



EMPLOYER OF CHOICE

“The 10000 Ft. view”

CONSULTANT-ASSESSOR TOOL

This assessment tool is intended to help your client take a high level view of the people issues in your organization. *From this perspective, you will be able to determine how important frontline staff are to your overall*

success of the company compared to other factors. Once the ‘people dimension’ is determined to be critical, this perspective will also help you pinpoint where your client might need help and what kind of help might be required

BASIC INFORMATION

The Organization _____
Industry _____
Contact _____
Consultant/Assessor _____
Date: _____



SEQUUS

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Examine each of the following PEOPLE ISSUES and assess them for the company. You may wish to proceed by assessing all four issues first and then going on to do further assessment within the issues that are most critical to your company. Alternatively, you may wish to complete the assessment of each category by going to the detailed page and then coming back to this page and assessing the next issue. Once all issues are completed, you are asked to summarize your assessment beginning on page fifteen.

JOIN: GETTING PEOPLE TO JOIN THE COMPANY WITH THE COMPETENCIES NEEDED..

IMPORTANCE to COMPANY SUCCESS

- 1 = not important
- 2 = some importance
- 3 = desirable
- 4 = very important
- 5 = top priority

NEED FOR DEVELOPMENT

- 1 = no need
- 2 = little need
- 3 = some need
- 4 = substantial need
- 5 = urgent attention required

What evidence do you have that would support your assessment? Consider, for example..

- the time it takes to fill a vacancy
- the number of vacant positions and how long they have been vacant
- the number of applicants for each vacant position
- the cost of hiring
- company satisfaction with new hires (through survey or interviews)
- applicant reaction to the recruitment process (ask recent new hires, ask recent rejected applicants, ask recent applicants who refused an employment offer etc.)
- other...

If this is an issue, go to page 3 to do further analysis. If not, go the next issue.

STAY: GETTING PEOPLE TO STAY WITH THE COMPANY LONG ENOUGH TO MAKE A CONTRIBUTION..

IMPORTANCE to COMPANY SUCCESS

- 1 = not important
- 2 = some importance
- 3 = desirable
- 4 = very important
- 5 = top priority

NEED FOR DEVELOPMENT

- 1 = no need
- 2 = little need
- 3 = some need
- 4 = substantial need
- 5 = urgent attention required

What evidence do you have that would support your assessment? Consider, for example..

- the 'turnover rate' (total number of employees today divided by the number of new hires during the past 12 months)
- 'exit interview' data from recent quits
- follow-up surveys/interviews of recent quits
- the cost of turnover
- job satisfaction among current employees
- other...

If this is an issue, go to page 6 to do further analysis. If not, go the next issue.

PERFORM: GETTING PEOPLE TO PERFORM CONSISTENTLY AT THE REQUIRED LEVEL..

IMPORTANCE to COMPANY SUCCESS

- 1 = not important
- 2 = some importance
- 3 = desirable
- 4 = very important

NEED FOR DEVELOPMENT

- 1 = no need
- 2 = little need
- 3 = some need
- 4 = substantial need

5 = top priority

5 = urgent attention required

What evidence do you have that would support your assessment?

If this is an issue, go to page 9 to do further analysis. If not, go the next issue.

ADAPT: GETTING PEOPLE TO ADAPT EFFECTIVELY TO CHANGE..

IMPORTANCE to COMPANY SUCCESS

- 1 = not important
- 2 = some importance
- 3 = desirable
- 4 = very important
- 5 = top priority

NEED FOR DEVELOPMENT

- 1 = no need
- 2 = little need
- 3 = some need
- 4 = substantial need
- 5 = urgent attention required

What evidence do you have that would support your assessment?

If this is an issue, go to page 12 to do further analysis. If not, go the next issue.

DIAGNOSING “JOIN” ISSUES

Instructions

On the next page you will find a high level assessment of factors relevant to getting people to join your organization. For each factor there is a four point rating scale. At the top (4) of each scale is a description of a ‘workplace of choice’. This is the goal but may be unrealistic for many organizations in the short term. A rating of 3 is quite acceptable in that the organization is meeting a basic standard. Ratings lower than 3 indicate that there is room to grow. Rate the organization on each of the six factors.

STRENGTHS: Once you have completed the rating, identify the strengths that the organization has to build on. For each strength, think about how the organization might use it to improve its ability to attract staff.

CHALLENGES: Then identify areas that need some work. For each challenge, develop an action plan with a timetable. If you need more information, consider how you will get it. Note that there are several diagnostic tools available through the ‘Workplace of Choice’ program to help you assess recruitment and selection issues. Among them are...

JOIN: GETTING PEOPLE TO JOIN OUR COMPANY WITH THE COMPETENCIES WE NEED, WHEN WE NEED THEM..

JOIN: GETTING PEOPLE TO JOIN OUR COMPANY WITH THE COMPETENCIES WE NEED, WHEN WE NEED THEM..

1. **STRATEGIC LEADERSHIP:** How attractive is the company's overall direction to outsiders?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Lack of longer-term direction obvious to potential employees..	Evidence that company is working on its longer-term direction obvious to potential employees.	Potential employees attracted by clear longer-term direction with supporting goals.	Potential employees excited by clear and compelling long-term vision and strategic priorities.	
1:	2:	3:	4:	

2. **FRONTLINE MANAGEMENT** How involved is frontline management in staffing?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Frontline manager involvement with staffing is non-existent or haphazard.	Company aware of need to develop staffing competencies of frontline management.	Company involves competent frontline managers in staffing.	Company uses outstanding leaders and managers as means of attracting staff.	
1:	2:	3:	4:	

3. **WORKPLACE CULTURE** How attractive is the company's workplace culture to outsiders?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company does nothing to promote its workplace culture in staffing	Company makes potential employees aware of its efforts to build a positive work culture	Company uses its positive workplace culture to attract new staff.	Company's reputation for a strong culture attracts unsolicited job applicants.	
1:	2:	3:	4:	

4. **WORK-LIFE BALANCE** How attractive is the balance between work and non-work to outsiders?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company does nothing to address need to balance work and non-work in recruitment efforts.	Company makes potential employees aware of its efforts to balance work and non-work life.	Company uses its positive work-life balance to attract new staff.	Company's reputation for a balanced workplace attracts unsolicited job applicants.	
1:	2:	3:	4:	

5. **COMPENSATION AND BENEFITS** Levels of pay and company benefits compared to other employers?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company does nothing to ensure that its starting wage and benefit package is externally competitive.	Company is working to ensure that its starting wage and benefit package is competitive.	Company provides a starting wage and benefit package that is competitive.	Company provides a starting wage and benefit package that is noticeably above the norm.	
1:	2:	3:	4:	

6. **JOB/WORK DESIGN & STRUCTURE** How attractive is the job/work design to outsiders?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company does not use its job/work design as a recruitment tool.	Company aware that its job/work design could be a recruitment tool and is working to determine how.	Company uses its job/work design as a recruitment tool.	Company has a reputation as an employer that offers meaningful work in an optimum structure.	
1:	2:	3:	4:	

7. LEARNING AND DEVELOPMENT How attractive are the opportunities to learn and develop to outsiders?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Company does not use learning, growth and development opportunities as a recruitment tool.</i>	<i>Company aware that learning, growth and development opportunities could be a recruitment tool.</i>	<i>Company uses learning, growth and development opportunities as a recruitment tool.</i>	<i>Company has a reputation as great place to learn, grow and develop.</i>	
1:	2:	3:	4:	

8. WORKFORCE DIVERSITY How attractive is the workplace to minorities and persons of disadvantage?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Company unaware of diversity as a recruitment tool.</i>	<i>Company aware that workforce diversity could be a recruitment tool.</i>	<i>Company uses its diversity as a recruitment tool.</i>	<i>Company has a reputation as great place for a diverse workforce.</i>	
1:	2:	3:	4:	

DIAGNOSING “STAY” ISSUES

Instructions

On the next page you will find a high level assessment of factors relevant to getting people to stay in the organization. For each factor there is a four point rating scale. At the top (4) of each scale is a description of a ‘workplace of choice’. This is the goal but may be unrealistic for many organizations in the short term. A rating of 3 is quite acceptable in that the organization is meeting a basic standard. Ratings lower than 3 indicate that there is room to grow. Rate the organization on each of the six factors by checking the box below the descriptor that best fits with where the organization is now.

STRENGTHS: Once you have completed the rating, identify the strengths that you have to build on. For each strength, think about how you might use it to improve your ability to keep the staff that you need.

CHALLENGES: Then identify areas that need some work. For each challenge, develop an action plan with a timetable. If you need more information, consider how you will get it. Note that there are several diagnostic tools available through the ‘Workplace of Choice’ program to help you assess staff retention issues. Among them are...

STAY: GETTING PEOPLE TO STAY WITH OUR COMPANY LONG ENOUGH TO MAKE A CONTRIBUTION..

1. STRATEGIC LEADERSHIP How attractive is the company's overall direction to staff?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Lack of longer-term direction obvious to staff.	Evidence that company is working on its longer-term direction encourages staff to stay with company.	Staff are satisfied with clear longer-term direction and supporting goals.	Staff encouraged to stay by clear and compelling long-term vision and strategic priorities.	
1:	2:	3:	4:	

2. FRONTLINE MANAGEMENT Who are the internal 'leaders of choice' and what makes them so?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company unaware of who the internal 'leaders of choice' are.	Company aware of need to identify 'leaders of choice' and understand what makes them attractive to staff.	Company works at providing every employee with a leader/manager that they can enjoy working for.	Company provides frontline staff with leaders and managers who make them want to stay with the company..	
1:	2:	3:	4:	

3. WORKPLACE CULTURE & WORKLIFE BALANCE How satisfying is the workplace culture and worklife balance to staff?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company unaware of the impact of its culture and worklife balance on staff retention.	Company aware of its work culture and of need to balance work and non-work and working to improve.	Company has built a positive culture and helps employees balance work and non-work life.	Company has built a strong culture and employees enjoy a comfortable balance of work and non-work life.	
1:	2:	3:	4:	

4. WORK-LIFE BALANCE How satisfying is the balance between work and non-work to staff?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company unaware of the impact of worklife balance on staff retention.	Company aware of need to balance work and non-work and working to improve.	Company helps employees balance work and non-work life.	Employees enjoy a comfortable balance of work and non-work life.	
1:	2:	3:	4:	

5. COMPENSATION AND BENEFITS How does ongoing pay and benefits compare to others both inside and outside the organization?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company does nothing to ensure that its ongoing wage and benefit package is competitive externally and fair and equitable internally.	Company is working to ensure that its ongoing wage and benefit package is competitive externally and fair and equitable internally.	Company ensures that its ongoing wage and benefit package is competitive externally and fair and equitable internally.	Company provides a wage and benefit package that is noticeably above the community norm and which staff feel is internally fair and equitable.	
1:	2:	3:	4:	

6. JOB/WORK DESIGN & STRUCTURE How satisfying is the job/work design to staff?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company does nothing to ensure that its work is motivating and satisfying for those who do it.	Company is trying to ensure that its work is motivating and satisfying for those who do it.	Company ensures that its work is motivating and satisfying for those who do it.	Company provides an enriched and challenging work experience that makes employees want to stay with the company.	
1:	2:	3:	4:	

7. LEARNING AND DEVELOPMENT How satisfying are the opportunities to learn and develop to staff?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
<i>Company does not use learning, growth and development opportunities as a retention tool.</i>	<i>Company is aware that learning, growth and development opportunities could be used as a retention tool.</i>	<i>Company ensures that it provides learning, growth and development opportunities</i>	<i>Company is known by staff as great place to learn, grow and develop.</i>	
1:	2:	3:	4:	

8. WORKFORCE DIVERSITY How satisfying is the workplace to minorities and persons of disadvantage?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
<i>Company does not use diversity as a retention tool.</i>	<i>Company is aware that diversity could be used as a retention tool.</i>	<i>Company ensures that it provides a positive environment for a diverse workforce.</i>	<i>Company is known by staff as great place for minorities and persons of disadvantage.</i>	
1:	2:	3:	4:	

DIAGNOSING “PERFORM” ISSUES

Instructions

On the next page you will find a high level assessment of factors relevant to getting people to perform for the organization. For each factor there is a four point rating scale. At the top (4) of each scale is a description of a ‘workplace of choice’. This is the goal but may be unrealistic for many organizations in the short term. A rating of 3 is quite acceptable in that the organization is meeting a basic standard. Ratings lower than 3 indicate that there is room to grow. Rate the organization on each of the six factors.

STRENGTHS: Once you have completed the rating, identify the strengths that you have to build on. For each strength, think about how you might use it to improve your ability to get staff to perform at the level that needed.

CHALLENGES: Then identify areas that need some work. For each challenge, develop an action plan with a timetable. If you need more information, consider how you will get it. Note that there are several diagnostic tools available through the ‘Workplace of Choice’ program to help you assess performance issues. Among them are...

PERFORM: GETTING PEOPLE TO PERFORM CONSISTENTLY AT THE REQUIRED LEVEL..

1. **STRATEGIC LEADERSHIP:** How motivating is the company's overall direction to frontline staff?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Lack of longer-term direction discourages high performance.	Evidence that company is working on its longer-term direction encourages frontline staff to contribute.	Clear longer-term direction and supporting goals encourage high performance.	Clear and compelling long term vision and strategic priorities stimulates high performance	
1:	2:	3:	4:	

2. **FRONTLINE MANAGEMENT** How effectively is performance managed day to day?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company unaware of the impact of leader behaviour on employee performance.	Company aware of the impact of leader behaviour on employee performance and working to improve.	Company has a performance management system and trains leaders to manage performance.	Company encourages and rewards leaders who lead staff to high levels of performance.	
1:	2:	3:	4:	

3. **WORKPLACE CULTURE** How supportive is the workplace culture to high levels of performance?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company unaware of the impact of culture on employee performance.	Company aware of the impact of culture on employee performance and working to improve.	Company culture is supportive of high performance.	Company culture helps build staff commitment to high levels of performance.	
1:	2:	3:	4:	

4. **WORK-LIFE BALANCE** How do performance demands impact the balance between work and non-work?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company unaware of the impact of performance demands on work-life balance.	Company aware of the impact of performance demands on work-life balance and working to improve.	Company balances need for high performance and work-life balance.	Company work-life balance helps build staff commitment to high levels of performance.	
1:	2:	3:	4:	

5. **COMPENSATION AND BENEFITS** How well does pay reflect and support high levels of performance?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company unaware of the impact of compensation on employee performance.	Company aware of the impact of compensation on employee performance and working to establish 'pay for performance'.	Company has a compensation system in which high performance is rewarded.	Staff know that if they make an extra effort they will be tangibly and fairly rewarded	
1:	2:	3:	4:	

6. **JOB/WORK DESIGN & STRUCTURE** How supportive is the job/work design structure to high levels of performance?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR "Employer of Choice"	Comments
Company unaware of the impact of job/work design on employee performance.	Company aware of the impact of job/work design on employee performance and working to improve.	Work is designed to produce high levels of performance.	Company job and work design optimizes both operational and human requirements into one high performance system.	
1:	2:	3:	4:	

7. LEARNING AND DEVELOPMENT How well does learning impact and support high levels of performance?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Company does not see the connection between learning and performance.</i>	<i>Company aware of the connection between learning and performance and is working to improve it.</i>	<i>Company provides training needed to help meet performance goals.</i>	<i>Company has built a continuous learning environment supportive of high performance.</i>	
1:	2:	3:	4:	

8. WORKFORCE DIVERSITY How well does the diversity of the workforce impact and support high levels of performance?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Company does not see the connection between a diverse workforce and performance.</i>	<i>Company aware of the connection between a diverse workforce and performance and is working to improve it.</i>	<i>Company uses its diverse workforce to help meet performance goals.</i>	<i>Company has built a diverse workforce to support high performance.</i>	
1:	2:	3:	4:	

DIAGNOSING “ADAPT” ISSUES

Instructions

On the next page you will find a high level assessment of factors relevant to getting people to adapt effectively to change. For each factor there is a four point rating scale. At the top (4) of each scale is a description of a ‘workplace of choice’. This is the goal but may be unrealistic for many organizations in the short term. A rating of 3 is quite acceptable in that the organization is meeting a basic standard. Ratings lower than 3 indicate that there is room to grow. Rate the organization on each of the six factors.

STRENGTHS: Once you have completed the rating, identify the strengths that you have to build on. For each strength, think about how you might use it to improve the organization’s ability to get its staff to adapt to change.

CHALLENGES: Then identify areas that need some work. For each challenge, develop an action plan with a timetable. If you need more information, consider how you will get it. Note that there are several diagnostic tools available through the ‘Workplace of Choice’ program to help you assess adaptation/innovation issues. Among them are...

ADAPT: GETTING PEOPLE TO ADAPT EFFECTIVELY TO CHANGE..

1. **STRATEGIC LEADERSHIP:** How committed/ supportive are frontline staff to changes in the company’s overall direction?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Lack of longer-term direction makes it difficult to understand need to change.</i>	<i>Evidence that company is working on its longer-term direction helps frontline staff to understand need to change.</i>	<i>Clear longer-term direction and supporting goals help staff accept need to change and contribute new ideas.</i>	<i>Clear and compelling long-term vision and strategic priorities build frontline staff commitment to change and innovation..</i>	
1:	2:	3:	4:	

2. **FRONTLINE MANAGEMENT** How effectively is change managed when change is required??

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Company unaware of the impact of leader behaviour on employee acceptance of change.</i>	<i>Company aware of the impact of leader behaviour on employee acceptance of change and working to improve.</i>	<i>Company uses frontline leaders to help gain acceptance of change and stimulate contribution of ideas.</i>	<i>Company encourages and rewards leaders who build staff commitment to change and innovation.</i>	
1:	2:	3:	4:	

3. **WORKPLACE CULTURE & WORKLIFE BALANCE** How supportive is the workplace culture and worklife balance in times of change?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Company unaware of the impact of culture on employee response to change.</i>	<i>Company aware of the impact of culture on employee response to change and working to improve.</i>	<i>Company culture is supportive of staff both at work and outside of work during major change.</i>	<i>Company culture helps build staff commitment to needed change and helps with worklife balance especially in stressful times</i>	
1:	2:	3:	4:	

4. **WORK-LIFE BALANCE** How does change impact the balance between work and non-work?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Company unaware of the impact of work-life balance on employee response to change.</i>	<i>Company aware of the work-life balance on employee response to change and working to improve.</i>	<i>Company is supportive of staff both at work and outside of work during major change.</i>	<i>Company helps with worklife balance especially in stressful times</i>	
1:	2:	3:	4:	

5. **COMPENSATION AND BENEFITS** How is pay and/or benefits impacted by change?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Company unaware of the impact of anxiety related to pay and benefits on acceptance of change.</i>	<i>Company aware of the impact of anxiety related to pay and benefits on acceptance of change and is working to reduce that anxiety .</i>	<i>Company provides full information on the impact of change on pay and benefits and rewards new ideas.</i>	<i>Company provides pay and benefit security during times of major change and rewards innovation.</i>	
1:	2:	3:	4:	

6. JOB/WORK DESIGN & STRUCTURE How responsive is the job/work design structure to changing conditions?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Company unaware of the impact of job/work design on employee response to change.</i>	<i>Company aware of the impact of job/work design on employee response to change and working to improve.</i>	<i>The job/work design allows staff involvement in changes that could impact them.</i>	<i>The job/work design empowers staff to make the changes needed to respond to new demands.</i>	
1:	2:	3:	4:	

7. LEARNING AND DEVELOPMENT How well does learning impact and support adaptation to change?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Company does not see the connection between learning and adaptation to change.</i>	<i>Company is aware of the connection between learning and adaptation to change and is working on improvement.</i>	<i>Company uses learning to help adapt to change.</i>	<i>Company has built a continuous learning environment in which adaptation to change is an ongoing reality.</i>	
1:	2:	3:	4:	

8. WORKFORCE DIVERSITY How does a diverse workforce help the company respond to change?

LEVEL ONE Entry Level	LEVEL TWO Developing	LEVEL THREE Acceptable Standard	LEVEL FOUR “Employer of Choice”	Comments
<i>Company does not see the connection between workforce diversity and adaptation to change.</i>	<i>Company is aware of the connection between workforce diversity and adaptation to change and is working on improvement.</i>	<i>Company uses its workforce diversity to help adapt to change.</i>	<i>Company has built a diverse workforce in order to help it adapt to change.</i>	
1:	2:	3:	4:	

What have you discovered so far about the company?

Summarize where the company is now using the table below if it helps....

focus	Overall, how would you rate the company?	Does this area need attention? If so, what specific elements need to be addressed. Why? What needs further study?	What is the top priority?
JOIN	<input type="checkbox"/> LEVEL ONE Entry Level <input type="checkbox"/> LEVEL TWO Developing <input type="checkbox"/> LEVEL THREE Acceptable Standard <input type="checkbox"/> LEVEL FOUR "Employer of Choice"	<input type="checkbox"/> STRATEGIC LEADERSHIP <input type="checkbox"/> FRONTLINE MANAGEMENT <input type="checkbox"/> WORKPLACE CULTURE <input type="checkbox"/> WORKLIFE BALANCE <input type="checkbox"/> COMPENSATION AND BENEFITS <input type="checkbox"/> JOB/WORK DESIGN & STRUCTURE <input type="checkbox"/> LEARNING AND DEVELOPMENT or <input type="checkbox"/> WORKPLACE DIVERSITY Why? What needs further study?	
STAY	<input type="checkbox"/> LEVEL ONE Entry Level <input type="checkbox"/> LEVEL TWO Developing <input type="checkbox"/> LEVEL THREE Acceptable Standard <input type="checkbox"/> LEVEL FOUR "Employer of Choice"	<input type="checkbox"/> STRATEGIC LEADERSHIP <input type="checkbox"/> FRONTLINE MANAGEMENT <input type="checkbox"/> WORKPLACE CULTURE <input type="checkbox"/> WORKLIFE BALANCE <input type="checkbox"/> COMPENSATION AND BENEFITS <input type="checkbox"/> JOB/WORK DESIGN & STRUCTURE <input type="checkbox"/> LEARNING AND DEVELOPMENT or <input type="checkbox"/> WORKPLACE DIVERSITY Why? What needs further study?	
PERFORM	<input type="checkbox"/> LEVEL ONE Entry Level <input type="checkbox"/> LEVEL TWO Developing <input type="checkbox"/> LEVEL THREE Acceptable Standard <input type="checkbox"/> LEVEL FOUR "Employer of Choice"	<input type="checkbox"/> STRATEGIC LEADERSHIP <input type="checkbox"/> FRONTLINE MANAGEMENT <input type="checkbox"/> WORKPLACE CULTURE <input type="checkbox"/> WORKLIFE BALANCE <input type="checkbox"/> COMPENSATION AND BENEFITS <input type="checkbox"/> JOB/WORK DESIGN & STRUCTURE <input type="checkbox"/> LEARNING AND DEVELOPMENT or <input type="checkbox"/> WORKPLACE DIVERSITY Why? What needs further study?	
ADAPT	<input type="checkbox"/> LEVEL ONE Entry Level <input type="checkbox"/> LEVEL TWO Developing <input type="checkbox"/> LEVEL THREE Acceptable Standard <input type="checkbox"/> LEVEL FOUR "Employer of Choice"	<input type="checkbox"/> STRATEGIC LEADERSHIP <input type="checkbox"/> FRONTLINE MANAGEMENT <input type="checkbox"/> WORKPLACE CULTURE <input type="checkbox"/> WORKLIFE BALANCE <input type="checkbox"/> COMPENSATION AND BENEFITS <input type="checkbox"/> JOB/WORK DESIGN & STRUCTURE <input type="checkbox"/> LEARNING AND DEVELOPMENT or <input type="checkbox"/> WORKPLACE DIVERSITY Why? What needs further study?	

Summarize where you would like the company to be and when you think it would be reasonable to be there...

How big is the Gap between where the company is now and where you think it should/could be?

What don't you yet know, but need to know before you proceed?

- What can be done to get started?

Note: For more guidance on producing change, go to Tab Nine of the EOC Manual.

How will the company become an Employer of Choice...

Lay out an action plan. Use the table that follows if it helps..

ACTION STEPS	WHO IS RESPONSIBLE?	WHEN WILL IT START?	WHEN WILL IT BE COMPLETED?	HOW MUCH WILL IT COST?
1.				
2.				
3.				
4.				