ROOTS 12

ROOTS

Human resource management

ROOTS: Resourcing Organisations with Opportunities for Transformation and Sharing

tearfund

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Human resource management

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The authors would like to thank Tearfund partners in Egypt and Kyrgyzstan who attended Tearfund workshops about human resource management. The learning from these workshops has contributed greatly to this book. The authors also wish to thank Ben Emmens, Ted Lankester, Dewi Hughes, Katy Murray and all Tearfund staff who spent time reviewing drafts. Thanks also to Tearfund partner organisations who field tested this book.

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ISBN 978 1 904364 77 1

Published by Tearfund. A company limited by guarantee.
Registered in England No 994339.
Registered Charity No 265464.

Tearfund is a Christian relief and development agency working with a global network of local churches to help eradicate poverty.

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Introduction

People are at the core of Christian development organisations:

- These organisations exist to release people from material and spiritual poverty.
- These organisations need people to carry out the work.

Without staff, organisations cannot exist. It is therefore vital that organisations do not take their staff for granted. This book aims to help Christian development organisations consider and improve how they recruit, develop and look after their staff. The term that is often used for this is human resource management:

Human(s) – people with their experience, skills, knowledge and personal qualities.

Human resource – the people, and the policies and practices that affect them in the workplace.

Human resource management – the management of the people and the staff policies and practice that enable an organisation to carry out its work. This affects staff from the moment an individual contacts the organisation in response to a job advertisement, to the time they leave the organisation. Human resource management is about enabling staff to use their qualities in order to fulfil their role and contribute to the organisation's mission and purpose.

Good human resource management is essential if organisations want to attract and retain good staff. If people see that an organisation values its staff, they are more likely to apply for a job with the organisation and more likely to stay once they are recruited. Good human resource management means that an organisation reduces risk to its staff and reputation. It can do this by considering issues such as employment law, child protection and health and safety. Good human resource management can also reduce costs for an organisation. For example, good recruitment policies and processes mean that organisations can efficiently recruit people who will carry out their jobs effectively. Good systems for performance management mean that organisations can ensure that they are getting the best from their staff. It should be noted that volunteers are an important resource for many organisations. Some sections of this book, such as salaries and employment contracts, are not relevant to volunteers. However, sections such as benefits, performance management and staff development *are* relevant to volunteers. Development organisations should consider carefully which policies and practices should also be used with volunteers.

Christian development organisations should base their human resource management on Christian values. Staff are human beings made in God's image and therefore organisations should treat them fairly and with respect. Christian organisations should be good stewards of their resources, enabling their staff to use the gifts God has given them and investing in developing their potential. A Christian development organisation that claims to love the poor people it seeks to serve is unlikely to be effective unless it also demonstrates the love of Christ to its staff. Staff who feel undervalued can lose their motivation to love others and as a result, the organisation's direction and impact can be lost. Human resource management is one area in which Christian development organisations can model good practice to others.

This book is for people who manage staff and those who are specifically involved in aspects of human resource management. In some organisations, line managers may be the only people who consider human resource management. Other organisations may employ one or more people to oversee human resource management. The policy and guidelines for human resource practice which such people provide are used by the line managers. Line managers are therefore as responsible for human resource management as any team devoted to it.

This book provides tools that development organisations can use to develop good human resource management. Many of the tools can be used to make improvements at low cost, with enormous benefits. Some of the tools help organisations to employ the right people, while others enable organisations to develop good systems. The combination of good people and good systems leads to an effective organisation – one that achieves its mission and purpose. Throughout the book are reflection questions which can be used by individuals or groups of staff to consider what action they might take.

Human resource management at organisational level

There are many aspects of human resource management. Some organisations may feel overwhelmed and unsure about where to start making improvements. This is particularly the case for organisations that do not have a team or department specifically responsible for human resource management.

Where there is no specific team, it is worth considering giving someone responsibility for aspects of human resource management as part or all of their role. There are many benefits of having a member of staff with ownership of human resource management. For example:

- The organisation can be kept up-to-date on legal issues.
- A coordinated approach can be taken with regard to strategy, policy and practice. This helps to ensure that the organisation has a fair and consistent way of treating its staff.
- Staff have access to good advice on issues relating to staff.
- Salaries are fair and consistent.
- Good policy and practice can be put in place.
- Job descriptions can be kept up-to-date. Staff and line managers then know what to expect and performance can be measured successfully.
- Recruitment procedures can be thorough and enable the best people to be recruited.
- Staff briefing and induction is planned and well organised.
- As the organisation shows it thinks human resource management is important, staff feel valued and encouraged to stay with the organisation.

Some organisations may be large enough to establish their own team that is responsible for human resource management. In this case, it is important to gain permission from the leadership of the organisation first, including the Chief Executive Officer and the board. It may be necessary to inform them of the benefits of human resource management in order for them to understand its importance. It is worth noting that some donors will provide funding for activities related to human resource management.

Where to start

This book outlines the main areas of human resource management. Some areas will need to be addressed first as they have a direct impact on others. For example, it is important to establish a good grading structure in order to set fair salary levels. The table below shows the different areas of human resource management and what they are dependent on. Most areas depend on a good grading and salary system, so this is usually a good place to start.

It is best to address human resource management one bit at a time. There may be some areas that do not take long to address, but which can have a big impact. For example, ensuring that line managers hold regular catch-up meetings with their staff and developing an appraisal form for them to use, can have a huge impact on staff performance.

Main areas of human resource management	**Dependent on:**
Grading	Good staff planning, organisational structure, job descriptions and job evaluation
Salary	Grading, funding, organisation's values, payroll, tax, social security, pay slips
Benefits	Common practice, funding, organisation's values, types of benefits such as medical, leave, allowances
Recruitment	Organisation's priorities and needs, staff planning, good recruitment practice, grading, salary, benefits, employment contract
Briefing / induction	Recruitment, performance management
Performance management	Recruitment, briefing, timely catch-ups and appraisals
Employment contracts / staff handbook	Grading, salary, benefits, discipline and grievance policies, recruitment, national law
Staff development	Organisation's priorities, needs and values, recruitment, performance management

Preparing to improve human resource management

There are two important things to identify before considering human resource management:

- The organisation's vision, purpose, mission and values.
- The organisation's structure.

1 Vision, purpose, mission and values

Good human resource management depends on the organisation having a clear vision, purpose, mission and values. The vision is needed to motivate staff. The purpose is needed to ensure that staff are all working towards the same goal. Without a mission, it is impossible for the organisation to know what work needs to done, and job descriptions cannot be identified. Values show how the organisation will do its work and what kind of staff are needed to do it. The box below gives examples of vision, purpose, mission and values. It is important that an organisation has identified these before reviewing and improving its human resource management.

VISION is about how we would like the world to change for the better. For example: *A world without hunger*.

PURPOSE is about what the organisation exists to do, in order to contribute to the vision. For example: *To help people to increase food production*.

MISSION is what the organisation commits itself to do and identifies the people the organisation serves, where they are and how they are served. For example: *To reduce hunger in our country through training, enabling and supporting farmers*.

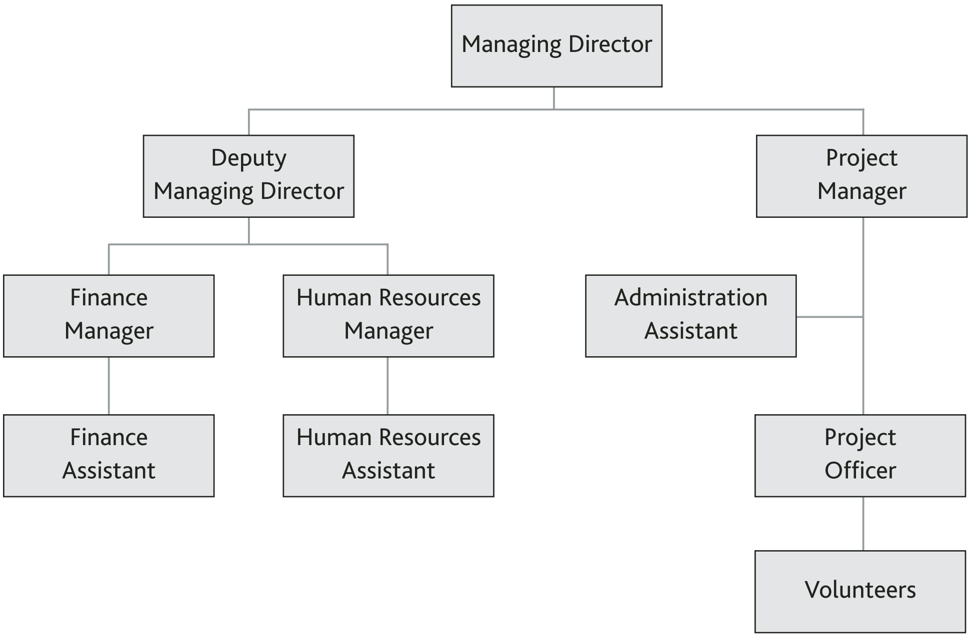
VALUES relate to what the organisation stands for. They influence the way the organisation acts and give the organisation its identity. Values often make an organisation different from other organisations that address the same issue. Examples include: *commitment to God; humility; stewardship; commitment to learning; commitment to relationships; commitment to excellence*.

2 Organisational structure

It is helpful to consider the structure of the organisation's staff. The best way to do this is to draw an organisational chart which shows where staff positions fit into the organisation and how they are line managed. This chart:

- makes grading systems easier to develop and enables smooth recruitment processes
- helps in understanding how many people are being managed by one manager. It is advisable that no more than eight people report to a single manager
- helps to keep job titles consistent. For example, the title 'manager' may only be given to senior staff in the organisation
- shows where there may be gaps or overlap in positions within the organisation.

EXAMPLE of organisational structure



REFLECTION

- How important are our staff to the success of our organisation? Do we view some staff as more important than others?
- How does our organisation show staff they are valued?
- How do our staff fit within our organisation's vision, purpose, mission and values? Are we using and investing in staff in the right way? If not, how can we improve?
- What does our organisational structure look like? What can we learn from this?

Grading, salaries and benefits

This section looks at how to grade jobs and set the levels of salaries and benefits offered to staff.

Salaries and benefits are given to people in return for the work they do for the organisation. The level of salary makes a difference to how valued a member of staff feels. Salary and benefits play an important part in attracting people to work for the organisation and encouraging them to stay.

For good working relationships it is essential to set fair and appropriate salary levels and benefits. Therefore, it is important not to rush into any decisions about salary and benefit levels without working through the steps outlined in this section.

Salaries should be linked with the specific job that someone carries out. For example, a manager would normally be paid more than an administrator.

Benefits usually apply to all staff, although they may depend on the type of contract they have. For example, different benefits may be given to permanent staff than staff on fixed-term, temporary or casual contracts.

Bible study

Read Leviticus 19:13; Deuteronomy 24:14-15; Luke 10:1-7; 1 Corinthians 9:7-9 and 1 Timothy 5:17-18.

- *What do these passages teach us about the value of work?*
- *How does this help us as we consider what salaries to pay our staff and the benefits we offer?*

Read Colossians 3:22-4:1. This passage looks at the relationship between masters and their servants, but the principles can be used for a relationship between an employer and their staff.

- *Who should staff be seeking to please? Why?*
- *What do these verses tell us about the kind of character we should want to see in our staff?*
- *Who should employers be seeking to please? Why?*
- *What responsibility do organisations or line managers have for ensuring that the instructions in verses 22–24 can be followed?*
- *In chapter 4, verse 1, what does 'right and fair' mean in practice?*

2.1 Grading and salaries

There are three key issues to take into account when considering salaries:

- Salaries should be **consistent** with the organisation's grading structure – the higher the grade the higher the salary. This ensures that the principle of equal pay for equal work is followed.
- Salaries should be **fair**. Consider what other similar organisations are paying people for carrying out similar jobs.
- The grading and salary system should be **transparent** and easy to understand. This means that staff can clearly see where their salary fits within the organisation's overall grading and salary structure. This helps to ensure fairness and consistency because it enables staff to keep the organisation accountable.

To set a salary for a particular job, four steps need to be taken:

STEP 1 Write job profile

First it is necessary to consider what a particular job involves. This can be set out in a job profile. Guidance on writing job profiles is given in Section 4. Here we give an example of a job profile for a driver, which we will use throughout the rest of this section to show how the job might be graded and a salary set.

JOB PROFILE FOR A DRIVER	
Job description	**Person specification**
• Reports to the logistician	• Clean driving licence
• Ensures vehicle is maintained	• Two years' driving experience in rural areas
• Drives staff to designated locations safely	• Punctual, accommodating, polite, patient
• Conducts errands, collects items	• Drives carefully and aware of good safe driving practice

STEP 2 Evaluate job

In order to set a grade for a job, the job profile needs to be evaluated. One way of doing this is to use a systematic method of scoring jobs so that they can be compared with one another to ensure fairness and consistency. Evaluation of jobs should be carried out by a member of the Human Resources Department and the line manager of the job being evaluated. Between them, they have an overview of the organisation and have a good understanding of the job.

Here we give an example of a simple system. Whatever system is used should be used to evaluate *all* jobs within the organisation.

Designing the system

Three criteria are used, against which job profiles can be assessed. The criteria may differ from organisation to organisation, but the three criteria we use in this example are:

LEVEL OF SKILLS
The level of skills that would normally be considered essential to do the job.

LEVELS OF RESPONSIBILITY
The amount of responsibility the person in the job has, such as managing other members of staff or financial responsibility

LEVELS OF REPRESENTATION
The extent to which the person in the job represents the organisation externally.

There are four levels for each criterion, each of which is given a certain number of points. Lower levels of responsibility, skill and representation are given fewer points than high levels of each of these criteria. More points are given in the **responsibility** column because in this example, organisation sees responsibility as more important than skills. **Representation** is given the least emphasis and is therefore given the lowest number of points.

This information is incorporated into a table like the one on page 14. Each column represents one of the three criteria and each row represents the level for each criterion.

	Responsibility: Points	Responsibility: Description	Skill: Points	Skill: Description	Representation: Points	Representation: Description
Low	3	• Little or no accountability for materials, equipment or finance • No responsibility for the work of others • Works under close supervision	2	Performs a small number / range of simple, routine tasks	1	Has little or no contact with people outside of his / her own working group
Medium	6	• Accountable for the use, control and / or protection of the organisation's resources • May be responsible for the supervision of staff • Works with moderate supervision	4	• Performs tasks which require discretion and judgement • Has knowledge of a variety of procedures, methods and techniques	2	Has frequent contact with people inside his/ her own working group and others within the organisation
High	9	• Accountable for part of the organisation's work • Responsible for a significant budget and / or a significant number of staff • Works with minimal supervision	6	Performs highly complex tasks, involving a number of different aspects of the organisation	3	• Has frequent contact with people within and outside the organisation • Frequently required to use influencing skills
Very high	12	• Fully accountable for a complete area of the organisation's work • Works independently within broad policy, professional standards and budgetary limits	8	Deals with a variety of highly complex assignments across the organisation	4	• Has regular contact with people at senior levels, both within and outside the organisation • Needs to develop and maintain relationships and to influence people as a fundamental part of the job

Once this table is designed, it is used to evaluate all jobs within the organisation.

Method for evaluating a job

Start with the first column of the table which represents **responsibility**. Look at the job profile and identify which level of responsibility is appropriate. Give the job an appropriate score for **responsibility**. Sometimes jobs fit between levels. In this case, an appropriate score can be given between the points stated on the table.

Then repeat this process for **skill** and **representation**.

When all three criteria have been scored, add the points together to arrive at the total number of points for the job.

EXAMPLE

We review the driver job profile (see page 12) and look at the evaluation table to score the job for responsibility, skills and representation.

RESPONSIBILITY The driver will have responsibility for maintaining the vehicle and ensuring that the vehicle is driven safely. However, the driver will not be responsible for any other staff. The driver will be supervised by the logistician, but when driving the vehicle the driver will be on their own. We could therefore say that the driver job fits between low and medium levels of responsibility. A score of 5 may be appropriate.

SKILLS Driving safely is a task that requires good judgement. However, as the main task is driving, the driver does not need to have knowledge of many procedures, methods and techniques. Therefore a score of 3 may be appropriate.

REPRESENTATION The job involves transporting staff but not guests. A score of 2 may therefore be appropriate.

We then add up the scores: 5 + 3 + 2 = 10.

STEP 3 Assign a grade

Evaluating a job by giving it a score is only the first step in the grading process. The job must also be compared to the other jobs in the organisation to ensure that the job evaluation has been carried out fairly. Therefore, once the job has been evaluated and a score has been identified, it should be checked against the organisation's grading structure.

The grading structure is based on the scoring during the job evaluation. The jobs with more points are at a higher grade than those with fewer points. An example is given on page 16. The names of the job families will vary according to the organisation. Each organisation should consult with staff to establish a grading structure that reflects its own needs, purposes and values.

EXAMPLE of grading structure

GRADE	POINTS	JOB FAMILY
A1	24	Senior management
A2	23	
A3	21 / 22	
A4	20	
A5	19	Project management
A6	18	
B1	17	Officers
B2	16	
B3	15	Administrators
B4	14	
C1	13	Assistants
C2	12	
C3	11	Driver
C4	10	
D1	9	Domestic
D2	8	
D3	7	
D4	6	

EXAMPLE

The driver job that was evaluated has a total score of 10. This fits with the grading structure, which indicates that a driver should score either 10 or 11 points. The job that was evaluated is given the grade C4.

After comparing a job evaluation score with the organisation's grading structure, it may be necessary to assign the job to a slightly higher or lower grade than the score indicates, in order to make the job consistent with other jobs in the organisation.

STEP 4 Set the salary

Some organisations have one salary per grade. In this case, when a job is assigned a grade, the salary is easy to identify. However, many organisations have a salary range for each grade, so it is necessary to identify a particular salary for each job within that salary range.

When an organisation sets its salary levels it is helpful to understand what similar organisations are paying their staff for similar roles.

The process for setting a salary structure is shown in the diagram below.

Obtain other organisations' structures, job descriptions and salaries

↓

Analyse and compare, calculate averages

↓

Set a salary for each post, using grades as a guide

↓

Ensure consistency with other posts in the organisation

↓

Consider financial constraints

↓

Set new salaries

When identifying salaries, take the following issues into account:

- **Local labour legislation and employment practice** such as employment tax, minimum wage and social security. Where possible, gain advice from a local employment lawyer or consultant.
- **Local common practice on salaries, allowances and other benefits.** This includes researching other organisations (based locally if possible) involved in similar work. Where there are no local organisations, collect information from a nearby town or main city and adjust the data according to the local cost of living. To identify common practice, it is best to contact at least eight similar organisations. It is recommended that a human resources specialist visits other organisations as it can sometimes be difficult to compare jobs between organisations. Organisations use different job titles, and duties carried out by similar roles may not be identical. It is therefore helpful to gather organisational charts and job profiles from other organisations and understand how each organisation calculates its salaries, in order to decide whether it is a fair and consistent method.
- **Location of the job.** If the job is based away from the main office, it may be necessary to carry out separate research for this location. However, the time needed to do this can only be justified if the cost of living is substantially different from the main office.
- **Budget available** to pay salaries. In principle, salary levels should not be driven by available funding. Instead, salaries should reflect the salaries paid by similar organisations to their staff. However, sometimes funds are limited, which may have an impact on salary levels.

Since analysis of salary data can be difficult and take a lot of time, it is advisable to seek help from a member of staff with financial expertise or a local professional consultant. A local salary survey carried out by another organisation could also be useful. However, check that the survey data is accurate and meets the organisation's requirements.

Here we provide some ideas for analysing salary data and setting salaries:

- Draw a table in which to put salary data collected from other organisations. Use only data from organisations with similar roles, and with fair and consistent salaries. Each row in the table represents a job that is being compared across organisations. The columns represent different organisations.
- Once the salaries have been inserted, calculate an average across the organisations for the same job. It is suggested that the highest and lowest figures in each row are excluded from the calculation. To find the average, add up all the remaining salaries for each job and divide the sum by the number of salaries included in the calculation.

EXAMPLE

	Organisation:								
	1	2	3	4	5	6	7	8	**Average**
Field Manager	~~1,000~~	~~1,500~~	1,250	1,100	1,050	1,100	1,300	1,250	**1,175**
Finance Manager	~~900~~	1,020	~~1,100~~	1,000	980	1,000	950	1,010	**993**

To find the average salary for the Field Manager job:

- Remove the highest (1,500) and lowest (1,000) salaries.
- Then add up the remaining salaries: 1,250 + 1,100 + 1,050 + 1,100 + 1,300 + 1,250 = **7,050**
- Divide the total by the number of salaries included in the calculation: 7,050 ÷ 6 = **1,175**

The average for the Finance Manager job is $\frac{1{,}020 + 1{,}000 + 980 + 1{,}000 + 950 + 1{,}010}{6} = \mathbf{993}$

- Use these calculated averages for each job as a starting point for setting the salary. Decide how the organisation wants to compare itself with these other organisations. It may want to pay salaries above or below the average.
- The salaries should follow the same pattern as the grades. In the example grading structure on page 16, salaries should be higher in the A grades than the B grades.
- When a job cannot be compared with jobs in other organisations, the grades can act as a guide as the example on page 19 shows. Using this system means that salaries are calculated in a simple way and line managers are not paid huge salaries compared with those they line manage. However, it is possible that jobs on the same grade may not always be paid the same salary. For example, an officer working on a medical project may need medical qualifications and therefore be given a higher salary than an officer working on a community development project.

- Once a set of salary levels has been identified, consider the overall costs in relation to available funds. If necessary, repeat the process until an acceptable solution has been achieved.

EXAMPLE

IDENTIFYING AN ADMINISTRATOR'S SALARY FROM THE GRADING STRUCTURE

It was not possible to obtain salary data for an Administrator's job from other organisations. The job has been given a job evaluation score of 15 points and given grade B3. Insert salaries for other jobs in the structure. By using the data we already have for Officer and Assistant, it is possible to work out what the Administrator's salary will be. The highest Officer's salary is 2,000 and the lowest level Assistant's salary is 1,000. There are four grades in between these roles. To ensure a steady increase, divide the difference between the two salaries by the number of grades between the two roles. In this example, the increase between each grade is 200. The Administrator's salary would therefore be 1,600.

Jobs	Points	Grade	Salary	Increase
Officer	17	B1	2,000	200
	16	B2	1,800	200
Administrator	**15**	**B3**	**1,600**	**200**
	14	B4	1,400	200
Assistant	13	C1	1,200	200
	12	C2	1,000	200

Other salary issues

Informing staff about salaries

Staff should be informed of their salary, and any change in salary, by letter, and the grade should be set out in the employment contract.

Payment of salary

Payment should be made directly to the member of staff. Where payment is in cash, both the organisation and the member of staff should keep a signed payslip as proof of receipt. Tax and social security payments should be deducted from a staff member's salary where this is a legal requirement.

Salary reviews

Individual salary levels should be reviewed each year to take account of increases in the cost of living and local conditions or customs. Cost-of-living information could be obtained from an employment consultant or government department. It is wise to collect fresh salary data from other organisations every two to three years to ensure the organisation's salaries are competitive.

REFLECTION

- **How do we set salaries in our organisation? Is this fair, transparent and consistent? How can we improve on this?**
- **Do we have clear job descriptions? If not, how can they be improved? Do we fully consider the kind of person we are looking for when a vacancy arises?**
- **Do we grade jobs? If not, what would be the benefits if we did?**
- **What issues do we take into account when we decide how much a member of staff is going to be paid? Are there other things we should consider?**

2.2 Benefits

When researching local practice on salaries, it is helpful to also collect information about staff benefits that other organisations provide. Organisations that cannot afford to pay high salaries could offer a good benefits package in order to attract staff.

Benefits could include:

- medical cover
- death in service provision
- provision for retirement
- various types of leave
- allowances such as free transport to and from work
- flexible working hours
- learning opportunities
- staff retreats
- personal use of office equipment
- accommodation.

In this section we look in detail at some of these types of benefits. It is not always necessary or possible to provide all of these benefits to staff, but according to the local situation it may be appropriate to provide some of them. Whatever benefits are provided, it is important that they are provided to all categories of staff where possible.

Types of contracts and the salary and benefits each could receive

Salary and benefits	Permanent	Fixed	Part-time	Casual	Volunteers
Salary	✔	✔	✔	Paid higher salary to compensate for lack of benefits ✔	
Medical cover	✔	✔	✔	✔	Consider medical cover as a result of an incident at work
Death in service provision	✔	✔	✔	✔	Consider death in service provision for volunteers
Provision for retirement	✔	✔	✔		
Various types of leave, such as annual leave, sickness leave and compassionate leave	✔	✔	✔		
Allowances such as free transport to and from work, free food and drink while at work	✔	✔	✔	Transport and lunch allowances could be provided	✔
Flexible working hours	✔	✔	✔	✔	✔
Learning opportunities	✔	✔	✔	✔	✔
Staff retreats	✔	✔	✔		
Personal use of office equipment	✔	✔	✔		✔
Long service, such as additional leave or pay for those who stay with the organisation for a number of years	✔	✔	✔		

For medical cover and death in service, insurance is sometimes available. In some countries, employment law states that certain types of insurance must be provided. Types of insurance that organisations could provide are given in the table on page 22.

Organisations usually find it easiest to provide such benefits by taking out policies with commercial insurance companies. However, this is not always possible. Where insurance companies are not accessible, the organisation could consider whether it can provide such benefits itself. The box on page 22 provides some advice.

Types of insurance

Type of insurance	Who for?	Insurance provision	Examples of exemption
Medical	Staff Possibly spouse and legally dependent children	Usually covers: • hospitalisation • out-patient care • doctor's fees • prescriptions	Routine dentistry, physiotherapy, pre-existing medical conditions, non-prescription medicine.
Death in service	Staff Casual staff could be considered	Amount provided could be a minimum of the annual basic salary. It should reflect local law and common practice. A contribution to funeral expenses could also be considered.	
Travel and accident	Staff when travelling on business Casual staff could be considered	• Personal accident • Emergency medical and travel costs • Personal loss of possessions	

WHERE INSURANCE COMPANIES ARE AVAILABLE

- Decide which company to use:
  - Use an insurance broker for advice where possible. Otherwise find out what companies similar organisations use.
  - Investigate the company's reputation. How long has it been established? What is its past history for paying when a claim is made?
- Consider how much it will cost to take out a particular type of insurance for all staff. Remember that excess charges may need to be paid in order to make a claim.
- Ensure that staff members complete the necessary forms and attend any medical examinations required by the insurance company.
- Consider what will happen if a member of staff is involved in an event that is excluded from the insurance cover. Will the organisation cover the costs?

WHERE INSURANCE IS NOT AVAILABLE

- Find out what common practice is amongst local organisations. Have they set budgetary limits for medical and death in service provision?
- In order to budget for medical and death in service cover, calculate past costs of medical provision for staff and find an average. Multiply this average by the number of employees to give a total. Where there is no historical data, ask other local organisations what a likely cost would be.
- In order to reduce financial risk on medical cover, it is wise to set a monetary limit for each staff member, where local law allows. The staff member could also make a contribution towards medical costs, such as 20 percent of all claims. There could be exceptions to such limits. For example, if an employee requires medical treatment due to a work-related incident, the organisation may cover all the costs.
- Organisations should decide how they would address long-term illness such as cancer, hepatitis, HIV and diabetes.

Once each type of insurance scheme is in place, the details must be communicated to staff members. They should be made aware of the basis of cover, essential criteria and exclusions, and how to claim from the policy.

NOTE There are some types of medical provision that enable people to carry out their jobs, particularly those who travel. These may include vaccinations, malaria treatment and mosquito nets. These should be included with the equipment that is provided to staff as relevant to their role, rather than viewed as a benefit.

Provision for retirement

In some countries it is either customary or a legal requirement for employers to contribute towards a staff member's future retirement. Such contributions are usually a percentage of an individual's salary and are made in addition to the salary. The contribution should be clearly indicated on the payslip.

Relocation allowance

It is worth considering providing a relocation allowance for staff who need to move residence to another area of the country in order to work for the organisation. Such an allowance could be a contribution towards transporting family and possessions to the new location. It could also provide for temporary accommodation after relocation.

Leave

Policies for the following types of leave should reflect local law and common practice.

Annual leave

It is very important for staff to have a certain amount of rest from work during their contract. All staff members should be entitled to a number of days of paid annual leave.

Issues to consider include:

- **How annual leave will be calculated for part-time or short-term contracts**. For example, someone on a three-month contract could be allowed to take one-quarter of the annual leave entitlement of permanent staff. Someone who works half-time could be entitled to take half the number of days that a full-time member of staff can take in one year.
- **How staff will apply to take their annual leave.** It is important that all staff members do not take annual leave at the same time. Where possible, leave should be taken proportionately through the year.
- **Whether staff members can carry forward unused annual leave to the following year**.

National holidays

A list of recognised national and local holidays should be prepared and circulated to all staff members. Provision should be made for staff members who have to work on any of those days. For example, they could be paid extra or they could take an additional day's paid leave.

Overtime

Organisations should consider how staff are compensated if they work more than the normal number of hours per week. For example, they could be paid for those hours, sometimes at a higher hourly rate of pay, or they could be awarded with additional leave.

Short-term sick leave

Short-term sickness is usually defined as a periods of sickness that last less than a certain number of weeks. Sometimes, local law or practice requires staff to produce a certificate from a doctor if they are absent from work for more than a certain number of days.

Sick leave should never be viewed as additional annual leave. A certain amount of sick leave should be paid, but it is wise to set an annual limit to discourage staff from abusing this benefit.

Long-term sick leave

Long-term sick leave is usually defined as a period of sickness of more than the period set for short-term sick leave. Often, allowances for long-term sickness are based on the length of employment. For example, staff members who have worked for the organisation for over one year may be entitled to more paid long-term sick leave than those who have served the organisation for less time.

If a staff member is unable to work for a long period of time as the result of an accident at work, it may be appropriate for the organisation to provide them with greater support than usual.

Staff on long-term sick leave should be monitored very carefully. Organisations should remain in contact with staff members who are on long-term sick leave in order to show concern for the staff member, and to assess when they can return to work. If the staff member is unable to carry out their job as a result of an illness or accident, the organisation may need to review their position and consider whether a more appropriate position could be offered.

Paid sick leave usually only applies to staff who have an employment contract. It would not usually apply to those carrying out casual work.

Issues to consider include:

Maternity and paternity leave

- How long a staff member needs to work for the organisation before they are entitled to paid maternity or paternity leave.
- How many weeks of paid maternity leave women can take. Consider whether this should be taken at a particular time, such as a certain proportion of the leave taken immediately after the birth of the child. Consider whether women can accumulate annual leave while they are on maternity leave. Consider whether to allow women to take additional unpaid leave.
- How many weeks of paid paternity leave men can take, and when they can take it.

Consider writing guidelines for staff, which include information about the documentation that will be required, such as medical statements and birth certificates.

Compassionate leave

Compassionate leave should usually apply only to situations where a close relative such as the spouse, legal dependent, parent or sibling of a staff member has died. In cultures where the extended family is strong, it is important to consider this carefully and state clearly the circumstances under which compassionate leave can be taken.

REFLECTION

- What benefits does our organisation offer to staff? Can all staff access these benefits? Can volunteers access any of these benefits?
- Are there new benefits that we should consider providing?

Terms and conditions of employment

The terms and conditions of employment are set out in a staff member's employment contract. They outline what is expected of staff and what the organisation will provide, such as salary and benefits. There may be other terms and conditions that are not specifically mentioned in the employment contract, but which the contract refers to. These are usually included in a staff handbook.

Key issues to consider when setting terms and conditions include:

- **Are they legal?** Ensure that the terms and conditions are legal and fair. Always consult a lawyer when developing employment contracts. It is helpful to ask a lawyer to look at the staff handbook too.
- **Are they in line with organisation policy and practice?**
- **Are they in line with common practice?**
- **Are they accessible and clear?** The terms and conditions should be communicated clearly to staff. The language used should be appropriate for all staff. If some staff cannot read, rather than using a staff handbook, it will be necessary to find a different way of communicating terms and conditions.

Most terms and conditions should apply to all staff. However, there may be variations according to the category of staff or the types of contract a staff member has (see box on page 28).

3.1 Employment contract

The employment contract is a legal agreement between an employer and a staff member. It states the business relationship between them, including what compensation the staff member will receive in exchange for the work they do. It outlines the terms and conditions of employment.

It is always best to have a written contract, which should be written clearly in order to avoid misinterpretation. This protects both the employer and staff member throughout their working relationship. Organisations usually have a contract template which can be used for most staff members. It is important that a legal expert checks the contract template once it has been drafted. When a new member of staff is recruited, their relevant details, such as their name, job title and salary, are inserted. It is only necessary to check individual contracts with a legal expert if changes in the wording of the agreement need to be made for specific staff members.

The contract should be signed and dated by both the staff member and a representative of the employer, and both should keep a copy.

Variations in staff category and types of contract

CATEGORIES OF STAFF

An organisation that works in many geographical locations may find it helpful to define its categories of staff. For example, it may be appropriate for some terms and conditions to take account of staff who are living away from their permanent home. They may be entitled to accommodation expenses, and their salary may be adjusted because the area they live and work in has a higher or lower cost of living than the main office.

Categories might include:

- **Expatriate staff** Based temporarily outside their country of permanent residence.
- **National staff** Based in their country of permanent residence but working away from their place of permanent residence.
- **Local staff** Based permanently in their country and place of permanent residence.

TYPES OF CONTRACT

Permanent The contract lasts until either the individual wishes to leave the organisation, or the organisation has grounds on which to terminate the contract (such as dismissal or redundancy).

Fixed The contract lasts for a specific length of time, such as one year or three years.

Casual Casual staff are brought in when they are needed. They may just work for one day or a week at a time and usually do not have a standard employment contract.

The table below outlines what to consider including in an employment contract.

Issue	What to consider
Name and address	At the top of the contract, the names and addresses of both the employer and staff member should be stated.
Employment	• job title (refer to the job profile) • location of job • whom the staff member is responsible to (line manager) • start date • type of contract – permanent, fixed or casual
Probationary period	The probationary period is usually the first few weeks of the employment relationship. During this time the staff member is settling into their role in the organisation and the employer is monitoring their progress. During the probationary period there should be opportunities for the line manager and the staff member to give feedback to each other. This will help to build relationships and ensure that the staff member is well supported and carrying out their role effectively. However, if there are problems that cannot be resolved, it is helpful if the organisation or the staff member can withdraw easily from the contract during the early stages. For this reason, the period of notice required for ending the contract during the probationary period is usually shorter than usual. For example, if the probationary period is six weeks, for the first six weeks the notice period for a member of staff could be two weeks. Once a staff member has successfully completed a probationary period, the notice period could change to four weeks.

table continues

continued

Issue	What to consider
Grade and salary	• grade • basic salary per year • how it will be paid – cash, cheque, transfer to bank account • when it will be paid – e.g. on the last working day of each calendar month • the salary should grow each year in accordance with national inflation. It is therefore helpful to include a sentence saying that salaries will be reviewed each year and that staff members will be notified in writing of any changes. For information about setting salaries, see Section 2.
Deductions	It is helpful to include a paragraph which says that the organisation has the right to deduct from the staff member's pay, government taxes and any amount which they owe the organisation. This amount could be losses to the organisation due to negligence or breaking organisational policy.
Allowances	• such as housing or transport provided
Working hours	• normal hours of work, including days of week, start and finish times and lunch break • number of hours to be worked per week • whether the staff member is entitled to additional pay for working extra hours
Leave entitlement	• number of days of basic annual leave entitlement • when the organisation's annual leave period is, such as January to December • how many days can be carried forward to the following year • what happens upon termination of employment if too much or too little annual leave has been taken during the current year • whether leave on national holidays may be taken in addition to basic annual leave
Sickness and other absence	• how many days of sick leave will be paid each year. Usually there is a limit, such as ten days, which may increase after a certain period of service • how and when staff should inform their line managers if they are to be absent from work e.g. no later than one hour after the start of the working day
Retirement provision	If there is a pension or saving scheme, give details of the amount that the staff member will be paid and when.
Medical / Death in service	Give a summary of any medical or death in service provision by the organisation.
Notice period	• period of notice during probationary period • period of notice after probationary period • how notice should be given
Grievance and disciplinary procedures	• who the staff member should contact if they have any grievance relating to their employment. This could be the line manager. • expectations about discipline. It may be helpful to refer to the staff handbook where policies and procedures are outlined. • organisations that take child protection seriously may take particular disciplinary action (such as immediate dismissal) against staff members who do not adhere to the policy or who withhold information. This should be outlined in the contract.
Health and safety	• refer to the organisation's health and safety policy • how to inform the organisation of accident, illness or other emergencies that affect the staff member

table continues

continued

Issue	What to consider
Expenses	• how work-related expenses will be paid e.g. on production of receipt
Equipment	It is helpful to have a paragraph about returning equipment provided by the organisation at the end of the contract. If this is not mentioned in the contract, staff members may decide they can keep equipment such as laptop computers and mosquito nets.
Changes to terms of employment	In the future the organisation may review its terms and conditions and as a result, may need to change its employment contracts with current staff. It is important to state this in the contract.

3.2 Staff handbook

A staff handbook is a reference tool for managers and staff. It usually contains useful information about the organisation, the terms and conditions of employment, and outlines policies that the organisation has.

It should be written clearly so that staff can understand it, and a copy should be made available to all staff members.

Content of a staff handbook could include:

INTRODUCTION TO ORGANISATION
This section should give an overview of the organisation. It could include: history, logo, purpose and mission statement, basis of faith, values statement, details of the organisation's long-term strategy, information about prayer within the organisation, chart of the organisation's structure.

CATEGORIES OF STAFF
This section should outline the different categories of staff that the organisation employs.

PERSONAL CONDUCT
This section should summarise the organisation's personal conduct policy which outlines the behaviour and attitude expected from staff during and outside working hours.

TERMS AND CONDITIONS
This section should outline the policy and practice associated with a staff member's terms and conditions. This should reflect the employment contract and include any detailed procedures necessary for the staff member to follow in order to receive their salary and benefits. It should also outline the procedures related to grievance and discipline, including the role and responsibilities of line managers in this process.

It could include information about: employment contracts, probationary period, job profiles, grading, salary, allowances, excess hours worked, expenses, working hours, notice periods, grievance/disciplinary procedures, equipment, confidentiality, changes to terms of employment, main benefits – insurance, provision for retirement, leave.

Health, safety and security

The health, safety and security of staff must be a primary responsibility of any organisation. Staff members may find themselves working in situations which put their physical and emotional well-being at risk.

Here are some questions to help organisations to consider health, safety and security issues for their staff.

HEALTH

- Are staff fit enough to carry out their jobs? Have they had a medical examination or completed a questionnaire that has been checked by a medical professional?
- Have staff completed the necessary vaccinations for the area in which they are working?
- If they are working in a malarious area, have staff been advised about the need for anti-malarial supplies and how to obtain them?
- Have staff been briefed about commonly occurring and serious health risks and how these can be minimised?
- Do staff know how to ensure the food and fluids they consume are safe and hygienic?
- Does the organisation have a policy about working hours and holiday entitlement, to ensure the well-being of staff?
- Does the organisation have emergency procedures for staff who become critically ill or injured?
- Are staff covered by adequate health insurance?

SAFETY

- What procedures exist for the prevention of and response to fire, such as well organised storage, safe use of electrical sockets, defined escape routes and appropriate methods of putting out fires?
- Are vehicles maintained regularly, including checking tyres and ensuring there are two spare tyres in the vehicle? Do vehicles have fitted front and rear seat belts with instructions about their use?
- Are drivers qualified to drive and committed to road safety? Are they informed about the need to avoid alcohol and recreational drugs when driving?

SECURITY

- Does the organisation understand the environment in which its staff are working and how to operate in it safely?
- Does the organisation have a security plan? This could include issues such as safety of staff in conflict situations, safety to move around (e.g. curfews, safe and passable roads), the risk of kidnap, the protection of assets including the storage of equipment and office buildings (e.g. guards).

GENERAL

- Are records kept about work-related incidents and sickness and are these assessed in order to reduce future risk to staff?
- What is the best way to communicate health, safety and security policies to staff so that they understand them and use them?

RECRUITMENT AND SELECTION

This section should outline the importance of a fair and transparent recruitment and selection process and refer to the organisation's recruitment and selection policy. It could include: a summary of the 11 step process outlined in Section 4, and information about recruitment of Christians, child protection, data protection, personnel files, advertising, selection, briefing and induction.

BRIEFING AND INDUCTION (See Section 5)

STAFF DEVELOPMENT

This section could include details of provision for staff development during employment.

HEALTH AND WELFARE

This section could include: health and safety policy, general health and safety guidelines, first aid procedures, security policy, pastoral care policy, HIV/AIDS workplace policy.

STAFF POLICIES

This section could include policies about personal conduct, equal opportunities, retirement, staff representation, child protection, use of the organisation's facilities.

DISMISSAL OF STAFF

It is important to seek local legal advice about dismissing staff in the country in which the organisation works. Employers that do not follow local law could be accused of unfair dismissal and might be taken to court. Reasons for dismissal might include:

- **Capability or qualification for the job** A member of staff has failed to improve performance despite receiving support and warnings (oral and written) from the employer.
- **Personal conduct** The staff handbook should include a personal conduct policy which outlines the behaviour expected from a staff member.
- **Redundancy due to a development project or programme ending, an organisational restructure or when a role is no longer required** A redundancy policy should outline the notice period for informing staff of the termination of their contract, redundancy payments and the opportunities available for alternative employment with the organisation.
- **A statutory duty or restriction which prevents the employment being continued** For example, a driver who is disqualified from driving for legal reasons can no longer carry out their job.

Be aware that unfair dismissal is often related to discrimination (e.g. sex or marital status, disability, ethnic background).

Any decisions about dismissing a member of staff should be made on the basis of clear documented evidence and by following agreed procedures.

When developing or reviewing a Staff Handbook, the following tips may be useful:

- Ensure the handbook has taken into account the local legal context and common practice of the country. Always ask a local lawyer to check the final version.
- Check that the handbook and contract of employment are aligned with each other.
- Consider any new policy or practice that is under development.
- Translate the handbook if necessary.
- Communicate and train staff and managers in the use of the handbook.
- Review the handbook each year to ensure that any changes to local law or common practice have been considered.

REFLECTION

- **What is included in employment contracts in our organisation?**
- **Are they legal?**
- **Can all members of staff understand what is in their contract? How can we help to improve their understanding?**
- **What categories of staff exist within our organisation?**
- **What types of contract does the organisation provide?**
- **What areas of the employment contracts need to be reconsidered?**
- **Does our organisation have a staff handbook? What would be the advantages of producing one? What would be the content? Who should write it?**

Recruiting staff

People are an organisation's most valuable resource. The effectiveness of an organisation depends on its staff. Good quality work requires good quality people. An organisation which uses a fair and effective recruitment process is more likely to employ the right person for each job. An organisation that has a poor recruitment process is unlikely to recruit the right people. This may lead to poor performance, low quality projects and possible risks in areas such as child protection.

This section looks at the process of recruiting staff, from identifying a new role, to finding and recruiting the right person. In addition to permanent staff, it is wise to use this process as much as possible for the recruitment of casual staff and volunteers.

STEPS	ACTIVITIES IN THE PROCESS
1	Identify the need for recruitment
2	Describe the job (Job profile)
3	Complete a Recruitment Request Form
4	Agree the grade and salary for the job
5	Advertise the job
6	Select candidates to interview
7	Interview candidates
8	Collect references for the successful candidate
9	Offer the job
10	Inform interviewed candidates who are unsuccessful
11	Open a personnel file about the new recruit

STEP 1 Identify the need for recruitment

The recruitment process starts when a vacancy arises. This may be a new position or as a result of a staff member leaving the organisation. For each vacancy it is important that someone with an overview of the organisation considers:

- Does the role fit with the organisation's mission, values and purpose? Does it fit with the organisation's strategy and existing organisational structure?
- Does the role add value to the organisation? Organisations should invest funds where the impact will be the greatest.
- How will the role be funded? Organisations should always consider the cost of employing staff in their annual budget. Costs include: cost of recruitment; salary; benefits; desk space; equipment such as a computer; other services.

The line manager would usually identify the vacancy within their own team or department. They should describe the job by writing a job profile. A job profile should be developed for a job whether it is to be filled by someone on an employment contract or by casual staff and volunteers.

STEP 2 Describe the job – the job profile

The job profile usually consists of two parts – a **job description** and a **person specification**. To describe the job, two questions need to be asked:

- What are the main roles and responsibilities of the job? The answer to this question forms the job description. The job description outlines the job and the expectations of the person in the job and shows how the job fits with the rest of the organisation.
- What skills and qualities will the person need to carry out the job? The answer to this question forms the person specification. The person specification defines the type of person required and plays a big part in the process of selecting people to interview. It is important that the requirements in the person specification are directly related to the needs of the job. If the requirements are more than are actually needed for the job, someone might be disappointed and unhappy in a new job when they find they are not fully able to use their gifts.

Job description

Consider the main roles and responsibilities involved in the job. Then write a job description based on them. We suggest a structure for a job description below.

Main purpose of job

Up to two sentences stating why the job exists. For example, a job purpose for an administrator might be 'To provide administrative support to the Finance Director.'

Line management / Position in organisation

This indicates how the job fits into the organisation. In which department will the job be based? Who line manages the person in the job? Does the job involve management of other staff? If so, which staff? Who will the person in the job work with closely? This section should also mention the decisions that the person in the job can make without asking their line manager, such as:

- Can they recruit and dismiss staff?
- How much can they spend or allow other staff to spend?
- Can they be entrusted with funds? If so, what level of funds are they responsible for?

For example, for an Administrator role, this section may state: 'This role is based in the Finance Department and will be managed by the Finance Director. The main aspect of the role is to carry out administrative duties for the Finance Director. It also involves providing administrative support to the Payroll Officer during the last week of every month.'

Scope of job

This section is used to identify the major activities of the job. A maximum of eight major activities should be given. They should be prioritised in order of the time the person in the job will spend on the activity, starting with the activity requiring the most time. This section may not be necessary where there is only one major activity.

For example, for an Administrator role there may be two key activities: Providing administrative support to the Finance Director; and Assisting the Payroll Officer with the payment of staff.

Duties and responsibilities

Underneath each major activity, list the specific duties and responsibilities. Start each duty or responsibility with a verb. The box of verbs below may be helpful. There is no need to give a description of *how* the work is to be done.

For example, the duties and responsibilities of an administrator might include:

- Maintain the calendar of the Finance Director
- Take accurate minutes at team meetings and distribute them
- Make travel bookings for team members.

Examples of verbs to use when writing duties and responsibilities

Advise	Coordinate	Inspect	Participate	Research
Approve	Create	Issue	Perform	Select
Arrange	Design	Lead	Plan	Set up
Assist	Develop	Liaise	Prepare	Submit
Carry out	Direct	Look after	Produce	Supervise
Check	Ensure	Maintain	Provide	Support
Compile	Establish	Manage	Receive	Train
Complete	Evaluate	Monitor	Recruit	Update
Conduct	Implement	Own	Represent	

Person specification

This part of the job profile is used to assess whether someone has the right qualities and experience for the job. The table on page 12 can be used for the person specification.

- The 'essential' column contains the minimum qualities and experience needed for the job. All applicants should be judged against these. If there are any that are not met by the applicant, they may not be considered for the job.
- The 'desirable' column lists qualities and experience that are not necessary for the job, but would be useful. If there are many applicants who meet all the essential requirements, the desirable column can be used to identify a smaller number of candidates who can be invited for interview.

PERSON SPECIFICATION		
	ESSENTIAL	**DESIRABLE**
Qualifications The level of formal education that would enable someone to carry out the role effectively.	*Insert essential qualifications for the job here.*	*Insert qualifications that would be helpful for the job here.*
Experience The amount of relevant experience that will enable someone to perform the role well. Be as specific as possible. For example, a water and sanitation coordinator might need experience as a water and sanitation engineer working on hand-dug wells in a community context.	*Insert essential experience for the job here.*	*Insert experience that would be helpful for the job here.*
Skills and abilities Skills such as communication, presentation and computer skills, languages, skills in prioritising work and organisational and administrative skills. Abilities such as coping with pressure, team working, initiative and ability to work with other people.	*Insert essential skills and abilities for the job here.*	*Insert skills and abilities that would be helpful for the job here.*
Personal qualities Aspects of a person's character, such as maturity in their Christian faith, whether they are approachable, and whether they are flexible.	*Insert essential personal qualities for the job here.*	*Insert personal qualities that would be helpful for the job here.*

Bible study

Read 1 Corinthians 12:1-11, Romans 12:6-8 and 1 Peter 4:10.

- *What kind of gifts does the Holy Spirit give?*
- *Does every Christian have gifts?*
- *Do all Christians have the same gifts?*
- *What are gifts for?*
- *How can our organisation benefit more from the gifts that staff have?*
- *Which roles in our organisation could benefit from particular gifts?*

Notice that some of the gifts are related to character rather than ability.

- *Why is character as important as ability?*
- *How can we recruit Christian staff who show both ability and good character?*

Once the job description and person specification have been drafted, look through the job profile and ask the following questions:

- Is it realistic?
  - Consider whether it is possible for one person to carry out the tasks and responsibilities.
  - Ensure that there is not too much or too little to do.
  - Consider whether it will be possible to find someone to carry out the job. If the range of tasks is too wide, it might be very difficult to find someone with the right set of skills.

- Is it clear?
  - Consider whether someone who does not know the organisation will be able to understand what the job involves.
  - A clear job description should attract the right people to the job.
- Is there equal opportunity for all?
  - Ensure that what is asked for in the person specification can be applied equally to all groups, where possible. For example, check that the person specification does not discriminate on the basis of gender or disability.

STEP 3 Complete the Recruitment request form

Once the job profile is written it is important to have a process where line managers make an official request for the new position to the Human Resources Department or the leadership of the organisation. A suggested template for a recruitment request is given below.

RECRUITMENT REQUEST			
Job title			
Location			
Line manager			
Needed from	Start date	End date (if not permanent contract)	
Reason needed (Give justification in relevant box)	Replacement for current position	New position, with reasons	
Funding (Tick as appropriate)	General funds	Specific donor funds (please give details)	
Job profile	Attached?		
Child protection	Does the job involve work with children?		
Advertisement	Suggestions of appropriate places to advertise the job		
Requested by	Name	Signature	Date
Approved by	Name	Signature	Date

STEP 4 Agree the grade and salary for the job

Once the job profile has been developed and approved, it is necessary to agree what the grade and salary of the job should be. For detailed information about this, see Section 2.

STEP 5 Advertise the job

Once the job description, person specification and salary have been finalised, it is time to let people know about the vacancy.

There are many ways to advertise a job. Consider sending an advertisement by email to staff or other organisations, putting an advertisement on an office or community notice board, and advertising on the internet or in newspapers. It is worth thinking carefully about targeting places where people with the right skills and personal qualities are likely to see the advertisement. For example, a Christian organisation may send the advertisement to local churches. There may be particular websites that will advertise jobs related to relief, development and advocacy work. Word of mouth is often the best method.

Wherever the job is being advertised, the principles of developing the advertisement are the same. The job advertisement should be clear and well presented as it may be the first time that people have come into contact with the organisation. It should include the following information:

- **Brief description of the organisation** – what kind of work it does and where; organisation's values.
- **How the role fits** into the work of the organisation.
- **Location** of the job.
- **What the role involves** – this is taken from the job description. To get people's attention, this could be written in personalised form, such as, 'You will be an excellent communicator …'. The introduction to the advertisement could be written in the form of a question, such as 'Do you enjoy working with children?'.
- **What kind of person** the organisation is looking for – this has already been identified in the person specification. If a Christian organisation is looking for someone who is a committed Christian, this should be stated in the advertisement if it is legal and safe to do so.
- **Salary** – the salary range for the job.
- **Start date** if the vacancy needs to be filled urgently.
- **Closing date for applications** – some organisations interview candidates whenever they apply for the job, but it is helpful to set a deadline for applications and consider a few candidates at once.
- **How to apply** – some organisations provide an application form while others ask for a Curriculum Vitae (CV) with a letter. Some organisations enable people to apply for positions using the internet. Others prefer receiving applications by email or post.
- If the job involves working with children, the organisation's child protection policy should be referred to.

Bible study

Read Genesis 1:26-27.

- *What do these verses tell us about the way that God values human beings?*

Read Galatians 3:26-28.

- *How does God view people in his kingdom? What is their identity?*
- *What can we learn from this as we recruit staff?*

Read James 2:1-13.

- *What does this passage teach us about discrimination?*
- *Why should we be careful not to favour some people over others?*
- *What can we learn as we recruit new staff, or in the way that we treat our current staff?*

Application form

It can be helpful to provide an application form because it is easier to compare candidates and select people for interview if the applications are all laid out in the same way.

As people are providing personal information in application forms, they should always be treated as private and confidential. This should be clearly marked at the top of the application form to reassure applicants. When a vacancy is filled, the application forms of the unsuccessful applicants should be kept only if they have said that they wish to be contacted if a relevant vacancy arises in the future. Otherwise they should be destroyed to protect confidentiality.

Content of application forms

The table on page 42 suggests a structure and content for an application form.

All applications that are received should be acknowledged. For example, a standard email could be drafted to acknowledge receipt of applications and another email template could be drafted to notify unsuccessful applicants later on. However, if email is not commonly used and it is likely that many people will apply for a job, it may be helpful to state on the advertisement that applicants should consider themselves unsuccessful if they have not had a response from the organisation within two weeks of the closing date.

HEADING	*EXAMPLE QUESTIONS* or INFORMATION REQUIRED
Position applied for	Job title
Personal details	Full name, address, email address, date of birth, nationality
Availability	*If selected for this job, when would you be available to start?*
Education and training	*Please provide details of your educational and professional qualifications. For each, give relevant dates, school/college, qualification and grade.*
Employment history	*Please provide details of previous employment. For each, please give dates, employer, details of tasks and responsibilities, and reason for leaving.*
Other relevant skills	*Please provide details of other relevant skills you have, such as computer skills and languages.*
Interests	*Please list your interests, activities and hobbies outside work.*
References	It is helpful to ask for two or three references, including one from the current or most recent employer. Christian organisations may like one reference to come from the applicant's church leader.
Health	*Are you in generally good health? Good, fair, poor.* *How many days of sickness have you experienced in the past year?*
Christian life and experience (for Christian organisations)	*Describe the beginning and growth of your Christian faith, your involvement in a local church, and how you are seeking to live out your faith at home, work, church and in your social life. How do you deal with problems and challenges in your life?*
Application for job	*Why do you want to work for this organisation?* *Why do you think your background, training, skills and experience equip you for this job?* *What do you consider to be your strengths and weaknesses in applying for this job?*
Declaration	I confirm that to the best of my knowledge all the facts set out in this application are true. Signed: Date: Christian organisations could also use this section to ask applicants to state that they agree with the organisation's basis of faith.

Open applications

Some people may wish to register their interest in working for the organisation without applying for a specific job. This is called an open application. These people could be asked to complete a general application form so that they can be contacted when a relevant vacancy arises. This can be helpful in places where it is sometimes difficult to find suitable staff.

STEP 6 Select candidates to interview

When the closing date for applications has passed, it is time to review the applications in order to select candidates to interview. It is not appropriate to interview everyone who applies for a job because:

- Often the application form shows that people are not suited to the job. Rather than being interviewed, these applicants should be told that their application has not been successful.
- There is rarely time to interview all the applicants. An interview usually lasts for one hour, so it is only possible to carry out six interviews in one day. It is therefore appropriate to select only four or five people to interview.

The people who select candidates to interview should ideally be the people who will carry out the interviews. More than one person should select candidates for interview to avoid bias.

To select candidates to interview, compare each application against the person specification. The form below can be used to do this.

Transfer the 'essential' and 'desirable' criteria from the person specification into the form. Add new rows for additional criteria. In the next column, write down whether the criteria are essential or desirable. Then allocate a column to each applicant. It can be helpful to give applicants a number to avoid confusion if applicants have the same name. The form below has been filled in using a simple person specification for a nurse.

Job title: *Nurse*			APPLICANTS		
CRITERIA IN PERSON SPECIFICATION		ESSENTIAL / DESIRABLE	1 *Alice*	2 *David*	3 *Ruth*
Education	*nursing certificate*	*E*	*2*	*2*	*2*
	university degree	*D*	*0*	*0*	*2*
Experience	*working with trauma patients*	*E*	*2*	*F*	*2*
	managing people	*D*	*1*	*2*	*1*
Skills	*speaks English*	*E*	*1*	*2*	*1*
	computer skills	*D*	*F*	*1*	*1*
Personal qualities	*flexible*	*E*	*2*	*1*	*2*
	good communicator	*E*	*2*	*1*	*2*
		TOTAL SCORE: **Essential**	*9*	*X*	*9*
		TOTAL SCORE: **Desirable**	*1*	*X*	*4*

Go through the application forms and put a score in each applicant's column against each criterion, using the scoring system below:

Score	Description
2	Above criteria
1	Definitely meets criteria
0	Below criteria, but can probably be trained
F	Below criteria
?	No evidence given, and unable to identify from details supplied

When scoring, it is important to be strict. There is no point in interviewing people who may not be suitable for the job. If no-one is good enough to be interviewed, it is better to re-advertise the job.

Once every applicant and their score have been added to the form, cross out any candidate who has a score of 'F' or '?' against any of the 'essential' criteria. These candidates should not be considered further. In the example above, David's application would have to be rejected because he has no experience of working with trauma patients. Although Alice does not have computer skills, her application is still considered as computer skills are not essential for the job. For the remaining candidates, add up each person's scores for the 'essential' criteria and then add up each person's scores for the 'desirable' criteria.

From these scores, it is possible to see who strongly meets the essential criteria and who strongly meets the desirable criteria. Spend time discussing the information given in the table to decide which of the candidates should be interviewed for the job.

- Ensure that when doing so, only the applicants' ability to meet the criteria is discussed. Be careful not to discriminate against people due to their sex, race, disability and so on.
- Look carefully at the employment section of the form. Check that there are no long gaps in employment. There may be valid reasons for such gaps, but these can only be investigated during the interview.
- Consider how likely the applicant is to stay in the job. For example, if someone has had a number of jobs over the last few years and has never stayed in a job for longer than a few months, it is unlikely that they will stay for a long time in this job. This means that time and money would need to be spent recruiting a replacement within a few months.

If only one person meets all the 'essential' criteria, and is therefore the only person who can be selected for interview, they should still be asked to attend an interview. Some application forms make people appear perfect for the job, but during the interview it might become clear that the applicant would not be appropriate.

- Personal qualities, such as having a positive attitude and being a strong team player, can be more important than the right experience and skills. Application forms do not show this, but interviews can.
- It is common for people to exaggerate their skills and experience on the application form. The interview provides an opportunity to question the applicant face-to-face.

When recruiting staff, ensure that the process is fair and transparent. Be careful not to write thoughts or personal opinions on the application forms and ensure that anything that is written down is factual and fair. It is important to be prepared to explain why applicants were unsuccessful.

Once candidates have been selected for interview, contact the applicants to invite them to come for an interview or to tell them their application has not been successful. Ensure that letters inviting candidates to an interview include:

- the date and location of the interview, with a map.
- details about any tests and presentations that they will be expected to carry out as part of the interview. They should be informed of the length of time these will take.
- documentation that they will need to bring with them, such as a passport, work visa and education certificates.

STEP 7 Interview the candidates

The aim of an interview is to discover how well suited someone is to the job. The interview provides an opportunity to meet the candidate and further explore what they wrote on their application form.

Interviews should usually be carried out within a week or two after candidates were selected. Identify a date when all the interviewers can attend and ensure that an appropriate venue can be booked.

It is good practice for at least two interviewers to be present at each interview. Usually this would be the line manager of the vacancy and a member of the Human Resources Department. To ensure that the interviews are fair, an interviewer should not interview a relative. For senior roles, a bigger panel of interviewers, including another senior manager, is a good idea.

Preparation for the interview

Each interviewer should ensure that they read and familiarise themselves with the interview papers, including the application forms of those to be interviewed and references if these are available. The interview panel should meet before the interviews to prepare the questions that will be asked. These should relate to the job description, person specification and application forms. In the interviews, try to find out about:

- Gaps in employment
- Reasons for leaving a particular job
- Relevant academic qualifications
- Experience relevant to the job
- Personal abilities.

To ensure fairness and consistency try to ensure that each candidate is asked the same questions, but be aware that further questions may need to be asked to explore issues raised in the candidate's answers or on their application form. Tips on asking questions are given in the box on page 47.

Exploring issues in an interview

Work experience When investigating the candidate's professional work experience, ask for specific examples. Try to gain an understanding of the manner in which the work was carried out and the candidate's attitude towards it.

Skills and abilities Ask the candidate to provide specific examples that demonstrate they have the necessary skills and abilities.

Team working Find out whether the candidate would fit into a team environment. For example:

- *How easy do you find it to adapt to the working styles of other people, especially when these are in conflict with your own preferred way of working?*
- *In your past experience, how have you demonstrated an ability to communicate effectively?*

Motivation Find out about the candidate's commitment to the organisation and the role by asking why they want to work for the organisation.

Child protection (for a role involving contact with children) It is important to be assured that the candidate is unlikely to mistreat children. Questions to ask include:

- *What experience do you have of interacting with children?*
- *What particular kinds of behaviour would you avoid when you are with children who are not your own?*
- *What would you do if you were concerned about someone else's behaviour towards children?*

It can be helpful to outline an imaginary child protection situation in order to find out how a candidate would react and to identify any learning needs.

Spiritual questions (for Christian organisations) Ask Christian candidates to describe their relationship with God, their knowledge of the Bible and their church life. For candidates who are not Christians, find out how they feel about working for a Christian organisation.

Before the interviews, the interview panel should agree responsibilities for:

- chairing the interview
- welcoming the candidate
- introducing the interview panel
- ensuring the interview keeps to time
- asking the questions – each interviewer could be responsible for a set of questions.

At the interview

Remember that interviews are two-way. While the organisation is assessing the candidate's suitability for the job, the candidate is deciding whether they want to work for the organisation. The candidate will usually be nervous so it is important to put them at ease. If the candidate is relaxed, they are more likely to give honest and realistic answers to the questions. Here are some tips:

- Offer the candidate a drink.
- Check that the candidate is able to sit comfortably.
- Ensure that all the interviewers are introduced.

- Explain the format of the interview, including when the candidate will make their presentation, if relevant.
- It is appropriate for Christian organisations to start the interview with a prayer to ask God to give everyone wisdom and guidance.
- Ensure the first question is about something the candidate is likely to feel comfortable talking about, such as leisure interests.
- During the interview, show interest in what the candidate has to say. Only interrupt them if they start to give answers that are too long or that do not relate directly to the question.

Tips on asking questions

There are different types of questions:

- **Open questions** encourage the candidate to talk, such as:
  - *What led you to apply for this job?*
  - *Describe a situation when … How did you approach that situation and what was the outcome?*
  - *Give examples of …*
  - *Where did you learn most about …?*
  - *Why did you make that choice?* (Be aware that questions starting with the word 'why' can sometimes appear aggressive)
- **Closed questions** are helpful for getting specific information and are useful if the candidate keeps giving long or irrelevant answers to questions. Closed questions usually have a one-word answer such as 'yes' or 'no'. For example:
  - *Do you enjoy working on your own?*
- **Follow-up questions** are useful for investigating an issue further, such as:
  - *You have said you are familiar with computer programmes. Which ones have you used?*
  - *Which are you most familiar with?*
  - *What was the most difficult task you have completed in that job?*
- **Summarising questions** help the interviewer to check that they have understood what the candidate has said, such as:
  - *You have said that you prefer to work as part of a team. Am I right in understanding …?*

Interviewing dos and don'ts

DO

- Do let the candidate do most of the talking.
- Do ask further questions if clarification or detail is needed.
- Do ask for practical examples.

DON'T

- Don't interpret or hope the other interviewers understood something the candidate said if you did not. If in doubt, ask further questions.
- Don't tell the candidate they have given a 'wrong' answer. If necessary, ask them further questions.
- Don't ask questions about the candidate's family unless they are directly related to the role, such as to find out whether the family will be accompanying the candidate where relocation is necessary.
- Don't ask leading questions as these types of questions tend to make assumptions and can push candidates to a give an answer that they otherwise would not have given. For example:
  - *You didn't like your last line manager, did you?*
- Don't ask more than one questions at a time as this can confuse the candidate. For example:
  - *What made you decide to leave that job and why have you applied here?*

It is important that every interviewer makes notes during the interview and that the interview notes contain what is said rather than the interviewer's opinions. For example, it would be better to write 'Did not demonstrate any experience of accounting procedures' than 'Unsuitable for accounting work.'

A checklist can be used by each interviewer to record the candidate's answers, such as the one below. The criteria are taken from the person specification.

INTERVIEWER'S CHECKLIST						
Name of candidate:						
Criteria	Weak	Okay	Good	Very good	Not demonstrated	**Notes**
Accounting experience		✔				Occasionally assists accounting officer in current role.
Computer skills				✔		Uses Microsoft® Word. Colleagues often ask candidate to help them to use this programme.
Etc						
Etc						

Tasks and tests

Tasks and tests are useful methods of assessing candidates in addition to an interview. The assessments chosen should depend on the skills required for the role. Assessments could include computer tests, verbal presentations, written language exercises, letter writing and financial tests. There is no need to use all of these types of assessment for a single role, but it is worth considering one or two.

Choosing the successful candidate

Never offer a candidate the job at the end of the interview. Even if only one candidate is being interviewed for the job, it is important that the interviewers meet together to ensure they are all happy about recruiting the person for the role. The candidate may also need time to think about whether they would be willing to accept the position if they were offered it. If more than one candidate is being interviewed, it is best to wait until the last candidate has been interviewed before discussing who is appropriate for the job. Each interviewer should refer to their checklists when discussing the candidates and the panel should complete a joint interview checklist for each candidate.

If there are two or more candidates that are suitable for the job, the outcomes of the assessment tasks or tests should be considered. If the interview panel still cannot decide between them, it may be necessary to invite them back for a second interview. If none of the candidates are suitable, it will be necessary to re-advertise the job.

It is important to mark clearly on the joint interview checklist the reasons why a candidate has been successful or unsuccessful. The interview panel should write down areas where training or support is needed for the successful candidate.

STEP 8 Collect references

References play a very important part in the recruitment process. Information from past employers is often the best way to understand how a new staff member will fit into the role and the organisation. References should also raise any issues of concern.

References are normally collected after the interview for the most successful candidate or candidates. Although having references before the interview can be helpful, they can take a long time to obtain.

References can be collected in written form or by telephone. Be aware that written references rarely say bad things about people because referees are usually diplomatic and consider carefully what to write. When reviewing references, it is worth noting whether referees have avoided answering any questions. Consider whether this could be because they have doubts about the candidate in that area. It is important to telephone referees who have provided a written reference to confirm that the reference was genuine. Telephone references may give a more realistic picture of what the candidate is like, since referees do not have long to think about diplomatic responses to the questions. It is important to make detailed notes of the telephone call so they can be looked at later.

Ensure that referees are asked child-related questions if the job involves working with children. This will help to ensure that people who abuse children do not try to take advantage of such jobs.

Questions to ask referees

The reference should first confirm the candidate's relationship with the referee – how they know each other and for how long.

There is a range of questions that referees can be asked:

- Some questions should relate to the **specific job** that is being applied for. Ensure that referees are provided with information about the job and the selection criteria. Referees could be asked to comment on the applicant's ability related to each criterion or they could be asked a more general question about strengths and weaknesses related to the job.
- Some questions should relate to the applicant's **character**, such as honesty, time-keeping, relationships with other staff, response to criticism and absence from work.
- There should be a question asking whether the referee would **recommend** the applicant for the job.

Ensure that all references are received and reviewed before offering the job.

STEP 9 Offer the job

Where possible, the line manager should telephone the successful candidate to offer them the job. A decision from the candidate on whether to accept the job should not be expected immediately, but a timeframe should be agreed. If the job specifically requires someone who is fit, the job offer could be conditional upon a successful medical examination. If the candidate does not accept the job, there may be a second choice candidate who could be offered the job. If there are no suitable alternative candidates it is necessary to re-advertise the job.

When a successful candidate accepts a job, the starting dates should be agreed. A job pack should then be prepared and sent to them.

Job pack

The job pack contains all the paperwork needed for the successful candidate to start working with the organisation.

The following paperwork in the job pack should be signed and returned to the organisation to be held in the individual's personnel file:

ACCEPTANCE FORM
This form is an official acceptance of the job.

CONTRACT OF EMPLOYMENT

Organisations should use a standard contract template which has been checked by a qualified legal practitioner to ensure it fulfils all the national legal requirements. All employment contracts must be signed by the new recruit and the line manager and both should have a copy. Where relevant, they should be written in the local language in addition to the official national language. The contract should be read to new recruits who cannot read. See Section 3 for guidance on what to include in a contract.

EMERGENCY MEDICAL DATA FORM

This form can be referred to if medical information is needed in an emergency.

SELF-DECLARATION FORM

In the absence of a police check to find out whether the new recruit has a criminal record, new recruits should sign a Self-declaration form. They sign this form to say they do not have a criminal record.

PERSONAL INFORMATION SHEET

Information requested could include: family details and next of kin, passport or identity details, bank details if the salary is to be paid directly into the bank account, church details.

The following paperwork in the job pack is for the new recruit's information only:

EMPLOYMENT OFFER LETTER

This letter should give the new recruit all of the practical details about their employment, such as role, location, salary and benefits.

STAFF HANDBOOK

The staff handbook outlines general terms and conditions of employment as well as explaining the working environment of the organisation. If the terms and conditions are different for the specific role, this should be stated in the contract of employment. See Section 3 for more details about writing a staff handbook.

STEP 10 Inform unsuccessful candidates

Candidates who were unsuccessful must be told as soon as the successful candidate has accepted the job. It is not necessary to state why they were unsuccessful, but be prepared to provide constructive feedback if requested. Interview notes and tests completed by unsuccessful candidates should be kept in a file for as long as local law requires. This file may be useful if the decision is questioned by the candidate or if the candidate asks for feedback on their interview.

STEP 11 Open a personnel file

A personnel file should be set up for each new staff member. This file is confidential, and only the Human Resources Department and line manager should have access to it. It should therefore be stored in a locked cabinet. The personnel file should contain all information relevant to the staff member. It is important that it is kept up-to-date and it is the responsibility of the Human Resources Department or line manager to ensure that it is maintained in accordance with local law.

Each personnel file should hold some or all of the following items for each staff member. The amount of information held will depend upon the person's role.

PERSONAL DETAILS

- Marital status and number of children and their ages, if relevant
- Date and country of birth
- Home address
- Telephone number
- Personal email address
- Identity card, immigration papers, passport, visa and work permit details
- Emergency contact details and next of kin
- Home church / church leader details
- Photograph
- Driving licence details

RECRUITMENT INFORMATION

- Employment application form or Curriculum Vitae
- Employment interview notes
- References
- Results from selection tests
- Contract of employment and job offer letter
- Results of police checks

EMPLOYMENT INFORMATION

- Employment history
- Medical and psychological reports and notes
- Appraisal and development records
- Disciplinary records
- Notes and correspondence on employment issues, such as requests for unpaid leave
- Sickness and absence records
- Salary records
- Expenses records
- Bank account details
- Social security and income tax details
- Correspondence with external agencies and firms, such as banks, solicitors
- Annual leave

REFLECTION

- What recruitment process does our organisation have?
- What are the benefits of a clear process?
- Do all the jobs in our organisation fit with the organisation's mission, vision and strategy?
- Does every job in our organisation have a job description? If not, who would be responsible for ensuring that every member of staff has one?
- Where does our organisation advertise vacancies? Are there other places where we could advertise?
- How do people apply for jobs with our organisation? Should we produce a standard application form if we do not already have one? What information would it ask for?
- What are the disadvantages of interviewing all applicants for the job? If we select only a few applicants for interview how can we ensure that we do this in a fair and consistent way?
- In what ways could we improve our interview processes? Could staff on interview panels benefit from training to ensure we get the right people?
- What are the benefits of collecting references for successful candidates? Are there ways that we could improve this process?
- What information do we give to successful candidates before their first day at work? Should we develop a job pack to send to them?
- What information does the organisation keep about its staff? Is this locked away? Is any of this information unnecessary? Is there any information that it would be helpful for the organisation to know about its staff?

Briefing and induction

When a new member of staff joins an organisation, it is important that they are given good support in gaining an understanding of their role and the organisation. **Briefing** is the term used for preparing a new staff member for their specific *role*. **Induction** is the term used for introducing a new staff member to the *organisation.* In large organisations, briefing and induction may be carried out separately. In smaller organisations it is perhaps more realistic for briefing and induction to take place more informally and with less distinction made between them.

5.1 Briefing

The aim of a briefing is to prepare someone for their specific role. The content of the briefing will have a positive impact on how the person performs, especially in the early stages of employment. The briefing should start on the first day of someone's employment. As the line manager is responsible for the new member of staff, he or she should oversee the briefing, even if other people take part in briefing the person about certain topics.

Planning for briefing

Before the briefing, the line manager should develop a briefing schedule. Consider the various aspects of the job and identify what the individual needs to know and who should brief them about each aspect.

EXAMPLE

An organisation has recruited someone for the role of Finance Officer. One of the tasks of the Finance Officer is to process staff expenses claims. The line manager identifies that to do this, the new recruit needs to know what the expense forms look like, how to process the forms using the computer system, where to file the used forms and how to inform people that their expense claim has been processed. As the Administrator has been covering the Finance Officer role since the previous Finance Officer left the organisation, the line manager asks her to brief the new recruit about this topic. The line manager gives her a list of the issues that he would like her to cover. The day before the briefing, a staff member submits an expense claim form. After gaining permission by that member of staff, the Administrator waits until the briefing to process the form so that the new recruit can see how to carry out the task in practice.

In the table on page 56 we suggest some of the topics that a briefing could cover. These could be covered in many different separate sessions, or in just one or two sessions. This table could be turned into a schedule by adding extra columns to show who is responsible for taking each part of the briefing, and when it will take place.

Type of briefing	Suggested content
Role briefing with line manager	• Organisation's mission, beliefs, values • Job description – roles and responsibilities (setting objectives) • Personal development needs • Expectations • Handover notes, written procedures
Wider job briefing	• Organisational chart – the context of the job within the organisation and team • Codes of conduct and any legal matters regarding the role • Team life, such as prayer and meeting times
Personnel briefing	• Any contract issues still to be discussed • Benefits such as paid leave and medical benefits • Staff handbook • HIV and AIDS workplace policy * • Codes that the organisation recognises, such as People In Aid * (see page 83) • Child protection * (see page 84)
Technical briefing	• Use of communications and computer equipment
Health, safety and security briefing	• Buildings and site locations – location of toilets, emergency exits and where to find stationery • Security plan and policy • Health and safety issues
Financial briefing	• Use of expense sheets for personal and project money • Payroll
Prayer	• Prayer for the new recruit as they start their new role.

** These issues should be covered during the induction, but should also be covered during the briefing if they are particularly relevant to the role. For example, the new recruit should be briefed about child protection if their role involves direct contact with children.*

For roles that involve implementation of relief and development projects, it can be helpful to give the new recruit information about the background and current situation of the project. Suggested issues to cover are given in the table below.

Country	
Background of the region and community	• Map of the area • Historical, political, social and economic background • Current information such as news reports
Programme or project	
Overview of the project or projects in the programme	• Project areas • Project proposals • Donors and funding • Time scales
Strategy	• Organisational strategy • Team strategy
Reports	• Recent reports to donors and the organisation's board

It can also be helpful to set up briefing sessions for the new recruit with other team members, even if they will not work very closely together. This will help the new recruit to understand their context and how their role fits into the team's work.

Handover notes

It is best if the person who previously carried out the job can brief the new recruit face-to-face. However, this is not always possible, so written handover notes are essential. The line manager should ensure that the person who previously carried out the job has had time to write these before finishing their contract. Handover notes are helpful, even where there is a face-to-face handover. The notes can guide the discussion and can be referred to later on.

Handover notes could include the following:

- Current context of the role, such as key individuals, external environment, how the role fits into the organisation's strategy.
- Any objectives and targets associated with the role. The line manager should set the main objectives with the new staff member. For more information see Section 6 about performance management.
- Processes and procedures explaining how the role is performed on a day-to-day basis.
- Standards associated with the role, such as organisational policies and national laws that affect what the person is able to do or how they do it.
- Any work packages that need to be carried out or completed.

The handover notes should be written in consultation with the line manager, as the line manager may wish to alter the role or change processes and procedures.

5.2 Induction

The aim of an induction is to introduce a new recruit to the organisation. It should make the new recruit aware of all aspects of the organisation so that they can represent the organisation appropriately. The induction will significantly affect how much an individual feels valued by the organisation.

Whether new staff members already know a lot about the organisation or very little, it is important that *all* new staff members have an induction. People who feel they already know the organisation may only know about certain areas of its work. The induction should be the same for all members of staff.

It is recommended that people attend an induction within one or two months of the start of their employment. If a number of new staff members join the organisation within a two-month period, it can be helpful for them to go through induction together. This uses time efficiently and can enable new recruits to get to know other staff from around the organisation. These personal linkages between departments can be beneficial to the organisation in the long-term because good communication can enhance an organisation's performance.

Content of induction

PEOPLE – an opportunity for new members of staff to meet individuals from different parts of the organisation, including leaders such as directors and board members.

PROJECTS – an opportunity to visit a community which benefits from the organisation's work.

THE ORGANISATION'S HISTORY – key information about the organisation, including how it was founded, key events in the organisation's history, how many people it employs, its annual income and how it is governed.

THE ORGANISATION'S WORK – the organisation's vision, values and purpose, and the kinds of projects that it carries out.

THE ORGANISATION'S KEY HUMAN RESOURCE THEMES
The organisation's key human resource themes should be communicated during induction because they affect all staff members, whatever their role. These could include:

- Child protection. All organisations should have a child protection policy in order to protect children from abuse by staff and to help to protect staff from false claims of abuse (see page 84).
- Benefits. While salaries will differ according to the role, benefits should be the same for all staff members on an employment contract. These benefits might include paid annual leave, and medical schemes. They should be outlined in the staff handbook or contract.
- Grievance and disciplinary procedures. A grievance procedure ensures that members of staff have a formal way of making a complaint, such as about the way they are treated by another member of staff. A disciplinary procedure enables the organisation to take action when someone's conduct or performance is viewed as unacceptable. For more details, see Section 6.
- Standards that the organisation recognises such as those addressing safety, environmental, gender or legal issues.
- Health and safety. Staff members should be made aware of health and safety procedures. For example, they should know what to do in the case of a fire or other emergency. They should know which staff members can provide first aid. The organisation should seek to protect staff from harm as they carry out their roles, such as giving advice about carrying heavy items, using computer equipment and driving the organisation's vehicles.
- Organisational policies, such as an HIV and AIDS workplace policy (see ROOTS 8: *HIV and AIDS: Taking action*), a gender policy or an environment policy.
- Staff development. New members of staff should be informed about opportunities for learning. By providing learning opportunities, the organisation can improve staff performance and motivate staff.

These themes, topics and policies are likely to be outlined in detail in the staff handbook (see Section 3). The induction can therefore provide a good opportunity to distribute a copy of the staff handbook, which can be referred to during relevant sessions.

Induction pack

It can be helpful to put together an induction pack which contains information to support the induction sessions. Some presenters may refer to the induction pack during their session. Once the induction is over, staff members can refer to the induction pack when necessary.

REFLECTION

- **How are new members of staff introduced to their role when they join our organisation? Is this adequate? If not, what should be included in a briefing?**
- **How are new members of staff introduced to the organisation? How can this be improved?**
- **Do we take care to introduce volunteers to their role and the organisation?**

Managing performance

It can be a rewarding experience to lead a team when each individual is contributing to the success of the whole team. However, difficult challenges facing a line manager are poor performance and bad relationships among team members. It is sometimes easy to think that the problems will go away, but this rarely happens. This section explores the issue of staff performance. It gives guidance on identifying and dealing with poor performance, and looks at enhancing good performance.

Bible study

The New Testament tells us a lot about Paul's relationship with Timothy:

- Paul invited Timothy to accompany him under recommendation from local Christians (Acts 16:1-5)
- Timothy continued to carry out his ministry under the guidance and instruction of Paul (Acts 17:15; 19:22; 1 Thessalonians 3:2)
- Paul calls Timothy his son (1 Corinthians 4:17; 1 Timothy 1:2)
- Paul seeks to protect Timothy (1 Corinthians 16:10-11)
- Paul praises Timothy (Philippians 2:19-23)
- Paul writes two letters to Timothy
- Paul includes Timothy in the greeting in some of his letters (2 Corinthians, Philippians and Colossians)

■ *What can line managers in our organisation learn from this about how they should view and manage their staff?*

Read 1 Timothy 3:14-15; 4:11-16; 5:21-22; 6:20-21; 2 Timothy 1:8-12 and 2:14-16.

■ *What can we learn from these letters that Paul wrote to Timothy in terms of:*
- *Setting tasks, instructing, educating and explaining?*
- *Praising and encouraging?*
- *Giving responsibility?*

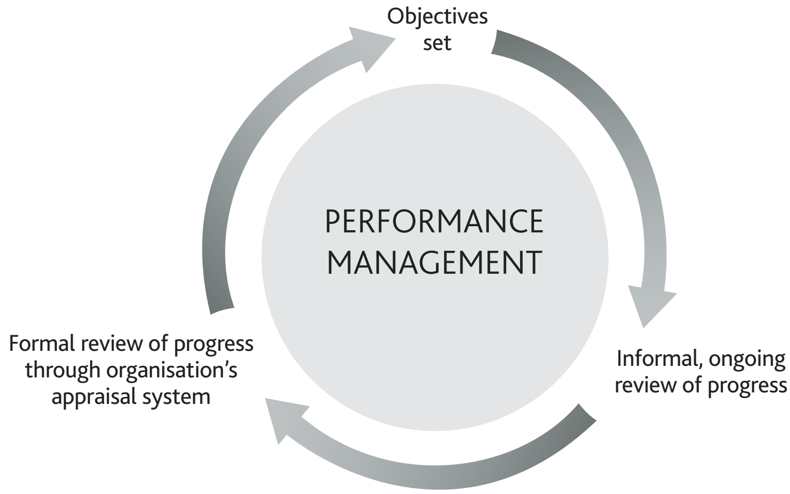
Performance management

Performance management is the process of looking both to the future and to the past with a member of staff. The process involves:

- **Setting clear, agreed objectives.** Too often conflict occurs because the line manager assumes that the staff member knows what to do. The staff member is surprised when they discover that the expectations from their line manager were different from their own. Job descriptions and tasks must be clear and agreed by both the line manager and the member of staff.
- **Assessing and evaluating performance against those objectives.** A person's performance in their job is observed by their line manager. What they do should directly relate to what was asked of them – the objectives.

- **Providing feedback on performance.** Feedback is about telling someone how well they are doing their job. When performance is poor, this is both the hardest and the most important part of performance management. Sometimes a person can be unaware that their behaviour is a concern to others, or that they are not achieving what is expected of them in terms of quantity or quality.
- **Planning, prioritising and agreeing the way forward.** Every six months or year, it is helpful to reassess the objectives for the next year. Some objectives still need to be achieved and can be carried forward. There may be some new objectives based on the organisation's strategy. The staff member needs to know what the priorities are in order to plan their work. The line manager should not tell them exactly what to do, but rather empower them to choose how they are going to achieve the objectives.

Cycle of performance management



Performance management is a cycle that begins with objectives being set. The job description shows the tasks and responsibilities. Performance management is concerned with the 'outcomes' and 'how' a job is being done. Objectives need to be set to measure these. The cycle then continues with informal reviews (appraisals) throughout the year. As a result of these appraisals, the objectives are sometimes adjusted. A formal appraisal would normally occur once every six or twelve months and is followed by setting of objectives for the next year.

Appraisals

The term 'appraisal' is used when a line manager talks with a staff member about their performance. It is helpful for organisations to develop a written process for appraisals, to provide forms for line managers and staff members to complete, and ensure there is support for staff (such as learning opportunities) after their formal appraisals. Some appraisals are formal and held every six or twelve months. Appraisals can also be carried out on a more informal basis throughout the year.

There are many benefits of appraisals. For example, an appraisal:

- **Helps to create good working relationships.** The opportunity to talk about work in a formal way can help the staff member and line manager to understand each other better and to build up trust.

- **Enables grievances to be heard.** Although line managers should be asking staff in regular meetings if they have any concerns, appraisals also provide an opportunity for staff to raise issues.
- **Shows how staff are performing.** The staff member can assume that they are performing well or poorly when actually their performance is the opposite.
- **Affirms staff if they have performed well.** It is important to praise staff for good work. This motivates them and shows them that they are contributing to the organisation's work.
- **Identifies personal development needs.** A review of performance may identify areas where learning opportunities need to be offered.
- **Shows staff that the organisation is concerned for their development.** Being valued is important to most people. A thorough appraisal process provides an opportunity for the line manager to spend time with an individual to listen to them. It shows that the organisation is concerned not only for performance, but also for the welfare and development of the person.
- **Provides a structure.** The staff member is aware through an appraisal form that the discussion will focus on how they are performing in their job. As everyone in the organisation goes through the formal process with their line manager, it will provide a sense of fairness.

Advice about carrying out appraisals

Here are some tips for line managers when carrying out appraisals:

- **Give adequate notice of the appraisal** so you and the staff member can prepare for it.
- **Be aware of your own mood.** Your mood will affect the way the staff member views you during the appraisal. Try to put your emotions to one side and focus calmly on the appraisal. If this is not possible, delay the appraisal until another day.
- **Make sure you have plenty of time.** This is particularly important if you are going to give some negative feedback. Allow plenty of time for the staff member to state their views.
- **Make sure there are no interruptions.** Choose a room where you will not be disturbed and where you can speak in confidence. Switch off your mobile phone.
- **Give any criticism in a constructive way.** Evaluate the performance of the staff member and not the individual. Emphasise their strengths and achievements. Suggest ways in which areas of weakness can be overcome and offer further support or learning opportunities.
- **Ensure that any documents are written soon after the appraisal.** This is particularly important for the formal appraisal. People like to know what is being recorded about them and may be anxious until they see the document.
- **Ensure that people understand what is expected of them.** Do not expect staff to perform well if expectations of them are not clear, particularly when they are new to their job. Outline both the standard of performance that is required and the goals to be achieved. Check that they have understood.
- **Judge performance and not the person.** Do not tell someone they are lazy as this can be unhelpful. Instead, say that the report was not produced on time. This is a statement of fact and of performance.

Types and content of appraisals

There are three main types of appraisals:

- **INSTANT** – on the spot, could occur at any time during the day.
- **REGULAR** – weekly, fortnightly or monthly meetings.
- **FORMAL** – every six or twelve months. This type of appraisal produces an official record by using forms to describe progress on objectives and comments from the line manager on performance.

Instant appraisals

Work is dynamic and things change every moment. One example of instant appraisal is praise or recognition. This could be done publicly or privately and can be the smallest of comments such as, 'Well done' or 'I really appreciated that'.

It is more difficult to give instant appraisal when work has not been delivered on time or behaviour has been inappropriate. Sometimes it is appropriate to deal with this quickly but in some situations it is better to delay a response. Ensure that the issue is dealt with in private and give the person time to explain the issue from their perspective.

Regular appraisals

Regular appraisals usually involve short meetings between a staff member and their line manager. Sometimes these are called 'catch-ups'.

- **Regular catch-ups are essential.** It is important to book regular meetings and ensure that they are not ignored when staff are busy. The length and frequency of catch-ups will vary according to the situation, but they would usually take place each week or fortnight and last for about an hour.
- **Catch-ups should have a clear structure.** Ensure that staff are aware of the purpose of catch-ups and after consultation with the staff member, produce an agenda for each one. Content of an agenda could include:
  - Review of work progress
  - Review of progress towards meeting the individual's objectives
  - Intended work in the next week
  - Any issues to discuss relating to work or relationships with others
  - Areas for development.
- The catch-up should involve a **two-way conversation**. Give space for the individual to share their concerns and ask questions, as well as receiving the line manager's feedback. As well as discussing their work, ask how they are feeling and how they can be supported.
- **Catch-ups provide an ideal opportunity to give and receive negative and positive feedback.** Feedback should be two-way. In addition to the line manager giving feedback to the individual, the individual should be encouraged to give feedback to the line manager on the line manager's performance. The box opposite shows a model for giving feedback that allows honesty while minimising ill feeling.

Feedback model

GIVING EFFECTIVE FEEDBACK

1 Give the feedback as soon after the event as possible.

2 Give positive feedback as well as negative feedback. Negative feedback should be constructive.

3 Focus on facts rather than opinions.

4 Allow the person time to respond.

5 Provide practical ideas for how they do things better next time. Again, allow the person time to respond.

6 Ensure that your main aim is to improve matters for the team, including the team member you are talking to.

Example 1

Person 1 Can I give you some feedback?

Person 2 Yes, okay.

Person 1 This morning in the interview you conducted, I noticed that you gave the person you were interviewing lots of time to answer each question. Because of that I believe we got much better answers. [*Pause to allow person 2 to respond*]

Person 2 Thanks, I really appreciate that.

Person 1 gives immediate feedback

Person 1 speaks about facts

Person 1 pauses and allows Person 2 to respond

Example 2

Person 1 Can I give you some feedback?

Person 2 Yes, okay.

Person 1 This morning when we were having the team meeting, I noticed that you shook your head when I was talking about what to do at the next meeting with the donors. That made me feel that you thought I was foolish. [*Pause to allow person 2 to respond*]

Person 2 Oh! I had no idea I was doing that. I'm so sorry. I don't think you are foolish. Do let me know if I ever do it again.

Person 1 gives immediate feedback

Person 1 speaks about facts

- **End the catch-up with action points.** As a result of the discussions, both the individual and the line manager should agree what action they will take and what the deadline will be. Each should hold the other accountable for their action. In the next meeting they should review what progress has been made.

Formal appraisals

There are two different situations in which formal appraisal happens:

- **PROBATIONARY REVIEWS**
- **ANNUAL OR SIX MONTH APPRAISALS**

PROBATIONARY REVIEWS

The probationary period lasts for the first few weeks of employment. At the end of the probationary period, a meeting is held to review the performance of the new recruit and to decide whether or not they are suitable for the role. If they are suitable, their employment should be confirmed. If they are not suitable, decide whether to end the contract or extend the probationary period to give time to address issues or provide training.

Throughout the probationary period, regular catch-ups should be held to ensure that issues are addressed early on. This will reduce the chance of surprises for the new recruit at the end of the probationary period. Particular support should be given during the probationary period, such as training and the opportunity to shadow other staff.

ANNUAL OR SIX MONTH APPRAISALS

The second type of formal appraisal is normally conducted every six months or at least every year.

A formal appraisal could focus on:

- Progress on objectives for the current year
- Reviewing how the staff member has performed their tasks and relationships with other staff
- Setting objectives for the coming year (see box below)
- Identifying a development plan for the coming year. A development plan helps the staff member to plan how they will gain the skills, knowledge and experience necessary for them to do their job better and to enable them to develop their career (see Section 7 for more details).

SETTING OBJECTIVES

Objectives should be clear and state what needs to be achieved and by when this should be achieved. It can be helpful to make objectives 'SMART':

S*pecific*	Is the objective clear?
M*easurable*	How will achievement of the objective be measured?
A*chievable*	Can the objective be achieved using available time and resources?
R*esults-oriented*	What will be the outcome? For example, 'To raise £1,000 from donors by the end of February by writing a proposal' is a SMART objective. 'Conduct work on raising money from donors' is an activity and not a SMART objective.
T*ime-bound*	Does the objective have a clear deadline before the next formal appraisal?

Example of an appraisal form

APPRAISAL FORM		
Name:		
Team:		
Job title:		
Appraisal date:		
Objectives for current year	Comments on performance	
1		
2		
3		
4		
5		
6		
How well has the staff member delivered their other tasks for the year?		
Identify six or fewer SMART objectives for the coming year		
1		
2		
3		
4		
5		
6		
Development objectives (What do you hope to achieve)	Development action (How will this be carried out?)	Deadline (When will this be achieved by?)
Staff member's comments		
Signature		Date
Line manager's comments		
Signature		Date

A staff member's performance is a combination of:

- Knowledge
- Capability
- Behaviour.

For example, someone might perform poorly if they:

- do not understand what they have to do (knowledge)
- are not capable of doing it consistently (capability) or;
- decide they are not going to do what is required (behaviour).

For these reasons, it is important to ask the staff member why they have performed poorly before making any judgment. If they have misunderstood the role or are not capable of carrying it out to a high standard, they require **support**. If they are not doing something willingly, this is a behavioural issue which requires **discipline**.

- Ask the individual about the best way to help them.
- Always write notes about the discussion and record any decisions that are made. These notes may be needed as evidence during a disciplinary hearing. As soon as possible the line manager should develop an action plan to support the staff member in improving their performance.
- Set a date to review progress and make the staff member aware of the consequences if performance does not improve. For example, bad behaviour may lead to a disciplinary hearing resulting in the loss of their job.

Disciplinary procedures

The last resort for poor performance is to set up a disciplinary hearing. It is good practice for an organisation to have a disciplinary procedure which is stated in the terms of employment. Disciplinary principles include:

- The standard of work should be clearly explained so there is no misunderstanding.
- Job descriptions should be accurate.
- Staff should understand the conditions of a probationary period.
- The consequences of not meeting the required standards should be clearly explained.

REFLECTION

- **In what ways do line managers assess the performance of staff in our organisation? Is this effective? Why?**
- **Should our organisation assess the performance of its volunteers? If so, what aspects of their performance could be assessed?**
- **Does our organisation have any formal appraisal processes? If not, should it have any?**
- **How is poor performance dealt with in our organisation? Is this appropriate?**

Staff development

It is important to think about how to develop staff in order to improve the organisation's work. Staff development might involve education, opportunities to gain experience, and learning from others. Some of the benefits of investing in staff are outlined below:

For the organisation

- To be effective, an organisation needs staff with knowledge, skills and experience to carry out their jobs and deliver the organisation's strategy. It is not always possible to recruit the right people, so it is sometimes worth taking on people who show potential and providing them with learning opportunities to enable them to meet the demands of the job.
- When people have opportunities at work to grow and develop, they are likely to become more motivated. Increased motivation leads to more effective working.
- Staff are more likely to stay in an organisation that provides opportunities for staff development. Such an organisation is usually more effective because it keeps organisational knowledge and learning.
- The context in which an organisation works is constantly changing. It is therefore essential to keep learning.

For individuals

- Opportunities to learn and grow lead to increased job satisfaction and a sense of achievement.
- Opportunities to learn and grow enable staff to develop their careers both within and outside the organisation.

Bible study

Read Philippians 3:12-14.

- *Do Christians know everything there is to know? Are they perfect?*
- *What does this passage say to people who feel content with their Christian life?*
- *What is the danger of not 'pressing on towards the goal'?*
- *How is this passage relevant to our work lives?*
- *What role does our organisation have in inspiring and enabling staff to 'strain towards what is ahead'?*

Developing people is like growing a plant. We cannot make the seeds grow, but we can provide the environment they need to flourish – water, good soil, the right amount of sun and shade, fertiliser and protection from weeds and pests. In the same way, we cannot make people develop, but organisations should try to provide the environment that staff need to flourish. This section looks at how organisations can create this kind of environment.

7.1 Issues to consider at organisational level

To create an environment where staff can flourish, there are a number of things that need to happen at the organisational level. These are beyond the control of individual managers or members of staff and need to be agreed at leadership or board level. Five important areas to consider are:

1 Clear strategy

Every organisation needs a clear vision and a strategy and objectives outlining how the organisation will deliver the vision. Each member of staff should understand how their role contributes to the achievement of the strategy. Staff development ensures that the organisation can deliver its strategy.

The leadership of the organisation should ask: Where are there gaps in knowledge, skills or experience in the organisation that will prevent us reaching our goal? The answer to this question will identify strategic development needs. Gaps will often relate to new areas that the organisation wants to develop in its strategy or changes that are likely to happen.

2 Staff development policy

Staff need to know that decisions about their development are consistent and fair. It can be helpful to have a policy about staff development so that staff know what they can expect. A staff development policy could outline the organisation's commitment to developing people, how requests for support will be prioritised, what development opportunities the organisation will and will not support, responsibilities of the line manager, individual and Human Resources Department, and a description of the processes that need to be followed.

3 Clear processes

Processes help staff to identify needs, find options, prioritise, plan and review progress. These processes include briefing and induction, regular catch-ups, formal appraisals and personal development planning.

These are all part of the performance management process, which is the focus of Section 6.

4 Skills in people management

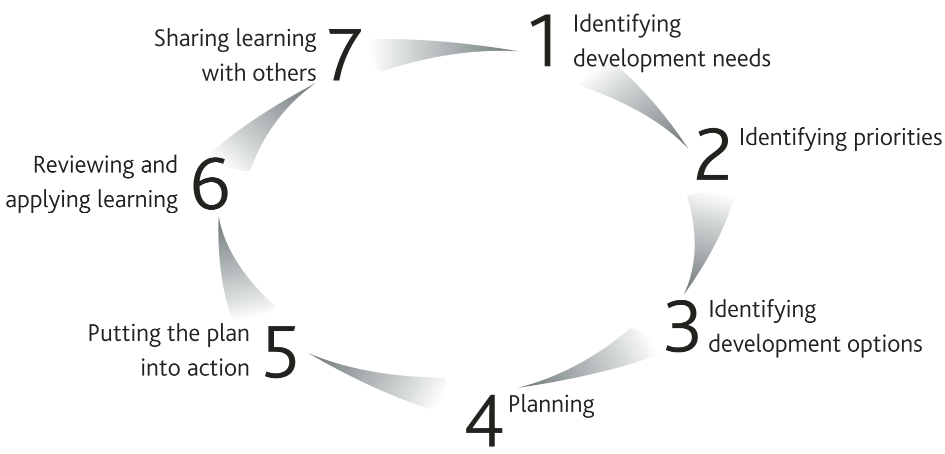
Reviewing performance, giving feedback, coaching and setting objectives are all skills that managers need in order to encourage staff to grow. Often managers will need learning opportunities and support to be able to do this well.

5 Resources available

Investing in people requires time and money. Funding should be included in the annual budget. A budget line for developing staff could be included in project proposals that are sent to institutional donors, provided it can be shown that it will increase the effectiveness of the project. It can be helpful to provide guidance on how much staff time can be used for learning activities. For example, each member of staff could be allowed up to five days per year for learning or personal development.

7.2 Issues for managers to consider

To create an environment where staff can flourish, managers should support staff through seven steps. This is an ongoing process and it is helpful to think about it as a cycle.



The steps in this cycle can also be used for planning staff development at the organisational level.

STEP 1 Identifying development needs

Development needs should be identified at both organisational and individual levels. At an individual level, these will be the areas where a particular person need to grow in order to be more effective in their work. This growth could be in knowledge, skills or experience.

Development needs are not necessarily due to weakness. A member of staff can be strong in an area, but still benefit from development in order to be even more effective in their role. In fact, building on strengths usually produces the greatest improvement in someone's performance. However, there may also be areas of poor performance that need to be addressed.

Growth may be needed in one or more of the following areas:

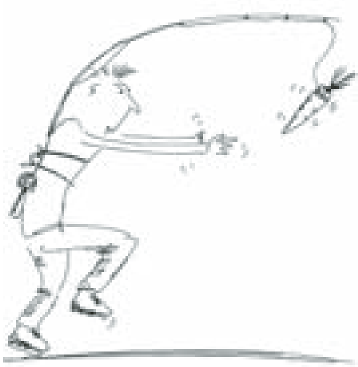
Knowledge	There are two main types of knowledge. **Technical knowledge** relates to work tasks, such as knowing how to create a spreadsheet on a computer. **Organisational knowledge** relates to the way the organisation works, such as knowing where to find information or why things happen a certain way, or learning from the last time something was tried. Technical knowledge is much easier to replace if someone leaves the organisation. Organisational knowledge will be lost unless efforts are made to capture it.
Skills	Everyone needs personal skills such as communication skills, presentation skills or the ability to organise their work. Technical skills are more specific to a role, such as the ability to treat a patient, train others or cook a meal.
Experience	Experience is about what people have done with their knowledge and skills. Experience can be gained through formal employment, voluntary activities or everyday life.
Attitude	Attitudes affect how people approach their work and include commitment, motivation, initiative and determination. This is a difficult area to develop but is essential for success.

To identify our development needs, we all need:

- Clear objectives so that we know what we are being asked to deliver (see Section 6).
- A good understanding of the skills, experience and knowledge that are needed to deliver the objectives. Some of these will be included in the job profile.
- Feedback about how well we are doing – this helps us to understand our strengths and areas for improvement.

It is the role of the line manager to make sure these three things are in place and to help the staff member to identify their needs. This could happen during a regular catch-up or formal appraisal.

The tool opposite may help staff to reflect on their own development needs. This can then be used to start a conversation with their line manager.

WHAT AM I GOOD AT?	WHAT DO I NEED TO WORK ON?
	
WHAT COULD HELP ME ALONG?	WHAT MIGHT STOP ME?
	

Development needs may arise out of poor performance. When faced with poor performance, a manager should always try to find out the root cause of the problem in case there is a need to grow the individual's knowledge or skills or experience. However, be aware that poor performance could be caused by other factors as the example below shows.

EXAMPLE

Peter is an Administrator who has to write monthly reports for his line manager about the amount of correspondence the department receives. He does not always produce quite what his line manager, Anita, wants. During his appraisal, they discuss development needs. Peter says he wants to do a computer course as this will help him to produce good reports. However, Anita knows that Peter is already good at using the computer. As they discuss the issue, Anita realises that there are two real problems. Peter does not fully understand what information the report should contain, and he never receives feedback on the content of the report as Anita usually reads it at the last minute. They agree that Anita will explain in more detail what is required in the next report and she gives Peter some examples of a good quality report. She also decides to give Peter advice and feedback on the next three reports so they can work at improving them together.

Writing objectives

After identifying an area for development, it is helpful to write a 'development objective'. This should describe what you want to achieve.

Easy steps to writing development objectives

STEP 1 **Identify**: the area you want to improve.

STEP 2 **Clarify**: be as specific as you can about the learning.

STEP 3 **Define**: what you want to be able to do with the learning.

STEP 4 **Test**: how you will know you are able to do it.

Writing a development objective

After identifying an area for development, write a development objective by using this structure:

To be able to .... so that .... by ....

Avoid using vague words like 'understand' or 'know'. Instead, use words that explain what can be done with the understanding, such as: describe; explain; train others; apply; demonstrate; advise.

EXAMPLE

STEP 1 **Identify**
To deepen an understanding of good practice in HIV.

STEP 2 **Clarify**
To be able to describe examples of good practice in HIV among pregnant women.

STEP 3 **Define**
To be able to describe examples of good practice in HIV among pregnant women so that I am able to write a proposal for funding.

STEP 4 **Test – Make the objective SMART** (specific, measurable, achievable, results-oriented, time-bound)
To be able to describe examples of good practice in HIV among pregnant women so that I am able to write a proposal for funding that will be approved by the organisation's leadership by the end of December 2009.

STEP 2 Identify priorities

Individual needs must be prioritised against the strategic priorities. Individual needs that fit under the strategic priorities should be given high priority.

After prioritising against strategic priorities, line managers should allocate resources for staff development needs in a fair and consistent way. The table opposite gives some questions that can help a manager to prioritise development needs in their team. '**Principal questions**' refer to areas that should be the highest priority for any organisation. The '**Return on investment**' questions help managers to use judgement and balance the costs and benefits of particular options. The '**Resources**' questions raise issues of funding.

It is important to set aside a reasonable amount of money for staff development such as three percent of staff costs. Even when this happens, there will often be learning opportunities that the organisation cannot afford to support. Staff time is also limited. Due to these constraints, prioritisation of needs is an essential process.

	QUESTION	COMMENTS
PRINCIPAL QUESTIONS	Is there a legal requirement? Is there a health and safety requirement?	For example, training in first aid.
	Is there a strategic requirement or need?	For example, if HIV is a priority for the organisation, it may be necessary to prioritise training on working with people living with HIV.
	Is there a change in practice?	For example, the organisation may start to address a new technical issue.
	Is there a significant risk to be addressed?	For example, child protection.
	Is there a good practice requirement?	For example, it might have been decided to ensure that all programmes are to be gender-sensitive.
RETURN ON INVESTMENT	Are there specific direct benefits?	For example, skills training related directly to job performance. What is the benefit to the individual? What benefit will it bring to others?
	Are there specific indirect benefits?	For example, motivation and morale, retaining staff.
	What are the costs?	This includes the training fees and the cost of having a member of staff away from their usual tasks for the period of the training.
	Will benefits outweigh costs?	This will usually be a matter of judgment.
	Is this the right person?	Consider the impact on the organisation's work and the person's commitment, role and length of contract. Do they have a commitment to applying and sharing the learning?
	Is now the right time?	Consider workload and priorities for the individual and the organisation.
	Is this the best method?	Consider the various options.
RESOURCES	Are there resources available?	
	Can it be funded externally?	

STEP 3 Identifying development options

- When a line manager and a member of staff have agreed a development objective, the next step is to consider the options available: Consider how the staff member likes to learn – do they learn best by doing or by reading? Do they like to learn by themselves or by talking to someone else?
- Plan a variety of ways to help the person learn.
- Consider the resources that are available, such as time, money and expertise. Location will also determine the options that could be chosen.
- Think about opportunities for the member of staff to share their learning and to apply it in their work. Learning is quickly lost if it is not shared and used.

We often put too much emphasis on training courses. Most of what we learn as adults is learnt by doing or experimenting, reading or watching someone else at work. Formal training only plays a small part in learning. In fact, we may learn very little from training unless it happens at the right time, is at the right level and meets our specific needs. We also need opportunities to apply our learning after the course.

The table below outlines a variety of methods that could be used to develop staff.

Learning option	Description
LEARNING FROM OTHERS	
Learning from a colleague	Someone else in the team or organisation may have the necessary knowledge, skills or experience.
Shadowing	Shadowing involves observing someone in their work for the purpose of learning. A member of staff may shadow someone more senior or someone doing the same role. Shadowing could take place during a couple of hours, a day, a week or longer. It is important to take notes during the shadowing and to set aside time, and to discuss observations with the person who was being shadowed.
Exchange visit	Often it is helpful to visit another project or organisation. To make the most of the visit, it is important to have clear objectives and communicate expectations with the hosts. Set aside time to reflect on learning during and after the visit, and make an action plan to apply the learning.
Mentoring	Mentoring is the process of learning from a more skilled or experienced person. The mentor encourages, advises and befriends a less skilled or less experienced person through meeting regularly, such as for an hour every two weeks. It is important to set objectives and agree what will be discussed in the meetings. At each meeting, the mentor could ask: What has happened this week? What did you learn? What will you do differently next time?

table continues

continued

Learning option	Description
Coaching	Coaching is about helping a member of staff to perform better by asking them questions rather than telling them what to do. A coach encourages someone to find their own solution and supports them in doing this. Line managers should aim to coach their staff. In some circumstances, it can be helpful to employ a coach from outside the organisation.
Internal learning groups	Members of staff can learn from each other in a group setting. Groups should agree the purpose of meeting, how often they will meet and how they will use the group to support their learning. Learning groups can be used to research a particular topic together, to share learning, to answer each other's questions, or to learn from external experts. The groups do not have to meet in person – some groups communicate by email or using the internet.
Joining an external network	There are many different external networks that staff could join to share learning and expertise. To find relevant networks in the local area, ask other organisations or search on the internet.
Membership of a professional society	Membership of a professional society often offers development opportunities.
LEARNING FROM EXPERIENCE	
Delegation of a special project	Delegation is about passing on responsibility for something to another staff member. Managers often delegate to people in their team. Delegation should be seen as a way of developing people as well as a way for a manager to save time. Although the manager will retain accountability for the end result, delegation provides a staff member with an opportunity to use their initiative, develop their skills and gain experience. It is important that the line manager: ■ defines and explains the task (objectives, standards, skills and resources required) ■ makes clear the decisions the member of staff can and cannot make ■ agrees a date to review progress ■ encourages ownership and lets the staff member solve any problems, providing coaching if necessary ■ rewards and praises progress and successful completion.
Secondment to another role	Releasing someone to another role within the organisation or outside the organisation provides a powerful opportunity for development. Consider: ■ how long will the secondment last? ■ who can cover the person's role? (is this also a development opportunity?) ■ how will we use the person's new experience, knowledge and skills when they return?

table continues

continued

Learning option	Description
LEARNING FROM READING, RESEARCH AND STUDYING	
Books and journals	Research and reading is a good way to build knowledge about a specific topic, find out about good practice and learn from what others are doing in a specific area.
Internet	A lot of information is now available on the internet. This can be a low-cost and reliable source of information but remember that anybody can put information on the internet so the quality will vary. Many well-known organisations publish useful material on their websites, such as reports, guidelines, training resources, articles and case studies.
Formal qualifications	If someone wants to study for a formal qualification, always check: ■ that the standard of teaching is high at the institution ■ that the qualification is relevant to the need identified ■ that the staff member can fit study time in with the demands of their role ■ that relevant equipment is available, such as a computer, access to the internet, reliable email or access to a DVD or video player.
LEARNING FROM TRAINING	
Using internal trainers	Often a staff member will have training expertise. Ensure the trainer understands why they are being asked to provide training and what the objectives of the course are. Ensure they use appropriate training techniques.
Hiring a trainer from outside the organisation	If there is a specific training need, or a lot of staff who need the same training, it may be worthwhile to hire a trainer from outside the organisation. It is essential to: ■ take up references ■ ensure that the trainer understands the training needs and the course objectives ■ ensure there is a written contract for the services provided.
Going on external courses	External training will usually be available locally or nationally. Training organisations exist to sell training, so it is important to be sure that a course will provide value for money. Before someone attends training, consider: ■ Is this the right course? What are the objectives? Are they relevant? How will the training be delivered? Will the style encourage learning? Is the course at the right level? Is this the right person to send on the course? ■ Even if the course is being offered free, it is important to consider training carefully, as the organisation is investing the time of its staff in it. ■ After any training course, line managers should always help staff members to apply their learning. It is good practice to develop an action plan at the end of a course.

EXAMPLE

Philip needs to improve his French language skills for his new role. After talking to his line manager he agreed a development objective for the next six months:

To improve my written French so that I can communicate clearly with French donors by email in six months' time.

Philip likes to learn through reading. He likes to be able to work at his own pace but realised he needs some feedback in order to know he is improving. With his line manager he agreed the following options:

- Philip will work through a French grammar course on the internet by himself. He will do this in his own time.
- Philip will spend an hour a week at work reading French reports on the internet that are relevant to his role.
- Philip will spend an hour each week at work with another member of staff who speaks French fluently. This member of staff will provide feedback and will comment on emails that Philip writes in French.

REFLECTION

- **Think about something you recently learnt: how did you learn it?**
- **Which methods of learning are we using in our organisation at the moment?**
- **Which methods could we use more?**

STEP 4 Planning

A development plan is a useful tool for three main reasons:

- It allows an individual to record objectives and track progress.
- It provides a basis for conversations between a line manager and a member of staff about development.
- It enables a line manager to have an overview of the development needs in the team or across a whole organisation so that resources can be allocated effectively.

A development plan should record:

- development objectives
- planned learning activities
- cost of activities
- time required
- possible challenges and how to overcome them
- who is responsible for what.

It is helpful for someone to have an overview of the development needs and priorities in an organisation. This means that learning opportunities can be co-ordinated for staff with similar development needs and that strategic priorities are being addressed. It is therefore helpful if line managers send a copy of team members' development plans to this person.

STEP 5 Putting the plan into action

Each member of staff should own their development plan. It is their responsibility to implement it with the support of their line manager. Line managers should review development plans with each member of staff every six months.

Example of a Development Plan

Name					
Role					
Line manager					
Date					
Development objectives	Development activities	Cost	Responsibility and support	By when	Comments during review
Line manager's signature				Date	
Staff member's signature				Date	

STEP 6 Reviewing and applying learning

It is important to make sure that learning is retained by staff. Some guidelines for encouraging this to happen include:

ENCOURAGE STAFF TO APPLY THEIR LEARNING as soon as possible so that members of staff do not forget it.

REVIEW THE LEARNING ACTIVITY WITH THE STAFF MEMBER BY ASKING:

- What did you learn?
- What do you want to do differently as a result of that learning?
- Did you achieve your objectives?
- What do you need to do now?

AS A LINE MANAGER, REFLECT ON THE SUCCESS OF THE LEARNING ACTIVITY by assessing whether the staff member's ability has improved in the appropriate area. If there are any doubts, consider the following points:

- Was the need assessed correctly?
- Was the appropriate option chosen?
- What should be done differently next time?

STEP 7 Sharing learning with others

Organisations should encourage staff to share learning. This is an important way of making the most of learning. It also helps to reinforce what has been learned. Some ideas for how to do this are listed below.

- Invite staff to a monthly learning event and provide them with an opportunity to share their own learning.
- Encourage staff with similar roles in the organisation to meet regularly to share their learning.
- Include sharing of learning as a regular part of a team meeting.
- Each week start one day with a 30 minute session for sharing learning. Ask a different member of the team to lead it each time.
- Encourage staff to write down their learning and send it by email to others who may be interested.
- If the organisation has an intranet site, create a learning zone where staff can share their learning.

REFLECTION

- **How does our organisation view its staff? Are members of staff given opportunities for development? Are volunteers given opportunities for development?**
- **What processes could be put in place to encourage staff development?**

Resources and contacts

The People in Aid Code

The People in Aid Code is a tool to help organisations to improve their human resource management and enhance their capacity to fulfil their mission. The Code was developed in response to the human resources issues affecting organisations working in relief and development.

The guiding principle is that people are central to the achievement of an organisation's mission. People who work for an organisation deserve respect and good management, and an organisation's effectiveness and success depends on the contributions of all staff and volunteers.

1 **Human resources strategy** A human resources strategy is central to an organisation's strategy. An organisation's success depends on the fact that staff understand the part they play in achieving the organisation's objectives.

2 **Staff policies and practices** Human resources policies should be effective, fair and transparent. Policies must enable organisations to achieve both effectiveness in their work and good quality of working life for their staff.

3 **Managing people** Good support, management and leadership of staff is key to an organisation's effectiveness. Management policies, procedures and training equip managers to prepare and support staff in carrying out their role effectively, to develop their potential and to encourage and recognise good performance.

4 **Consultation and communication** Effective development, implementation and monitoring of human resources policies and practices rely on appropriate consultation and communication with the people who work for an organisation.

5 **Recruitment and selection** Policies and practices should aim to attract and select a diverse workforce with the skills and capabilities to fulfil an organisation's requirements.

6 **Learning, training and development** Relevant training, development and learning opportunities are important in helping staff to work effectively and professionally. An organisation's ability to meet its goals and objectives is significantly enhanced by an investment in learning.

7 **Health, safety and security** The security, good health and safety of staff are a prime responsibility of an organisation. Organisations have a duty of care to ensure the physical and emotional well-being of their staff before, during and on completion of their employment.

By implementing this Code, organisations show various stakeholders the quality of its human resource management. For example:

- Staff and volunteers will recognise the efforts the organisation is making to improve the support and management provided to them
- Potential staff and volunteers will see the organisation as an employer of choice
- Donors will see evidence of a commitment to strengthening internal capacity and systems to improve quality of aid delivery.
- Poor people will have the assurance that their needs are being met by competent and supported staff.

For more detailed information about the Code, information about becoming a member of People in Aid or to gain recognition for implementing the Code, look at the website **www.peopleinaid.org** or email **info@peopleinaid.org**.

Child protection

It is good practice to carry out a police check on staff and volunteers before they work directly with children. They should also receive information about child protection during their induction with the organisation. It is everyone's responsibility to minimise the risks to children, themselves and the organisation. Abuse is generally described in these broad categories:

- **Physical** e.g. hitting, shaking, throwing, poisoning, burning, drowning or suffocating.
- **Sexual** e.g. forcing or tempting a child to witness or take part in an activity that is sexual in nature. This also includes using language related to sexual issues.
- **Neglect** e.g. failing to meet a child's basic physical and psychological needs, such as failing to feed, clothe or protect a child from harm.
- **Emotional** e.g. persistent emotional ill-treatment that causes harm to the child's emotional development such as telling a child they are worthless, unloved and inadequate which makes them frightened, and prone to exploitation or corruption.

It is helpful to write a child protection policy that sets out acceptable standards of behaviour of staff and volunteers, and provides advice on how to protect themselves, children and the organisation, and how to manage child protection issues when children raise them.

Key advice

1. Be visible to others when working with children, whenever possible.
2. Respect boundaries of children and keep your distance.
3. Be aware of situations which may present risks and manage these.
4. Plan and organise your work and workplace to minimise risk.
5. Be open. Create and maintain a non-defensive attitude and an open culture in which to discuss issues and concerns.
6. Create a culture of mutual accountability so that any potential abusive behaviour can be challenged.
7. Listen to children who say they have been abused, react calmly and ensure there is support for the child, such as getting urgent medical attention if necessary.
8. Report any concerns as soon as possible to those in authority so that the matter can be taken further.
9. Find out about national laws and guidance on child protection. In most countries, organisations are expected to report allegations of child abuse to the local police and the social services department for them to take further action.

Useful websites

Children's Rights
www.unicef.org

Keeping Children Safe training materials
www.keepingchildrensafe.org.uk

Advice for Churches / Christian organisations
www.ccpas.co.uk

Staff in Humanitarian work
www.hapinternational.org

International Society for the Prevention of Child Abuse and Neglect
www.ispscan.org

Glossary

This glossary explains the meaning of certain words according to the way they are used in this book.

accountability a situation where a person or organisation is expected to explain their decisions and actions to others

appraisal a review or assessment of performance

benefits an area of human resource management related to non-salary provisions for staff, such as health insurance or paid leave

board a group of people with overall responsibility for an organisation

capability the ability necessary to do something

coaching helping a member of staff to perform better by asking questions rather than providing solutions

conduct personal behaviour

consistent where a principle is applied equally across the organisation

curriculum vitae a summary of a person's qualifications, skills and experience

customary usual or normal in a particular place

deduction an amount of money that is removed from a staff member's wages

delegate ask someone else to do something on one's behalf

discriminate treat someone differently than others, usually due to prejudice

dismissal the removal of someone from employment with the organisation

dispute disagreement

errand a short trip somewhere to do something on behalf of someone else, such as delivering a message or buying something

exemptions items that are not covered by a provision such as insurance

expatriate a member of staff who is a citizen of a different country from the one in which they work

feedback communicating how well or poorly someone has done something

grade the level of job according to the skills required, the responsibility the staff member will have and the degree to which they will represent the organisation

grievance a cause for complaint

gross misconduct behaviour that is below moral or professional standards and is likely to lead to dismissal

handover the transfer of responsibility from a staff member who is leaving their role to the new member of staff in that role

insurance broker an agent who sells insurance

intranet a computer network, similar to the internet, which can only be accessed by staff

line manager a manager who has responsibility for one or more staff members

mentor a person who provides advice and support to those who are less experienced

minutes an official record of what is said or agreed in a meeting

morale the level of confidence or optimism felt by a group of people

next of kin a person's nearest relative, such as spouse or parent

notice period the length of time between a person or organisation providing notification that they wish to end the contract and the end of the contract itself

payroll the total sum of money to be paid to employees at a given time, or the department that pays the salaries

payslip a printed statement of the amount an employee is paid

policy An agreed set of rules or guidelines that describes how an organisation will deal with a specific situation

practice the process of carrying something out

probationary period a length of time at the beginning of a person's employment contract during which their suitability for the job is assessed

procedure an established way of doing something

process a series of activities that lead to the fulfilment of a particular aim

pro rata in proportion

punctual arriving on time

recruit to employ a member of staff for a particular post

redundancy to end someone's employment because their role is no longer necessary

referee someone who is asked to comment on the character, skills and experience of a person who is applying for a job

reference a statement about someone's character, skills and experience to a potential employer

retirement to leave a job voluntarily or wherever an upper age limit to work is set by local labour laws or the organisation

safety relates to the working environment within the organisation's control

salary a sum of money paid to an employee at regular intervals in return for their work for the organisation

secondment the temporary transfer of a member of staff to a different role within the same organisation or in a different organisation

security relates to the working environment outside the organisation's control

system a combination of policies and practice

transparent open rather than secret. In an organisation, transparency means that employees can find out and understand why decisions are made

vacancy a job which is unoccupied

word of mouth spoken communication

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Recycled
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Human resource management
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Edited by Rachel Blackman

ISBN 978 1 904364 77 1
Published by Tearfund
100 Church Road, Teddington, TW11 8QE, UK

E 18555 – (0208)