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People

Tools for success:

doing the the right things and doing them right

Centre for Charity Effectiveness

Contents

USING THIS GUIDE

Links to suggested reference sources and useful materials are provided as **embedded links** throughout the pages of each 'Tools for success' guide and in every Signposts section. Wherever a link is provided, when you hover your cursor over the text you'll see the link URL show up – click on it to go straight to that source material or website. For example: Centre for Charity Effectiveness

Common symbols

We have used some common symbols throughout the 'Tools for success' series, to highlight different elements:

- ! Notes and tips
- ✔ Checklists of things to do
- ❖ Simple to use tools and sample activities to work on together
- ▶ Signposts to more information, for when you're ready to build on the basics

Each guide also includes a **Glossary** of common terms used throughout the **Tools for success series.** Some terms included in the Glossary may not appear in the content of every guide.

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About this guide

The purpose of this guide is to help you manage the people in your organisation. Any organisation's leaders and managers require skills in building positive and productive relationships with their employees and volunteers, central to which are diversity, equity and inclusion (DEI) and the bedrock of fair, just and equal treatment of people.

This guide focuses on employees and volunteers and covers the key employment milestones you are likely to encounter when managing them.

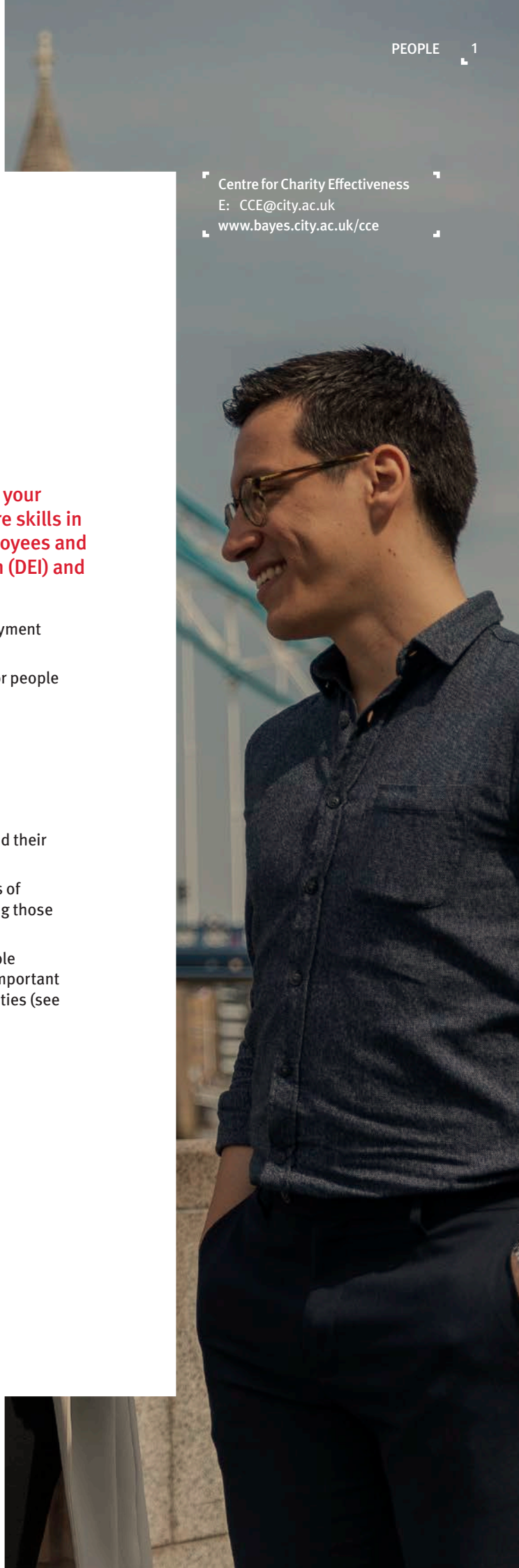
In this guide we explore four areas that are key to an effective framework for people management:

- Recruitment and selection
- Learning and development
- Communication and consultation
- Human resources (HR) policies and procedures

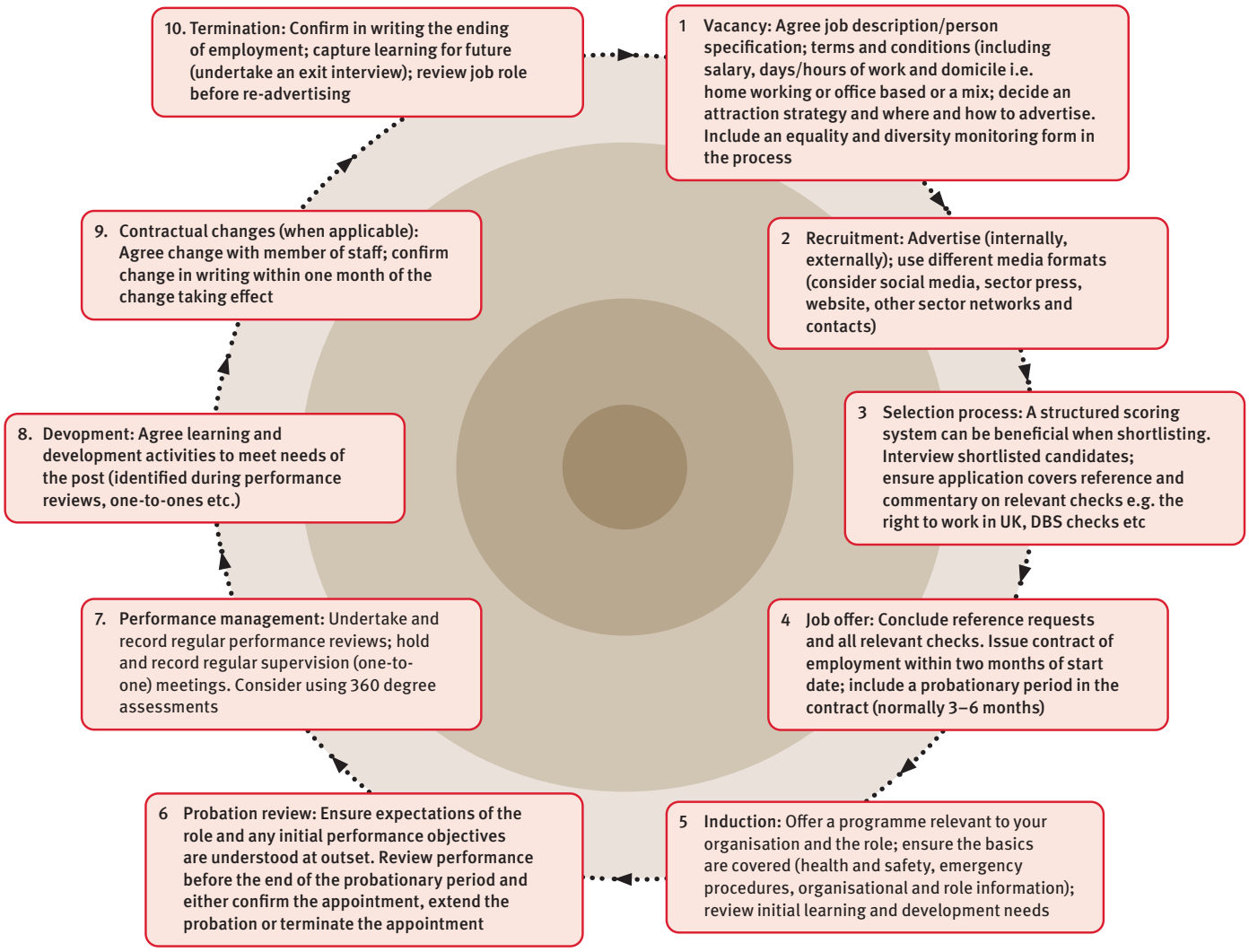
We also consider the principles of equality, diversity and inclusion (EDI), and their centrality to all aspects of managing people in your organisation.

The Signposts section of this guide provides details of other useful sources of advice and information on a variety of people management issues, including those summarised in the **employment cycle** diagram below.

The Chief Executive or Director of your organisation is likely to lead on people management issues, but your board will also need to be kept informed of important developments, changes and issues as part of their governance responsibilities (see **Governance** guide).



The employment cycle



! Remember that if an employee or volunteer has regular contact with children or vulnerable adults, or is working in healthcare, you must seek a Disclosure and Barring Service (DBS) check at the appropriate level before a person starts working with any of those people.

Employees, volunteers and interns

The material in this guide covers employees, volunteers and interns and we make it clear where these three categories of staff need to be treated differently. The role of volunteers and interns are different from employees and we advise that you take steps to avoid treating volunteers and interns in such a way that they may legally be deemed employees. This could confer employment rights on the volunteer, such as their right to bring a claim in an employment tribunal against your organisation, payment of at least the National Minimum Wage and entitlement to paid statutory holidays.

See the **Compliance** guide for more detail on employment legislation.

VOLUNTEERS

Research by NCVO (see box below) suggests that to recruit and retain volunteers they need a quality experience, including being made to feel welcome, recognising they have flexibility in their role and having a sense that they are making a difference.

To ensure a clear separation between employees and volunteers your organisation should:

- Issue a volunteer agreement including supervision, training, health and safety, safeguarding issues or requirements.
- Pay only actual expenses, ideally against receipts
- Avoid requiring the volunteer to perform a minimum number of hours
- Ensure that volunteers have the option to decline to undertake tasks (so that you demonstrably retain the voluntary nature of the arrangement)
- Avoid using terminology that suggests employment in any documentation (for example, use 'task or role description' not 'job description')
- Have separate policies for supporting and working with volunteers.

> See Volunteers and your organisation – NCVO Knowhow, which has a resource bank of information and offers useful advice about recruiting and retaining volunteers and their series of reports Time Well Spent

INTERNS

Many organisations offer internships. Currently interns do not have any specific legal protection or right to be paid at least the National Minimum Wage and much depends on what they do, i.e. whether they are shadowing someone or working in their own role with predetermined tasks and a requirement to be at work for set hours. See gov.uk guidance on providing quality internships, including the Common Best Practice Code for High-Quality Internships.

Many organisations have internships which are sometimes called 'work placements' or 'work experience'. These terms also have no legal status on their own. The rights they have depend on their employment status and whether they are classed as a worker, a volunteer or an employee. See gov.uk guidance on employment rights and pay for interns.

Recruitment and selection

Successful recruitment depends upon finding people with the necessary skills, expertise and qualifications to deliver organisational objectives and make a positive contribution to the values and aims of your organisation.

Having the right person in the right place at the right time is crucial to organisational performance; it is also important to achieve a diverse workforce which reflects your community. The principles of diversity, equity and inclusion (DEI) should be central to your recruitment and selection process.

Recruitment provides a public snapshot of your organisation in a variety of ways, so you will need to make the process as professional as possible. Getting it wrong can be costly in terms of time and money and could leave the organisation at risk of a legal claim. See the **Compliance** guide for more on compliance with relevant legislation.

The checklist below offers a framework for the recruitment process.

✔ RECRUITMENT CHECKLIST

Preparing to recruit

- Is your charity ready to recruit both in terms of its organisation type and having the funds to pay the salaries in the foreseeable future?
- Is it a paid, volunteer, intern or apprenticeship role?
- Check your responsibilities and costs around workplace pensions
- Draft a job description (key tasks and accountabilities) and person specification (key skills, knowledge, experience and behaviours) for your vacancy. Revise each time the post becomes vacant. Avoid any requirements not directly relevant to the job
- Determine the salary and conditions (i.e. hours/days of work); compare with other posts in the organisation; benchmark salaries with other organisations
- Confirm the place of work for the role. You will have the same health and safety responsibilities for homeworkers as for other workers. Consider flexible working practices, ensuring fairness and balance with all staff
- Ensure that the collection, handling, and storage of any personal data captured through the application process meets GDPR requirements
- Consider crafting a simple scoring system to help you shortlist based on the key criteria in the role description and person specification.

Advertising the post

- Consider your organisation's USP and impact within your sector, to clarify why a candidate might want to work for you
- Advertise internally and externally. Look at adverts for similar roles to get ideas on layout, wording and style to see what might suit your organisation
- Research the most popular current recruitment channels in your sector, to ensure you are targeting the most likely audiences for the role. Advertise as widely as possible, through any relevant social media channels, aiming to encourage a diversity of applications
- Online application processes can be more efficient and save recruitment costs

Shortlisting, interviewing and selection

- Shortlist on the basis of the criteria set out in the role description or using a simple scoring matrix if you have decided to use one
- Ask all candidates if they have any special needs that need to be taken into account during the recruitment process or if they are appointed
- Take care if you receive applications from people overseas, including from the EU - and check the latest UK government guidance
- Consider who will be on the interview panel. Prepare questions that will enable candidates to demonstrate their strengths and how they meet the criteria for the role. Some organisations offer the questions in advance of the interview

Recruitment and selection

- 'Blind recruitment' is particularly useful in reducing unconscious bias. Blind recruitment means removing personal information and other identifying factors (e.g. name, age, address or location, years of experience, and school or university names) from applications and CVs before the recruitment panel has access to the forms. Reach Volunteering has suggested an interesting approach to recruitment.
- Competency-based interviews are increasingly used and are designed to test one or more skills or competencies. The interviewer has a list of set questions, each focusing on a specific skill, and the candidate's answers are compared against pre-determined criteria and marked accordingly
- Consider other exercises to test relevant skills and competencies such as giving a short presentation or writing a letter or report
- Make a decision based on a consistent use of the criteria you have set.

Offering the post

- Any offer should be subject to:
  - receipt of satisfactory references if these have not already been taken up
  - confirmation that the applicant has the right to work in this country and any applicable Disclosure and Barring Service (DBS) checks have been completed
- Once references and checks have been satisfactorily completed, a contract of employment can be issued (see **Compliance** guide)
- Plan for the arrival of your new member of staff, including advising other staff and planning an induction programme (see below).

Reviewing the recruitment process

- What went well or not so well?
- What would you do differently next time?
- What feedback can you seek from the successful applicant?

! **Recruit the right person for the role!** Ensure you are confident in your choice. If unsure, meet the candidate again, ask different questions, ask someone else to meet them. Do not appoint if you are still not confident. Use the **probationary period** to check that both you and the employee or volunteer are happy with how the appointment is going. If things are not going well, take action before the probationary period expires.

! A **structured approach** to recruitment helps to ensure that the process is fair and seen to be fair by both successful and unsuccessful candidates. Ensure that recruitment criteria are justifiable and non-discriminatory, so that you avoid discriminating on grounds of age, sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender re-assignment, marriage and civil partnerships, at all stages of the recruitment process.

If you used an equality and diversity monitoring form in the process, review the findings: are you attracting a sufficient breadth of applications by protected characteristics? What changes might need to be considered for future recruitment?

Learning and development

Learning and development is critical to the current and future success of your organisation; it can be both formal and informal. We learn informally all the time, through work activities and new experiences. Formal, structured development activities ensure that employees receive the essential learning they need, such as induction, as well as specialist knowledge and skills development. You should ensure that there is equal access to learning and development opportunities for all staff and volunteers.

Make sure that you clearly link learning and development activities to the achievement of your strategic objectives. This means thinking about the knowledge, skills and experience you will need for the organisation in the future and identifying skills gaps. A basic skills audit of the people in your organisation will help you to identify these and will include the following questions:

- What skills does this person have?
- What will they need in the future?
- What are the gaps?
- How might these gaps be filled?

Learning and development needs are often identified through regular one-to-one supervision meetings and during appraisal and performance reviews – a basic appraisal framework checklist is provided below.

Induction

As a minimum, ensure that you provide induction training for new joiners. See the checklist below for a suggested programme for staff. You will also need to provide induction training for volunteers, but avoid the inference that they are for employees.

✔ THE BASIC ELEMENTS OF AN EMPLOYEE INDUCTION PROGRAMME WILL INCLUDE:

- Organisation information: background and structure, who is who, services and activities, physical layout, IT and data security, security systems.
- Culture and values: communication and ways of working and behaving
- Policies, rules and procedures: DEI; data protection and GDPR; use of email, internet, social media and mobile phones
- Terms and conditions: hours of work, breaks, any flexible working arrangements including working from home, holidays, reporting sickness absence
- Finance: pay (when and how paid), overtime rules, pensions, benefits, expenses
- Health and safety: first aid, accident reporting, fire and emergency procedures, assembly points, no smoking policy, risk assessment
- Safeguarding, whistleblowing and speaking up
- Information about the role and related learning and development
- Questions the employee may have.

Circumstances change, so ensure you review the accuracy and effectiveness of the induction programme regularly so that it remains up-to-date. Check relevance with those who have recently joined the organisation and ensure that a variety of people are involved in the induction process.

The Charity Learning Consortium's 'The little book of Induction' by Gill Chester has some innovative suggestions.

Learning and development

There are many activities in addition to induction that can provide development opportunities for your staff, some of which require no additional finance. These may include:

- Attending conferences, courses and workshops (academic/vocational) both face-to-face and online
- Coaching, mentoring and buddying
- Action learning sets: typically small groups tasked with problem solving and learning as an individual and as a team
- Seeking advice from others, work shadowing (inside or outside your organisation)
- E-learning, reading and research
- Internal knowledge-sharing events and networking
- Job shadowing, external secondments or job swaps

New assignments and work experience or taking part in working groups.

Many sectors have membership and professional bodies which provide much of the above.

Maximise the benefits for the individuals and the organisation from investment in such activities by briefing staff in advance and taking an interest when employees return from any development activity. Also ensure that they are given opportunities to apply and share the learning with the team and others in the organisation.

Learning and development within the organisation can also come from reviewing successes and challenges, including things that have gone well or not so well, without attributing blame. Take time with colleagues to consider what might be done differently next time.

> **!** Remember that **training** is an event (e.g. a course);
> **learning** is a long-term process.

PERFORMANCE REVIEW AND APPRAISAL

It is essential to successfully manage performance across your organisation and traditionally a basic appraisal or performance review framework has been used. An outline of this is shown below for employees.

Many organisations, however, are adapting their approach to combine elements of traditional appraisal alongside elements of coaching with ongoing conversations taking place, building on opportunities for growth.

Learning and development

BASIC APPRAISAL OR PERFORMANCE REVIEW FRAMEWORK

Questions that might be included in a review include:

- What are your key achievements in the past 6–12 months? How can you provide evidence of your achievements? What examples can you identify?
  - How have you performed against previously agreed goals? What has impacted on the achievement of these goals?
  - Does the job description reflect your current role?
- What should be the objectives for the next 6–12 months?
  - Objectives should be described in 'SMARTA' terms: Specific, Measurable, Achievable, Realistic/Relevant, with a Timeframe and Agreed between the parties
- What learning and development needs (relevant to the job role) can be identified; how and when might these be met?

KEY PRINCIPLES

- Appraisal is part of a process which takes place throughout the year. It is not a single or twice-yearly stand-alone event, but the culmination of a series of one-to-one meetings
- There should be no surprises; deal with performance issues at the time rather than raising them for the first time at the annual performance/appraisal review
- Before the review meeting, both parties should prepare, assessing performance and identifying evidence and examples to support the assessment
- Managers should consider what is coming up in terms of departmental/ organisational goals that will impact on the employee's role and activities and development needs
- During the appraisal, the appraiser should refrain from dominating the conversation, instead ensuring that the focus is on what the appraisee says
- The review should be recorded and agreed between the parties, kept confidential between agreed parties, and referred to during the year at one-to-one supervision meetings.

At the end of an appraisal or performance review meeting, it is useful to have a ten-minute 'process review' or reflection; questions you might ask yourself could include:

- Did I get my message across effectively?
- How well did I listen to what was being said?
- What did I learn that I didn't know before?
- How could the meeting have gone better?
- What do I need to do now?
- What will I do next time?

You might wish to expand on the appraisal framework by considering building in a more regular coaching-based approach.

- Consider when and how those additional conversations might take place?
- What could you learn from the six reflective questions above?

Performance review of volunteers is equally important but needs to be different from that they may be used to getting at work. It is important to recognise achievements, consider new objectives for the next period, openly face any challenges or concerns where performance wasn't as expected, and provide support to improve and develop.

Volunteer Now have a series of workbooks on aspects of volunteer management with a thorough section on volunteer supervision and performance review in 'As Good as They Give Workbook 3: managing and motivating volunteers'.

Communication and consultation

Good communication can help your people feel included, motivated and knowledgeable about what is going on in the organisation. This is particularly important if your organisation has or is experiencing significant change. It can help your staff and volunteers to be effective ambassadors for your organisation.

At any significant organisational stage, assess whether you need to communicate information to groups of staff/volunteers or individuals (or a wider audience); your communication approach will be different (1:1 or 1:many) and you may need to dovetail one approach with the other.

When planning communication, remember to:

- Build in opportunities for employees and volunteers to feed in their views
- Ensure that all employees and volunteers can access information. If your only communication method is by email, check whether everyone has regular access to a computer or an email account
- Deliver information consistently across your different communication channels so that people know what to expect and where to obtain or access information
- Maintain communication by regular and timely flows of information (try to avoid the last minute 'news scoop')
- Communication methods might include:
  - Team meetings/briefings
  - Emails
  - In-house newsletters, blogs or vlogs
  - Presentations (live or online)
  - Internal messaging
  - Face-to-face informal or formal conversations between managers and employees
  - Websites, intranets or noticeboards
  - Consultation or focus groups or forums
  - Press releases or reports

Whatever communication methods you use, you should review them regularly and assess their effectiveness. When planning communications, consider the best way to achieve your overall purpose. Could an alternative method be more effective and engaging? When your message is really important, use more than one communication channel to deliver it: for example, you could follow up a staff/volunteer meeting with an email, then confirm the information in a personalised letter or other form of messaging to ensure that it has been received and understood.

If you decide to hold a meeting (individual or collective), be clear about its purpose - what do you want to achieve from each agenda item? Is it to:

- Exchange information (report, update, inform or find out)?
- Solve a problem or find a solution?
- Make a decision?
- Plan?
- Evaluate?
- Supervise?
- Consult?
- Review performance?

For advice and guidance on your statutory obligations, see Acas's Informing and consulting your employees about workplace matters.

HR policies and procedures

Essential policies and procedures

For most organisations, policies and procedures will be required to cover the following essential areas, and the principles of diversity, equity and inclusion should be clearly reflected throughout:

- Recruitment and selection process
- Induction procedure (contained within or separate to a policy on 'Learning and development')
- Harassment and bullying
- Discipline and grievance procedures – see Acas guidance 'Code of practice on disciplinary and grievance procedures'
- Health and safety policy (where five or more staff are employed)
- Sickness absence, including pay rates, reporting arrangements, monitoring absence, dealing with short/long-term absence
- Annual leave including public holidays, carrying forward leave, requesting holiday, pro rata entitlement for part-time staff
- Pay and pensions information including deductions from pay if there has been an overpayment or where the employee owes the organisation money and is leaving
- Safeguarding policy
- Whistleblowing policy
- Organisational 'rules' specific to your organisation

Some of these will be directed and covered by the drafting of the statement of employment particulars (commonly known as the contract of employment) which is also an essential document. The **Compliance** guide has more detail on the contract of employment and other key policies such as diversity, equity and inclusion; safeguarding; whistleblowing; and health and safety. See also CIPD HR policies factsheets.

'GOOD TO HAVE' POLICIES AND PROCEDURES INCLUDE

- Email and internet use including online security, and use of social media, mobile phones, and work phones
- Claiming expenses
- Family policies including parental rights such as maternity, paternity, adoption, parental, dependents and/or carers leave
- Flexible working, working from home and/or job sharing
- Other leave e.g., jury service, time off for public duties, bereavement etc.
- Volunteering e.g., clarifying the purpose of volunteering in the organisation, expenses etc.

! Ensure that you know where to access up-to-date information and current entitlements/legislation. See **Signposts** below for useful links.

> " There's no one-size-fits-all approach to designing effective HR policies; their content should be based on the unique needs and characteristics of the organisation and its workforce. Whilst having multiple detailed policies may work effectively for some organisations, fewer policies or more principle-based policies may work better for others. Organisations should focus less on what's worked well for other organisations and focus instead on deciding what will work for them to create sustainable and successful relationships between people and the organisation."
>
> Acas

HR policies and procedures

DIVERSITY, EQUITY AND INCLUSION (DEI)

Managing people is about building positive and productive relationships. DEI is about valuing everyone in the organisation as an individual. It is an important part of managing people and should be a central consideration in developing effective HR policies and practice. More widely, research has found that positive DEI means more innovation, greater staff retention, improved revenue growth and a greater ability to successfully attract and recruit staff. DEI should permeate every part of the organisation and be a core principle of its culture.

To reap the benefits of a diverse workforce it is vital to have an inclusive environment where everyone feels able to participate and achieve their potential. Whilst UK legislation sets minimum standards covering age, disability, race, religion, sex, sexual orientation and other protected characteristics, an effective DEI strategy goes beyond legal compliance and seeks to add value to an organisation, contributing to employee/volunteer wellbeing and engagement. It is important to also recognise the difference between 'equality' and 'equity'. While both are important in prompting fairness, equality achieves this through treating everyone the same, while equity achieves this through treating people differently, acknowledging background and cognitive diversity. For more clarification on DEI-related terms, see the Glossary below.

Improving diversity requires ownership and commitment from everyone in the organisation, and especially the board, the executive team, and leaders at every level.

McKinsey has a useful model offering an approach to measuring inclusion. It illustrates how meaningful actions from leaders, peers, and teams are all required, along with the organisational systems necessary to foster an inclusive environment. The model compares two elements:

- **Personal experience** capturing how employees individually experience belonging; whether they feel encouraged to bring their full, authentic selves to work, and how empowered they are to make meaningful contributions
- **Enterprise/organisational experience** capturing how employees view the strength of acceptance, camaraderie, and fairness.

Comparing the two elements can highlight discrepancies that may occur between them. For example, an employee may perceive that an organisation has systems in place to help facilitate inclusion (e.g. fair, unbiased performance evaluations) whilst simultaneously feeling a lack of inclusion personally (e.g. not having a voice in team decisions).

Gathering diversity data within your organisation is important, to enable you to measure progress over time, identifying roadblocks, seeing how your data compares with other organisations and sharing the data with relevant stakeholders. It will help you to identify where any gaps are and enable you to set realistic goals for improving your DEI practice.

HR policies and procedures

DRAFTING AND IMPLEMENTING HR POLICIES

Drafting policies

Many organisations such as Acas and CIPD, offer model policies which can be a useful basis from which to start developing and drafting yours. Some organisations provide ready-made policies which can be purchased. To be most effective however, a policy should be relevant to your organisation's needs and written in your house style and language. You could start off by looking at other organisations' policies and use them as a basis to develop your own.

✔ WHAT SHOULD AN HR POLICY INCLUDE?

The basic structure of an HR policy should include:

- Application: describing to whom the policy or procedure applies
- Purpose: setting out why the policy is in place and its aims (i.e. a safe workplace)
- Sanctions: setting out how, for example, the misuse of alcohol or drugs will be treated, including different levels e.g. misconduct, gross misconduct
- Advice: outlining what kinds of direct or indirect support you will provide
- Review process: including the date the policy is issued and the date when it will be reviewed.

Implementing a policy

How you implement and enforce a policy is key to its effectiveness.

- Where possible, consult employees/volunteers on the terms of the policy before it is finalised
- Ensure your people understand what the policy means, how it applies to them and what will happen if they do not comply
- Ensure people sign a short form to show that they have seen and understood the policy; retain this document as evidence
- Reinforce the policy through training sessions/group discussions, with reminders that everyone is expected and required to adhere to the policy and related procedures
- Ensure that the policy is a live document, with a date set for its review which is adhered to
- Agree where the policy will be kept and how it can be accessed by staff, trustees and volunteers.

Record keeping

When you employ staff or engage volunteers, you must keep written or electronic records. It is easier to maintain confidentiality and ensure that records are kept securely if you keep only one file or record about each person – and locate all files securely in one place.

Records containing data on people are subject to the General Data Protection Regulations (GDPR), which includes the requirement that such records should be accurate, up-to-date and kept no longer than is necessary. Filing systems must be lockable, and any electronic records should be password and virus protected. Only those people who need to use the data should have access to it.

Whether electronic or paper-based, an HR file for a member of staff is likely to contain the following:

- A copy of the signed/dated contract of employment, including terms and conditions, references, job description, qualifications, essential checks, and confirmation of the right to work in the UK
- A signed/dated copy of the employee's agreement to any changes to their employment contract, such as hours of work or job description
- Copies of probation reviews, notes of supervision and appraisal meetings (dated)
- Signed copies of any agreements to policies and procedures
- Personal details including home address, next of kin, contact details of the person to contact in an emergency, any DEI-related data
- Records relating to live disciplinary and/or grievance issues
- Pension and payroll records, accident reports, sickness records.

Providing evidence of your achievements

Measurements you can use to demonstrate achievements in people management procedures and processes may include:

- Turnover rates (the number of people joining and leaving your organisation)
- Exit interviews with employees/volunteers who leave
- Satisfaction surveys (even simple in-house surveys can be helpful). Questions such as "would you recommend the organisation as a good place to work?" or a straightforward assessment of satisfaction ratings using a 1 to 5 scoring can provide helpful insights.
- Sickness absence levels
- Growth in organisational capacity (e.g. numbers of people employed, volunteers recruited, numbers of people supported)
- Increased diversity amongst staff and volunteers (and via survey evidence of increased feelings of inclusion and equity)
- Feedback from people the organisation works with, funders, regulators etc.
- The amount of learning and development within the organisation (e.g. the type of activities, spend, time) including employees, volunteers and trustees.
- Feedback on websites such as Glassdoor

Data for any of the above areas can be logged and compared year on year.

Signposts

GENERAL INFORMATION AND ADVICE ON ALL ASPECTS OF PEOPLE MANAGEMENT AND EMPLOYMENT

The UK Government website (GOV.UK) provides a wide range of advice and guidance on employment and good practice including:

- Employing people
- Working, jobs and pensions
- Information on Disclosure and Barring Service (DBS) checks for any employees or volunteers who have regular contact with children or vulnerable adults

Acas (the Advisory, Conciliation and Arbitration Service)

Chartered Institute of Personnel and Development (CIPD) offers a wealth of guidance. Their online knowledge hub has a range of tools such as sample HR policies and factsheets

Croner Group offers some useful free downloads

NCVO KnowHow NonProfit has online guidance on managing people

VOLUNTEERS AND INTERNS

NCVO KnowHow NonProfit online guidance on volunteers and your organisation

The New Alchemy nfp Synergy 2015 is an interesting report on volunteering

Time Well Spent (2019) is an NCVO report on the volunteering experience

GOV.UK guidance on providing quality internships, including:

- Common best practice guide for high quality internships
- Guidance on employment rights and pay for interns

DIVERSITY, EQUITY AND INCLUSION (DEI)

Principle Six of the Charity Governance Code covering equality, diversity and inclusion

GOV.UK guidance: Equality Act 2010

Acas guidance on improving equality, diversity and inclusion in your workplace

Equality and Human Rights Commission

RECRUITMENT AND SELECTION

Reach volunteering has an interesting approach to recruitment

Information from Prospect recruitment about competency-based interviews

WORKING IN THE UK

UK Home Office guidance

UK Government Brexit guidance for business – employing people

HR POLICIES AND PROCEDURES

CIPD offers HR policy factsheets

Acas 'Code of practice on disciplinary and grievance procedures'

OTHER USEFUL RESOURCES

ICO Guide to the UK General Data Protection Regulation (UK GDPR)

CIPD factsheet on performance reviews

Directory of Social Change (DSC) offers advice and training on HR

The Charity Learning Consortium's 'The little book of induction' by Gill Chester

Acas's guide 'Informing and consulting your employees about workplace matters'

McKinsey blog (2021) 'Inclusion doesn't happen by accident'

Glossary

Clarification of common terms used throughout the Tools for success series. Please note that some terms included in this Glossary may not appear in the content of every guide.

Collaboration: A spectrum of different ways two or more organisations can work together for mutual benefit – such as cost reduction, or to add value for those with whom the organisation works. A collaboration can be formal (a merger) or informal (a network), and it can last for a fixed length of time or can be permanent.

Compliance: Conforming to regulations and legislation (and being able to demonstrate this).

Constitution: The legal document that, in written form, establishes the rules and principles, powers, duties, structures and processes of the organisation.

Diversification: Establishing a broad portfolio (e.g. in terms of services investments or funding streams) in order to minimise risk and create choice.

Driver: A major force or trend that could positively or negatively influence the future of an organisation. Drivers have a complex relationship with each other; some drivers are an outcome of others. Some are reasonably predictable; some are uncertain.

Diversity, Equity and Inclusion (DEI):
Diversity is about recognising and valuing difference in its broadest sense, ensuring that everyone has equitable access to resources and decision making.
Equity is about removing inequalities to make sure everyone has the chance to realise their ambitions. **Equality** is about creating a fairer society where everyone has an equal opportunity to fulfil their potential.
Inclusion is about being proactive to ensure that each individual's experience within the workplace and in wider society is one where they feel valued, respected and fully able to participate.

Evaluation: Using information from monitoring and elsewhere to assess the performance of an organisation or project against its stated aims or outcomes.

Governance: The process of oversight by trustees/board that ensures the organisation works to its aims, uses its assets to pursue those aims and acts at all times in the interests of beneficiaries.

Grant: a one-way, non-contractual, transfer of money or other assets for a social purpose (often charitable but not always).

Impact: All changes resulting from an activity, project or organisation. It includes intended as well as unintended effects, negative as well as positive, and long- term as well as short-term

Induction: An event or programme of activities to welcome, orient and introduce a new recruit (staff, volunteer or trustee) to the structures, procedures, people and culture of the organisation.

Liability: An obligation that may put an organisation at a disadvantage. Often associated with past obligations causing future transfer of assets, delivery of service or other duty, and/or yielding of benefits.

Networking: Exchange of information, knowledge, understanding and experience between people sharing common issues and concerns.

Other players: Any individual, organisation or group that works in the same field as your organisation and/or that has similar or overlapping interests. They could be charities, commercial organisations or statutory bodies. They may also be competitors, suppliers or collaborators.

Outcomes: The changes, benefits, learning or other effects that result from what the project or organisation makes, offers or provides.

Outputs: The direct products, services or facilities that result from an organisation's or project's activities.

Performance indicators: Well-defined information which shows whether something is happening (or not) as a result of actions and/or investment made.

Performance management: A process which contributes to the effective management of individuals and teams in order to achieve high levels of organisational performance. It establishes a shared understanding about the results that need to be achieved, and an approach to leading and developing people which will ensure that they are achieved.

Quality framework: A set of criteria enabling an organisation to apply a rigorous, consistent and comprehensive approach to continuous improvement.

Risk: A potentially damaging outcome of an event or situation

Glossary

Social enterprise: A social enterprise is a business set up to tackle a social or environmental need. Their main aim is to generate profit which can be used to further the organisation's social or environmental goals.

Social finance: Refers to the use of commercial-style investment tools to create a social as well as a financial return.

SOFA: Statement of Financial Activities. A charity's SOFA shows all the incoming resources becoming available during the year and all its expenditure for the year, and reconciles all the changes in its funds.

SORP: 'Statement of Recommended Practice: Accounting and Reporting by Charities', published by the Charity Commission, providing guidance on the format and content of charity accounts and annual reports.

Stakeholder: All individuals and groups who are affected by, or can affect, a given project, programme or organisation.

Statutory body: An institution empowered by the state through legislation to establish policy, regulate, fund and provide services.

Strategic analysis: Considering how the environment is changing, analysing the implications for the organisation, and using this knowledge to make better strategic decisions.

Strategy: A way of mobilising an organisation in its direction of travel: setting direction, analysing what the organisation needs to do, planning, implementing, and evaluating the plan.

Sustainability: The ability or facility to remain robust and drive impact into the longer term: continuing to exist and being maintained at a defined level of strength indefinitely.

Target: The aspired quantity and quality of outputs and outcomes; specific, measurable and time-bound results.

Trading: The exchange of goods or services, or both, through a market, using a medium of exchange such as barter (direct exchange of goods or services) or money.

Trustee: In legal terms, the holder of property in trust on behalf of those the organisation supports. For most nonprofit organisations, trustees are board members with defined duties under the constitution or governing document; the persons having the general control and direction of a charity. A trustee may also be called a 'management committee member' or similar.

CENTRE FOR CHARITY EFFECTIVENESS

Inspiring transformation within the nonprofit sector.

The vision of the Centre for Charity Effectiveness (CCE) is that of a nonprofit sector leading positive social change. We support the sector to achieve this through the services that we deliver: education, knowledge sharing, research and independent consultancy advice. As one of Bayes Business School's centres of excellence, impactful knowledge exchange has been at the heart of what we do since our inception over 20 years ago.

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