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FLEXIBLE WORKING

# Changing Skills & Experience

*Building confidence and skills to enable effective flexible working in your agency*

NSW Public Service Commission Flexible Working Change Management Toolkit

Version 1.0

December 2018

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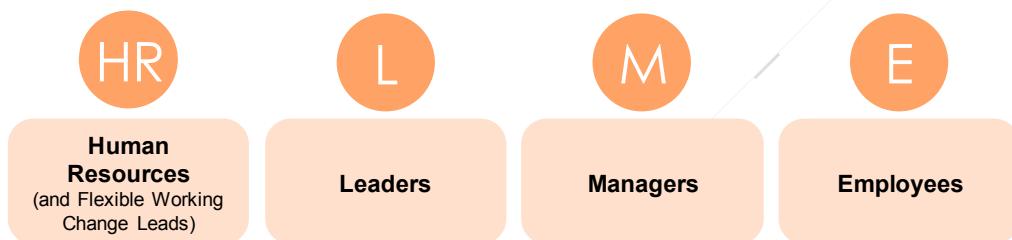
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## Why we've prepared this guide

The purpose of this guide is to help agency change leads drive the confidence and skills build needed in their agency to support effective flexible working. The guide is not intended to be a prescriptive learning and development guide, but instead allows you to select the activities and strategies that you feel are relevant and will be effective for your agency.

For the purposes of this guide, change leads can be drawn from human resources practitioners, change managers and project managers responsible for implementation of flexible working in their agency.

This guide considers the skills required to effectively use and manage flexible working for four major stakeholder groups within an agency:



## This guide complements the flex implementation tracker

While completion of the flex implementation tracker (FIT) is not a pre-requisite, this guide is designed to work alongside it. Use your agency's FIT results to determine what your agency needs to do to reach the next stage of maturity in this behaviour and practice area. The following flowchart provides an overview of the key differences for 'Ad-Hoc' and 'Consolidated' agencies.



Refer to Appendix A for detailed descriptions of the maturity indicators for Skills and Experience.

## The change process

For the purpose of this guide, organisational change management has been treated as a four-step process for this practice area:



# Step 1: Understand the current state, and the change required

## Overview

The first step involves understanding what skills will be required by leaders, managers, employees and HR teams to support flexible working, and therefore which skills may need to be developed. It is grouped into the following three sections:

### 1.1 Understand your stakeholders

Segment your stakeholder groups to understand different groups within your agency to target your efforts.

### 1.2 Understand flexible working skills

Define the skills required by different groups to support flexible working.

### 1.3 Understand skills gaps

Identify the skills development areas to target across different groups.

## 1.1 Understand your stakeholders

Consider the different types of stakeholders within your agency. Each group will have unique challenges, so your skills development strategies will likely need to be tailored to each group's needs to drive the change required. We have suggested high level groupings around HR leaders, managers and employees.

To help identify manager groups to target within your agency, you could start by looking at employee perceptions of manager support for flexible working across a number of different segments in your most recent PMES results or the PSC Dashboard. For more targeted strategies you could also consider additional segmentation groupings:

### Business Area

example: corporate, customer-facing services, support staff, supplier-facing services

### Employment Type

For example: part-time, rostered, contractor, full-time, job share, shift workers

### Location

For example: Metropolitan Sydney, Western Sydney, Central Coast, Newcastle & Lake Macquarie

### Demographic

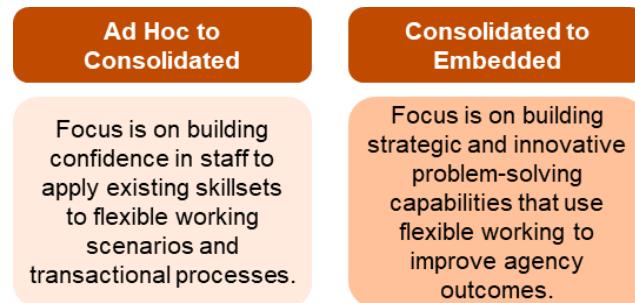
For example: age, people with disability, Aboriginal and Torres Strait Islander, gender

### Other Characteristics

For example: agency tenure, public sector tenure

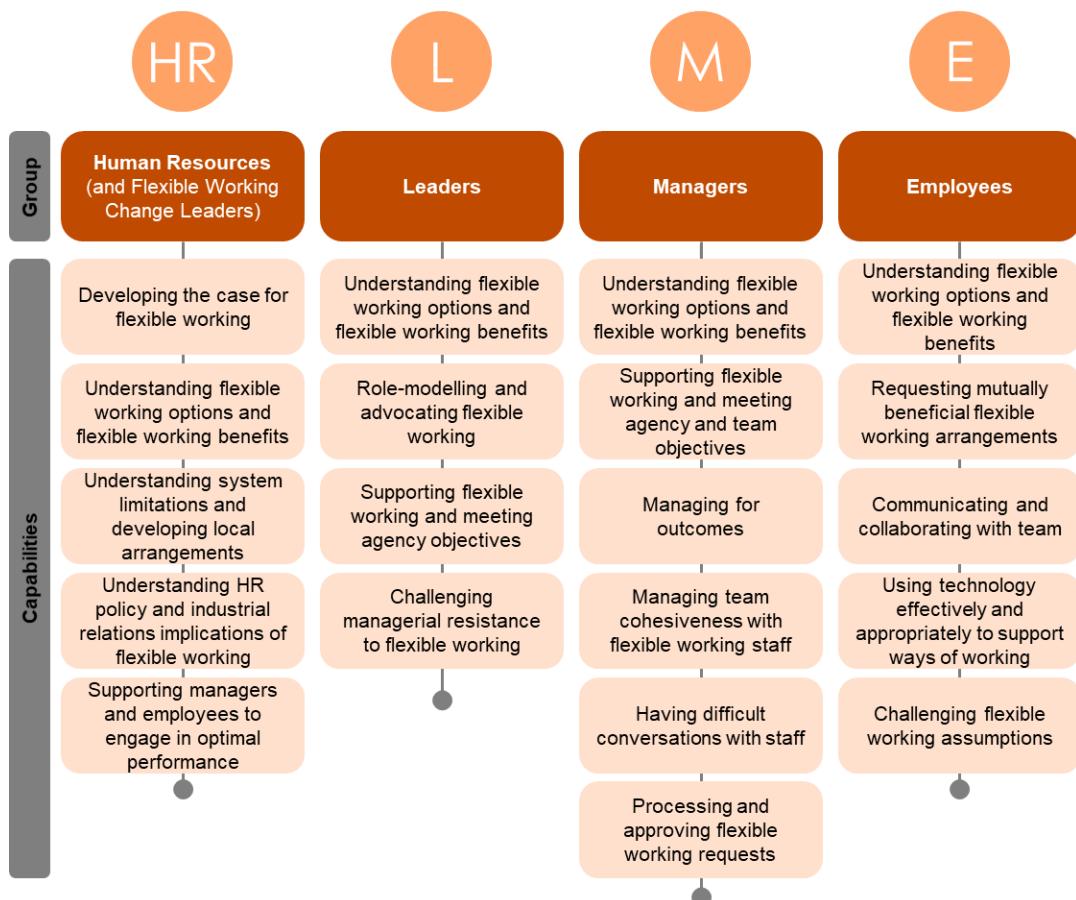
## 1.2 Understand flexible working skills

Different skills are required by HR, leaders, manager and employees to move from 'Ad Hoc' to 'Consolidated', in comparison to moving from 'Consolidated' to 'Embedded':



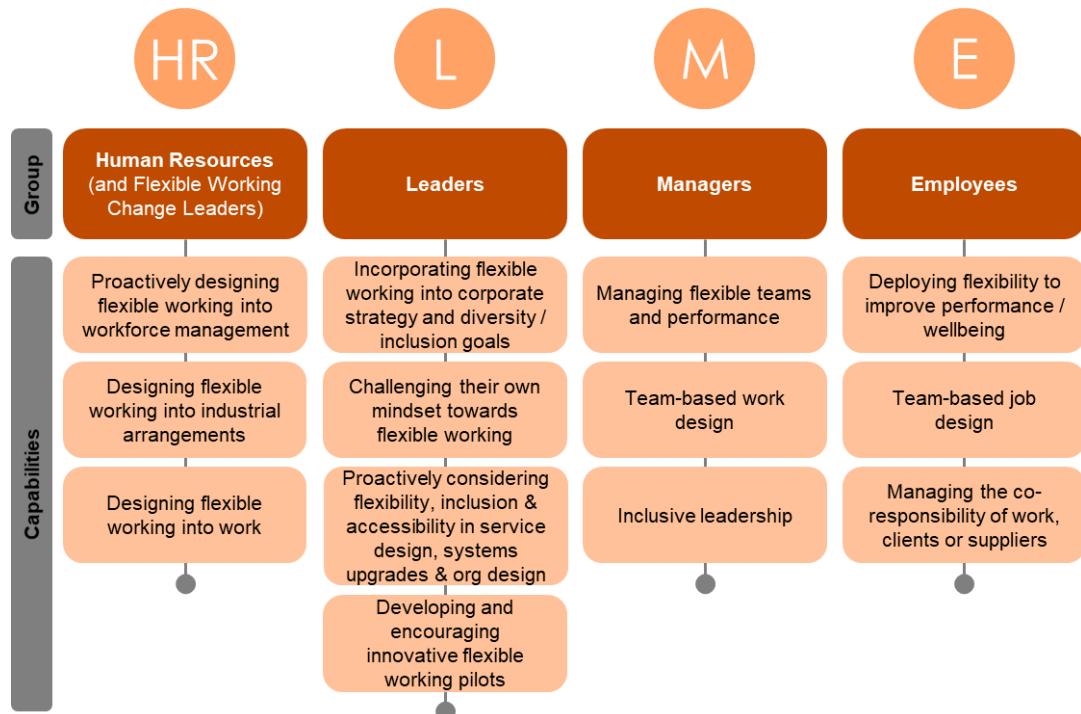
### **Skills for 'Ad-hoc' agencies targeting a 'Consolidated' state**

Sample skills required to transition from 'Ad Hoc' to 'Consolidated' include:



## **Skills for ‘Consolidated’ agencies targeting an ‘Embedded’ state**

To reach an ‘Embedded’ state, agencies require the skills previously identified as required to reach a ‘Consolidated’ state as well as new skills to truly embed flexible working. Additional skills may include:



## **Other flexible working skills**

Successful flexible working in a team environment involves strong communication, project management and technology skills. These are existing skills that can be applied in a flexible working environment, however there are also additional skills which can be learned and developed to embed flexible working.

When identifying and defining your agency’s own flexible working skills you should consider the following sources:

- Current role descriptions;
- Existing learning and development curriculum and skills development initiatives;
- Flexible working options available to the stakeholder group;
- NSW PSC HR, leader, manager and employee skillsets for flexible working (when available in April 2019);
- [NSW PSC Capability Framework](#) and [Occupation Specific Skill Sets](#); and
- Feedback from focus groups with leaders, managers and employees.

## 1.3 Understand skills gaps

For each stakeholder group targeted, you should assess how well they currently demonstrate your defined flexible working skills. This assessment could be done at a whole-of-agency, division, team or individual level. The level of segmentation will depend on size and scope of your agency.

Options to help you identify flexible working skills gaps include:

HR

### Human Resources (and Flexible Working Change Leads)

Consider the following assessment approaches:

- **Pulse surveys** – Run regular surveys targeted at HR and other Flexible Working Change Leads to help you understand the maturity of specific flexible working skills. Use these surveys as an opportunity to gauge HR desire for change and improvement.
- **Before and after questionnaire** – Develop a simple questionnaire that includes a list of 10-20 questions to help understand how an HR employee rates for each skill and their desire for change, or use the PSC skill set for HR when available in April 2019.
- **Self-reflection** – Facilitate exercises to help HR staff self-assess their skills and ways of working.
- **Strategic skills reviews** – Examine any previous organisational skills reviews and planning work that could indicate the maturity of the different HR skills required to support flexible working.

L

### Leaders

Consider the following assessment approaches:

- **Pulse surveys** – Run regular surveys targeted at leaders to help you understand the maturity of specific flexible working skills. Use these surveys as an opportunity to gauge manager desire for change and improvement.
- **Before and after questionnaire** – Develop a simple questionnaire that includes a list of 10-20 questions to help understand how a leader rates for each skill and their desire for change, or use the PSC skill set for leaders when available in April 2019.
- **Focus group** – Facilitate a planned discussion with leaders to assess leader, manager and employee skill levels and identify key skills gaps. Use this as an opportunity to gauge leader desire for change and improvement.
- **Self-reflection** – Facilitate exercises to help leaders self-assess their skills and ways of working.
- **Performance appraisals** – Leverage the agency's performance review process and documentation to assess leader skill levels and identify key skills gaps.
- **Complaints** – Review complaints to understand agency skills gaps.
- **Strategic skills reviews** – Examine any previous organisational skills reviews and planning work that could indicate the maturity of different leader skills required to support flexible working.

# M

## Managers

Consider the following assessment approaches:

- **PMES results** – Review survey results for employee perceptions of manager support for flexible working, which may provide an indication of manager skills generally. These results can be examined for different stakeholder segments.
- **Pulse surveys** – Run regular surveys targeted at managers to help you understand the maturity of specific flexible working skills. Use these surveys as an opportunity to gauge manager desire for change and improvement.
- **Before and after questionnaire** – Develop a simple questionnaire that includes a list of 10-20 questions to help understand how a manager rates for each skill and their desire for change, or adapt the PSC skill set for managers when available in April 2019. Refer to Appendix B for a sample of questions.
- **Peer assessment** – Use survey tools to assess the skills of managers' peers.
- **Focus group** – Facilitate a planned discussion with managers to assess manager and employee skills levels, identify key skill gaps and gauge desire for change.
- **Performance appraisals** – Leverage the agency's performance review process and documentation to assess manager skills levels.
- **Complaints** – Review complaints to understand agency skills gaps.
- **Strategic skills reviews** – Examine any previous organisational skills reviews and planning work that could indicate the maturity of different manager skills required to support flexible working.

# E

## Employees

Consider the following assessment approaches:

- **Pulse surveys** – Run regular surveys targeted at employees to help you understand the maturity of specific flexible working skills. Use these surveys as an opportunity to gauge employee desire for change and improvement.
- **Before and after questionnaire** – Develop a simple questionnaire which includes a list of 10-20 questions to help understand how an employee rates for each skill and their desire for change, or use the PSC skill set for employees when available in April 2019.
- **Focus group** – Facilitate a planned discussion with employees to assess employee skills levels, identify key skill gaps and gauge employee desire for change.
- **Performance appraisals** – Leverage the agency's performance review process and documentation to assess employee skills levels and identify gaps.
- **Strategic skills reviews** – Examine any previous organisational skills reviews and planning work which could indicate the maturity of different employee skills required to support flexible working.

Before moving on:

- ✓ Have you clearly understood and defined the skills required to lead, manage and use flexible working?
- ✓ Do you have a deep understanding of the current levels of skills required for flexible working in your agency?
- ✓ Do HR, senior leaders, managers and employees have a desire to build these skills?

## Step 2: Develop strategy

### Overview

The second step is to develop a strategy to build flexible working skills within the agency for different stakeholder groups. This section contains strategies for both 'Ad Hoc' agencies targeting a 'Consolidated' state, and for 'Consolidated' agencies targeting an 'Embedded' state.

These strategies are likely to be a large component of your broader learning and development strategy, which could also include other strategies related to skills building, including behavioural change, communications, process changes in workforce management, and flexible working technology adoption.

#### 2.1 Develop strategies for 'Ad Hoc' agencies targeting a 'Consolidated' state

Outlines learning and development strategies for specific skills for HR, leaders, managers and employees that focus on building awareness and a baseline knowledge of flexible working using strategies such as collaborative projects, communications, information sessions and intranet resources.

#### 2.2 Develop strategies for 'Consolidated' agencies targeting an 'Embedded' state

Outlines learning and development strategies for specific skills for HR, leaders, managers and employees that focus on shared learning and using stories of success to build skills and optimise flexible working practices. These strategies may include peer learning networks, coaching and mentoring and communities of practice.

### 2.1 Develop strategies for 'Ad Hoc' agencies targeting a 'Consolidated' state

To move from 'Ad Hoc' to 'Consolidated', strategies are more likely to focus on building awareness and a baseline knowledge of flexible working via collaborative projects, communications, information sessions and intranet resources. See Appendix C for a list of different types of learning and development strategies.

Examples of learning and development strategies to build specific skills include:



#### Human Resources (and Flexible Working Change Leads)

**Skill:** Developing the case for flexible working.

- **Online resources** – Refer to existing material on the benefits (and costs) of flexible working and how to build a flexible working business case. See the [Workplace Gender Equality Agency \(WGEA\) flexibility business case](#) for guidance and the [NSW PSC 'Make Flexibility Count: Strategic Framework'](#) for information on the case for flexible working.
- **Focus groups and interviews** – Facilitate sessions with leaders to understand current agency challenges and consider how flexible working can be used to address those challenges.

**Skill:** Understanding flexible working options and flexible working benefits.

- **Collaborative project** – Develop toolkits, guidance, case studies and personas to support leaders, managers and employees lead, manage and use flexible working. See the NSW PSC [guidance on preparing a flexible working proposal for employees](#), [guidance on considering a flexible working proposal for managers](#) and [personas](#) for help drafting your agency's guidance materials.
- **Collaborative project** – Define as an agency and communicate to all employees, what flexible working is, the options and its benefits. This may also include developing a Flexible Working Policy. See the [NSW PSC Flexible Working Policy Guidance](#) and [example policy](#) for help drafting your agency flexible working policy.

**Skill:** Understanding system limitations and developing local arrangements.

- **Focus groups and interviews** – Facilitate sessions with HR and IT to understand how HR and IT can better enable flexible working.
- **Collaborative project** - Develop temporary work arounds with HR and IT to address current system limitations and develop policy and guidance to support work arounds, and make a plan for future permanent changes.
- **Self-reflection** – Reflect on your individual barriers to flexible working or what you perceive to be blocking flexible working. Refer to the self-assessment tool in Appendix B of the 'Changing Culture and Mindsets' guide for questions to assist with understanding personal preferences and unconscious bias.

**Skill:** Understanding HR policy and industrial relations implications of flexible working.

- **Online resources** – Refer to [NSW Industrial Relations](#) and the [FairWork Ombudsman](#) to assist with understanding the legislative framework surrounding flexible working.
- **Agreements and contracts** – Refer to your agency's flexible working agreement to understand bandwidth hours, core time hours and any other clauses or legislation that may affect the availability of certain flexible working arrangements.
- **Change management support guide** – Refer to the 'Changing Workforce Management' guide to understand how workforce management processes can support and integrate flexible working.

**Skill:** Supporting managers and employees to manage for optimal performance.

- **Online resources** – Refer to [NSW PSC Managing for Performance – Guide for Human Resources](#) to help you identify opportunities to improve engagement between managers and their employees in a flexible working context.

# L

## Leaders

**Skill:** Understanding flexible working options and flexible working benefits.

- **Collaborative project** – Define as an agency and communicate to all employees, what flexible working is, the options and its benefits. This may also include developing a Flexible Working Policy. See the [NSW PSC Flexible Working Policy Guidance](#) and [example policy](#) for help drafting your agency flexible working policy.

**Skill:** Role-modelling and advocating flexible working

- **Change management support guide** – Refer to section 2.1 of the ‘Changing Communication and Awareness’ guide for strategies to improve leader advocacy and role-modelling of flexible working.
- **Facilitator-led training or workshop** – Facilitate a session with leaders to educate them on their crucial role in advocating for, role-modelling and being accountable for flexible working. This will also help with establishing buy-in for the flexible working transformation. Refer to the [WGEA flexibility focus group guidance](#) for information on how to run an effective focus group on workplace flexibility and sample questions for leaders.
- **Secretary or CEO buy-in** – Ensure the head of the agency has been bought-in to flexible working so they can take responsibility for ensuring development of flexible working leadership skills. Use the data on the [PSC website](#) (or in the PSC Dashboard) and [case studies](#), to build knowledge and acceptance of the business need for flexible working, and the business benefits including sick leave, employee engagement and talent attraction.

**Skill:** Supporting flexible working and meeting agency objectives.

- **Facilitator-led training** – Identify flexible working champions (or external experts) to conduct training that helps build leaders’ ability in supporting flexible working and meeting agency objectives.
- **Peer learning networks** – Establish a network of leaders to share stories of how they have met agencies or team objectives, whilst supporting flexible working. Refer to Appendix G for further information on establishing peer learning networks.

**Skill:** Challenging managerial resistance to flexible working.

- **Online resources** – Provide leaders with access to resources, such as [personas](#) and [flexible working misgivings](#), to arm leaders with strategies and information to combat managerial resistance, and to guide team discussions to identify where most people are at (in terms of both skills and mindsets).
- **Intranet resources** – Provide guidance to leaders to help them have difficult conversations with managers about performance, of which flexible working support may be a key component. NSW PSC has developed a reference guide on [difficult conversations](#) and [other good performance practices](#).
- **Change management support guide** – Refer to section 2.1 of the ‘Changing Culture and Mindsets’ guide for strategies to tackle common manager fears and concerns about flexible working.



## Managers

**Skill:** Understanding flexible working options and flexible working benefits.

- **Collaborative project** – Define within a team how flexible working will be used to support better team, individual and agency performance and the rules / protocols which the team will abide by. Guide participants to the data on the [PSC website](#) and [case studies](#), to help them build knowledge and acceptance of the business need for flexible working, and the business benefits.
- **Intranet resources** – Provide materials to managers to help them understand the different flexible working options and its benefits. Refer to the [NSW PSC 'Make Flexibility Count: Strategic Framework'](#) and [WGEA Manager Flexibility Toolkit](#) for the benefits of flexibility for teams and organisations.
- **Information sessions** – Facilitate information sessions for managers on the agency flexible working policy and other materials, and provide the opportunity for questions. Use [data](#) from the PSC website and [case studies](#) to help guide sessions about benefits. Refer also to the WHS information sessions strategy below.
- **Communications** – Communicate the shared understanding of what flexible working is, who it is for and what its benefits are and how arrangements must be mutually beneficial. Refer to section 2.1 of the 'Changing Communication and Awareness' guide for strategies to improve awareness of flexible working.

**Skill:** Supporting flexible working and meeting agency and team objectives.

- **Intranet resources** – Provide managers with guidance and tools to help them understand how to set team objectives which align to corporate strategy whilst supporting flexible working arrangements. Understanding the desired agency outcomes, and understanding how flexible working can work within those outcomes is key to this. Refer to the [NSW PSC 'Managing for Performance – Guide for Managers'](#) for guidance for managers setting and reviewing team and employee performance objectives. Examples of agency outcomes might be establishing a reputation as an 'employer of choice' or reaching Diversity and Inclusion targets.
- **Facilitator-led training** – Identify flexible working champions to conduct training helping managers to understand how to utilise team-based flexible working approaches and set team / employee objectives that align to agency objectives.
- **Change management support guide** – Refer to section 2.1 of the 'Changing Culture and Mindsets' guide for strategies to develop an 'if not, why not' mindset.

**Skill:** Managing for outcomes.

- **Online resources** – Provide guidance to managers to show them how to manage for outcomes and help overcome the challenges associated with managing for outcomes. The [NSW PSC Managing for Performance – Guide for Managers](#) outlines how to [set expectations, monitor and plan and review](#). It also provides guidance on [ongoing performance monitoring](#). You can also refer to the [WGEA Manager Flexibility Toolkit](#) for information on results-based performance management and the Queensland Government's [resource](#) for management by outcomes.
- **Facilitator-led training** – Identify flexible working champions to conduct training sessions to help managers understand how to utilise team-based flexible working approaches and how to manage for outcomes.
- **Peer learning networks** – Establish a network of managers to help them share their own stories of success with managing for outcomes, allowing them to discuss difficulties and learn from each other. Refer to Appendix G for further information on establishing peer learning networks.

### **Skill:** Managing team cohesiveness with flexible working employees.

- **Information sessions** – Facilitate information sessions for managers on managing team cohesiveness. Use [personas](#) and information about [addressing employee misgivings about flexible working](#) to help provide managers with strategies for addressing employee resistance and cohesion.
- **Collaborative project** – Provide managers with guidance to facilitate a project with their team to develop a set of protocols outlining how their team will work together, collaborate, communicate to achieve team objectives and work flexibly. For rostered teams this may include shift swapping etiquette, and for office-based teams this may include items such as use of auto-replies to communicate flexible working hours, providing tele-conference / Skype details for all meetings, signaling when working through Skype statuses, saving documents to shared drives, leaving a clean desk, and having days where all team members are in the office.
- **Competition** – Consider running a team-based competition to change team habits. Managers would be responsible for team-based participation. Refer to the article about the Department of Premier and Cabinet's competition [here](#) for additional information.

### **Skill:** Having difficult conversations with employees.

- **Intranet resources** – Provide guidance to managers to help them have difficult conversations with employees about performance and renegotiating flexible working arrangements that are not working. NSW PSC has developed a reference guide on [difficult conversations](#) and [other good performance management practices](#). The Fair Work Ombudsman has developed a [Manager's guide to difficult conversations in the workplace](#), and the Queensland Government has developed a [managers guide to encouraging flexible work conversations](#).

### **Skill:** Processing and approving flexible working requests.

- **Intranet resources** – Provide guidance and checklists to managers to help them understand how to process and approve flexible working requests from their employees, including work health and safety considerations. NSW PSC has developed guidance for manager's to assist when [considering a flexible working proposal](#). Refer to Appendix C for a checklist Transport for NSW developed as part of their Manager Toolkit.
- **WHS information sessions** – Facilitate information sessions for managers on how work health and safety (WHS) applies to flexible working (not just as a risk, but as a benefit), and provide an opportunity for manager questions. A key thing to note is that flexible working is often perceived as a WHS risk, but in fact, PSC data shows that shows that flexible workers report they are better able to manage work-life stress, which is encouraging for managers, given stress claims are a significant source of WHS claims nationally.

# E

## Employees

**Skill:** Understanding flexible working options and flexible working benefits.

- **Intranet resources** – Make the agency's flexible working policy available on the intranet.
- **Communications** – Communicate the shared understanding of what flexible working is, who it is for, what its benefits are and how arrangements must be mutually beneficial (understanding their own, their team and agency needs). Refer to section 2.1 of the 'Changing Communication and Awareness' guide for strategies to improve awareness of flexible working.
- **Information sessions** – Facilitate information sessions for employees on your agency's flexible working policy and relevant support materials, and provide the opportunity for questions. Use [data](#) from the PSC website, the [NSW PSC 'Make Flexibility Count: Strategic Framework'](#) and [case studies](#) to help guide sessions about benefits.

**Skill:** Requesting mutually beneficial flexible working arrangements and making them work.

- **Intranet resources** – Provide guidance to employees to help them understand how to use flexible working in line with the six principles outlined in the [NSW PSC 'Make Flexibility Count: Strategic Framework'](#), and how and have flexible working conversations with their managers. See the [NSW PSC Employee Checklist for preparing a Flexible Working Proposal](#). Also refer to the [WGEA Employee Flexibility Toolkit](#) for guidance on requesting flexibility and making flexibility work. The Queensland Government has also developed an [employee guide to negotiating flexible working](#).
- **Intranet resources** – Provide guidance of 'top tips' for employees before they go to their manager for a flexible working arrangement discussion, including how to develop a case for flexible working. Refer to Appendix E for further detail on 'top tips'.

**Skill:** Communicating and collaborating with team.

- **Collaborative projects** – Work within teams to complete a task or project only using online conferencing and collaboration tools.
- **Team building exercises** – Arrange managers to facilitate exercises during their team meetings (or at other appropriate times) to identify pain points in current communication and collaboration practices as a team and between team members and develop workable solutions.
- **Peer learning networks** – Establish networks of employees to share stories of success in team collaboration and communication within flexible working environments. Refer to Appendix G for further information on establishing peer learning networks.
- **Competitions** – Run team-based competitions to drive flexible working arrangements. Teams can win points for using flexible working arrangements and a prize for the most flexible team encouraged participation. Using flexible working arrangements in practice will help build communication and collaboration skills in a flexible working environment.

**Skill:** Using technology effectively and appropriately to support ways of working.

- **Facilitator-led training** – Completing online or face-to-face training about how to use flexible working technology and the relevant policies to support usage (e.g. cybersecurity, WHS).
- **Intranet resources** – Provide employees with tip sheets and FAQs on how to use different technologies (including work arounds) that enable flexible working (e.g. conferencing and collaboration tools, flexible rostering systems, HR systems).
- **Accessible technology champions or IT staff** – Ensure employees with deep knowledge on using flexible working technology are available in the office (e.g. a tech support station) or remotely to speak to about flexible working technology, systems and supporting policy.
- **Change management support guide** – Refer to section 2.1 of the ‘Changing Technology and Systems’ guide to identify strategies to support technology-related skills uplift.

**Skill:** Challenging flexible working assumptions.

- **Intranet resources** – Provide employees with access to resources, such as [personas](#) and [flexible working misgivings](#), to arm employees with strategies and information to challenge their own and their team’s flexible working assumptions.
- **Team workshops** – Facilitate team workshops using [personas](#) and [flexible working misgivings](#) to share understanding about the perspectives on flexible working that currently exist, and how to change them.
- **Change Management Support Guide** – Refer to sections 2.1 of the Culture and Mindsets guide for strategies to tackle employee flexible working fears and concerns

## Transport for NSW – Building flexible working skills

Stage 2 of Transport for NSW's 'Flexibility Works' program focused on building growth mindsets to overcome barriers to flexibility and trialling flexibility at an individual and team level. This work utilised the following strategies for the different groups across 2017 and 2018:

Group	Strategies
Leaders	<ul style="list-style-type: none"><li>Challenged mindsets through Conscious Inclusion workshops for their Top 250 leaders.</li><li>Built inclusive leadership skills through the Deloitte Inclusive Leadership Assessment.</li></ul>
Managers	<ul style="list-style-type: none"><li>Facilitated managing agile teams workshops for middle managers to drive team-level flexible working. Refer to Appendix H for the managing agile teams workshop factsheet.</li><li>Integrated key skills for managing flexible teams into leadership development programs, including managing to outcomes and overcoming bias.</li></ul>
Employees	<ul style="list-style-type: none"><li>Streamlined flexible working policy, procedures and forms.</li><li>Released simple tools to understand entitlements (motion graphic, factsheet).</li><li>Launched Staying Connected Program for parental leave – return to work with flexibility. This program supports Transport for NSW's employees on parental leave through its online hub, return to work resources and promoting paid Keeping in Touch days.</li></ul>

### Understanding the skills change required

TfNSW's approach to targeting leaders, managers and employees was informed by:

- Past successes in the Transport Cluster – these have been based on mobilising all levels to enable the change (i.e. leaders, managers and employees), rather than a pure leader-led approach.
- Flexible working enablers (such as large-scale IT improvements) – ensuring employees, as well as managers, are able to navigate Transport's future working environment is critical to realise the future benefits of key enablers.
- Flexible working employee focus groups – these highlighted manager and employee skills as a key theme to support flexible working. The focus groups focused on the success stories and challenges of flexible working employees
- Human capital session – key stakeholders across interdependent projects identified and defined key skills required from the NSW Public Sector Capability Framework to enable flexible working at Transport: Manage Change and Reform, Work Collaboratively, Display Resilience and Courage, Delivery Results, and Demonstrate Accountability.

### Developing their strategies to support the change

In developing their approach, TfNSW focused on areas it was already targeting and had seen success:

- RMS had already delivered the Conscious Inclusion workshops. These had been successful, so the workshops were scaled for the Transport Cluster's top 250 leaders.
- Different workshop offerings were piloted for managers, and the managing agile teams workshop was found to enable managers more successfully, so it was scaled to managers across the Cluster.

### Measuring the results

The key insight from the 2018 People Matter Employee Survey was a substantial positive shift in some agencies towards a greater focus on flexible ways of working. For example, the positive response to the question "how satisfied are you with your ability to access and use flexible working arrangements" in the corporate agency for Transport for NSW increased by 8% from 2016 to 2018.

In addition, the Conscious Inclusion workshops focused on TfNSW's three Diversity and Inclusion priorities – Women in Leadership, Aboriginal Representation and Flexible Working. In 2017, Transport met its targets for both Women in Leadership and Aboriginal Representation for the first time. One of the next opportunities to pursue is gender equality in flexible working as 10% more women than men responded positively to the question "How satisfied are you with your ability to access and use flexible working arrangements?" Women were also more positive regarding the support they received from their manager with 71% (compared with 63% of men) affirming that "My manager supports flexible working in my team".

Note: Stage 1 of the 'Flexibility Works' program focused on building awareness and creating desire, which is outlined in Appendix C of the 'Changing Communication and Awareness' guide.

## 2.2 Develop strategies for ‘Consolidated’ agencies targeting an ‘Embedded’ state

To move from ‘Consolidated’ to ‘Embedded’, strategies focus on shared learning and using stories of success to build skills and optimise flexible working practices. These strategies may include peer learning networks, coaching, mentoring and communities of practice. Examples of learning and development strategies to build specific skills include:



### Human Resources (and flexible working change leads)

#### **Skill:** Proactively designing flexible working into HR processes and policy.

- **Communities of practice** – A cross-agency or internal group of HR staff, change managers, business partners and other flexible working project leaders, who meet regularly to share stories of success and learn from each other to improve HR processes, policy and initiatives to better support flexible working. This could combine multiple HR skills and could integrate lessons from team-based design pilots. Refer to PSC’s D&I Forum for further support which will be available from February 2019.
- **Facilitator-led training or guest speakers** – Engage flexible working specialists to understand how your workforce management processes can better support and integrate flexible working (e.g. recruiters, employment lawyers, industry experts). This may also include representatives from organisations in the public / private sectors with similar business requirements, but further ahead on the flexible working journey. Refer to the PSC [case studies](#) and the University of Sydney’s [‘All Roles Flex Report’](#) for sample organisations.
- **Change management support guide** – Refer to sections 2.1. and 2.2 in the ‘Changing Workforce Management’ guide for strategies to change HR processes to support flexible working.

#### **Skill:** Designing flexible working into industrial arrangements.

- **Communities of practice** – A cross-agency or internal group of HR staff, change managers, business partners and other flexible working project leaders, who meet regularly to share stories of success and learn from each other to more effectively design flexible working into industrial arrangements. This could combine multiple HR skills and integrate lessons from team-based design pilots. Refer to PSC’s D&I Forum for further support, which will be available from February 2019.
- **Facilitator-led training** – Engage employment lawyers, your agency industrial relations team, NSW industrial relations and other key stakeholders in a discussion to understand what changes to industrial arrangements should be considered in the next round of negotiations to make flexible working easier. Consider using examples from other agencies’ enterprise agreements that enable flexible work, to negotiate with the relevant unions and alter the enterprise agreements that are relevant to your workforce.

**Skill:** Designing flexible working into work.

- **Communities of practice** – A cross-agency or internal group of HR staff, change managers, business partners and other flexible working project leaders, who meet regularly to share stories of success and learn from each other to more effectively design work around flexible working arrangements. This could combine multiple HR skills and could integrate lessons from team-based design pilots.
- **Online resources** – Refer to online resources to understand how work and roles can be designed around flexibility. Diversity Council Australia has developed '[Future-Flex](#)', an initiative comprising evidence-based practical guidelines on how to implement and mainstream flexible working through role and work redesign.
- **Pilots** – Participate in a team-based design pilot, which involves evaluating a team's work to enable flexibility. This involves reviewing all team members' jobs (e.g. tasks, duties, responsibilities, location, timing), rather than just one individual employee. If your agency has not participated in the PSC-led pilots, consider using the train the trainer guides, and arranging a focus group or interview with an agency which did participate to learn from their success and failures.
- **Self-reflection** – Reflect on key lessons from your team-based design pilot to identify opportunities for improvement and components which can be rolled out across the agency.

## Leaders

**Skill:** Incorporating flexible working into corporate strategy and diversity / inclusion goals.

- **Collaborative project** – Leverage business and corporate plan development to integrate flexible working, diversity and inclusion goals into the plans and strategies as a way of achieving set goals.
- **Peer learning networks** – Establish networks of leaders to share how they have effectively integrated flexible working into corporate strategy. Refer to Appendix G for further information on establishing peer learning networks.
- **Self-reflection** – Arrange activities or communications prompting leaders to reflect upon their own beliefs, mindsets and actions around flexible working to challenge themselves to change.

**Skill:** Challenging their own mindset towards flexible working.

- **Communities of practice** – A cross-agency or internal group of leaders who meet regularly to share stories of success, learn from each other and challenge each other's' flexible working mindsets and practices. This community of practice could combine multiple leader skills.
- **Coaching and mentoring** – Arrange for leaders to receive one-on-one advice from other flexible working leaders to help challenge their own beliefs and understand how flexible working can work for them. Direct leaders to [personas](#), [case studies](#) and [data](#) for resources on different perspectives on flexible working, benefits, strategies to overcome challenges.
- **Self-reflection** – Arrange activities or communications prompting leaders to reflect upon their own beliefs, mindsets and actions around flexible working to challenge themselves to change. Refer to Appendix B of the 'Changing Culture and Mindsets' guide for questions to assist with reflecting on personal preferences and unconscious bias.
- **Change management support guide** – Refer to sections 2.1 and 2.2 of the 'Changing Culture and Mindsets' guide for help developing strategies to address unconscious bias and persistent bias related to flexible working.

**Skill:** Proactively considering flexibility, inclusion and accessibility in service design, systems upgrades and organisation design.

- **Communities of practice** – A cross-agency or internal group of leaders who meet regularly to share stories of success in using flexible working, inclusion and accessibility to solve business problems (e.g. capacity management, demand management) and integrate with broader business transformations. This community of practice could combine multiple leader skills.
- **Online resources** – Refer to online resources to understand how work and roles can be designed around flexibility. Diversity Council Australia has developed '[Future-Flex](#)', an initiative comprising evidence-based practical guidelines on how to implement and mainstream flexible working through role and work planning.
- **Facilitator led training and workshops** – Arrange for internal or external experts, or representatives from other organisations with similar business requirements (but further ahead on the flexible working journey) to speak to leaders in an interactive session about how they can integrate the concepts of inclusion and accessibility into service design, systems upgrades and organisation design.

**Skill:** Developing and encouraging innovative flexible working pilots.

- **Peer learning networks** – Establish a network of leaders to help them share their own stories of success with flexible working, allowing them to discuss difficulties of leading flexible working and develop innovative approaches to using flexible working. Refer to Appendix G for further information on establishing peer learning networks.
- **Collaborative projects** – Establish projects with leaders and managers to develop and test innovative flexible working approaches.



## Managers

### Skill: Managing flexible teams and performance.

- **Intranet resources** – Provide materials to managers to help them manage flexible teams effectively and manage performance in line with relevant performance standards.
- **Peer learning networks** – Establish networks of managers to help them share their own stories of success with flexible working, allowing them to discuss difficulties, learn from each other and build confidence in managing their own flexible working teams. This could be a regular item on meeting agendas. Refer to Appendix G for further information on establishing peer learning networks.
- **Coaching and mentoring** – Receive advice from flexible working experts within the same team or division to help.
- **Facilitator-led training** – Arrange internal subject matter experts to deliver a training to managers on how to manage inclusive, flexible teams in line with performance standards.

### Skill: Team-based work design.

- **Intranet resources** – Provide materials to managers to help them facilitate team exercises and effectively design flexible teams whilst considering broader implications on customers, suppliers, technology and other stakeholders. Refer to the Diversity Council of Australia ‘[Future-Flex](#)’ evidence-based practical guidelines on how to implement and mainstream flexible working through role and work planning. Refer to the lessons from the PSC-led team-based design pilot (coming soon), [case studies](#) and [personas](#) for additional guidance and considerations for team-based work planning.
- **Communications** – Share stories of success from successful team-based work design pilots and give managers the opportunity to learn more about the outcomes of the PSC-led pilot.
- **Facilitator-led training** – Arrange internal subject matter experts (or external experts) to deliver a training to managers on how to undertake team-based work planning in an interactive environment.
- **Coaching and mentoring** – Provide managers access to leaders and managers with expertise in team-based approaches to work design.

### Skill: Inclusive leadership.

- **Intranet resources** – Provide materials to managers to help them create workplaces where a diversity of people feel valued and respected, have access to opportunities, and can contribute to improve the agency. Refer to the Diversity Council of Australia’s [evidence-based model of inclusive leadership](#) for further information.
- **Coaching and mentoring** – Receive advice from flexible working experts within the same team or division to build inclusive leadership skills.
- **Collaborative project** – Develop a project team of managers tasked with designing and implementing initiatives which enable inclusive leadership.

# E

## Employees

### Skill: Deploying flexibility to improve performance / wellbeing.

- **Coaching and mentoring** – Receive advice from flexible working experts or champions within the same team or division to help understand how they can use or improve flexible working practices to improve their own performance or wellbeing.
- **Team-building exercises** – Create standard meeting agenda items or topics on flexible working, to ensure teams understand who is working flexible, how it is attracting different team members and how as a team you can work through flexible working problems. This could also include sharing stories about how other teams are approaching flexible working. Direct employees to the [case studies](#) and [personas](#) when conducting team activities to help employees understand how flexibility can improve individual and team performance / wellbeing, and reflect on how it can apply to their agency.
- **Peer learning networks** – Establish a network of employees to help them share their own stories of success with flexible working, allowing them to discuss difficulties, learn from each other and build confidence in utilising flexible working and working with flexible teams. Refer to Appendix G for further information on establishing peer learning networks.

### Skill: Team-based job design.

- **Intranet resources** – Provide materials to employees to help them understand how to make their job role flexible within their team. Refer to the Diversity Council of Australia's '[Future-Flex](#)' evidence-based practical guidelines on how to implement and mainstream flexible working through role and work planning.
- **Facilitator-led training** – Arrange flexible working champions to facilitate sessions on team-based role design and share stories of success.

### Skill: Managing the co-responsibility of work, clients or suppliers.

- **Online resources** – Provide online guidance, tips, videos and tools to help employees navigate the complexities of job share arrangements.
- **Information sessions** – Facilitate regular sessions on job sharing best practice, tips and tricks. Identify experienced job-share employees from across your agency to share lessons with less-experienced and prospective job-share staff.
- **Broader learning and development curriculum** – Provide employees with access to learning and development activities across different business areas of the agency to allow for skill development across multiple roles.

### Reserve Bank of Australia – Building manager confidence and skills

The Reserve Bank of Australia (RBA) built manager confidence and skills to approve flexible working requests by providing training focused on directly addressing the perceived inhibitors to working flexibly, preparing for and having flexible working conversations with employees, and managing teams that work flexibly.

The RBA also used groups of employees to develop checklists, case studies, videos and FAQs, highlighting the principles to apply when deciding whether to accept or discuss a flexible working proposal, and profiles of employees working flexibly in a diversity of roles, articulating what made those arrangements successful. The groups also developed case studies, which gave managers examples of how they might renegotiate or accept a flexible working proposal.

See [here](#) for the detailed case study for RBA on flexible working.

Before moving on:

- ✓ Have you identified learning and development strategies to address skills gaps for each stakeholder group?
- ✓ Have you engaged with employees to ensure the learning and development strategies will meet their needs?
- ✓ Have you considered what existing resources are available (from PSC, your agency or externally) to assist you with implementation?

## Step 3: Deliver change

### Overview

The third step is to deliver the change through the strategies you have developed. This includes creating a change plan that pulls together strategies you have identified across all five of the flexible working behaviour and practice areas: Culture and Mindsets, Skills and Experience, Communication and Awareness, Application and Implementation, and Technology and Systems.

#### 3.1 Create awareness and desire to change

Engage with targeted groups of stakeholders throughout the ‘Understand’ and ‘Develop’ to gain momentum and ensure your strategies meet the needs of your different stakeholders.

#### 3.2 Deliver change management strategies

Identify the delivery vehicle and plan how you will deliver the change with consideration of activities, stakeholders, timing, governance, resources, outcomes and measurement.

#### 3.3 Consider key success factors for delivery

Consider the factor which will be critical to the success in delivering your planned change (e.g. sponsorship, leader support, defined business objectives).

### 3.1 Create awareness and the desire to change

Throughout the ‘Understand’ and ‘Develop’ steps you can ensure that you engage with targeted groups of stakeholders to ensure there is buy-in into your strategies, and that your strategies meet their needs and wants.

### 3.2 Deliver change management strategies

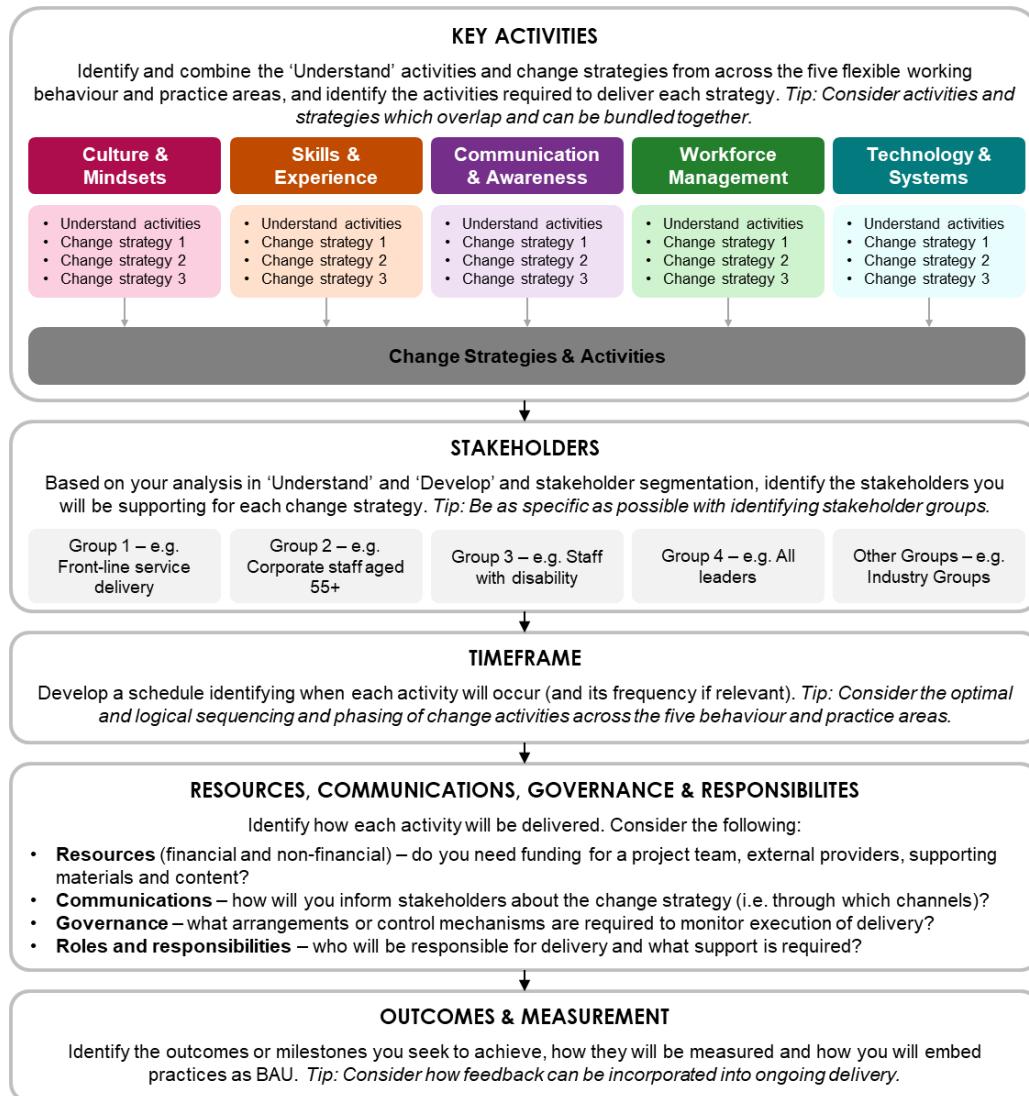
#### *Change delivery vehicle*

As a first step, consider how the change management strategies will be organised and delivered, including:

- **Standalone change management program** – A formal program to deliver change management strategies. This is more likely to be used where the scale of change management support is large and there is funding available.
- **Existing complementary programs** – Existing programs of work may be in place which provide a suitable platform to deliver flexible working change management support (e.g. IT modernisation programs, new office moves, or other transformation programs). This is more likely to be used where there are obvious synergies between flexible working and the inflight programs or projects.
- **Ad hoc change management support** – Change management strategies may be delivered in isolation on an irregular basis. This is more likely to be used where the scale of change management support is smaller and funding is limited.

## Combine the five behaviour and practice areas together onto one change plan

Complete the following steps to create a comprehensive change management plan.



### Considerations for skills and experience

You may wish to consider the optimal or opportunistic time for delivering learning and development:

- **Existing learning and development curriculum / activities** – Consider if your learning and development activities could form part of your broader learning and development curriculum being rolled out.
- **Leadership programs** – Consider if you can integrate leader and manager skills into existing leadership programs with your agency.

## **Tools to support delivery**

There are key tools and supporting materials that your agency may be able to access to support delivery, including tools that support the delivery of learning and development strategies:

- **Gantt chart** – Illustrates the high-level sequencing of activities for the change management program.
- **Governance structures** – A basic project management governance arrangement including:
  - Project sponsor (ownership of, and accountability for the flexible working change project)
  - Project steering committee (provides support, guidance and oversight of progress – you should consider who will be represented, including IT, HR, Communications, leadership, key stakeholder groups, industry groups)
  - Project manager (responsible for planning, managing, monitoring and completing the project)
- **Steering committee reports** – Details and communicates the change project's progress to project steering committees and other key stakeholders. Usually produced at regular intervals (monthly) or at key milestones and reports on progress against milestones/outcomes, risks and issues, project expenditure and resource management, and milestones/outcomes for next period.

Tools that specifically support the delivery of learning and development strategies include:

- **Training and development plan** – A schedule detailing the training and development activities, timing, participants, learning and development outcomes, content, channels, materials and responsibilities. Refer to Appendix F for a sample training and development plan,
- **Communications plan** – A schedule detailing the communications activities related to learning and development, including timing, audience, communication outcomes, content, channels, materials and responsibilities.

## **Tackle resistance to change**

If you are encountering stakeholders resisting your change management support, there are some practical things you can consider:

- **Develop a competition** – This may encourage strategy adoption to maximise participation.
- **Share early wins** – This may encourage late adopters to participate or open-up to your help.
- **Direct intervention** – Speaking directly to the person or people resisting support, their peers or supervisor may encourage or coach participation.

### 3.3 Consider key success factors for delivery

There are a number of key factors to ensure successful delivery of change:

- ✓ **A clearly defined business objective** – Define the objective the flexible working change sets out to achieve and how benefits will be identified, measured and realised.
- ✓ **A collaborative approach** – Ensure buy-in to the strategies the project team is seeking to support a group of stakeholders by engaging and collaborating with stakeholders where possible.
- ✓ **A change champion** – Identify a leader to champion the flexible working change, and hold ownership of and accountability for the delivery of the change program.
- ✓ **Support of senior leaders** – Gain buy-in from senior leaders to advocate for and role-model engagement with the change strategies. Senior leader support may also be required to secure project funding and resources.
- ✓ **Regular and consistent progress reporting** – Ensures senior management and other interested stakeholders are aware and understand the progress of the delivery of the change.
- ✓ **Benefits realisation** – Plan for the delivery of outcomes and benefits (e.g. uptake in flexible working, employee engagement) as early as possible in the delivery of the change.

Before moving on:

- ✓ Have you considered the change management support strategies across all five flexible working behaviours and practices?
- ✓ Have you identified all activities which will be required to implement your learning and development strategies, and assigned responsibility for delivery in a comprehensive plan?
- ✓ Have you considered the success factors required for the delivery of change?

## Step 4: Embed as BAU and Continuously Improve

### Overview

The final step is to embed new behaviours and practices as business as usual and seek to continuously improve. Key parts of this are to evaluate the success of your learning and development strategies, identify opportunities for improvement and consider how you will sustain skills development.

Although, this step is described as the final step, it also informs the next cycle of change, starting with understanding the effectiveness of development activities that have been delivered. You may wish to re-assess what maturity level you are on the flex implementation tracker and understand what you need to focus on next.

#### 4.1 Evaluate your learning and development strategies

Measure the overall success of your learning and development strategies across five areas: implementation employee reaction, skills built, behavioural change and agency results.

#### 4.2 Make your learning and development strategies sustainable

Consider how you will ensure that flexible working skills are embedded into business as usual beyond the initial change management activities.

#### 4.3 Allocate roles to embed new practices and behaviours

Consider the roles that different groups within your agency will have in ensuring new behaviours and practices are embedded as business as usual.

#### 4.4 Review your flex implementation tracker results

Review your initial FIT assessment and consider whether your agency's maturity has progressed, stalled or gone backwards.

## 4.1 Evaluate your learning and development strategies

The success of your learning and development strategies can be evaluated against five key areas:

1. **Implementation** – Assess whether the learning and development plan was delivered and whether learning and development activities were completed.
2. **Employee reaction** – Measure the degree to which the stakeholders find the learning and development strategy engaging and relevant to their roles.
3. **Skills built** – Measure the increase of knowledge or intellectual skills before and after the learning and development strategy.
4. **Behavioural change** – Measure the extent to which stakeholder have applied the learning and development strategy to their daily work processes.
5. **Agency results** – Measure the effect the learning and development strategy had on the performance of the agency.

### 1. Implementation

You should consider whether you delivered your learning and development plan (i.e. did you do what you set out to do). Look back to your learning and development plan (or your broader change plan) and assess whether you completed all planned activities. If activities were not completed, consider why these activities were not completed.

### 2. Employee reaction

It is important that the stakeholders feel positively about the learning and development strategy, the trainer, the topic and the material. It is necessary to gauge this reaction, as it helps to understand your stakeholders' initial response to the strategy. This can be measured through:

- **Surveys** – Distribute feedback forms or surveys based to understand employee experience immediately after accessing a learning and development strategy.
- **Attendance / access** – Measure the attendance of training or times that a learning and development strategy has been accessed can be used to understand who is engaging with the learning and development strategy.

### 3. Skills built

You should use the similar skills proficiency measures that you used in section 1.3 of the 'Understand' step to measure skills proficiency after completion of the learning and development strategies. This allows you to make a direct comparison between the before and after skills proficiency scores to measure the uplift in skills (if any). Improvement in skills is the key measure of success of the learning and development strategies.

Other tools to verify and understand the degree of success include:

- **Interviews** – Conduct one-on-one interviews with employees to understand the impact of any learning and development and identify opportunities for improvement.
- **Focus groups** – Facilitate group sessions with employees to understand the impact of learning and development strategies and identify opportunities for improvement.
- **Pulse surveys** – Use short and regular surveys to understand the impact of the learning and development strategies.

#### 4. Behavioural change

Measurement of behaviour change is less easy to quantify than reaction and learning. Key components of measuring change in behaviour can include:

- **Pulse survey** – Use survey questions to prompt people to consider their own change in behavior and beliefs, and whether or not the learning and development strategies suitably equipped them to lead, manage or use flexible working. Consider using the PSC Flexible Working Skillsets (available April 2019) as prompts.
- **Focus groups** – Facilitated sessions with leaders, managers and other flexible working champions can be useful for measuring behavioural change within teams through changed practices.

#### 5. Agency results

Many internal and external factors contribute to agency performance. As such it is difficult to correlate increased performance and results to the learning and development strategies. The business results will be measured over the long term and will relate to business unit key performance indicators. This could be measured through:

- **PMES** – Use PMES survey results to understand the impact on agency performance and changes in flexible working metrics.
- **Number of flexible working arrangements** – Understand the increase / decrease in the number of formal flexible working arrangements. There may also be a number of ad hoc arrangements in place, but a significant change in number of flexible working arrangements (over 5%) will still be a valid marker of success.
- **Performance management records** – Analyse individual and agency performance records to understand improved on-the-job-performance and bottom-line agency impact.

### 4.2 Make your learning and development strategies sustainable

You may need to consider how the flexible working learning and development strategies will be incorporated into any existing learning and development curriculum (including inductions). This will ensure that developing flexible working skills becomes a part of every individual's learning and development into the future.

Participation with flexible working learning and development could also be incorporated into employee performance development agreements. Flexible working skills could also be aligned with new and revised role profiles and advertisements.

#### **4.3 Allocate roles to embed new practices and behaviours**

Everyone has a role to play in assessing and reinforcing new behaviours and ways of working, reviewing success and integrating lessons learnt to ensure continuous improvement.

- **Human Resources** – Evaluating the success of the learning and development program and incorporating within an ongoing learning and development curriculum.
- **Communications** – Communicating the availability of learning and development strategies and reviewing engagement levels with communications.
- **Leaders and Managers** – Engaging in learning and development strategies, role-modelling participation and holding employees to account with participation.
- **All** – Applying new learning to daily work processes.

#### **4.4 Review your Flex Implementation Tracker results**

Refer back to the maturity indicators in Appendix A and your previous FIT score, and consider whether your agency's maturity has progressed, stalled or gone backwards.

- If you are still 'Ad Hoc' you should identify other 'Ad Hoc to Consolidated' strategies in this guide which could develop skills and experience.
- If you are now 'Consolidated' you should focus on the 'Consolidated to Embedded' strategies in this guide which could develop skills and experience.
- If you are now 'Embedded' you should consider how you can improve your strategies delivered to continue to embed flexible working within your agency.

Before moving on:

- ✓ Do you know if your learning and development strategies were successful?
- ✓ Have you considered whether your learning and development strategies will be integrated into the broader learning and development curriculum?
- ✓ Have you met all the maturity criteria needed to proceed to 'Consolidated' or 'Embedded'?

## Appendix A: Flex implementation tracker maturity indicators

Ad-hoc	Consolidated	Embedded
<b>2.1 Human resources skills</b>		
<ul style="list-style-type: none"> <li>There has been limited or no agency-wide support for building human resources skills to support employees and people managers to initiate discussions and find sustainable solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Agency-wide support for human resources skills has been provided so they can support employees and people managers to initiative discussions and find sustainable solutions.</li> <li>Adequate resources have been identified to support HR-led implementation, such as financial, human or technological, to ensure implementation by 2019.</li> </ul>	<ul style="list-style-type: none"> <li>Agency-wide human resources skills has been implemented, and linked to/include in strategic HR initiatives such as workforce planning, sourcing, attraction and retention.</li> <li>HR-led initiatives are consistently supported or extended by line managers and leaders, so flexible working is no longer seen as a HR 'owned' initiative.</li> </ul>
<b>2.2 Employee skills</b>		
<ul style="list-style-type: none"> <li>Employees have not been supported by training or toolkits to build awareness that arrangements must be mutually beneficial, and understand their own, team and agency needs.</li> </ul>	<ul style="list-style-type: none"> <li>Employees have been supported by refreshed training or toolkits to build awareness that arrangements must be mutually beneficial, and understand their own, team and agency needs.</li> </ul>	<ul style="list-style-type: none"> <li>Employees have been supported by refreshed training or toolkits to build awareness that arrangements must be mutually beneficial, and understand their own, team and agency needs. These guidelines are included in on-boarding processes and promoted regularly to current employees.</li> <li>The agency has set up networks, workshops or discussion forums for employees to share and learn about flexible working practice.</li> </ul>
<b>2.3 Manager skills</b>		
<ul style="list-style-type: none"> <li>No skills training has been provided for managers beyond introductory transactional agency processes for working flexibly.</li> <li>Forms for managers to approve flexible working arrangements do not yet exist, or are paper-based.</li> </ul>	<ul style="list-style-type: none"> <li>Managers are supported by skills training in both team-based approaches and managing for outcomes. They are able to find solutions that balance work and personal needs, and are fair and equitable to all affected stakeholders.</li> <li>Managers can approve flexible working proposals without overly bureaucratic processes.</li> <li>Conversation guides and other tools have been provided and their use is promoted regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Performance standards regarding managing inclusive, flexible teams have been articulated for your agency</li> <li>Managers are supported by skills training in managing flexible teams, managing for outcomes and inclusive leadership.</li> <li>Manager approval processes for flexible working proposals have been digitised/accessible remotely.</li> </ul>
<b>2.4 Leadership skills</b>		
<ul style="list-style-type: none"> <li>Leaders have not been supported to lead flexible workplaces.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders have been trained to build their ability in leading flexible workplaces across the agency.</li> <li>Leaders challenge their managers who display resistant or negative attitudes to flexible working overall.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders have been trained / supported to challenge their biases towards flexible working, understand agency transactional processes, and link it to diversity and inclusion goals and business needs across the agency.</li> <li>Leaders encourage trialing or piloting new initiatives, such as job share.</li> </ul>

## Appendix B: Before and after questionnaire

A “before and after assessment” questionnaire (or Pulse survey) for managers could include the statements below. Refer also to the PSC Pulse survey for additional questions for HR, leaders, managers and employees, as well as the PSC skillsets for flexible working (when available in April 2019):

Manager Statements to Answer	Not at all	Rarely	Sometimes	Often	Very Often
I feel confident in having conversations with my employees when they are not performing well					
I feel confident in handling team cohesiveness under different conditions					
I feel competent in competent in deploying flexible working practices in my team					
I know how to balance business needs with team flexible working needs					

Example

## Appendix C: Learning and development options

Different learning and development strategies used to build skills in HR, leaders, managers and employees include:

Category	Learning and Development Strategies
On-the-job	<ul style="list-style-type: none"><li>• <b>Collaborative project</b> – Specific business needs that can be addressed as a team project and provide an opportunity to learn, apply and reinforce new skills.</li><li>• <b>On-the-job learning</b> – Direct instruction and observational learning in real work situations.</li><li>• <b>Shadowing</b> – To observe the work of others and learn from how these skills are leveraged and applied.</li></ul>
Peer-based learning	<ul style="list-style-type: none"><li>• <b>Coaching and mentoring</b> – Leader-driven one-on-one and small team support to provide guidance and practical insights received from leaders and managers.</li><li>• <b>Peer learning networks</b> – Team learning strategies to develop skills, and create opportunities for peers to transfer knowledge and insights.</li><li>• <b>Community of practice</b> – Creating dedicated units with functional, practice leadership and development responsibilities.</li><li>• <b>Team building exercises</b> – Team-based activities used to enhance social relations and define roles within teams, often involving collaborative tasks.</li></ul>
Formal training, reading and learning	<ul style="list-style-type: none"><li>• <b>eLearning and online materials</b> – Centrally located materials, webinars and other aids to support learning and guide practice from online platforms.</li><li>• <b>Facilitator-led training</b> (external or internal) – Structured, subject matter expert led learning in a group setting to develop competency in predefined skills or knowledge.</li><li>• <b>Information sessions</b> – Regular group sessions with updates on the latest information and best practices.</li><li>• <b>Communications and engagement</b> – Use of organisational communications and shared stories to build awareness.</li></ul>

## Appendix D: Transport for NSW Manager Checklist

Transport for NSW developed a checklist of key areas for managers to consider when reviewing a request for a flexible working arrangement. You can also refer to PSC's guidance for considering a flexible working proposal [here](#).

<b>Role impact and design</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Will the arrangement continue to support the purpose and objective of the role?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will all the responsibilities continue to be achieved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the needs of the customers/ client (internal and external) continue to be met?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can the responsibilities be effectively re-allocated (if necessary)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any restrictions on when and where work must be performed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does workload need to be adjusted? (for example, part-time arrangements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the service quality be maintained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the individual be contactable as required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there sufficient backup processes to manage emergency situations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The skills of the individual</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Is the individual willing to be flexible in their approach and work schedule?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the individual need further development in the required skills to support this proposal? (e.g. self-management, goal-setting, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the individual worked in a flexible work arrangement before?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the individual able to work autonomously and manage his or her own time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The supporting business case</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Does the team and the individual have the resources required for the flexible working arrangement, for remote access or home office equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there tangible benefits for both the individual and the organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the business case support the proposed changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What is the consequence of rejecting this proposal? (Provide notes below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Considering the risks and challenges</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Have the communication challenges been identified and properly addressed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have customer issues been identified and properly addressed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the impact on the team been addressed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I feel that the proposal has identified all potential risk areas and challenges that may arise?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have workloads and outcomes been considered and adjusted where necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Appendix E: Top tips for employees before they go to their managers for a flexible working arrangement discussion**

Below are some considerations for employees before they speak to their managers about entering into a flexible working arrangement. You can also refer to PSC's guidance on [how to prepare a flexible working proposal](#).

### **Do your research**

- Check with HR if flexible working benefits are already in place. If not, ask around if any other employees have flexible arrangements, find out how they negotiated the schedule and their tips for managing flexibility well.
- Find out manager's stance on flexible working arrangements.

### **Be confident in your reasons**

- This is a great starting point, be confident that asking for fewer hours (for example) at work is not a lack of commitment to your job

### **Consider the challenges you might receive (and how you will address them practically)**

- For example, a challenge may be that flexible working will affect your clients. You should consider the strategy you will use to address the challenge, and in this case, how you propose to address the management of your clients. Example strategies may include whether you will disclose to all or some clients, providing them with clear info on work schedule, dedicating a cross-over day with your job share partner to ensure proper knowledge transfer.

### **Put it down on paper**

- Writing the details of the request down clearly (e.g. duration, proposed arrangement, details of how you will maintain communication, impacts to performance reviews, contingencies etc.) can aid the conversation and help your manager as they may need time to work out if it is possible.

### **Focus on the business needs.**

- Demonstrate any benefits to the business - how does it help its needs? E.g. alleviates desk space, allows you to work uninterrupted.

### **Suggest a pilot run**

- Suggest a trial run for 3 months, which will be good for you as well as the business.

## Appendix F: Sample training and development plan

Learning and Development Strategy	Priority	Stakeholder Group(s)	Timing	Skills Outcome(s)	Expected Benefit	Resources Required	Responsibility	Review Date
<i>E.g. Facilitator-led training on managing for outcomes</i>	<b>1</b>	<i>E.g. Managers – Office-based</i>	<i>E.g. March 2019</i>	<i>E.g. Managing for outcomes</i>	<i>E.g. Improved employee performance</i>	<i>E.g. cost / internal employees</i>	<i>E.g. Human Resources, Learning &amp; Development</i>	<i>E.g. Dec 2019</i>
	<b>2</b>							
	<b>3</b>							
	<b>4</b>							
	<b>5</b>							

## **Appendix G: Establishing peer learning networks**

Peer learning networks can be described as team learning strategies to develop skills and create opportunities for peers to transfer knowledge and insights. Peer learning networks can be delivered through formal engagements (e.g. facilitated workshops, team meetings) or informal engagements (e.g. lunch and learn sessions, asking peers questions) to small teams, one-on-one or business units.

Key principles to ensure your peer learning networks are effective include:

- Establish clear learning objectives (i.e. the flexible working skills the network aims to achieve).
- Structure peer engagements to maximise objectives.
- Match peers appropriately (i.e. complementary flexible working skills strengths / weaknesses, personalities, flexible working mindsets).
- Allow time for reflection on lessons.
- Give the networks time to allow peers to build trust and engage honestly with each other.
- Communicate lessons and results back to leaders and managers supporting the networks.
- Keep the networks simple.

To establish a peer learning network, you should consider:

1. Determine the scope and learning objectives of the network (i.e. the flexible working skills).
2. Target employees to join the peer learning network and obtain authority for their involvement (from their line managers).
3. Understand the desire of target employees to willingly and actively engage in peer learning.
4. Run a kick-off event to establish the network, agree the learning objectives, and the types of engagement which would be most effective (e.g. self-reflection, peer-reflection, publications, paired engagements, virtual engagements, online networking, small group meetings, training sessions, facilitated workshops, large group meetings).
5. Arrange the logistics of the peer learning network engagements (i.e. booking face-to-face and virtual meetings and locations).
6. Sustain peer network through different engagements to build trust – in some cases, team building exercises may be used to develop maturity of network to create a safe and engaging environment.
7. Ensure employees reflect on lessons to understand how they have or how they can apply the learning from the peer learning network to their business as usual work.
8. Evaluate the success of the network as per the ‘Embed as BAU and Continuously Improve’ section, and share the results back to leaders and managers who are supporting / sponsoring the networks.

## **Appendix H: Managing agile teams workshop**

Transport for NSW developed the following fact sheet to encourage managers to arrange workshops to build skills in managing agile teams:

### **Background**

We know that flexibility is a key foundation for the attraction and retention of skilled employees at Transport. At Transport, around 62% of employees are satisfied with their access to flexible working, with 51% of managers desiring more support to introduce flexible working arrangements.

In response to this, Transport is offering workshops to support middle managers in implementing flexible working. In pilot sessions of Managing Agile Teams Workshops, 100% of participants agreed they understood the importance of conducting a conversation with their team surrounding flexible working.

Managing Agile Teams workshops support middle managers to:

- Understand the approach, logistics and expectations regarding flexible working arrangements
- Apply skills needed to effectively manage flexible working arrangements within teams
- Understand alignment of flexible working arrangements with current and previous initiatives (e.g. ABW, Conscious Inclusion)
- Identify and leverage tools and support materials available for flexible working

### **Intended audience**

Middle managers within a branch, division, directorate or site across the cluster.

### **Host a workshop**

Workshops are provided on request, with a preference for intact teams.

Contact <email address> to arrange a workshop.