, and work on a light background to eliminate glare.

When purchasing office equipment, several criteria should be considered including comfort, adjustment possibilities, compatibility with the workstation, safety, aesthetics, etc.



POINTERS

Employees at IT companies often work long hours sitting in front of the computer. Even when working on the most ergonomic chair and sitting with perfect posture, it is still possible to suffer from cramps, stiffness, ticks, tension and other physical ailments caused by using the mouse and keyboard for long periods of time.

An excellent way to prevent these situations from occurring is to take frequent 5-10 minute breaks and to do a few relaxing exercises (for examples, refer to the Institut Kiné-Concept: http://www.kineconcept.com/index_flash.htm).

Step 3 Control

This phase is unfortunately often forgotten once the source of danger is eliminated. In fact, the control step is critical since it prevents the danger from returning. In addition, it makes it possible to analyze the solutions implemented and to make any necessary corrections. By properly controlling their working environments, IT companies are able to resolve problems as they occur and thereby be proactive instead of reactive.

ACT RESPECTING OCCUPATIONAL HEALTH AND SAFETY (LSST)

Registration with the *Commission de la santé et de la sécurité du travail* (CSST)

According to the CSST any company with a location in Québec and that has at least one full-time or part-time employee is required to register with the CSST as an *employer*. The *worker* is not however required to register with the CSST in order to be protected by the law, and does not have to pay for this protection because he or she is automatically covered.

The CSST Web site stipulates that the employer must register with the CSST within the 14 days following the start of operations. The start of operations generally corresponds with the date on which the first employee is hired. In the 60 days following the start of operations, the employer must provide information on the nature of the business and the salaries that are expected to be paid during the year. This information is used to determine the premium the company must pay. Any employer who registers late is still required to pay the premium as of the date operations began. Late fees corresponding to 5% of the premium that should have been paid are charged, and interest is added for every day the payment is late.

An employer who is not registered or who does not provide the information necessary for the premium to be calculated may also be liable to pay the CSST an amount equal to 10% of the cost of the benefits paid to an employee who suffers an occupational injury.

Rights and obligations

Registration with the CSST entitles the employer to receive training, information and consulting services relating to occupational health and safety.

An employer must use all means possible to protect the health and ensure the physical integrity and safety of all employees (*Act Respecting Occupational Health and Safety* (LSST), section 50). Consequently, a list of obligations included in section 51 of the LSST outlines these means.

A parity health and safety committee can be formed in an organization comprising more than 20 employees (LSST, section 68), however this is not an obligation.

POINTS TO REMEMBER

The employer must notify the CSST by the fastest communication means possible, within 24 hours of an incident resulting in:

- The death of a worker
- Injuries preventing an employee for working for 10 business days

- Injuries preventing several employees (more than one) from working for one business day
- Material damage of $50,000 dollars or more.

MENTAL HEALTH ISSUES

Mental health problems are becoming increasingly prevalent at work. Since 1990, compensation amounts paid by the *Commission de la santé et de la sécurité du travail* for extended absences due to depression, anxiety, and other mental health issues have more than tripled, increasing from $1.5 million in 1990 to $5.3 million in 2000.

Managers must therefore be aware of this increasing phenomenon. Accordingly, they will be able to help their employees recognize personal alarm signals and make sure they understand that they are not invincible.

OCCUPATIONAL HEALTH AND SAFETY AWARENESS

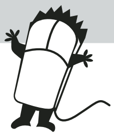
Employees are encouraged to work safely by following the rules for preventing accidents and avoiding jeopardizing their safety and that of others.

When they start working, new employees must be given information concerning the different adjustments they must make to ensure that their workstations are adapted to their physical characteristics. It is important to encourage employees at work to be careful and to properly maintain the materials used and their workstations.

Information documents should be made available to the employees. The latter are responsible for being aware of these and for knowing how to use them. More specifically, these include the emergency evacuation plan and a document on the principles of ergonomics.

In case of accident, an employee is responsible for immediately notifying his or her superior. A statement must be drafted and an investigation conducted to ascertain the cause of the incident.

First aid responders are normally trained inside a company. Employees must be familiar with these people and must know how to reach them. In addition, a first aid kit must be made available to employees.



HELPFUL REFERENCES

To learn more…

There are many ergonomic interventions and research studies on this topic and on occupational health and safety. Here are a few interesting sites:

Commission de la santé et de la sécurité du travail

www.csst.qc.ca
The *Commission de la santé et de la sécurité du travail* Website presents different laws as well as myriad information on prevention. Among other things, it includes the text of the *Act Respecting Industrial Accidents and Occupational Diseases* (LATMP) and of the *Act Respecting Occupational Health and Safety* (LSST). (Available only in French)

Institut de recherche Robert-Sauvé en santé et en sécurité du travail

http://www.irsst.qc.ca/en/home.html
The *Institut de recherche Robert-Sauvé en santé et en sécurité du travail* has subsidized numerous research projects on ergonomics since the 1980's and continues to be a valuable source of information on occupational health and safety.

Association of Canadian Ergonomists – Québec Section

http://www.ace.ergonomist.ca/Default.asp
The site of the Canadian Ergonomics Society contains a great deal of useful information. It also presents references for training and consultation services.

Université Laval

http://cgsst.fsa.ulaval.ca/
Associated with Université Laval, the *Chaire en gestion de la santé et de la sécurité du travail dans les organisations* offers evaluation tools relating to certain professional diseases. It is also possible to download the following document from the site: *Ergonomie – Travail de bureau avec écran de visualisation – Guide de formation*. (Available only in French)

MODULE X: SUPERVISION AND COACHING

INTRODUCTION

Supervision and coaching constitute major challenges for most companies working in information technology (IT). Faced with a young and specialized workforce, managers often have a difficult time finding a balance between allowing their personnel to work autonomously and creatively, and supervising them and providing adequate control and coaching so as to enable the organization to attain set objectives within stipulated timeframes. Additionally, few managers or employees with supervision responsibilities have training in or advanced knowledge of labour management.

The following module constitutes an overview of a few theoretical concepts that are essential for effective human resources management based on the reality and needs of IT companies. In order to handle the complexity of human capital management requirements in the company, it is important to be aware of and to understand these basic concepts. The concepts presented here are simply an introduction to what could constitute a guide in itself. We nonetheless would like to cover the main components and challenges.

It is essential to coach personnel to ensure that an organization runs smoothly. In fact, organizational performance is based on several aspects such as financial results, quality, customer service and the individual performance of employees at the company. In this regard, anyone who has supervision responsibilities (hereinafter referred to as a “manager”) plays a determining role in the attainment of sought results.

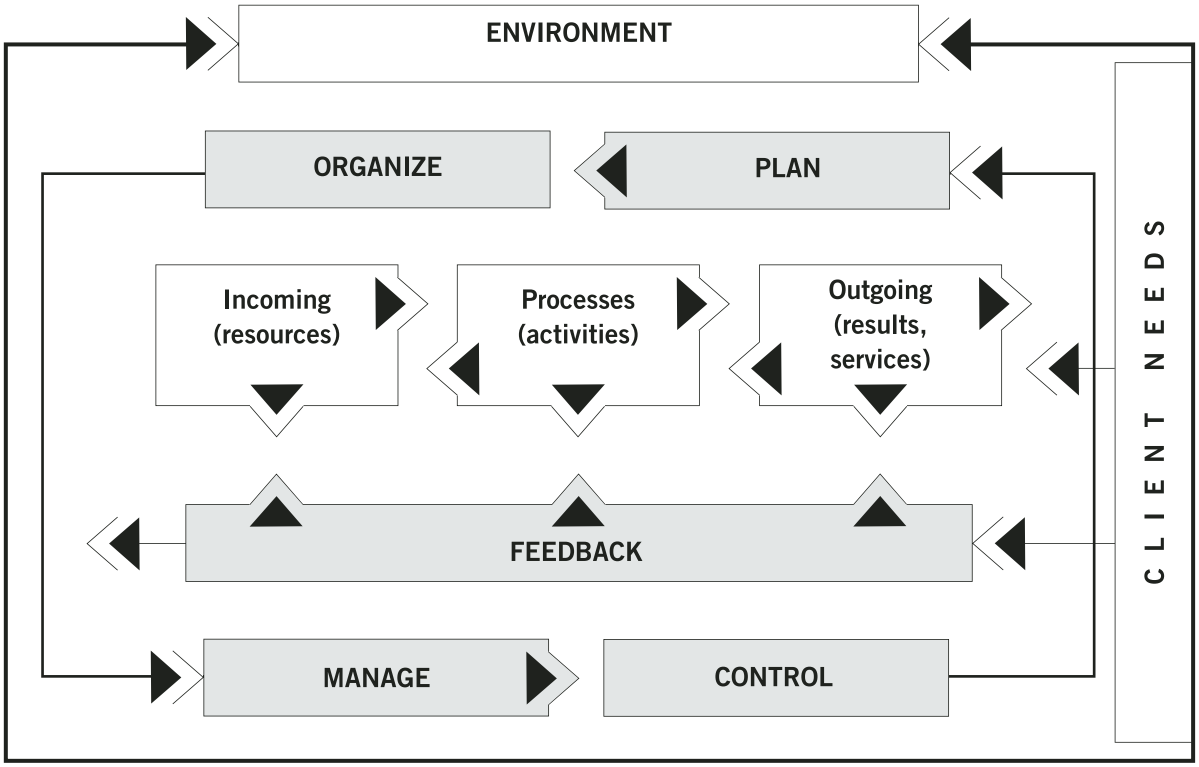
In the context of IT companies, the quality of supervision can compensate for certain difficulties relating to manpower in the industry. With his or her vision and ability to communicate and to convey clear instructions, the manager will be able to effectively motivate and mobilize employees.

The workforce at IT companies is characterized by higher education, the quest for autonomy and the need to achieve. A manager who is able to adapt to this new generation of employees and to respond to their needs will be able to rise to the challenge of personnel retention.

Accordingly, when referring to human resources management, the determining factor is the use and integration of existing tools, and more importantly, the quality of supervision. The front-line manager (immediate superior) is at the centre of all human resources management activities.

Throughout the entire supervision process, this manager is the one who recruits, evaluates, determines training requirements, etc. He or she must be aware of what work must be executed, as well as the team involved and the individuals comprising the team. The front-line manager must be attentive to cohesion and to the work climate. He or she must clarify expectations and specify instructions relating to the tasks to be executed. He or she must also evaluate the needs of the company with regard to competencies and resources. Lastly, he or she must provide individuals with adequate support.

SUPERVISION CYCLE



Planning	Means determining in advance what needs to be done, the schedule, the resources necessary for the project and the anticipated results.
Organizing	Means putting everything in place to ensure that the anticipated results are achievable. This means knowing who is doing what, using what equipment or software, and according to what work methods. During this step, the first-line manager must clearly convey expectations to the work team.
Managing	Means ensuring that things are getting done. It entails orchestrating the resources so as to attain the anticipated results and satisfy the client. The first-line manager must mobilize the team and demonstrate leadership so as to ensure that the employees are focused on the execution of the project.
Controlling	Means that the first-line manager is collecting as much information as possible with regard to respecting technical specifications and ensuring the team's production quality. The manager must provide employees with feedback on the work completed.

TIME AND PRIORITY MANAGEMENT

Time and priority management is at the root of work organization. It is therefore essential to be aware of the main principles of effective time management.

Main laws of time management

Focus on the basics	20% of our activities require 80% of our available time (Pareto's law).
Avoid interruptions	All work that is interrupted is less effective and takes more time to complete than work that is carried out at a steady pace (Law of homogenous work sequences by Carlson).
Monitor the profitability of the time invested	The time invested in work varies according to the time available. Accordingly, the more time that is available to accomplish a task, the more tempting it is to use all of it for the task (Parkinson law of self-inflation).
Identify what you value most	Time has a twofold dimension, specifically objective and subjective, which is based on either interest in the activity, or the urgency or importance it is given (Law of subjective dimension).
Make optimal and practical use of your time	Do not take five minutes to decide to delay a task that could be executed immediately in less than five minutes at any given moment during the day (Law on the optimal and practical use of time).

POINTS TO REMEMBER

Principles of work organization

- Take the time early in your day to plan your work.
- Respect the 60-20-20 rule by focusing on what is essential (60% for planned tasks, 20% for unplanned activities and 20% for buffer periods and the unexpected).
- Devise a list of tasks to accomplish so as to outline and remember them.
- Keep priorities in mind so as to decide what tasks to delegate or eliminate.
- Start with the least interesting tasks so as to gain peace of mind and better appreciate tasks that are more interesting.
- Make all your telephone calls at the same time during the day.
- Regularly revise your plans during the day and again at the end of the day.

- Set aside time during the day when you will be unavailable to others.
- Avoid interruptions that impede the accomplishment of priorities.
- Avoid delaying tasks.
- Seek to establish personal balance between obligations and abilities.
- Know how to delegate.

Priority management principles

Before planning activities, it is necessary to establish priorities by classifying these activities according to a scale of values making it possible to execute the work based on the following two concepts: relative importance (IMPORTANCE) and time (URGENCY).

Importance: the importance factor makes it possible to evaluate the relative significance of the task based on organizational objectives.

Urgency: the urgency factor makes it possible to evaluate the time available for the execution of a task based on the established schedule.

	URGENT	NON URGENT
IMPORTANT	**ACTIVITIES** • Crises • Urgent problems • Projects with tight deadlines	**ACTIVITIES** • Prevention • Creation and consolidation of interpersonal relationships • Search for new opportunities • Planning • Recreational activities
NON IMPORTANT	**ACTIVITIES** • Interruptions • Urgent telephone calls • Urgent but not important mail or reports • Meetings • Urgent but not important business	**ACTIVITIES** • Routine tasks • Miscellaneous, non-urgent mail • Miscellaneous telephone calls • Time stealers • Fun activities

IMPORTANT and **URGENT** activities (urgent problems, tight deadlines) often take up too much work time. Although they require immediate attention, it is necessary to understand that these activities only become urgent because they are put off too long and the necessary planning and prevention measures were not taken.

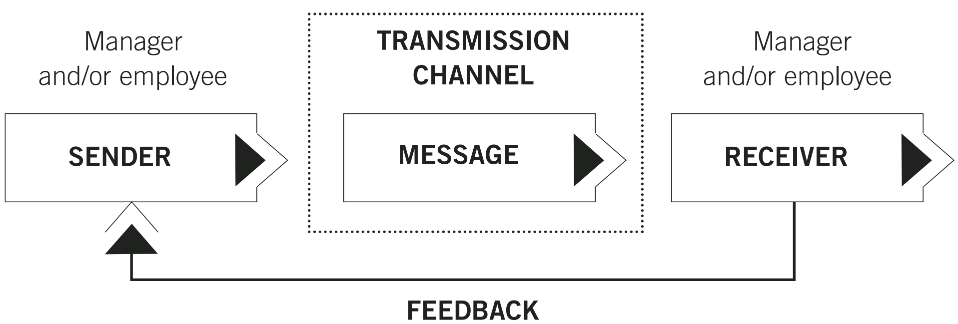
NOT IMPORTANT BUT URGENT activities (telephone calls, e-mail) often contribute to work overloads. They prevent the worker from attaining the desired results and give the worker the impression of always fighting fires.

IMPORTANT BUT NOT URGENT activities add the possibility for long-term planning, and make it possible to anticipate problems and improve skills. They allow the worker to focus on those tasks that give the position meaning.

UNIMPORTANT AND NOT URGENT activities such as extraneous mail and non-productive activities should be avoided. Other activities such as routine work, as well as non-urgent and unimportant mail should be prioritized.

COMMUNICATION

Communication is one element that is essential for ensuring effective supervision and coaching. But what is communication? Communication is a cycle whereby information (the message) is transmitted from a sender to a receiver by means of a channel. When using this approach, the message must be clear and the information must be sent to an attentive receiver. There must not be any interference on the transmission channel. The communication cycle is complete once the sender obtains feedback from the receiver stating that he or she has clearly received the information (the message).



Key obstacles in communication

Certain obstacles can hamper the effectiveness of communication. Here are the main ones:

- Tendency to judge
- Noise
- Selective listening (filter)
- Ignorance of the non-verbal
- Preconceived ideas

Supervision and coaching

POINTERS

Communication often constitutes the main tool used to resolve critical situations. Each speaker plays a determining role in all communication. Before starting to communicate it is important to have a good grasp of the situation at hand and of the desired outcome. If the individual involved in the communication has clear, specific, conscientious and rational objectives, there is a good chance that the message will be well-received.

Each speaker must be attentive to the verbal and non-verbal messages of the other person. With their respective attitudes, each will impede or facilitate the exchange.

The importance of effective communication

Effective communication is essential on work teams at companies, as well as among companies themselves. It enables individuals to manage information and more especially, to maintain healthy relations.

A large portion of the success in an organization's development relies on the communication skills of its leaders. In reality, managers spend most of their time communicating.

A few definitions...

Clear message	The art of clearly expressing one's ideas and notions in simple language. Caution: we often take it for granted that the person we are speaking to has understood our message.
Non-verbal	According to communication experts, the non-verbal aspect of the message is more important than the words used (35% of communication is verbal and 65% is non-verbal). It is therefore necessary to pay attention in order to grasp all the non-verbal messages transmitted by the people with whom we are speaking.
Relevance of the feedback	Feedback corresponds to all information transmitted by the receiver to the sender (verbal or non-verbal reaction). This includes information pertaining to the relevance, quality and validity of the messages and behaviour exchanged.
Listening	"Listening" does not mean "hearing". Listening is an intellectual, emotional and physical process. It triggers cultural learning, awareness, a new dynamic, and facilitates cooperation.
Openness	The ability to fully and honestly speak and listen to what is happening, without judging others.

Adapting to the person with whom we are speaking

To effectively communicate, we must adapt our message and our communication methods to the characteristics of our team-mates. There are introverted and extroverted people on every team. A person who is introverted prefers to draw his or her energy from an internal world of ideas, emotions and impressions. In comparison, a person who is extroverted prefers to draw his or her energy from the outside world, meaning people, activities and things.

Managers must clearly understand and adapt to the communication methods used by these two types of individuals.

POINTS TO REMEMBER

Introverted personality

- Keeps energy and enthusiasm inside
- Likes to reflect before responding
- Places the emphasis on ideas and thoughts
- Needs encouragement to speak up
- Seeks one-on-one opportunities
- Prefers written communication to direct contact
- In a meeting, states conclusions only after these have been thoroughly thought out.

Extroverted personality

- Conveys energy and enthusiasm
- Quickly responds without too much thought
- Places the emphasis on the outside world (people and things)
- Should moderate his or her expression
- Seeks opportunities to communicate in a group
- Prefers direct contact to written communication
- At a meeting, prefers to express himself or herself out loud before reaching conclusions.

Resolving conflict through communication

Conflict is the coming together of opposing feelings or interests. In fact, there is conflict when one party stops the other from attaining objectives, or, in a social situation, when emotional disagreements or those relating to a given situation occur.

Conflict impacts a team's productivity and working climate. Accordingly, managers must always guide exchanges and clarify the situation when conflicts emerge.

Communication enormously contributes to conflict resolution.

POINTS TO REMEMBER

The following are the 10 steps to effective communication for resolving disagreements:

1. Keep an open mind
2. Prepare
3. Set the stage
4. Make it clear that you understand the problem
5. Allow the other person to speak
6. Seek common ground
7. State your position
8. Discuss your differences
9. If possible, solve the problem
10. Take stock of the situation.

LEADERSHIP

Leadership does not only entail being a leader. Leadership does not exist if there is no adhesion to the leader. The vision and actions the leader proposes must correspond to the desires or needs of the group.

In any organization, leadership is expressed through the role of an individual who is part of a structured work group, or by a person who is called on to channel the efforts of the employees placed under his or her supervision. The objective of the leader is to foster the execution of tasks relating to the organization's objectives.

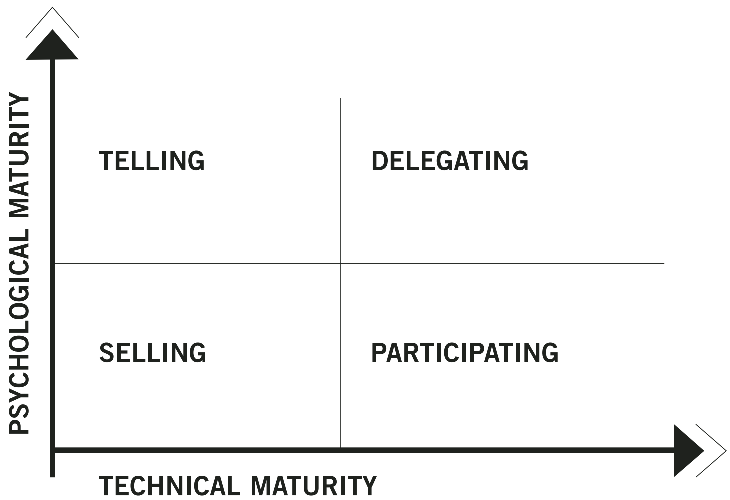
Several theories on leadership exist. One of these is the Hersey and Blanchard model (p.123). The advantage of this model is that it is easy to apply, and helps to adapt the leadership and coaching style offered to the personnel.

In the IT industry it is a well-known fact that most labour is highly specialized. However, highly-specialized labour does not automatically imply that minimal coaching is required. The Hersey and Blanchard model provides indications on the type of leadership and coaching that can be exercised depending on the technical and psychological maturity of the individuals involved in a given situation.

POINTS TO REMEMBER

FOUR LEADERSHIP STYLES

Hersey and Blanchard model



Telling	This leadership style is particularly well-suited to employees with a lower level of technical maturity. By adopting this style, the manager defines the roles of those people who cannot or do not want to assume any responsibility. Regular and thorough supervision are essential, thereby eliminating any feeling of insecurity relating to the task to accomplish.
Delegating	This leadership style is ideal for employees who are more mature. It is not highly instructional and offers only light support with regard to the task at hand. It enables those employees who are competent and determined to take on responsibilities.
Participating	This leadership style is ideal for employees who are competent but who are reluctant to take on responsibilities and who need support to boost their motivation. Accordingly, their participation in decision-making activities reinforces their willingness to commit.
Selling	This leadership style is suited to employees who do not have the skills required to take on responsibility, those who need guidance in the execution of their tasks, and those who need sustained coaching. According to this style, the leader is also the motivator, he or she must provide instructions and offer reinforcement.

How to use the Hersey and Blanchard model

To determine what type of leadership is best-adapted to a given situation, the manager must observe employee behaviour according to the two axes of the model: psychological and technical maturity.

Observation of psychological behaviour

PSYCHOLOGICAL MATURITY

High psychological maturity

- Self-defined employee
- Employee who shows interest in his or her work
- Employee who has integrated into a team
- Employee who demonstrates constructive behaviour.

Low psychological maturity

- Employee who is lacking motivation and interest
- Employee who has difficulty with relationships
- Employee who tends to have strained relationships
- Competitive and jealous employee.

Observations of technical behaviours

Low technical maturity

- Employee who lacks competencies or whose competencies are outdated
- Employee who does not consider the overall situation
- Employee who does not take into consideration the risks associated with a given situation
- Employee who does not consider all aspects of a problem.

High technical maturity

- Employee who has the skills required to execute the work
- Employee with a global vision
- Employee who does not need constant supervision.

TECHNICAL MATURITY

MOBILIZATION

What is mobilization? Mobilization is the level of interest employees have in their work and in the company. Mobilizing means motivating the individual members and recognizing their contribution to the organization. Unlike motivation, which originates from a person's inner strengths, (his or her intensity and persistence in terms of effort), mobilization involves all personnel.

How to recognize if a team is mobilized? There are in fact important characteristics that differentiate a team that is mobilized from one that is not:

- A team that is mobilized constantly improves its work
- A team that is mobilized aligns its priorities with those of the organization
- A team that is mobilized works with quality, added value and cooperation
- A team that is mobilized is connected to the work, mission, values and members of the organization.

POINTERS

The manager can work to mobilize his or her team by:

- Jointly setting targets and objectives
- Placing the emphasis on teamwork, joint decision-making, team autonomy and cooperation
- Giving leeway as well as challenges and responsibilities
- Establishing a trust relationship with the employees
- Fostering flexible communication that focuses on the organization's priorities
- Sharing information
- Regularly giving feedback and demonstrating recognition.

PERSONNEL RETENTION

Personnel retention is a major challenge for IT companies due to the high mobility of labour and the dearth of competent candidates for qualified positions.

The retention of good employees is directly related to their mobilization. In general, the higher a team's mobilization, the longer the employees will remain with the organization.

To ensure employee retention and focus efforts in the appropriate areas, it is essential to be aware of the satisfaction of the workforce. The manager should regularly take the pulses of employees and adapt retention strategies accordingly. The following questions could be asked:

- What factors keep you working for us?
- What elements would cause you to leave here to work for another employer?
- Are your responsibilities and your role in our company challenging enough?
- What are your professional objectives?

- How could our organization help to satisfy these?
- Do you experience any irritants in your work?
- In your opinion, does your immediate superior recognize the fair value of your work?
- Does your compensation reflect your efforts?

Career development stages

It is important for managers to clearly understand the phases in the evolution of a career before establishing strategies for fostering employee loyalty. In fact, there are four major stages in the professional development of employees, as outlined in the following chart.

POINTS TO REMEMBER

Career development stages

1 *Establishment stage (approximate age: 21 to 26)*	During this stage, the individual is not yet aware of his or her skills or potential. Professional experience up to this time has been extremely limited and therefore, this employee is still at the exploratory stage. Accordingly, he or she is more dependent on others and requires support and regular feedback.
2 *Advancement stage (approximate age: 26 to 40)*	During this stage, the individual is more independent and more focused on attaining career objectives. He or she is autonomous and needs little coaching. This individual sets his or her own long-term objectives. This stage can be subdivided into three sub-stages: trials, stabilization and mid-career crisis.
3 *Maintenance stage (approximate age: 40 to 60)*	During this stage, individuals feel that the majority of their advancement is behind them, and want to help others evolve in the organization. However, for some, this can constitute a period of questioning if career objectives have not been met.
4 *Retirement stage (age 60 and over)*	During this stage, individuals prepare to retire from the organization. They assume the roles of advisors and enable the organization to benefit from their experience and network of contacts.

POINTERS

Due to the fact that IT companies are normally staffed by employees working in the first two stages of their evolution, the following strategies should be put in place:

- Establish flexible work schedules that are conducive to work-family conciliation
- Provide training and development opportunities
- Devise a competitive compensation strategy
- Introduce individual and team bonuses
- Foster autonomy and the decentralization of the decision-making process.

HELPFUL REFERENCES

To learn more…

Here are a few interesting sites on time management and leadership:

Personal time management guide

http://www.time-management-guide.com
This Web site outlines the different issues relating to time management.
If you are interested in time-management techniques or skills, this site presents tools that can be helpful in ensuring the more effective management of your agenda.

Dr Gerard M. Blair

http://www.see.ed.ac.uk/~gerard/Management/art2.html
This site, from the University of Edinburgh features several articles on time management by Gerard M. Blair. The author presents a highly pragmatic vision of time management.
http://www.see.ed.ac.uk/~gerard/Management/art7.html
This article by Gerard M. Blair focuses on communication in the workplace.
The article presents the imperatives of healthy and effective communication.

Monster

http://content.monster.be/start_stay/time_mag/
This special section of the www.monster.com Web site on time management presents a list of essential elements for effectively managing one's time.

Northeastern University

http://web.cba.neu.edu/~ewertheim/skills/oral.htm
This Web site at Northeastern University in Boston offers interesting content with regard to oral presentations. Despite the fact that the contents are adapted to a student population, it is also highly relevant to people working outside the field of education.

Government of Canada

http://leadership.gc.ca
This Government of Canada site presents different concrete tools intended to help employees and managers improve their leadership skills.

CONCLUSION

The quest for continuous improvement and the desire to create an equitable, healthy and validating working environment should propel efforts to introduce human resources management principles. From this perspective, the *Human Resources Management Guide for Information Technology Companies* was designed to help these organizations to properly orientate themselves in their personnel management efforts and thereby foster the creation of a working environment that is stimulating for employees.

A company that is conscientious enough to acquire the human resources tools presented in this guide will be at a definite advantage with regard to attracting potential candidates. By demonstrating that quality of life at work and human resources management are priorities, the organization will bolster its efforts to retain personnel.

Obviously, the tools presented in this guide must be adapted to the colours and culture of each individual company. The concrete application of tools will be possible as long as company stakeholders dedicate sufficient time to this strategic element, believe in the value of their human capital, and strive to develop resources within the organization.

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Human Resources Management Guide

for Information Technology Companies

How to attract, motivate and retain a corporate workforce that is increasingly informed, competent and highly mobile? This is one of the main challenges faced by small and medium-sized businesses working in the information technology (IT) industry.

The *Human Resources Management Guide for Information Technology Companies* contains a wealth of information enabling managers to stimulate the productivity of their companies, to channel the efforts of their employees towards a same objective, and to ensure awareness of the organization's values.

This document makes it possible to establish effective human resources management strategies, programs and mechanisms. It also answers concrete questions that emerge each day with regard to hiring new employees, compensation, performance evaluation, personnel training, time management, drafting the employee manual, and occupational health and safety issues.

This guide is the result of collaboration between TECHNO*Compétences*, Emploi-Québec, Région de la Capitale-Nationale, and the active participation of IT companies from the same region. It contains practical tools that can be immediately applied and that small and medium-sized IT companies will easily adapt to their realities.

TECHNO*Compétences* is the *Comité sectoriel de main-d'oeuvre en technologies de l'information et des communications.* Its mission is to foster the development of labour and employment in collaboration with its partners in the IT and communications industry in Québec. Its labour initiatives touch the fields of software, multimedia, computer support services, telecommunications, and manufacturing of electronic components and devices. The Committee is particularly focused on defining employment and training needs, improving human resources management practices, and developing a highly skilled workforce in the IT and communications sector. TECHNO*Compétences* is funded by its industry partners and by Emploi-Québec. (www.technocompetences.qc.ca)

The Software Human Resource Council (SHRC) is a non-profit, sector council, working with partners from industry, education, associations and government to address human resource issues related to informatics / information technology employment in Canada. SHRC delivers innovative programs and projects focused on labour market intelligence, skills definition, and career awareness and skills development. More information on SHRC initiatives is available at www.shrc.ca.

TECHNO*Compétences*
Comité sectoriel de main-d'œuvre en technologies de l'information et des communications

Canada

TRANSLATION IN COLLABORATION WITH:
Software Human Resource Council
Conseil des ressources humaines du logiciel

Emploi Québec
Capitale-Nationale

Online services

Online Placement

- You are looking for a job
- You wish to recruit personnel

Labour Market Information

For a personalized search of...

- Some 500 trades and occupations
  - Job descriptions, salaries, job prospects, etc.
  - Statistics for all of Québec and by region
  - Interactive link to Online Placement
- Training Programs
  - Professional and technical training (via the Inforoute FPT website)
  - University programs
  - Workplace apprenticeship
- Activity sectors
  - Principal professions
  - Description, sectorial perspectives, sites of interest, etc.

By virtue of the Canada-Québec Labour Market Agreement, Québec is responsible for active employment measures accessible to Employment Insurance recipients. In addition, certain features of the Québec-wide placement service are available to Employment Insurance recipients. These measures and features are funded by the Employment Insurance account, a Government of Canada responsibility.