Cass Business School
CITY UNIVERSITY LONDON

7. People

Tools for success:
doing the right things and doing them right

Centre for Charity Effectiveness
Intellectual leadership: developing talent, enhancing performance

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About this guide

The purpose of this guide is to help you manage the people in your organisation. There are likely to be many people who are associated with or contribute to your organisation such as employees, directors, trustees, volunteers, contractors, interns, agency workers, secondees etc.

This guide focuses on employees and volunteers and covers the key employment milestones you are likely to encounter when managing them (see summary of the employment cycle on pp. 4–5).

In this guide we explore four areas in detail:

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

We consider these areas as key to an effective framework of people management.

On p.22 is a list of websites and helplines where you can access advice and information on a variety of issues, including those summarised in the employment cycle (pp.4–5).

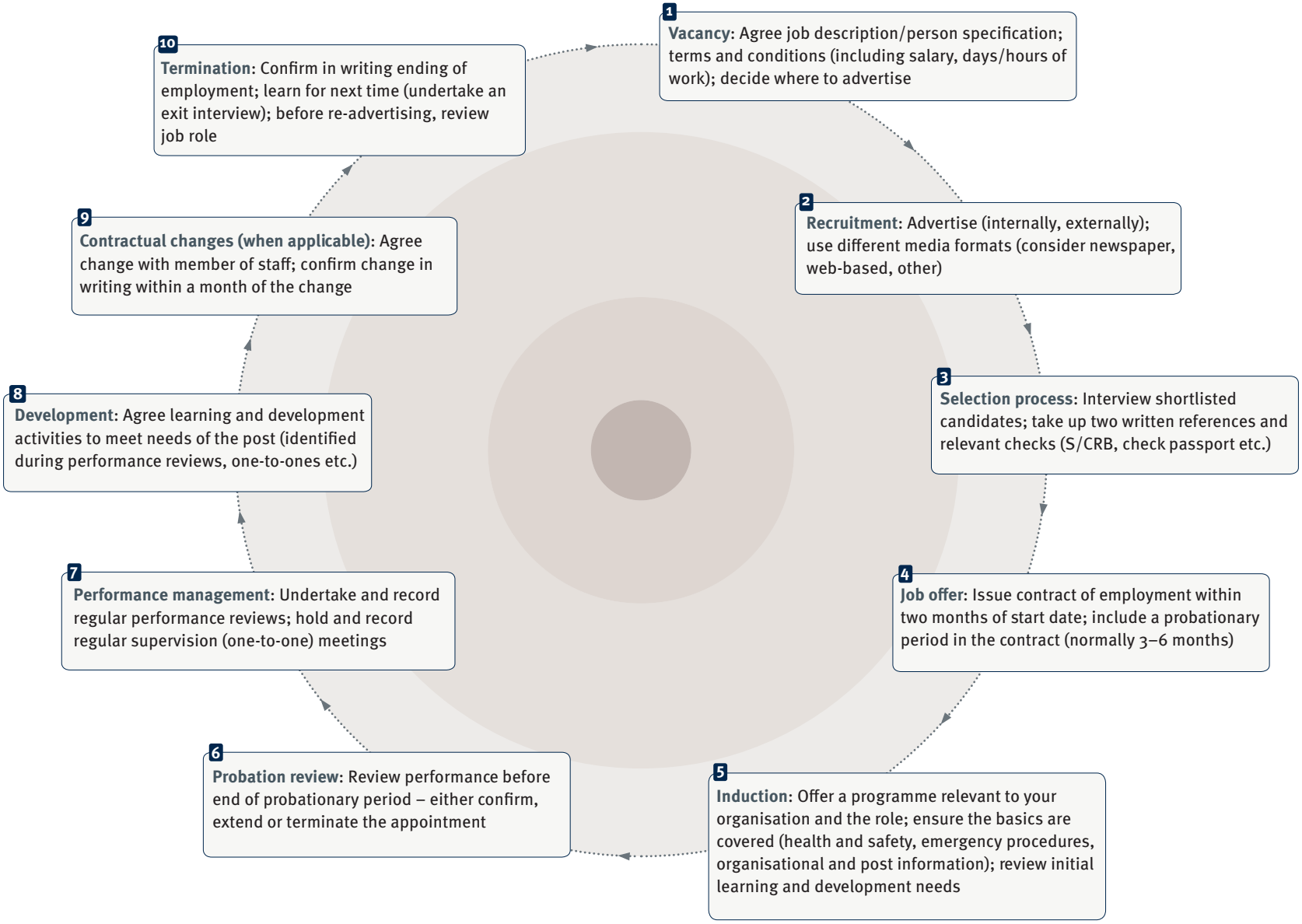
The director/chief executive of the organisation is likely to lead on people management issues, but your Board will also need to be kept informed of important developments, changes and issues as part of their governance responsibilities.

Employees, volunteers and interns

Much of this guide refers to employees rather than volunteers; their roles are different and we advise that you take steps to avoid treating volunteers in such a way that they may be deemed – legally – to be employees. The latter could confer employment rights on the volunteer, such as their right to bring a claim in an employment tribunal against your organisation, the payment of at least the National Minimum Wage and entitlement to paid statutory holidays. See the **Compliance guide** for more detail on contractual issues.

Remember that if the volunteer has regular contact with children or vulnerable adults, or is working in healthcare, you must seek a Criminal Records Bureau disclosure at the appropriate level.

The employment cycle



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 Common Best Practice Code for High-Quality Internships www.bis.gov.uk/assets/BISCore/higher-education/docs/C/11-1068-common-best-practice-code-for-quality-internships.pdf

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

- 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 description' not 'job description')
- Have separate policies for supporting and working with volunteers.

See www.knowhownonprofit.org/people/volunteers and www.volunteering.org.uk which has a resource bank of information and offers useful advice about recruiting and retaining volunteers.

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.

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 is costly, wasteful of time, money and other resources and potentially creates the grounds for a legal claim (for example, if you have breached equal opportunities legislation) – see the **Compliance guide**.

The checklist on below offers a framework of the recruitment process.

Recruitment checklist

Preparing to recruit

- ☐ Draft a job description (key tasks and accountabilities) and person specification (key skills, knowledge, experience and behaviour) for your vacancy. Revise each time the post becomes vacant. Avoid any requirements not directly relevant to the job. Business Link offers templates (www.businesslink.gov.uk)
- ☐ Determine the salary and conditions (i.e. hours/days of work); compare with other posts in the organisation; benchmark salaries with other organisations
- ☐ Ask the minimum number of personal questions in your application form.

Advertising the post

- ☐ Advertise internally and externally. Look at adverts in the press or on job search websites for ideas on layout, wording and style to see what might suit your organisation
- ☐ Advertise as widely as possible (i.e. your website plus other sources such as small advertisements in the press directing applicants to your website, job search websites, local colleges, job centres, open days)
- ☐ Encourage a diversity of applications
- ☐ Direct candidates to download details from your website to save recruitment costs; where not possible send out details. Decide whether candidates should submit CVs or complete application forms. Set a realistic closing date.

Shortlisting, interviewing and selection

- ☐ Shortlist on the basis of the criteria set out in the job description for the post
- ☐ 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
- ☐ Have more than one person interviewing. Prepare questions that will enable candidates to demonstrate their strengths and how they meet the criteria for the post
- ☐ Make a decision based on a consistent use of the criteria you have set.

Offer the post, subject to

- ☐ Receipt of references that you consider to be satisfactory, if not taken up before
- ☐ Confirmation that the applicant has the right to work in this country (see www.ukba.homeoffice.gov.uk) and specific checks such as CRB disclosures (where applicable).

Then

- ☐ Issue contract (see the **Compliance guide**)
- ☐ Plan for the arrival of your new member of staff, including advising other staff and planning the induction programme (see below).

Review the recruitment process

- ☐ What went well or not so well?
- ☐ What would you do differently next time?

Recruit the right person for the role. Even the best policies and procedures in the world will be totally ineffective if you have not recruited 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** well to check that both you and the employee 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 any criteria is 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.

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 learning that they must have – such as induction – as well as specialist knowledge and skills development.

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 employee 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 during appraisal/performance reviews – see checklist on p.15 for a basic appraisal framework – and through regular one-to-one supervision meetings.

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

- Attending conferences, courses and workshops (academic/vocational)
- Coaching, mentoring, buddying, networking
- Seeking advice from others, work shadowing (inside or outside your organisation)
- E-learning
- Internal knowledge-sharing events
- Job rotation or sharing
- New assignments and work experience, being on working groups
- Reading books, articles, watching DVDs, researching
- Volunteering.

Maximise the benefit from such activities and reinforce the benefits of this investment 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 etc.

The organisation also needs to 'learn' from things that have gone well or not so well, from successes and challenges – including where things did not go well – rather than merely praising or 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.

As a minimum, ensure that you provide induction training for new joiners – see checklist on p. 11 for a suggested programme for staff. You will also need to provide induction training for volunteers, but avoid the inference that they are staff.

Remember, when **identifying development opportunities**, that everyone has a different and preferred style of learning. This can range from undertaking an activity; collecting information then reflecting on it; understanding the theory or learning a practical skill. Understanding this preference can assist in making the learning activity as effective as possible.

The basic elements of an employee induction programme will include

- ☐ Organisation information – background and structure, who is who, services and activities, physical layout, ICT, security systems, plans for the future etc.
- ☐ Culture and values – communication
- ☐ Policies, rules and procedures – diversity and equality; data protection; email, Internet and social media usage; use of mobile phones
- ☐ Terms and conditions – hours of work, holidays, reporting sickness absence, breaks etc.
- ☐ Financial – 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 – tours of the premises can help
- ☐ Learning and development
- ☐ Information about the post
- ☐ Questions the employee may have.

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

Communication and consultation

Good communication can help employees feel valued, 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 employees to be effective ambassadors for your organisation.

At each major or significant organisational stage or proposal, assess whether you need to communicate information to groups of staff or individuals (or a wider audience); both can be critical in making sure that you have communicated effectively.

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 a personal email account
- Deliver information via a variety of methods (see below) but consistently, 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')
- Review your communication methods regularly and assess their effectiveness to ensure that your messages are getting through.

When your message is really important, use more than one method to deliver it: for example, you could follow up a general staff 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 what 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? (see basic performance review/appraisal framework on p.14).

Twelve communication methods

1. Noticeboards
2. Newsletters/in-house magazines/e-magazines
3. Letters to staff/volunteers
4. Press releases
5. Annual reports
6. Emails, intranets and other messaging methods
7. Phone conversations
8. Presentations
9. Team briefings/group meetings
10. Focus groups
11. Face-to-face formal or informal meetings between managers and employees
12. Consultation groups or staff forums.

Challenge yourself when planning a meeting to check the best way to achieve your overall purpose. Could another method be more effective?

Basic appraisal or performance review framework

Questions that might be included in a review form 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 – i.e. Specific, Measurable, Achievable, Realistic/Relevant, with a Timeframe and Agreed between the parties – see the **Direction guide** for examples
- 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
- Both parties should prepare before the review meeting – and assess performance – 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
- The person being reviewed should be encouraged to speak as much as possible
- 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 a meeting, it is useful to have a ten-minute 'process review' either as a self review or with the group. If you undertake a self review, 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?

One of the building blocks of communication and consultation with staff is the annual or biannual employee appraisal or performance review – providing it is set in the context of regular supervision meetings. This is useful as a tool for reflecting on the work, achievements and learning of the past year. You need to prepare well and opposite is a suggested framework for your meetings.

The Information & Consultation of Employees Act 2004 applies to organisations with 50 or more staff requiring employers to inform and consult employees in certain circumstances (see www.acas.org.uk).

HR policies and procedures

All organisations need as a *minimum*, the following policies and procedures:

- Recruitment and selection process
- Equality and diversity policy – see the **Compliance guide** for more detail
- Harassment and bullying
- Discipline and grievance procedures – download the Acas guidance 'Code of practice 1 – disciplinary and grievance procedures' from www.acas.org.uk/dgcode2009
- Health and safety policy (where five or more staff are employed) – see the **Compliance guide**
- Organisational 'rules' specific to your organisation
- 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
- Whistle-blowing policy – see the **Compliance guide**.

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 – see the **Compliance guide** for more detail.

'Good to have' policies and procedures include

- Email and internet use including the use of social networking sites and blogs, mobile phones, charity phones
- Induction (contained within or separate to a 'Learning and development' policy)
- Claiming expenses
- Family policies including parental rights such as maternity, paternity, adoption, parental, dependant's leave
- Flexible working
- 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 on p.21).

Acas has a 'model workplace' (www.acas.co.uk) which provides information and advice on managing staff.

Drafting and implementing HR policies

Drafting policies

Many organisations (LVSC, Acas, CIPD – see Signposts on p.22) 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 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?

As a basic structure, a policy includes information about:

- ☐ **Application**, i.e. it describes to whom the policy or procedure applies
- ☐ **Purpose**: sets out why the policy is in place and its aims (i.e. a safe workplace)
- ☐ **Sanctions**: sets out how, for example, the misuse of alcohol or drugs will be treated, i.e. misconduct or bad enough to be gross misconduct
- ☐ **Advice**: outlines what support you will provide either directly or indirectly
- ☐ **Review process**: includes the date of issue and date for review.

Implementing a policy

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

- Where possible, consult employees on the terms of the policy before it is finalised
- Ensure employees understand what the policy means, how it applies to them and what will happen if they do not comply
- Ensure employees sign a short form to show that they have seen and understood the policy; retain this document as evidence
- Reinforce policies through training sessions/group discussions, with reminders that *all* employees are expected and required to adhere to policies and procedures
- Ensure that policies are live documents, have a date set for their review – and to which you adhere
- Agree where policies will be kept and how they can be accessed by staff, trustees and volunteers (paper copies in a folder or on an intranet, on noticeboards etc.).

Record-keeping

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

Records containing data on people are subject to the Data Protection Act and amongst other provisions under this legislation, should be 'accurate, up-to-date and kept no longer than is necessary'. You must also ensure that your filing system is lockable, any electronic records are password- and virus-protected and that only those people who need to use the data have access to it.

The paper-based file of a member of staff is likely to contain the following documents:

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

Business Link (www.businesslink.gov.uk) offers helpful information on what records to keep, how to keep them and issues to consider regarding data protection.

Providing evidence of your achievements

There are several measurements you can use to demonstrate achievements in the area of people management procedures and processes; these can be logged and compared year on year and include:

- Turnover rates (the number of people joining and leaving your organisation)
- Exit interviews with employees who leave
- Employee satisfaction surveys (even simple in-house surveys can be helpful)
- Sickness absence levels
- Growth in organisational capacity (e.g. numbers of people employed, volunteers recruited, numbers of service users supported)
- Increased diversity amongst staff and volunteers
- Feedback from service users, 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.

Signposts

Publications

Lesirge R, Barnard H and Ash F (2011) 'Get the most from your assets', *Caritas Magazine* (London: Caritas) – www.charitiesdirect.com/caritas-magazine

Websites

The following organisations provide free advice and information:

General information and advice on employment including factsheets and sample policies:
Acas (www.acas.org.uk, 08457 474747)
Business Link (www.businesslink.gov.uk)
Chartered Institute of Personnel and Development (www.cipd.co.uk)
KnowHow NonProfit (www.knowhownonprofit.org/people/basics)
NCVO (www.ncvo-vol.org.uk)

Advice on equality issues:
Acas Equality Direct helpline (0845 600 3444)
Equality and Human Rights Commission (www.equalityhumanrights.com)

Advice on working in the UK:
ww.ukba.homeoffice.gov.uk

Support on recruitment:
Business Link (www.businesslink.gov.uk)
Jobcentre Plus (www.jobcentreplus.gov.uk)

Advice on employment legislation and good practice:
Directgov (www.direct.gov.uk)

Advice and training:
www.dsc.org.uk

Advice on volunteers:
www.volunteering.org.uk

Courses

Cass Centre for Charity Effectiveness offers training in many aspects of management including Human Resources: www.cass.city.ac.uk/cce

The Directory of Social Change run courses on Human Resources: www.dsc.org.uk

Links to PQASSO

PQASSO is the practical quality assurance system for small organisations designed by Charities Evaluation Services. Independent data suggest PQASSO is by far the most widely-used quality system in the non-profit sector. For more information, see www.ces-vol.org.uk

Following this guide will help you to meet several of the indicators of PQASSO quality areas 5 (Staff and volunteers) and 6 (Training and development) in the second edition, and PQASSO quality areas 5 (Managing people) and 6 (Learning and development) in the third edition of the framework.

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Tools for success: doing the right things and doing them right

1. Introduction
2. Self-assessment
3. Compliance
4. Governance
5. Direction
6. Finance
7. **People**
8. Operations
9. Connect

Cass Business School
In 2002, City University's Business School was renamed Sir John Cass Business School following a generous donation towards the development of its new building in Bunhill Row. The School's name is usually abbreviated to Cass Business School.

Sir John Cass's Foundation
Sir John Cass's Foundation has supported education in London since the 18th century and takes its name from its founder, Sir John Cass, who established a school in Aldgate in 1710. Born in the City of London in 1661, Sir John served as an MP for the City and was knighted in 1713.

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