APPRENTICE & TRAINEE

SELECTION AND PERFORMANCE

REVIEW KIT
ABOUT THIS KIT

ASOFIA has pleasure in presenting this Apprentice & Trainee Employment Selection and Performance Review Kit. The kit has been developed to assist association member employers in selecting, inducting and monitoring quality apprentices.

The kit should help with the induction of the successful apprentices and provide your company with assistance to establish ground rules, especially as in most cases, this may be the apprentices first job.

In our endeavor to assist ASOFIA members present a professional image of our industry, this kit could be the introduction for any new entrant to a professional system/attitude.

Our thanks go to the Air Conditioning & Mechanical Contractors Association (AMCA), Construction Training Queensland (CTQ) and Building & Construction Industry Training Fund (BCITF) for their help in compiling this review kit for ASOFIA.
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SECTION 1: Attracting the Right Applicant

A quality apprentice / trainee is an asset to your company, so it is important that you allow enough time to plan your recruitment process. Interviewing several applicants and inducting the successful applicant can be a time consuming process. Disappointment is often the end result of a rushed selection process.

Those who employ apprentices or trainees do so because:-

- they know that it gives them a competitive edge – training a skilled knowledgeable team allows their business to grow

- they know then when you train an apprentice or trainee in their way of doing things, it will increase efficiency and productivity in their business

- or they might want to give a young person an opportunity, the same that was given to them

Be aware, that you are trying to attract the best possible candidate to your business in an environment where there sometimes can be near full employment. This means that the best candidate might have more than one job offer.

Generation Y: What are they looking for?

The person you are most likely to employ is what is called Generation Y (born 1980 – 1994).

Generation Y don’t seek a job as much as they seek an opportunity and have multiple expectations of an organization. It isn’t just the job description, but the workplace culture, the variety of training, fun, management style and flexibility that drives them.

In return, you will get a multi skilled, risk-taker who can easily handle constant change and new technology.
To reach potential applicants consider:

- Contacting local schools, providing information to careers teachers
- Using an employment agency to advertise, interview and short list applicants
- Offering work experience to students during school holidays
- Placing your position on an employment internet site
- Running an advertisement in a student orientated newspaper
- Placing a special interest story or an advertisement in designated careers publication. Several major papers have an apprentice or school leavers’ section
- Contacting relevant industry associations
- Contacting TAFE’s or other training organizations that offer pre-apprenticeships in the trade area to recommend promising apprentices or trainees
- Word of mouth, letting others know you are looking for apprentices or trainees (a significant number of new entrants are recommended by someone they know in the industry)
- Government employment services

How effective is your advertisement?

- Does it stand out, sound interesting and appeal to a young person?
- Does it tell the applicant what the job entails, about the industry and future career prospects?
- Have you used the company name and logo to help promote your business?
- Does it provide adequate contact details, including person responsible, title, company address, phone or email address?
- Have you clarified what you require from the applicant, for example a resume, prerequisite year level, school subjects or pre-apprenticeship training, referees or previous experience?
SECTION 2: How Do I Plan The Interview?

Conducting the Interview:

The first part of the interview should be used for creating a friendly environment to put the applicant at ease. People who feel at ease are better able to answer questions. Try to start the interview by telling the applicant about your company and about the role of a shopfitter, a Career path in the Industry and what you have to offer the applicant. Treat the applicant as an individual – show you are interested in them.

Ask straight forward non-threatening questions about themselves. Asking the right questions helps you to learn more about the person.

Make sure your questions provide information about the applicants:
- Personal attributes
- Work experience
- Achievements
- Goals
- Problem solving ability

Some tips when Interviewing:

1. One interviewer and two interviews max
2. Don’t interview on busy, noisy worksites. Consider interviewing on Saturdays (you might get parents in as well)
3. Allow sufficient time for the interview
4. Get the applicant to write down personal information before you interview them
5. Test the applicants aptitude – do not assume anything
6. Document your thoughts during the interview or directly after, otherwise you will forget
7. Conduct second interviews for applicants who impress

Getting the applicants to fill in a profile form before the interview allows you to gain a quick impression:

- Can they read?
- Can they spell?
- Can they construct a sentence?
- Can they express their ideas?
- Do they have a work history?
- Do they have career goals
APPLICANT PROFILE FORM

Name: ____________________________________________________
Address: __________________________________________________
Postcode: ____________________   Age: ________________________
Telephone: ___________________   Mobile: _____________________
Car Licence:     Yes □   No □   Transport:     Yes □   No □

What level did you complete at secondary school?

__________________________________________________________

List any other training or qualifications you have completed (fully or partially)

__________________________________________________________

__________________________________________________________

__________________________________________________________

What work experience have you had?

__________________________________________________________

__________________________________________________________

__________________________________________________________

Explain why working in this industry would interest you

__________________________________________________________

__________________________________________________________

__________________________________________________________
Suggested interview questions:

**SELF PROMOTION AND PERSONAL ATTRIBUTES**

**Question 1.**
**Why have you applied for the job?**

Try to clarify why the applicant has applied for the job. Is he/she there because they genuinely want the job? Does the applicant have the right attitude?

Other possible questions:
- What are your hobbies and interests? Look for answers that relate to your trade. For example: working with wood/drawing/metals/fabrics.

**WORK EXPERIENCE**

**Question 2.**
**What work experience have you had?**

Establish if the applicant has had any previous work experience in the trade. Has the applicant had any other type of work experience and what was their role?

Team work is essential to working in a small or large gang. Most applicants will have been part of a sporting or work team. Try to establish if the applicant is more than a follower. Examples include:
- Crew trainer at McDonalds
- Captain or vice captain of a sporting team
- Prefect or school captain
- Supervisor of junior team members

**PAST ACHIEVEMENTS**

**Question 3.**
**Having established what experience the applicant has had, ask the following question –**

**What sort of challenges did you have at your previous work?**

**What did you do if a customer complained?**

Asking applicants about school or workplace situations they have experienced provides them with a chance to demonstrate their:
- Understanding of workplace roles and responsibilities
- Ability to make decisions
- Willingness to take initiative
- Ability to handle conflict and be flexible
**Suggested interview questions:** (continued)

**FUTURE GOALS**

**Question 4.**
What do you see yourself doing in 5 years?

*Asking applicants about their future might indicate:*
- Level of commitment they have to their career
- Whether they plan long or short term employment

**PROBLEM SOLVING SCENARIOS**

**Scenario 1.**
What would you do if you were asked to do a job your supervisor expected to take all day to complete, but only took you half a day?

**Scenario 2.**
What would you do if a fellow employee consistently unfairly treated another apprentice working with you?

**Scenario 3.**
What would you do if you thought you had some good ideas about making your workplace safer?

*The above scenarios give the applicant the opportunity to discuss their ideas about:*
- A situation where honesty is tested
- A situation involving bullying of a co-worker
- A situation where there is a chance to take some initiative

**Scenario 3 provides valuable feedback about the applicant regarding:**
- Ability to solve problems
- Interpersonal skills
- Level of confidence/maturity
- Industry knowledge
- Relevant work experience
# INTERVIEW RATING SHEET

<table>
<thead>
<tr>
<th>Applicants Name:</th>
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<td>Date:</td>
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## Personal attributes and attitudes:

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<th>Rating:</th>
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<tbody>
<tr>
<td>Appearance</td>
<td>1 2 3 4 5</td>
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<td>Respectfulness</td>
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<td>Enthusiasm</td>
<td>1 2 3 4 5</td>
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<td>Punctuality</td>
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<td>Work readiness</td>
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<td>Verbal skills</td>
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<td>Written skills</td>
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<td>Written skills (refer applicant profile)</td>
<td>1 2 3 4 5</td>
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## COMMENTS:

**Question 1**

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**Question 2**

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**Question 3**

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### INTERVIEW RATING SHEET

**COMMENTS:**

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SECTION 3: What’s Next?

The apprenticeship or traineeship starts on the day agreed to by you and your new apprentice or trainee.

Make sure you induct the apprentice or trainee before he/she starts work. A basic induction checklist has been included in this kit.

The Australian Apprenticeships Centre (AAC) provides a free service and will assist you in completing the training contract and accessing available funding. The AAC will also assist you in selecting a Registered Training Organisation. Use the following link to find your nearest Australian Apprenticeships Centre: http://www.australianapprenticeships.gov.au or call 1800 639 629

Registered Training Organisations (RTO) you nominate to deliver the training, will contact you prior to the completion of the probation period to develop the Training Plan. The Training Plan will specify what training will be delivered, how it will be delivered and when it will be delivered. The RTO will also ensure you have the range of work and facilities required to train your apprentice or trainee.

Department of Employment and Training (DET) provides assistance and information on all aspects of apprenticeships and traineeships including:
- the rights and obligations of the employer and the apprentice or trainee
- any administrative matter related to an apprenticeship or traineeship
- providing advice on problems between employers and apprentices and trainees, including communication problems, absenteeism and behavioural issues

The training.gov.au is the official national register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs) and has been developed for experienced training sector users. www.training.gov.au

A vast amount of information and fact sheets on a range of issues relating to apprenticeships and traineeships are available on the Australian Apprenticeships website. http://www.australianapprenticeships.gov.au/

The Probation Period allows you and your apprentice or trainee to work together before deciding if you both want to continue the apprenticeship or traineeship. Use this period to assess your apprentice’s or trainee’s:
- work ethic
- reliability
- ability in trade
Helpful Information for New Apprentices and Trainees in Treatment of Others in Workplace

Apprentices and trainees should be treated the same as any other employee. Just like other employees, apprentices and trainees can take action if they feel they have been bullied, harassed, discriminated against or their safety has been jeopardized.

What is Bullying?
Workplace bullying is ‘the repeated less favourable treatment of a person by another or others in the workplace, which may be considered unreasonable and inappropriate workplace practice’.

In other words bullying is behaviour that intimidates, offends, degrades or humiliates a worker, possibly in front of co-workers, clients or customers. Bullying behaviour including initiation ceremonies is not appropriate if the behaviour offends, upsets or harms an employee.

What is Harassment?
Harassment can include workplace bullying, sexual, racial or religious harassment, ridicule (for example, name calling, racist jokes), physical and emotional intimidation (for example, physical threats or abuse, display of threatening or offensive slogans) or restricted access to services and facilities.
## APPRENTICE/TRAINEE INDUCTION CHECKLIST

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<th>INDUCTION COMPONENT</th>
<th>EMPLOYEE RESPONSIBILITIES &amp; EXPECTATIONS</th>
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<tr>
<td><strong>INDUCTION COMPONENT</strong> &amp; <strong>EXPECTATIONS</strong></td>
<td><strong>Y</strong> <strong>N</strong></td>
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<tr>
<td>Tour of site / building</td>
<td>Harassment &amp; bullying</td>
</tr>
<tr>
<td>Copy of company policy</td>
<td>Acceptable language</td>
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<tr>
<td>Staff Responsibility Chart</td>
<td>Grievances, warnings &amp; reprimands</td>
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<tr>
<td>OH&amp;S responsibilities</td>
<td>Hours of work (start, finish, breaks)</td>
</tr>
<tr>
<td>Long Service Leave</td>
<td>Overtime</td>
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<tr>
<td>Superannuation &amp; Redundancy</td>
<td>Housekeeping (care of tools)</td>
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<tr>
<td>Enterprise Bargaining Agreement</td>
<td>Sickness, absence &amp; doctors certificate</td>
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<td></td>
<td>Appearance (clothing, jewellery)</td>
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### PERSONAL WELFARE ISSUES

- Help and advice mechanisms
- Personal phone calls
- Dealing with emergencies
- Dealing with problems

### PERFORMANCE INDICATORS

- Performance Review
- On & Off the Job Training

### PAYROLL / ADMINISTRATION REQUIREMENTS

- Tax file Number Declaration
- Bank account details
- Personal contact details
- Emergency contacts
- Pay rates

### OH&S REQUIREMENTS

- General Safety Induction (blue card)
- Site specific induction
- Personal Protective Equipment (PPE)

### OTHER

- New Apprenticeship Centre contacted
- Registered Training Organisation selected
- Training plan developed
- Tools Issued

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Employer Signature: ____________________________ Date: __________

Apprentice Signature: ____________________________ Date: __________
SECTION 4: Apprentice or Trainee Work Performance Review

Regular 3 month progress evaluations are of benefit to you the employer as well as the apprentice or trainee.

Regular Progress Reports are important because they:

- Allow the apprentice/trainee to measure their progress
- Encourage and build confidence. Provides opportunity for recognition of achievements
- Target areas to focus on to improve skills by identifying areas where the apprentice/trainee need additional help
- Identify required modifications to the training plan
- Provide opportunity to sign off the Training Record Book
- Allow the apprentice to highlight areas of concern

The following page includes a form which can be used to record Progress Reports.
## APPRENTICE/TRAINEE PERFORMANCE REVIEW

Name of Apprentice/Trainee: ______________________________________________________

Name of Reviewer: ________________________________________________________________

Date of Review: _______/_______/_______      Date of last Review: _______/_______/_______

Year of Training:  1st  □  2nd  □  3rd  □  4th  □

Rating:      1=Excellent          2=Above Average          3=Average          4=Could Improve
3rd          1=Unacceptable

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<td>Punctuality</td>
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<td>Cooperation</td>
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<td>Reliability</td>
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<td>Interest in work</td>
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<td>Use of initiative</td>
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<td>Consistency of effort</td>
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<td>Comprehension</td>
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<td>Persistence</td>
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<td>Care of Equipment and Tools</td>
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<td>Safety</td>
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<td>Work Quality</td>
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<td>Speed of Work</td>
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<td>Practical Skills</td>
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<td>Theoretical Skills</td>
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**TRAINING NEEDS ANALYSIS**

Which future training should be addressed:

**OTHER COMMENTS:**

TRAINING RECORD BOOK INSPECTED & SIGNED BY EMPLOYER

YES  □  NO  □
SECTION 5: Career Path Information

Future training

- National Training Packages – Certificate I, II, III in Off Site Construction (Shopfitting)
- Site Induction Card
- Skill Card
- Computer Skills Courses at TAFE
- C.N.C Course – Program Management / Program Design
- Auto CAD Training for Design or Setting Out
- ASOFIA Project Management Diploma Course
- ASOFIA Estimating Course
- Certificate IV in Building and Construction (Building) CPC40148
- Diploma of Building and Construction (Building) CPC50208
- Operational Management Training – Diploma of Post Trade Para-Professional Applications – Operational Management (39264QLD)
- Supervisor Training – Certificate IV in Post Trade Applications – Supervisor (39262QLD)
- Building Supervision Certificate 4 Building Applied Science
- Business Management Course
- Certificate 4 Assessment / Workplace / Delivery
- If Mature Age Apprentice – RPL (Recognition of Prior Learning may help with acceleration of off the job training)
SECTION 6: Completed Training Documentation
SECTION 7: Retaining & Managing Apprentices and Trainees

Surveys show that 29% of apprentice or trainee cancellations are due to conflict in the workplace

Managing and retaining your apprentice or trainee is easier when you understand how they operate.

The Top 5 Retention Strategies

1. Work/Life Balance:
   For Generation Y work matters to them and it is a major part of their week. However it is not their life – but rather it provides funds that fuel their life. Therefore a career that allows them the opportunity to continue the other aspects of their life stage is highly attractive. Generation Y has strong relationship ethic. They enjoy and thrive when working in a relaxed, consensus driven team environment. Ensure there are good reasons that underpin company policy rules and policies.

2. Workplace Culture
   This has to do with the relationships with others at work. Generation Y place relationships with peers as one of the top 3 reasons for getting and keeping their job. Not all of them have support from home so Generation Y’s are looking for a place to belong, in the company, with their workmates and with their leaders.

3. Varied Job Role
   Many young people leave jobs not because there is a compelling reason to leave, but because there is no compelling reason to stay. Offer variety and flexibility in their job and combine it with responsibility.

4. Management Style
   “If you’re leading, and no one’s following – then you’re just out for a walk”
   John Maxwell, Leadership expert

   Generation Y’s ideal employer/supervisor is one who values communication, creates an environment of transparency and respect for staff and gives public affirmations, actual pats on the back, remember their name, know the interest of their staff and creates an emotionally safe, friendly, collegial environment where people feel free to contribute ideas.
5. Training
Training is more than a tool for productivity – it is a tool for retention. Almost 90% of Generation Y who receive regular training from their employer are motivated to stay with their employer.

Developing a Training Culture

An organisational training culture starts with the owner or manager – you. A management team that is knowledgeable about training issues will send the message that your company cares about the professional development of staff, and that training is part of ‘the way we do things around here’.

Start by answering these 10 questions:
1. What support for the apprentice or trainee is available in your company?
2. Who is your workplace mentor?
3. Do your apprentices/trainees know that there is support available should they need it?
4. Do you have a copy of the Training Plan?
5. Do you understand your training responsibilities?
6. Who is in charge of the ‘on the job’ training?
7. Who is the Training Organisation delivering ‘off the job’ training and who is your contact person?
8. What does the apprentice/trainee have to achieve according to the training plan and when does it have to be achieved?
9. When did you last inspect and sign the Training Record Book?
10. Do you conduct and discuss an evaluation on the progression of the apprentice/trainees on a regular basis?

Dealing with Problems

Many apprentices or trainees have problems at some stage in their training. There can be various reasons:

- Nervous about how they are doing at work
- Uncomfortable with some of the staff
- Under stress – too much on their plate at once or behind in some of their training
- Having personal and/or home difficulties
- Having problems with reading, writing or math requirements of the job or training

When you have identified that there is a problem, acknowledge that you are aware that all is not well. You should encourage the apprentice or trainee to talk, but don’t push too hard. Try to ask open ended questions (who, why, what,
when, where, how) to get more than just a yes or no answer. Allow the apprentice or trainee to speak, don’t interrupt, and be aware of your body language – don’t fold your arms.

DEALING WITH CONFLICTS

Fighting fair – How you can both win:

✓ Be willing to fix the problem
✓ Say what the problem is for you
✓ Listen to what the problem is for them
✓ Attack the problem not the person
✓ Look for answers so everyone gets what the need

FAULTS

✘ Name Calling
✘ Put Downs
✘ Sneering – Blaming
✘ Threats – Hitting
✘ Bring up the Past
✘ Making Excuses
✘ Not Listening
✘ Getting Even

GETTING HELP!

✓ Contact your New Apprenticeship Centre
  Ph 1800 639 629 or www.newapprenticeships.gov.au
✓ Contact the Department of Education, Science and Training
  in your state
✓ Refer to the Australian Apprenticeships Website
  www.australianapprenticeships.gov.au