



Classification of Disability Support
Work in a High Performance Model
of Work Organisation



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ACKNOWLEDGEMENT

NDS would like to acknowledge Michael Pegg from Jobs Australia, the author of this
report.

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Introduction

NDS sought Jobs Australia's advice regarding two matters that are important for disability organisations trialling or considering self-organising teams or other forms of high performance work organisation. We asked Jobs Australia to advise on the following general questions (as well as a number of sub-issues) which have emerged from provider practice:

- The consistency of certain responsibilities with job classifications under the SCHADs award
- Industrial good practice regarding introducing a transition to a self-directed team form of work organisation.

What follows is the background to this request and Jobs Australia's considered response. It should be noted that at the time of publication the Modern Award review process was still underway. The award clauses discussed below may therefore change and should be checked once the award review is complete.

Background

NDS is working with providers in the sector to consider and potentially introduce models of client support and work organisation that have the following features:

1. Front line workers adopt a self-organising style of working where a range of decisions about client support are made at the front line either individually, or following discussion with other workers. Such decisions are made within a well-articulated and shared framework of values and principles regarding supporting people with disability.
2. In many, but not all, cases people work in self-organising teams, with or without a team leader
3. The front line manager's role is one of mentor and coach with less emphasis on their accountability and supervisory responsibilities. This is the case both where teams have a team leader, and where there is a coordinator or team leader working across self-managing teams
4. Front line workers are responsible for meeting, as far as possible, the needs of the client through working with other team members; this usually involves making changes to the hours and days when services are provided, in liaison with team members and/or other staff, and will be within rostering rules
5. Front line workers are responsible for understanding their own learning needs and those of their team and seeking assistance from coaches and/or trainers to address these
6. Front line workers understand and can distinguish acceptable risks within a human rights framework from unacceptable risks that could endanger the client and/or the organisation
7. Front line workers engage strongly with family members, informal carers and the community around the client to support people with disability to be active within and supported by mainstream services and the community broadly.

The aim of such models is firstly to improve the quality of client support and enact more client-centred services; and secondly to reduce the amount of administrative support needed to manage the business requirements associated with direct care work.

Ultimately NDS believes that this model could deliver a service model that is both more rewarding and empowering for workers, as well as beneficial for clients, and more cost-efficient for providers and the government.

Overview of the classification of disability support work

This discussion assumes that the classification structure of the *Social, Community, Home Care and Disability Services Industry Award 2010* (SCHADS) applies. Some enterprise agreements may have different classification structures.

SCHADS originally had five classification streams including a disability services stream. In 2010 the award was varied to remove the separate disability services structure and merge relevant definitions into the Social and Community Services (SACS) structure.

Two streams are potentially relevant to this discussion.

- SACS – covering roles in social welfare, community development, and disability services at a range of skill levels such as unskilled, para professional and professional, together with clerical, administrative and managerial roles.
- Home Care – covering work of the type that historically was funded through the Home and Community Care (HACC) program, including personal care and domestic assistance.

Home Care classifications do not apply where the support is provided in accordance with an individual care plan for the provision of disability support, such as supports aimed at promoting independent living skills, and/or social inclusion.

Importantly, a variation was inserted into the definition of the SACS sector to clarify that the mere fact of provision of support in a private residence did not alter the application of the SACS classification stream. Disability support work is classified under the SACS stream regardless of the location of the work.

The rest of this paper therefore only considers the SACS classification structure.

Much frontline disability support work is classified at SACS Level 2, and team leaders are typically at Level 3, although there have been exceptions in some areas such as in mental health, or in areas where a competitive labour market has encouraged some employers to overclassify in order to attract workers.

The issue to be considered here is whether working in a high performance, self-organising team environment requires skills sufficiently higher than standard disability support work to require classification at SACS Level 3.

In addition, the question arises as to whether the team leader/coordinator roles in a high performance model also require higher skills than is traditional, so that they should be classified at SACS Level 4 rather than 3.

Award classifications

A job is classified on the basis of the overall skills and responsibilities required. Once the classification is determined, awards then set the minimum rate of pay that is required. Nothing prevents an employer from choosing to pay a higher rate (although NDIA maximum prices can be a constraint).

Most modern awards use classification structures that since the 1990s notionally align with the competencies and skills set out by the Australian Qualifications Framework (AQF). The AQF therefore provides part of the rationale for how work is classified. It is not the full story but needs to be factored into any discussion of classification.

The AQF framework provides a way for the Fair Work Commission (FWC) to set skills-based pay relativities that are consistent across industries. A key relativity is the pay rate for work that requires a trade certificate (Certificate III) or equivalent. This is sometimes referred to as the C10 relativity. A further key relativity is C9 which sets the minimum pay rate for a job which requires a post-trades certificate (Certificate IV).

The following table illustrates how the relativities work within the SACS classification structure of SCHADS compared with two other examples of modern awards, showing the minimum classification level and fulltime rate of pay. The *Manufacturing* award is shown because it is a widely used standard for this purpose. The *Higher Education General Staff* (HEGS) award is shown because it is an example of an award covering a range of technical and white collar workers.

	SCHADS	Manufacturing	Higher Education General Staff
Certificate III entry	Level 2.1 \$809.10	Trades 1 \$809.10	HE Level 3.1 \$812.39
Certificate IV entry	Level 2.2 \$834.40	Trades 2 \$834.40	Level 4.1 \$884.98

These classification levels which are comparable to SACS Level 2 cover trades and advanced trades people under the *Manufacturing Award*, and typical job roles under the HEGS Award include Technical Assistant, Tradesperson and Administrative Assistant at HE Level 3, and Technical Officer and Advanced tradesperson at HE Level 4.

It is worth noting that both the Higher Education and Manufacturing awards set the Certificate III and Certificate IV minimum rates at different classification levels, whereas SCHADS sets them at different pay points within the single classification of SACS Level 2.

This means that under SCHADS an unqualified worker appointed to Level 2 has access to annual increments which allow them to catch up to the entry pay rate of a Certificate IV qualified worker after one year of satisfactory service.

The situation is different in the two other awards which have a 'hard' bar between the classification of work requiring a Certificate III and the classification of work requiring a Certificate IV. Two consequences of this difference are:

1. The existence of a hard bar for Manufacturing and Higher Ed (for example) creates an incentive for employees to upgrade their skills if they want access to the next level; but
2. On the other hand the broad-banded classification in SCHADS provides more flexibility for employers to deploy workers across a range of tasks of varying levels of skill and complexity without having to reclassify or use higher duties arrangements.

What does Level 2 require in relation to disability support work?

Indicative responsibilities specific for disability workers at Level 2 were inserted into the classification definitions of the award in 2010. They include:

- *implementing client skills and activities programmes under limited supervision either individually or as part of a team as part of the delivery of disability services;*
- *supervising or providing a wide range of personal care services to residents under limited supervision either individually or as part of a team as part of the delivery of disability services;*
- *assisting in the development or implementation of resident care plans or the planning, cooking or preparation of the full range of meals under limited supervision either individually or as part of a team as part of the delivery of disability services;*
- *possessing an appropriate qualification (as identified by the employer) at the level of certificate 4 or above and supervising the work of others (including work allocation, rostering and providing guidance) as part of the delivery of disability services as described above ...*

Clause B.2.2 (k) to (n) NB these clause numbers will change following the completion of the Modern Award Review.

These descriptors reflect some standard indicative responsibilities for frontline disability support workers, but are not an exhaustive list of the full range of typical duties for disability support workers in 2017.

Skills of disability support workers

Level 2 is where the minimum rates of pay sit for employees who have a Certificate III or IV relevant to their job. For disability support workers, this means that the sorts of skills and competencies covered by the relevant Certificate training are indicative of the sorts of tasks that fit with Level 2.

These entry points only set the minimum pay rates where a certificate qualification is relevant to the job. It does not mean that a certificate is necessarily required at Level 2 or that an employee who does not have higher qualifications than a certificate cannot be employed at a higher classification level based on the duties required.

Units of competency listed for the Certificate IV in disability include a number of areas that are commonly mentioned when there is discussion of the complexity and advanced skills required of disability support work¹. Disability support work is inherently a skilled form of work and the training package for the certificate in disability reflects those requirements. The training package includes units such as those listed in the Table below:

Examples of Core units	Examples of Elective Units
Develop and provide person-centred service responses	Work in an alcohol and other drugs context
Facilitate community participation and social inclusion	Assess co-existing needs
Work with diverse people	Conduct individual assessments
Manage legal and ethical compliance	Assist clients with medication
Provide person-centred services to people with disability with complex needs	Administer and monitor medications
	Facilitate the interests and rights of clients
	Provide advocacy and representation services
	Provide support to people living with dementia
	Recognise and respond to crisis situations

Table 2 A sample of units of competency offered as part of a Certificate IV in Disability. The full list is at Training.gov.au. This table is only illustrative.

The above list of units should not be taken to mean that a worker with a Certificate IV who has completed those units is necessarily practising at an advanced 'professional' level. But it does mean they can be expected to be competent to carry out such work at a 'trades' level. For example, a worker who has completed the competency unit for 'Administer and monitor medications' is not taken to be performing those types of duties at the level of a Nurse. But they are expected to be

¹ For example, see the discussion at p 29 in Cortis, N., Macdonald, F., Davidson B., & Bentham, E. (2017) *Reasonable, necessary and valued: Pricing disability services for quality support and decent jobs* (SPRC Report 10/17). Sydney: Social Policy Research Centre, UNSW Sydney. Skills referred to as advanced included "...responding to complex needs such as epilepsy, PEG feeding, calming people with dementia; responding to medical emergencies or violence; managing demanding workloads under time pressure including accommodating unforeseeable events; deploying negotiation and strategic skills to achieve the best for their clients..."

able to follow relevant routine procedures safely at a 'trades person' level, and to know when they need to get assistance or advice.

Supervisory responsibilities

The disability specific dimensions for the definition of SACS Level 3 that were inserted in 2010 clearly focus primarily on supervisory responsibility.

(a) Characteristics

- *At this level, employees may be required to supervise lower classified staff or volunteers in their day-to-day work. Employees with supervisory responsibilities may undertake some complex operational work and may undertake planning and co-ordination of activities within a clearly defined area of the organisation including managing the day-to-day operations of a group of residential facility for persons with a disability.*

(b) Responsibilities

- *...in the delivery of disability services as described in subclauses ... taking overall responsibility for the personal care of residents; training, co-ordinating and supervising other employees and scheduling work programmes; and assisting in liaison and co-ordination with other services and programmes.*

How do SACS levels 2 and 3 differ for disability work?

However, supervisory responsibility is not the end of the story. SACS Level 3 is appropriate for a wide range of roles that don't have supervision as their primary focus. It is the level for support roles requiring more complex decision making and judgement than at Level 2, administrative roles with a degree of complexity, and it is the minimum entry level for roles that require the theoretical knowledge that would be expected from having a university degree without relevant work experience. Table 3 on the next page aligns some of the generic descriptors for Levels 2 and 3 to illustrate the differences.

Before looking in detail at the descriptors, it needs to be understood that the classification definitions are intended to be read holistically and in context. The types of responsibilities listed are indicative and not exhaustive. Many of the descriptors are relative to the levels above and below.

For example, under 'organisational relationships' the definition of SACS Level 7 states that a requirement may include 'normally supervises other employees and establishes and monitors work outcomes'.

Taken out of context, this could be read as meaning a disability support team leader should be classified at SACS Level 7. However taking account of the other dimensions makes it clear that a supervisor at SACS Level 7 is likely to be a senior manager with wide ranging responsibility for the management of staff and finances, and able to impact on the strategic directions of the organisation.

Of particular relevance in considering a high performance model of work organisations is the difference between the Levels 2 and 3 in relation to the degree of empowerment expected of employees.

When looking at how the descriptors align in Table 3 below, it is immediately apparent that apart from the supervisory responsibilities on many dimensions there is very little difference between Levels 2 and 3, or the difference is not clearly defined. For example, for the dimension of ‘Direction’ it is not clear how significant the difference is between working under ‘general guidance’ at Level 2 compared with ‘general direction’ at Level 3. Further potential confusion arises from looking at the Organisational relationships dimension which says that Level 2 works under ‘regular supervision’ whereas level 3 works under ‘general supervision’. The dimension of ‘Interpersonal skills and time management’ is very similar across both Levels 2 and 3. Yet all of these dimensions might be anticipated to be relevant to working in a high performance self-managing environment.

A more useful distinction can be found under the ‘General features’ and ‘Scope to act’ dimensions. The relevant excerpts have been highlighted in Table 3.

Dimension	Level 2	Level 3
Direction	Will work under general guidance within clearly defined guidelines and undertake a range of activities requiring the application of acquired skills and knowledge.	Will work under general direction in the application of procedures, methods and guidelines which are well established.
Organisational relationships	Work under regular supervision except where this level of supervision is not required by the nature of responsibilities ... being undertaken; provide limited guidance to a limited number of lower classified employees.	graduates work under direct supervision; works under general supervision except where this level of supervision is not required by the nature of the responsibilities ...being undertaken; operate as member of a team; supervision of other employees.
General features	General features - performing functions which are defined by established routines, methods, standards and procedures with limited scope to exercise initiative in applying work practices and procedures. Assistance will be readily available. Employees may be responsible for a minor	Involves solving problems of limited difficulty using knowledge, judgment and work organisational skills acquired through qualifications and/or previous work experience. Assistance is available from senior employees. Employees may receive instruction on the broader aspects of the work. In addition, employees may provide

Dimension	Level 2	Level 3
	function and/or may contribute specific knowledge and/or specific skills to the work of the organisation. In addition, employees may be required to assist senior workers with specific projects.	assistance to lower classified employees.
	Expected to have an understanding of work procedures relevant to their work area and may provide assistance to lower classified employees or volunteers concerning established procedures to meet the objectives of a minor function.	Allow employees the scope for exercising initiative in the application of established work procedures and may require the employee to establish goals/objectives and outcomes for their own particular work program or project.
Authority, problem solving	work outcomes are monitored; have freedom to act within established guidelines; solutions to problems may require the exercise of limited judgment, with guidance to be found in procedures, precedents and guidelines. Assistance will be available when problems occur.	graduates receive instructions on the broader aspects of the work; freedom to act within defined established practices; problems can usually be solved by reference to procedures, documented methods and instructions. Assistance is available when problems occur.
Interpersonal skills and managing time	Responsible for managing time, planning and organising their own work and may be required to oversee and/or guide the work of a limited number of lower classified employees or volunteers.	Employees will be responsible for managing and planning their own work and that of subordinate staff or volunteers and may be required to deal with formal disciplinary issues within the work area.
Supervision of staff	Employees at this level could be required to resolve minor work procedural issues in the relevant work area within established constraints	Employees may be required to supervise lower classified staff or volunteers in their day-to-day work. Employees with supervisory responsibilities may undertake some complex operational work and may undertake planning and co-ordination of activities within a clearly defined area of the organisation including managing

Dimension	Level 2	Level 3
		<p>day-to-day operations of a group or residential facility for persons with a disability.</p> <p>Those with supervisory responsibilities should have a basic knowledge of the principles of human resource management and be able to assist subordinate staff or volunteers with on-the-job training. They may be required to supervise more than one component of the work program of the organisation.</p>
<p>Skills, knowledge, experience, qualifications and/or training</p>	<p>basic skills in oral and written communication with clients and other members of the public;</p> <p>knowledge of established work practices and procedures relevant to the workplace;</p> <p>knowledge of policies relating to the workplace;</p> <p>application of techniques relevant to the workplace;</p> <p>developing knowledge of statutory requirements relevant to the workplace;</p> <p>understanding of basic computing concepts.</p>	<p>thorough knowledge of work activities performed within the workplace;</p> <p>sound knowledge of procedural/operational methods of the workplace;</p> <p>may utilise limited professional or specialised knowledge;</p> <p>working knowledge of statutory requirements relevant to the workplace;</p> <p>ability to apply computing concepts.</p>

Table 3 Alignment of various dimensions of SACS Levels 2 and 3. The arrangement does not precisely follow the order of award and has been slightly rearranged to aid clarity.

The highlighted sections relate to problem solving and the scope for exercising initiative. The references to problem solving indicate that while Level 2 can require working within routine procedures (at the equivalent of a certificate trained level), at Level 3 the employee can be expected to make more use of problem solving skills for less routine issues requiring knowledge and judgement. The implication is that this goes beyond what certificate qualification and relevant experience would be expected to provide. It suggests work which requires extensive experience and/or further training. In relation to initiative, Level 2 has '*limited scope to exercise initiative*' while Level 3 is allowed '*scope for exercising initiative*'.

If the work involves problem solving and judgement and initiative when carrying out standard procedures, and if that expectation goes beyond what a Certificate III or IV plus some experience could be expected to equip a worker for, then Level 3 may apply.

One difficulty is that many of these classification terms are relative to each other. On an initial reading it appears very subjective. The analysis presented here attempts to bring some objectivity to the assessment by relating back to the AQF and the history of the award. The difficulty in interpreting the classification definitions is likely to be worse as new ways of working develop in the context of NDIS.

Further guidance comes from a recent decision of the FWC arising from a classification dispute in the *Liviende* case.²

In this case FWC had to determine whether a disability support worker role was at Level 2 or Level 3. The role in question set out a range of typical disability support duties entirely consistent with Level 2. However there were some additional duties that were the basis of the dispute. These duties included:

1. *Participating with the House Manager/Coordinator and other stakeholders in the development, implementation and evaluation of individual programs for Residents, as identified in the Personal Planning Process.*
2. *Participate in the development of behavioural management programs for Residents where necessary.*
3. *Where nominated, take on the role/responsibility as a Resident's key worker.*

Taken together, FWC formed the view that these additional responsibilities

...fall within the purview of Level 3 of the Award. This is because they require the exercise of initiative, judgement and problem solving which is higher than that contemplated by Level 2 of the Award. Level 2 talks in terms of the exercise of limited initiative and/or judgement and the resolution of minor work procedural issues. On the other hand, Level 3 Award classification descriptors include solving problems of limited difficulty using knowledge, judgement and work organisational skills and scope for exercising initiative in the application of established work procedures. These three duties and tasks, therefore, align with Level 3 of the Award.

The particular facts of the *Liviende* case don't exactly align with the issues raised by high performance models of work organisation, but the decision is of interest in that it highlights the problem solving dimension of the classification definitions as a key distinction between Levels 2 and 3.

Team leaders/coaches

Team leaders are currently typically classified at Level 3. The expectations around supervisory skills are largely procedural in nature. The team leader plays a role in

² HSU v Liviende Inc [2014] FWC 4016

rostering and leave management for example. They also provide informal performance management and might handle initial disciplinary issues. There is not much difference in how the supervisory skills of Level 4 are described compare to Level 3. The main difference is that Level 4 refers to skills in managing staff ‘to achieve specific objectives’. This might be an indicator that Level 4 could apply if the team leader/coach is doing more than an administrative supervisor role but is also expected to use coaching and training skills to equip the team to operate in ways that are different to traditional approaches. A job title such as ‘Coach’ is quite suggestive that the role is Level 4 rather than Level 3. However, it will ultimately depend on the specific requirements as set out in the Position Description.

Conclusion

The classification definitions for Levels 2 and 3 run to about 6 pages. However, from the above discussion, the key differences between the two levels can be summarised as follows.

Dimension	Level 2	Level 3
Indicative responsibilities	Standard disability support duties	Supervisory responsibilities
Skills and knowledge	Knowledge of activities, at a level consistent with the competencies covered by a relevant Certificate	‘Thorough’ knowledge of activities and “sound” knowledge of procedures/methods
Problem solving	Work within established procedures Solutions to problems require the exercise of limited judgement, with guidance and assistance available	Solve problems of limited difficulty Problems solved by reference to documents and assistance available
Scope to Act	limited scope to exercise initiative’	Scope for exercising initiative in the application of established procedures

Table 4 Key differences between Levels 2 and 3

For a job role in a high performance work model to be SACS Level 2, the employer needs to be realistic about the expectations that can be built into the job design.

If there are different tasks for employees, they should be designed so that they are standard procedures with defined limits to the extent of individual discretion required. This does not mean a completely procedure-bound approach. As discussed above, Level 2 is a skilled classification level. It covers work carried out at a competent, trained ‘trades’ level.

The position description and work procedures should provide clear guidance about dealing with non-routine situations, and there needs to be resourcing for access to assistance.

Below, the findings for each of NDS’s specific questions is summarised.

Q1 Is the more empowered role of the front line workers under a high performance model consistent with SACS Level 2 Classification?

- It can be, but **a key test is the extent of independent problem solving and initiative required**. It will depend on how the job is designed and the nature of the clients. The following are important features of Level 2 roles: (i) having very clear guidelines for the support workers and explaining that discretion is within those guidelines; (2) being careful about the language used and expectations around the exercise of initiative; (3) ensuring workers are able to access assistance and help in the case of unusual or unexpected events.
- **There is no significant difference in the time management and organisational skills** expected at Levels 2 and 3. The skills expected of a Level 2 worker can encompass a range of 'complex' supports (eg clients with dementia, clients medication needs, advocacy), provided there are standard procedures for a competent worker and assistance is available for non-routine issues.
- **All disability work is 'non-routine' to some extent** because it is a human service and every client is different. But where issues arise which would require skills that can't be expected of a typical worker but require someone with more advanced training and/or extensive experience, then Level 3 may apply.
- As work roles change under NDIS, **employees may be expected to perform a different range of tasks** than they used to. In a skills based classification structure, utilising different skills is not the same as utilising higher level skills. Provided the different tasks and skills fall within the range of what could reasonably be expected of a trained disability support worker, the classification level should not be affected if the worker simply picks up some additional standard responsibilities.

Q2 If so, would there be a minimum point within the classification that would be appropriate?

- Level 2 is a broad banded classification and if the role fits within Level 2 there is no requirement to consider minimum points except for the Certificate IV minimum pay point of Level 2.2.
- However an employer could consider above award financial rewards or incentives for employees learning to work in different ways. For example, paying at a higher incremental level, or simply adding an over-award component (flat dollar or percentage) to the pay rate.

Q3 At which classification level should a team leader operating as a coach or mentor be appointed?

- The classification of the team leader/coach role will partly depend on the level of the team members, and will also depend on the specific requirements set out in the Position Description. Even if the team members were classified at Level 2, a team leader/coach could be Level 4 if they are expected to have a proactive HR

role. On the other hand, if they are really a 'hands off' administrative coordinator, Level 3 could be appropriate.

Q4 Should an employer wish to – and can afford to – pay above the award classification, what are the options?

- A high performance model could be implemented in a way that does not require reclassification to Level 3. It is a matter of degree.
- For example, an expectation of more self-organisation might not be sufficient to fully meet the requirements for level 3 but still be perceived by the employee as an increase in expectations. There may be good HR management reasons to consider a reward scheme that recognises that there is still a different degree of independence and self-organisation expected. Nothing prevents an employer offering rewards such as a premium on wages (eg x% above award), or access to an extra increment (eg a new above award Level 2.5 equivalent in pay to Level 3.2).

Q5 Does Jobs Australia have advice about features of good practice consultation consistent with Clause 8.2 of the award or other provisions concerning workplace change?

- This is a major issue. A high performance approach is unlikely to succeed without employee 'buy-in'. The award requirements around consultation should be seen as necessary but not sufficient. This requires significant consultation and every workplace will be different. One option includes small scale trials with volunteers to demonstrate the mutual benefits. Significant lead up time for consultation should be planned.
- This paper assumes that an employer seeking to implement a high performance model will necessarily take a fairly sophisticated HRM approach to change management. Despite this, it is still necessary to pay attention to the award requirements for formal consultation. This type of change should be assumed to fall within the definition of 'significant effects' under the Consultation provisions of the award (or the equivalent clause in any relevant enterprise agreement). The key elements that need to be covered include:
 - i. The obligation to consult commences at the proposal stage, before the decision is finalised. This might seem strange because the award clause starts with '*Where an employer has made a definite decision...*'. However **case law and good practice is clear that genuine consultation cannot occur where a decision has already been finalised**. Consultation must provide a genuine opportunity for employees and their representatives (the union) to influence the outcome.
 - ii. There needs to be explicit discussion with affected employees about the proposed changes to identify if there are **any adverse effects for employees**, and if so, how might those adverse effects be mitigated. Adverse effects might include job losses (eg of some team leader roles),

- potential workload issues, managing risks associated with devolved decision making, changes to hours of work.
- iii. A potential adverse effect does not prevent change but it needs to be discussed and reasonable measures taken to minimise the effect where practicable.
 - iv. The employer should respond to any specific issues raised by employees or their union. Agreement is not required, but if the employer does not agree with proposals raised by employees or their union, they need to explain why (even if the explanation is not going to be accepted).
 - v. Information must be provided in writing setting out the proposed changes, the business case, and how employees will be affected. Written information does not replace face to face discussion – both are needed.
 - vi. Any individual employee whose employment is at risk of ending or being significantly adversely altered in terms of hours or pay should have individual discussions with management, in addition to any group discussions about the organisation of work.
 - vii. There is a separate clause regarding consultation about changes to rosters and hour of work. The same principles apply as for consultation about ‘significant’ change. A high performance work model will need to include standard procedures for satisfying this requirement if teams are going to have more ability to self-organise and vary their hours by agreement on a routine basis. This should also **include ensuring that the industrial entitlements associated with hours of work** are understood.

Q6 If a provider wishes to introduce a pilot or trial, is it desirable to introduce a bonus payment or reward for the period of the trial?

- The answer to this will depend on a pragmatic assessment of what will work with the relevant employees. Bonuses or other rewards are certainly options, but a decision should wait until consultation has commenced in order to get a sense of the attitudes of the employees and to assess what will work, if additional rewards are needed.

Published by **National Disability Services**

December 2017