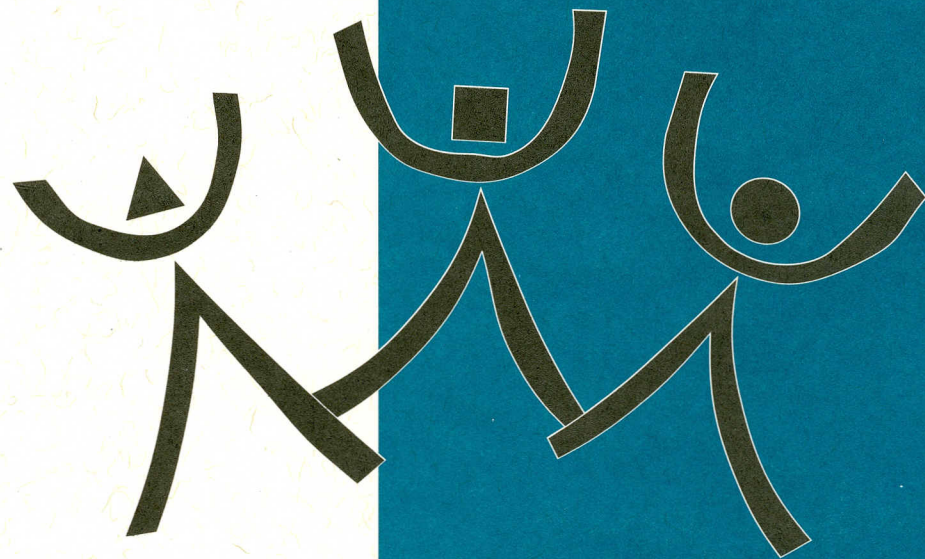


# THE LINK



A Practical Guide to

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Conducting a Work/Life

---

Workplace Assessment

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Supported by

 KPMG Peat Marwick LLP

and the



The Center for  
**Work & Family**  
BOSTON COLLEGE  
CARROLL SCHOOL OF MANAGEMENT

# Exercise Worksheet # 1

## The Developmental Stages of Work/Life

### Purpose

Use this activity to:

- Clarify the overall stage of your company's work/life plan
- Consider how this developmental stage might affect planning, implementation and evaluation.

### Participants

This activity may be completed by a work/life manager or by members of a work/life committee.

### Steps

1. Use the following chart to list the challenges currently confronting your organization. You may find that most of the challenges are clustered in a particular stage. However, it is possible that your organization is facing challenges associated with more than one developmental stage.

		<b>Key Work/Life Challenges</b>
	<b>Stage 4:</b> Maximizing Linkages and Integration	• _____ • _____ • _____
	<b>Stage 3:</b> Examining Workplace Culture	• _____ • _____ • _____
	<b>Stage 2:</b> Establishing Policies, Programs, and Practices	• _____ • _____ • _____
<b>Stage 1:</b> Understanding the Issues		• _____ • _____ • _____

2. Select the three most pressing challenges listed above and record how they might affect the development, implementation and evaluation of your work/life plan.

Challenge	Impact on Development?	Impact on Implementation?	Impact on Evaluation?
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____



# Exercise Worksheet #2

## The Stakeholder "Solar System"



### Purpose

Use this activity to:

- Identify stakeholder groups
- Gather information about stakeholders' perceptions and priorities
- Develop action steps to strengthen relationships with stakeholder groups.

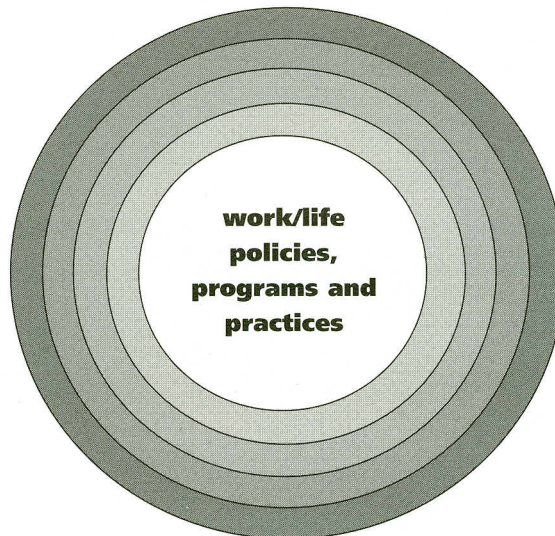
### Participants

This exercise has been developed for a small group of people involved in work/life planning (e.g., a planning committee or task force). In the absence of an existing work/life group, engage one or two people to help you work on this activity.

### Steps

1. On a large sheet of paper, draw five concentric circles which will be called, "The Work/Life Stakeholder Orbits." Put the words "work/life policies, programs and practices" in the center circle.

### The Work/Life Stakeholder Orbits



Pass out ten pieces of "post-it" note paper to each member of the planning group.

Identify the first "stakeholder orbit" as **corporate decision makers**. Ask each group member to write on a "post-it" the title of one top management position that is a stakeholder in (although not necessarily a supporter of) work/life issues. Post these on the first orbit.

Continue with the identification of groups/ individuals to fill the next four orbits:

- **company departments or functions** (e.g., compensations & benefits or community relations)
- **employee groups and their families**
- **business customers**
- **investors or stockholders**

Add other stakeholder orbits, such as "external groups," as appropriate.

As a group, review the stakeholders identified on the orbits. Which stakeholders were identified more than once? Were any important stakeholders not identified?

*(continued on back side)*

## ***The Stakeholder "Solar System"***

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2. **Ask the group to identify one or two individuals who are members of each stakeholder group and who could represent the group's perspective. For example, the director of community relations could be considered a representative of that department. Add the names of the individuals to the orbits.**

Ask each person to select one or two individuals designated on the stakeholder orbits and conduct interviews with them.

Develop a list of interview questions. For example:

- In your opinion, what are the most important work/life issues facing employees at our company?
- How do these work/life issues affect how we do our business? Our company image? The extent to which we meet our business objectives?
- What are the problems associated with responding to these work/life issues? With not responding to these work/life issues?
- What recommendations do you have for addressing our company's priority work/life issues?
- How could work/life policies and programs benefit your group (your department, your set of responsibilities, etc.)?

Have the committee members present summaries of their interviews at a committee meeting. As a group, discuss:

- What we have learned about the perspectives of different stakeholder groups?
- What do they think about work/life issues?
- What do they think about our company's response to work/life issues?
- What are the implications for our planning efforts?

3. **Prioritize the stakeholder groups on your stakeholder orbit. Select the top three (or more) groups as key stakeholders.**

- Assess the extent to which each key stakeholder is supportive of your company's work/life initiatives.
- Develop strategies to strengthen relationships with selected stakeholders.
- If you are working with an on-going work/life group, periodically ask committee members to assess their relationships with the stakeholders.

# Exercise Worksheet # 3

## The Wheel of Organizational Change

### Purpose

Use this activity to:

- Identify organizational changes
- Determine how these changes might affect your work/life policies, programs and practices
- Determine how work/life policies, programs and practices might affect the changes.

### Participants

This exercise can be completed by a work/life manager or a person with planning responsibilities. Alternatively, members of a work/life committee could complete the worksheet and then meet to discuss the implications of past or anticipated structural changes.

### Steps

Use the following pie chart for this exercise.



1. Put a  $\checkmark$  next to those changes that have occurred during the past 5 years but not during the past 12 months. Put a \* next to those changes that have happened during the past 12 months.

2 Review the list.

- Would you characterize the past five years as a time of great change in your organizational structure? Moderate change? Little or no change?
- Consider each of the changes. How were they communicated? What might be the implications of these changes for work/life planning? Implications for the implementation of work/life policies, programs, and practices? Implications for evaluation?
- Which changes are seen as opportunities for your work/life plan? Which are seen as challenges?
- Is there any way to leverage the changes to enhance your company's work/life programs? Is there any way to mitigate negative changes?

# Exercise Worksheet # 4

## *Work/Life Discussion Groups*

### **Purpose**

Use this activity to:

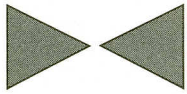
- Consider the perspectives of different employee groups as part of the Workplace Assessment process
- Clarify linkages between employees' experiences, business priorities, and your work/life plan.

### **Participants**

This exercise has been designed to involve different groups of employees in your work/life planning activities. Employees should be encouraged to participate in those meetings that are most relevant to their own situations.

### **Steps**

1. Plan monthly work/life discussion meetings organized according to work/life interests common to certain groups. For example, employees in dual career families could be invited to one meeting, single parents to another, employees with disabled family members to another, and so on. Be sure to encourage employees to suggest possible interest groups - they are likely to identify groupings that might not occur to you.
2. Publicize the meeting aggressively. However, discussions about work/family issues tend to be most successful when the groups are limited to 15 people so you may want to consider sign-ups and increase the number of meeting as necessary.
3. Assure all employees that the discussions will be kept completely confidential.
4. Invite employees to talk about their experiences related to work/life balance.
  - What are your career objectives?
  - What are your objectives for personal pursuits?
  - What are your most important family/home responsibilities?
  - How do your different life objectives affect each other?
  - What could help you achieve a more satisfying sense of work/life balance?
5. Summarize the key points made in the different discussion groups in a quarterly report (or some other communications strategy) to share with the work/life stakeholder groups. Remember to frame the summaries in a way that respects the confidentiality of the participants.



# Exercise Worksheet # 5

## Mapping Motivators and Barriers



**Purpose**

Use this activity to:

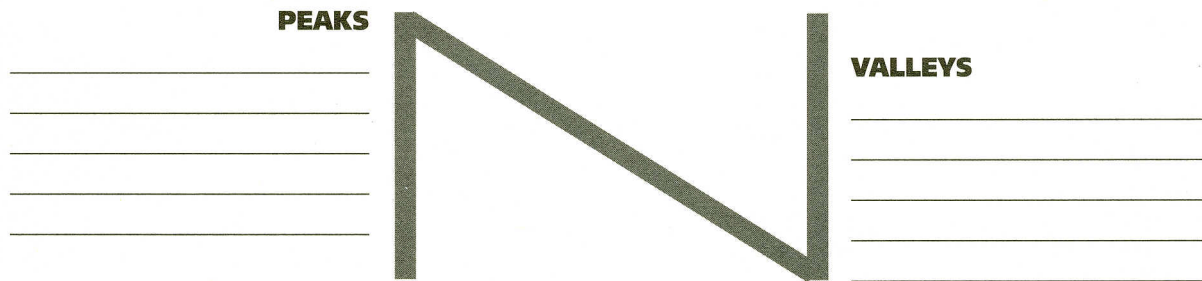
- Identify factors at the workplace that might affect (e.g., motivate or inhibit) the development of your work/life plan or the implementation of work/life policies, programs, or practices.

**Participants**

This activity may be completed either by one person or by a committee engaged in work/life planning.

**Steps**

1. Use the "Peaks and Valleys" diagram below.



- Identify factors that might support your objectives for work/life planning. List these factors in the "peaks" column.
- Identify factors that might act as barriers to your objectives for work/life planning. List these factors in the "valleys" column.

2. Consider the implications of your motivators and barriers.

- Do there seem to be more motivating or more inhibiting factors?
- Can some factors sometimes act as motivators and sometimes as barriers?

3. Use the following chart to specify strategies that can reinforce the motivating factors or can reduce the inhibiting factors. Some of the factors should be best left alone.

### Strategy Chart

Motivating Factors "Peaks"	Effect on Work/Life Objectives	Strategies to "Move the Mountains"
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
Inhibiting Factors "Valleys"	Effect on Work/Life Objectives	Strategies to "Till the Soil"
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

# Exercise Worksheet # 6

## Measuring the Success of Work/Life Policies, Programs and Practices

### Purpose

Use this activity to:

- Clarify the goals and objectives your company's work/life policies, programs and practices
- Determine the extent to which specific policies, programs, and practices have added value to your company's work/life strategy.

### Participants

- This activity may be completed by a work/life manager or by members of a work/life committee.

### Steps

1. Use the following table to specify the "hoped for" outcomes of your company's work/life policies, programs and practices.

For each policy, program and practice, put a "√" in those columns which are important indicators of success.

Indicators of success may include:

- increased use of specific policy, program, or practice in comparison to the previous year
- decreased costs of program administration
- increased employee perceptions that work/life issues are priorities for the company
- increased customer awareness that the company has made a commitment to work/life issues
- decrease in "unwanted" situations (e.g., fewer lay-offs as a result of an increase in job sharing, etc.)

### Policy/Program/Practice

#### Indicators of Success

Utilization Rate?

User Satisfaction?

Improvement in Work Outcomes?  
(specify which outcomes)

Improvement in Personal or  
Family Well-Being?  
(specify which outcomes)

Other Indicators

#### Comments

### Policy/Program/Practice

#### Indicators of Success

Utilization Rate?

User Satisfaction?

Improvement in Work Outcomes?  
(specify which outcomes)

Improvement in Personal or  
Family Well-Being?  
(specify which outcomes)

Other Indicators

#### Comments

(continued on back side)



# Measuring the Success of Work/Life Policies, Programs and Practices

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**Policy/Program/Practice**Indicators of SuccessComments

Utilization Rate?

User Satisfaction?

Improvement in Work Outcomes?  
(specify which outcomes)Improvement in Personal or  
Family Well-Being?  
(specify which outcomes)

Other Indicators

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**Policy/Program/Practice**Indicators of SuccessComments

Utilization Rate?

User Satisfaction?

Improvement in Work Outcomes?  
(specify which outcomes)Improvement in Personal or  
Family Well-Being?  
(specify which outcomes)

Other Indicators

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**Policy/Program/Practice**Indicators of SuccessComments

Utilization Rate?

User Satisfaction?

Improvement in Work Outcomes?  
(specify which outcomes)Improvement in Personal or  
Family Well-Being?  
(specify which outcomes)

Other Indicators

2. Develop strategies to get information that will help you determine whether your policies, programs, and practices have achieved important goals and objectives.

# Exercise Worksheet # 7

## Discussion Groups About Work/Life Culture

### Purpose

Use this activity to:

- Collect information about employees' perceptions of values that exist at the workplace.

### Participants

The participants could be members of your work/life committee or task force, representatives of different departments, or employees who seem to have different types of work/life priorities.

### Steps

1. Select employees to participate in focus groups. Focus groups tend to work well with 7 - 12 participants per group.
2. Explain to the prospective participants that the purpose of the focus group is to get a better idea of employees' perspectives about attitudes and expectations that exist at the workplace.
3. Use the following topic areas as general discussion points for the focus groups. You may want to ask the participants, "Do you agree that the following statement is an accurate characterization of our company? Of your division?"

### Workplace Value Statement

<b>HR Change</b>	Our company is a human resource leader which adopts innovative HR programs and policies.
<b>Company Involvement</b>	Our company feels that it should work cooperatively with employees to address their personal priorities and family responsibilities
<b>Work/Life Initiatives</b>	Our company feels that work/life initiatives are essential and vital to advancing business strategies.
<b>Equity</b>	Our company believes that its policies and procedures should be flexible enough to respond to the circumstances of individual situations.
<b>Change</b>	Our company seeks out change to its human resource strategies on a pro-active basis.
<b>Perspectives About Employees</b>	Our company considers its employees to be its most important asset.
<b>Work/Life Balance</b>	Our company feels that employees should pursue personal as well as occupational interests.
<b>Careers</b>	Our company believes that employees who are dedicated to their careers are those who are willing to make personal sacrifices.
<b>Face Time</b>	Our company feels that employees who invest more time at work are the hardest workers.

4. Once the focus group(s) is completed, consider how the perceptions of your corporate culture might affect
  - your Workplace Assessment
  - the selection of different options for workplace supports
  - challenges to the implementation of different components of your work/life programs
  - employee utilization of work/life programs.



# Exercise Worksheet # 8

## The Case for Your Work/Life Plan



### Purpose

Use this activity to:

- Prepare a description of the linkages between your companies' work/life policies, programs, and practices and business strategies
- Articulate how your company's work/life plan addresses the priority needs of employees and the priority needs of the company.

### Participants

This exercise has been designed as a role play for a group such as members of a work/life advisory committee or task force.

### Steps

1. Assign the stakeholder roles to group members:

#### "The Jury"

- CEO
- CFO
- Division Manager
- Line Supervisor
- Shareholder
- Employee

#### "Attorney for the Defense"

- Work/Life Manager

2. Give 5 index cards to each member of "The Jury." Ask them to write one question on each card about either the company's work/life strategy or the value added by specific policies, programs, and practices. Collect the index cards and mix them up.

Have the "work/life manager" make a list of links between the company's work/life initiatives and business objectives.

3. Have the "Work/Life Manager" present the case for the company's work/life strategy.

Pick some of the questions on the index cards and ask the "Work/Life Manager" to respond to the questions. Focus the discussion on the strategic linkages between work/life initiatives and business priorities.



# Assessment Recording Sheet # 1:

## Work/Life Shareholder Groups



Shareholder Group	Support for Work/Life Issues					Implications Work/
	Minimal . . . Extensive					
	1	2	3	4	5	
Top Decision Makers	1	2	3	4	5	_____
Middle Managers	1	2	3	4	5	_____
Supervisors	1	2	3	4	5	_____
Line Employees	1	2	3	4	5	_____
Employees Who Have Used Policies, Programs, Practices	1	2	3	4	5	_____
Employees Who Have Not Used Policies, Program, Practices	1	2	3	4	5	_____
Employees in Different Departments or Business Units	1	2	3	4	5	_____
Employees Holding Different Types of Positions (e.g., Sales, Production, Clerical, etc.)	1	2	3	4	5	_____
Business Customers	1	2	3	4	5	_____
Stakeholders	1	2	3	4	5	_____
Community Groups	1	2	3	4	5	_____
Work/Life Consultants and Provider Groups	1	2	3	4	5	_____
Other Stakeholder Groups	1	2	3	4	5	_____

**for Developing  
Life Plan**

**Implications for Implementing  
Work/Life Plan**

**Implications for Evaluating  
Work/Life Plan**

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# Assessment Recording Sheet # 2:

## Communications Plan



<b>Communications Issues</b>	<b>Target One</b> <hr/> <i>(Group or individual)</i>	<b>Target Two</b> <hr/> <i>(Group or individual)</i>
Types of information in which they will be interested	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Types of communication strategies that will work best	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Timing and frequency of communications	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Opportunities for follow-up and feedback	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Methods of assessing effectiveness	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

**Target Three**

**Target Four**

**Target Five**

*(Group or individual)*

*(Group or individual)*

*(Group or individual)*

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# Assessment Recording Sheet # 3: Organizational Structure

Structural Characteristics	Observations	Implications for Work/Life
Your Industry(ies)	_____	_____
Workforce Size	_____ employees	_____
Number of Work Sites	_____ sites	_____
Types of Work Tasks	_____	_____
Linkages to Other Departments	_____	_____
Your Firm's Life Cycle Stage	Start up? Establishing systems? Institutionalizing?	_____
Unionized Employees Other HR Systems and Practices Patterns of Communication & Coordination	_____ _____ _____	_____
<b>Assessments</b>	Minimal . . . Extensive	
Layoffs?	1    2    3    4    5	_____
Changes in CEO?	1    2    3    4    5	_____
Changes in other company leaders?	1    2    3    4    5	_____
Hires?	1    2    3    4    5	_____
	Few . . . Many	
Changes in work sites?	1    2    3    4    5	_____
Changes in technology or work processes?	1    2    3    4    5	_____
Changes in basic strategies (e.g. TQM)?	1    2    3    4    5	_____
	Minimal . . . Extensive	
Extent of differences among sites?	1    2    3    4    5	_____
	Lower . . . Higher Level	
Where does Work/Life report in?	1    2    3    4    5	_____
	Minimal . . . Extensive	
Extent of centralization?	1    2    3    4    5	_____
	Minimal . . . Extensive	
Extent of resources for Work/Life?	1    2    3    4    5	_____



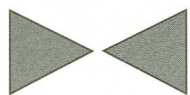


# Assessment Recording Sheet # 4:

## Workforce Demographics

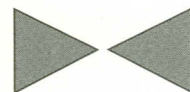
Characteristics	Percent of Workforce <i>(use estimates as needed)</i>	Implications for Develop Work/Life Plan
<b>Gender</b>		
male	_____	_____
female	_____	_____
<b>Age</b>		
under 20 years	_____	_____
21 - 30 years	_____	_____
31 - 40 years	_____	_____
41 - 50 years	_____	_____
51 - 60 years	_____	_____
61 + years	_____	_____
<b>Family Profile</b>		
single		
with dependent children	_____	_____
without dependent children	_____	_____
married		
with dependent children	_____	_____
without dependent children	_____	_____
spouse at home	_____	_____
spouse employed part-time	_____	_____
spouse employed full-time	_____	_____
other family characteristics	_____	_____
<b>Dependent Care Responsibilities</b>		
child care responsibilities	_____	_____
elder care responsibilities	_____	_____
family members with disabilities	_____	_____
<b>Ethnicity</b>		
African-American	_____	_____
American Indian	_____	_____
Asian-American	_____	_____
Euro-American	_____	_____
Hispanic	_____	_____
other:	_____	_____
<b>Positions</b>		
managers	_____	_____
line supervisors	_____	_____
professional/technical	_____	_____
production	_____	_____
service	_____	_____
clerical	_____	_____
other	_____	_____
<b>Income</b>		
under \$25,000	_____	_____
\$25,001 - \$45,000	_____	_____
\$45,001 - \$65,000	_____	_____
\$65,001 - \$85,000	_____	_____
\$85,001 +	_____	_____
<b>Terms of Employment</b>		
full-time, permanent	_____	_____
part-time, permanent	_____	_____
full-time, temporary	_____	_____
part-time, temporary	_____	_____
contractors	_____	_____
shift workers (evenings, weekends)	_____	_____

ing	<b>Implications for Implementing Work/Life Plan</b>	<b>Implications for Evaluating Work/Life Plan</b>
_____	_____	_____
_____	_____	_____
_____	_____	_____
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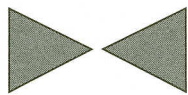
# Assessment Recording Sheet # 5:

## Motivators



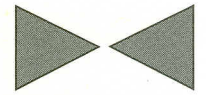
Motivators	Importance to Your Company	Implications for Work/L
	not at all . . . very much	Motivators Rel
Reduce absenteeism	1    2    3    4    5	_____
Reduce tardiness	1    2    3    4    5	_____
Reduce early departures	1    2    3    4    5	_____
Reduce costs of benefits programs	1    2    3    4    5	_____
Reduce unwanted turnover	1    2    3    4    5	_____
Reduce costs of recruitment	1    2    3    4    5	_____
Improve employee performance	1    2    3    4    5	_____
Address business problem (e.g., traveling conflicts, etc.)	1    2    3    4    5	_____
Other profit-related motivators	1    2    3    4    5	_____
		Motivators Related to
Attract most skilled employees	1    2    3    4    5	_____
Reduce employee stress	1    2    3    4    5	_____
Promote positive coworker relationships	1    2    3    4    5	_____
Provide supervisors with additional human resource tools	1    2    3    4    5	_____
Promote positive relationships between management and unions	1    2    3    4    5	_____
Other motivators associated with management strategies	1    2    3    4    5	_____
		Motivators Related to
Increase morale	1    2    3    4    5	_____
Promote employees' positive feelings about the company	1    2    3    4    5	_____
Enhance company image to the "outside world"	1    2    3    4    5	_____
Promote employee loyalty	1    2    3    4    5	_____
Promote employee commitment	1    2    3    4    5	_____
Demonstrate company's caring for employees	1    2    3    4    5	_____
Other motivators associated with corporate culture	1    2    3    4    5	_____





# Assessment Recording Sheet # 6:

## Barriers



Barriers	Importance to Your Company					Implications for Work/Life
						Barriers Associated with
	not at all . . . very much					
Limited linkages to business operations	1	2	3	4	5	_____
Minimal need for work/life programs "expressed" by employees	1	2	3	4	5	_____
Other barriers associated with limited understanding	1	2	3	4	5	_____
						Barriers Associated with
Cost benefits for company difficult to calculate	1	2	3	4	5	_____
Programs seem too expensive	1	2	3	4	5	_____
Other barriers associated with costs	1	2	3	4	5	_____
						Barriers Associated with
Implementation seems too complicated	1	2	3	4	5	_____
Implementation seems to conflict with existing policies and programs	1	2	3	4	5	_____
Too much work for supervisors	1	2	3	4	5	_____
Other motivators associated with management strategies	1	2	3	4	5	_____
						Barriers Associated with
No credible champion	1	2	3	4	5	_____
Lack of support from the "top"	1	2	3	4	5	_____
Other barriers associated with limited leadership	1	2	3	4	5	_____
						Barriers Associated with
Company needs to address other more important issues	1	2	3	4	5	_____
Company has recently had too much change	1	2	3	4	5	_____
Other barriers associated with timing	1	2	3	4	5	_____
						Barriers Associated with
Company believes employees should take care of their own work/life issues	1	2	3	4	5	_____
Company feels that a community group should address work/life and family issues	1	2	3	4	5	_____
Other barriers associated with corporate culture	1	2	3	4	5	_____

**or Developing  
Life Plan**

**Implications for Implementing  
Work/Life Plan**

**Implications for Evaluating  
Work/Life Plan**

**Limited Understanding**

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# Assessment Recording Sheet # 7:

## Policies, Programs and Practices

Policy, Program or Practice	Percentage of the Workforce Who Can Use It	Number of People Who Have Used It	Satisf Am Us
			Low . . .
			Inform
1 _____	_____	_____	1 2
2 _____	_____	_____	1 2
3 _____	_____	_____	1 2
4 _____	_____	_____	1 2
			Financial
1 _____	_____	_____	1 2
2 _____	_____	_____	1 2
3 _____	_____	_____	1 2
4 _____	_____	_____	1 2
			Ser
1 _____	_____	_____	1 2
2 _____	_____	_____	1 2
3 _____	_____	_____	1 2
4 _____	_____	_____	1 2

*continued on b*



# Assessment Recording Sheet # 7:

## Policies, Programs and Practices

Policy, Program or Practice	Percentage of the Workforce Who Can Use It	Number of People Who Have Used It	Satisfac Am Use
			Low . . .
			Time Manage
1 _____	_____	_____	1 2
2 _____	_____	_____	1 2
3 _____	_____	_____	1 2
4 _____	_____	_____	1 2
			Train
1 _____	_____	_____	1 2
2 _____	_____	_____	1 2
3 _____	_____	_____	1 2
4 _____	_____	_____	1 2

<b>Action ong ers</b>  . High	<b>Primary Benefits for the Company</b>	<b>Primary Benefits for the Employees</b>
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<b>ment Options</b>		
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3 4 5	<hr/> <hr/>	<hr/> <hr/>
3 4 5	<hr/> <hr/>	<hr/> <hr/>
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3 4 5	<hr/> <hr/>	<hr/> <hr/>

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3 4 5	<hr/> <hr/>	<hr/> <hr/>
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3 4 5	<hr/> <hr/>	<hr/> <hr/>

# Assessment Recording Sheet # 8:

## Corporate Culture Checklist

<b>Does Your Company Value the Following?</b>	<b>Is It a Company Priority?</b>	<b>Is It Practiced at the Top?</b>	<b>Practiced by Managers/Supervisors?</b>
	<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>
Human resources in general	1   2   3   4   5	1   2   3   4   5	1   2   3   4
Open dialogue and communication	1   2   3   4   5	1   2   3   4   5	1   2   3   4
Employee participation	1   2   3   4   5	1   2   3   4   5	1   2   3   4
Diversity	1   2   3   4   5	1   2   3   4   5	1   2   3   4

*continued on 1*

	<b>Reflected in Behavior of Employees?</b>					
<b>s</b>	<b>No</b>		<b>Yes</b>			<b>Implications for Work/Life Strategy</b>
5	1	2	3	4	5	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5	1	2	3	4	5	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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5	1	2	3	4	5	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Assessment Recording Sheet # 8:

## Corporate Culture Checklist

Does Your Company Value the Following?	Is It a Company Priority?					Is It Practiced at the Top?					Practiced by Managers/ Supervisors?				
	No		Yes			No		Yes			No		Yes		
Training and development for all employees	1	2	3	4	5	1	2	3	4	5	1	2	3	4	
HR planning and change management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	
Valuing employees as people	1	2	3	4	5	1	2	3	4	5	1	2	3	4	
Work/Life balance	1	2	3	4	5	1	2	3	4	5	1	2	3	4	

**Reflected in  
Behavior of  
Employees?**

**No**

**Yes**

**Implications for Work/Life Strategy**

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