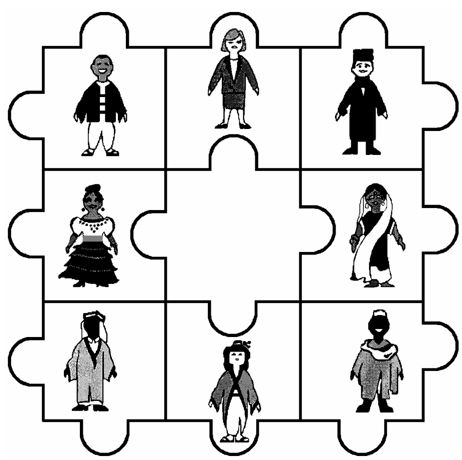
# BUILDING NGO/CBO CAPACITY

## THROUGH

## MANAGING AND DEVELOPING HUMAN RESOURCES

## PART TWO



## MANAGEMENT AND TRAINING DESIGN TOOLS

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# FOREWORD

This series of training manuals, designed to enhance the overall management and operational effectiveness of non-governmental and community-based organisations, coincides with the launch of the United Nations Centre for Human Settlements (UNCHS) Global Campaign on Urban Governance. The theme of "inclusiveness," reflecting the Campaign's vision and strategy, is deeply embedded in the concepts and learning strategies covered by these manuals. While they have been planned and written to serve the developmental needs of non-governmental and community-based organisations, their leadership, and staff, they can easily be adapted to serve the needs of smaller local governments as well.

There is growing evidence and increased recognition of several values that define and frame the urban governance agenda for the new century and millennium. The first, inclusion, has already been introduced but bears repeating. Those local governments and communities that want to be on the leading edge of social and economic change must recognise the importance of including everyone, regardless of wealth, gender, age, race or religion, in the process of forging decisions that affect their collective quality of life. This commitment must then be infused into the very heart of their operating culture.

The second recognition involves shared leadership that cuts across the spectrum of institutional and community fabric. This means, among other things, that non-governmental and community-based organisations (NGOs/CBOs) must be seen as competent and worthy partners in the sharing of leadership and responsibilities. The *Building Bridges* manuals in this series are designed to address the management of joint planning ventures as well as the management of conflicts and disagreements that cut across the spectrum of public and not-for-profit community organisations.

The final recognition is the need for organisational competencies within the NGO/CBO community-a combination of knowledge, skills, experience, and commitment that will strengthen their resolve to manage their financial and human resources and their outreach endeavours more effectively and efficiently. In order to be strong and effective partners, NGOs and CBOs must be able to demonstrate that their internal houses are also in order.

As described in the Prologue, this series of learning implementation tools has been a collaborative venture between the Open Society Institute and the Government of the Netherlands (the principal funding institutions), Partners Romania Foundation for Local Development, and UNCHS (Habitat). In addition, many others have been involved in the development of this series. They include:

1. A committed group of Non-Governmental Organisation (NGO), Community Based Organisation (CBO) and local government leaders from Sub-Saharan Africa, who came together to define their learning needs during the UNCHS Capacity Building Strategy Workshop held in Nakuru, Kenya in November 998 and who took an active part in reviewing the drafts, culminating in a validation workshop in Nyeri, Kenya, 2001; and

2. A network of institutions and trainers representing the Regional Program for Capacity Building in Governance and Local Leadership for East and Central European Countries who participated in field testing the initial drafts of the materials.

Finally, I want to thank Fred Fisher the author of this manual and principal author of the series and the superb team of writing collaborators he brought together to craft these materials. The team of UNCHS staff professionals, headed by Tomasz Sudra, brought their considerable experience and expertise to polishing the final products.

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# INTRODUCTION

The following tools are designed to provide ideas for two different audiences.

- Individuals who would like to conduct various kinds of training experiences to help others learn about managing and developing human resources within the NGO/CBO community of participants, and

- NGO/CBO managers and supervisors who want to improve their organisation's HRM systems and practices.

This second group, of course, is the prime target in both cases, so a few words of welcome and encouragement for the NGO/CBO managers who are reading this. You may want to work through some of the exercises alone to enhance your knowledge and skills in a particular area of interest and concern. Or you might want to use some of the exercises as part of a management team development event to stimulate thinking and action about how you currently manage human resources within your organisation.

For example, Tool 2, the *HRM Importance-Effectiveness Assessment Questionnaire*, could be effective in conducting a management team review of your current systems and practices. Tool 15, *Guidelines for Writing an Employee Handbook* could stimulate and guide you and your management team in either creating a new handbook or reviewing and updating one already in use.

Now, a few comments for the first audience mentioned above, those who engage in training and developing NGO/CBO managers and their organisations. Both of the management tools just mentioned can also be used in workshops for NGO/CBO leaders and staff. Some ideas about how to use them in a training environment are included for your consideration.

While the other exercises in this part of the manual are primarily directed toward trainers, creative managers may find them useful as well. Whatever your role or motivation might be in using these materials; we also encourage you to explore the training tools and resources included in the other manuals in this series. Especially recommended are: *Building Bridges through Participatory Planning* for ideas on all aspects of shared decision making; many of the exercises in *Building Bridges through Managing Conflict and Differences*, particularly Tools 1-5; and the *Organisational Outreach* manual for ideas about building alliances and networking as effective human resource development strategies. With some modifications, many of these tools can be useful in designing learning-by-doing events.

Don't hesitate to be creative in your application of these tools. If it's a role-play, you might want to rewrite the roles to be more congruent with your situation. If it's an action planning process, mould it to meet the specific needs of your participants. If the instructions are too complicated, an inherent weakness of those who write these manuals, make them simpler or redesign them so they work for you and your audience.

## *Tool templates*

Just a thought or two about the format or template we've used to construct these tools. We assume that most of those who will be using them have experience as a trainer. Consequently, the instructions are less detailed than you might find in similar manuals. The training objectives have been dubbed as *learning objectives*, obviously a personal choice of words. In addition, they may be written somewhat differently than you were taught to write *objectives* or how you actually write them when designing a training event.

From our perspective, we urge you to write objective statements in whatever way works best for you and your participants. The approach we use is based on what we think is reasonable to be done in a training session, in other words to increase knowledge, to improve skills, to change attitudes, or to result in an action of some kind, for example, the development of an action plan to achieve some goal or objective. The time requirements we give are "guess-timates" at best. Adjust them to meet your training needs and objectives. The *Process* components describe how you might use the tool to achieve your learning objective.

Speaking of "process", we have included a short outline in Tool 1 on making a presentation. It is one of those all purpose tools that is designed to achieve two objectives. First, we want to assure you that it's okay to give a lecture as long as it is short and interactive. We prefer to call them guided discussions! And secondly, we think they are more effective when planned as important learning events to input new ideas, data, or information for consideration by participants. The key word is "planned" and Tool 1 is designed to provide some guidance in planning your presentation.

One more thought to keep in mind as you delve into this toolbox. The order in which the tools are presented is probably not the sequence you will want to use them when designing a training workshop. For example, Tools 2 and 15 mentioned earlier are designed primarily as management tools and secondarily as materials to use in training workshops. For those of you who plan to use them in workshop settings, we have prefaced each with training design ideas.

As we mentioned in the very beginning of this manual, we like to think of your engagement with these materials as a *voyage of discovery*. Among other things, this means getting off the main path these tools are creating to explore byways important to your training constituents. On occasion you may want to use the tools to build your own path. Whatever you plan to do with these materials, we hope you and your colleagues will enjoy your voyage of discovery.

***Travel Advisory!*** This is a reinforcing note about how to use these *Tools*, and a few comments on their sequence in the manual. Tool 1 is designed as a handy template to use at any place in a workshop or other structured learning event to put together and deliver a short presentation. It's one of those tools you always keep handy just in case you need it. For other generic-type training tools like icebreakers and openers, take a look at the other manuals in this series as well as the UNCHS (Habitat) series on training and development.

Tool 2, as stated earlier, is a questionnaire designed to help managers or management teams take an in-depth look at their organisation's current HRM/D policies and practices. Since it is very detailed, it might not be as useful for small NGOs and CBOs as some of the other Tools. In these cases, we advise you not to ignore it completely but to review it for ideas on what you might do to strengthen your organisation's current HRM initiatives. It is also a good comprehensive summary of what HRM/D is all about so trainers might find it useful to use in workshops as well.

The final Tool, 15, on *Writing an Employee Handbook*, is largely a manager's tool. It has been placed at the end of Part Two since all the exercises that come before could alter the content of the Handbook based on a few significant learning experiences by NGO/CBO managers along the way.

With this explanation or rationale, it's time to pick up the Tool Kit and get busy.

# TOOL 1
# SUGGESTED FORMAT FOR MAKING A PRESENTATION

In any learning situation, there comes a time when it is both appropriate and essential to make a presentation of new concepts, ideas, data, information, or materials. We suggest you consider making this a two-way dialogue or guided discussion. To help you structure your presentation or guided discussion before you actually do it, consider using the following outline. For example, you might use this format in conjunction with Tool 15 to structure your thoughts about why it is important for NGOs and CBOs to develop an employee handbook for volunteers or to highlight the differences between Human Resource Management (HRM) and Human Resource Development (HRD).

### *Title of my presentation*

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

### *Key points I want to make*

Three or four are probably enough if you want participants to remember them.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

### *Real life examples I will use to make my points*

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

### *Questions to my audience*

These should be designed to evoke comments based on their experience about the points you are making.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

### *Summary of my key points- telling them what I told them so they won't forget*

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

### *My visual aids plan to reinforce my ideas and to encourage their involvement*

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

My time table for conducting this guided discussion is as follows:

Total time for presentation and discussion: ____________________

Total time I plan to use for my initial presentation: ____________________

# TOOL 2
# ASSESSING HRM IMPORTANCE AND EFFECTIVENESS

***Travel Advisory*** This tool provides managers and supervisors in NGOs and CBOs with a way to assess the extensiveness of their human resource management system and the importance of various components in relation to paid staff and volunteers. An action planning process has been included with the assessment instrument to help managers and supervisors move from diagnosis to implementation. If you are a manager or organisation development specialist working with an NGO/CBO client, we suggest you go directly to the assessment questionnaire that immediately follows the discussion of the training design.

If you are a trainer, the following section is intended for you. While the assessment and planning document is complete as a management tool and could be used alone or in concert with other organisation development strategies, this doesn't preclude its use as a training exercise. However, its use in a workshop on HRM would require that each participant have an organisation experience they can assess as a means of increasing their understanding of the various components covered in the assessment questionnaire.

### *Learning objective*
To increase participant knowledge and understanding about the HRM system sub-components covered in the HRM Importance-Effectiveness Assessment Questionnaire.

### *Participants*
This training tool should only be used if the training participants are able to relate it to their own work organisation and its HRM system. Otherwise, the assessment and planning process will have no relevance.

### *Time required*
One and one half to two hours

### *Process*
The steps described in the assessment questionnaire instructions should be sufficient to help trainers adapt it for use in a workshop setting. In most cases you would want to use the assessment questions to stimulate a discussion of the various components of HRM systems for paid staff and volunteers. The planning component is less useful in a workshop setting unless you are demonstrating how an action planning process works in conjunction with a diagnostic tool of this kind. Don't hesitate to design your own approach to its use based on your workshop learning objectives.

## Human Resource Management
## IMPORTANCE –EFFECTIVENESS ASSESSMENT QUESTIONNAIRE

The following questions are designed to help you assess your organisation's current human resource management policies, procedures, and practices. The assessment includes three interrelated sets of questions.

1. Do you have the policy or procedure, or carry out the particular practice being assessed?

2. If you do, how effective do you think this policy, procedure, or practice is?

3. If you don't, how important is it to incorporate into your HRM programme?

In the first set of responses, a simple **Yes** or **No** is adequate.

On those items where you answered **Yes**, you are asked in the second set of response columns to rate its *effectiveness* on a scale of 1 to 5.

| | | |
|---|---|---|
| **One (1)** | = | **Not at all effective** |
| **3** | = | **somewhat effective, and** |
| **5** | = | **very effective** |

If your answer was **No**, rate how *important* it is to address this issue in your HRM programme using the same five point scale:
1 = not at all important; 3 = somewhat important; 5 = very important.

Don’t do anything in the far right column until you have completed the assessment of each of the areas of HRM performance. It’s intended to help in the action planning process we will ask you to consider after the assessment has been completed.

If you have a management team, you might ask each member of the team to complete the survey questionnaire and the follow-up tasks. After each person has completed these tasks, hold a planning discussion about how you can improve your Human Resource Management programme for your employees and volunteers.

## HRM ASSESSMENT AND PLANNING PROCESS

**Prepared by**: ___________________________ (Name)
**Regarding**: ___________________________ (Name of Organisation)
**On**: ___________________________ (Date)

| Areas of Human Resource Management Performance | **Yes** | **No** | If ***YES***, Level of Effectiveness | | | | | If ***NO***, Level of Importance | | | | | Action |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **For paid employees, we have** | | | | | | | | | | | | | |
| 1. Written job descriptions | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 2. A classification system based on job descriptions | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 3. Compensation based on the classification system | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 4. A competitive compensation programme | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 5. Competitive fringe benefits | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 6. A written policy regarding job postings | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 7. Criteria and procedures for recruiting new employees | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 8. Criteria and procedures for selecting the best candidates | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 9. An orientation programme for new employees | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 10. An introductory or probation period for new employees | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 11. Training opportunities for all employees | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 12. An employee performance review process | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 13. Work safety rules and procedures | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 14. A commitment to giving directions, coaching, and delegating responsibilities based on employee competency | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 15. Written standards regarding workplace conduct | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 16. Written procedures for dealing with unsatisfactory performance and unacceptable behaviour | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 17. Termination alternatives re: troublesome employees | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 18. Procedures for managing involuntary terminations | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 19. Plans for potential downsizing of the workforce | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 20. Employee handbook covering policies and practices | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| **For volunteers we have:** | | | | | | | | | | | | | |
| 21. Written job descriptions | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 22. A written policy regarding job postings | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 23. Criteria and procedures for recruiting new volunteers based on their interests and the organisation’s needs | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 24. Placements based on volunteer interests and capabilities, and job requirements | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 25. Orientation to the organisation and position being filled | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 26. On-the-job training | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 27. Supervision of day-to-day volunteer activities | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 28. Performance reviews | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 29. Procedures for reimbursing volunteers for reasonable expenses incurred on organisation business | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |
| 30. Appropriate methods for recognising and rewarding volunteer service | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | |

**Additional Instructions:** Just to be sure you have followed the directions given at the front of this questionnaire, let's go over the instructions again. You should have rated the **YES** responses only in the **Level of Effectiveness** column. A **one (1)** score would indicate that you believe this aspect of your HRM programme is **very ineffective** and a **five (5)** score would indicate it is **very effective.**

The meaning of the scores in the **Importance** column for all those questions you answered **NO** to are just the opposite. A high score of **five (5)** for example would indicate that you believe this HRM feature is **very important.** Presumably, this means that some action by the organisation leadership is needed to improve the state of your human resource management programme.

**TASK ONE:** Review each of your answers to the questions. If you **scored low** (either a 1 or 2) in any of the **YES - Effectiveness** columns, and want to take action to improve the level of effectiveness of this component of your HRM programme, put **a check mark** in the **Action** column. After the review and indication of *action needed*, list below the number of the question, a short summary of what it is and the action you will take to improve the effectiveness of this component of your HRM programme. Complete separate action plans for paid and volunteer employees.

### ACTIONS TO IMPROVE <u>EFFECTIVENESS</u> OF HRM PROGRAMMES FOR PAID EMPLOYEES: QUESTIONS 1-20

| Number | Short description of the component | Action you will take to improve its effectiveness |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

### ACTIONS TO IMPROVE <u>EFFECTIVENESS</u> OF HRM PROGRAMMES FOR VOLUNTEERS: QUESTIONS 21-30

| Number | Short description of the component | Action you will take to improve its effectiveness |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**TASK TWO:** On those questions where you answered **NO** and indicated it was **important** (either a score of 4 or 5) as a component to your HRM programme, put an **X mark** in the Action column. Remembering that the high scores in this column are the ones that get attention, complete the following action plan in the table provided below.

### ACTIONS TO INSTALL <u>IMPORTANT</u> MISSING HRM COMPONENTS FOR PAID EMPLOYEES: QUESTIONS 1-20

| Number | Short description of the component | Action you will take to improve its effectiveness |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**ACTIONS TO INSTALL IMPORTANT MISSING HRM COMPONENTS FOR VOLUNTEERS: QUESTIONS 1-20**

| Number | Short description of the component | Action you will take to improve its effectiveness |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**TASK THREE:** Based on these assessments and action steps, write an action plan in the space below. An action plan should state:

- Who will take the lead to carry out the agreed upon steps?

- Who else will help?

- What specific tasks will each assume responsibility for completing?

- What will the timetable be for completing each task?

- What additional resources, if any, will be needed to complete the action plan?

- How will you evaluate the success of your action plan?

# TOOL 3
# MAPPING THE HUMAN RESOURCE MANAGEMENT TERRITORY

### *Learning objective*

This exercise is intended to provide participants with an opportunity to get acquainted with each other and to begin exploring the concepts and ideas associated with human resource management (HRM).

### *Time required*

About 60 minutes. If it takes longer, it probably means the participants have come up with some good maps of the territory to be covered in the workshop. Rearrange your time and anxieties accordingly.

### *Process*

1. Provide each participant with three or four large index cards. Ask them to write on each card one word or a short statement that expresses an idea or feeling of what they believe HRM involves. Remind them that they should put only one thought on each card.

2. Ask each person to stand, introduce him/herself, and read what he or she has written on each card.

3. After the messages on the cards have been read, ask participants to attach them to a wall reserved for displaying the information.

4. Break the group into three or four smaller teams of no more than six participants and ask them to create a conceptual map of the ideas that have been presented. You might want to remind them, since somebody is likely to ask, that a conceptual map is simply a way to cluster and organize ideas, information, data, and other snippets of insights so they convey a framework for thinking about a particular issue like human resource management. These maps are easier to visualize if they are put on large pieces of newsprint paper.

5. Ask the groups to display their conceptual maps for discussion. If it appears that a generalized “map” of HRM is emerging from the various group efforts, create a composite map you can use during the rest of the workshop.

# TOOL 4: UNDERSTANDING THE ROLE OF POLICIES IN HUMAN RESOURCE MANAGEMENT

*Travel Advisory* **A number of the remaining tools** are written around the special human resource management needs associated with volunteers. Since they represent an important resource to most of your organisations and a unique set of management challenges, we thought the focus on volunteers would be useful. However, we want to quickly remind you that any of the following training exercises can be easily adapted to reflect the management of either category of employees.

## *Learning objective*

This exercise is intended to help participants understand and appreciate the importance of having written policies regarding the operation of their organisations and programs.

## *Time required*

About two hours: Fifteen minutes to introduce the exercise; an hour in small-group, task-oriented discussions; and the final thirty to forty-five minutes for reports and plenary discussions. The exercise could be extended if your participants want to draft a series of policy statements based on the ideas generated in the small group activity.

## *Process*

1. Introduce the exercise with *a guided discussion on the meaning of policies and how they come about*. Here are a few thoughts about *policies* to put them into perspective. We often make the process of policy formulation much more complicated than it needs to be. Policies are just statements of intent, guidelines to channel our actions. Sometimes these statements are transformed into legal documents. This gives them more weight when it comes to assuring their implementation. For example, who makes policies? In the case of NGOs and CBOs, it might be a Board of Directors if the organisation operates with one or the executive director. Some policies are defined by patterns of behaviour that take on a certain level of legitimacy over time. For example, an organisation might limit its annual fund raising drive to local businesses, not because of any written policy regarding fund raising, but because the organisation has always done it that way. When the director is asked, "Why?" She responds, "That's our policy." See Figure 1.2 in Chapter 1 of Part One for more ideas.

2. Divide the participants into small groups of four to seven persons each and ask them to spend about 45-60 minutes developing a list of policy statements as guidelines in managing volunteers who will be recruited by a new organisation established to work with street children in the city. Use your imagination and the norms of your culture to set some parameters for participants as they take on this task. Suggest to them that it will help to think about these policies from the perspectives of the person responsible for managing the work of these volunteers, the volunteers, and the street children they will be working with.

   An alternative approach to this group task to might include three groups who would be asked to develop a list of policy statements from one of the three perspectives just stated: volunteer manager, volunteers working on the street, and street children. *The third alternative is to develop your own case situation*, one that is more in tune with your group's learning needs. Whatever option you elect to use to define their task, ask the task teams to report back with their lists on newsprint for presentation to other participants.

3. Reconvene the teams and ask them to report out. Restrict questions to clarification until all teams have reported. Compare the results of the team discussions for overlapping statements, differences and surprises. Working in plenary, review the various lists and help the group reach a consensus on a list of specific policies they would advise this new organisation to adopt as guidelines for managing the volunteers who will be working with street children in their city (or the case situation of your choice as trainer).

4. Before putting this tool back in your tool kit, return the discussion to the importance of establishing policies and to the consequences of not having clear HRM policies for volunteers working with NGOs and CBOs.

# TOOL 5
# WRITING JOB DESCRIPTIONS

### *Learning Objective*

To increase participant knowledge and skills in developing job descriptions.

In Chapter 2, Figure 2.1, there is a detailed job description for a Volunteer Service Coordinator. We suggest you use this as a model for helping your training participants learn how to write results-oriented job descriptions.

Use your judgement and the needs of the participants in deciding how you will structure the task of writing job descriptions. You could build on the results of the previous exercise, Tool 4, and identify one or more staff positions that might be required to work with street children.

Another option, and one that we think is more useful, is to ask the participants to write job descriptions based on their current organisation needs and experience. For example, they might be thinking about adding a new staff person or have a job description for a specific position in the organisation that no longer fits their needs. In either case, they would benefit from thinking these specific needs through in a workshop on HRM.

### *Time required*

This is one of those learning objectives that can easily consume the time allotted. Depending on how skilful you want the participants to become in writing job descriptions, this component could take a full day. Rather than stating a fixed time for the implementation of this exercise, we suggest you calculate your time requirements based on:

- the training needs of your participants, and
- their level of knowledge, skills, and experience in writing job descriptions.

### *Process*

1. Start this exercise with a guided discussion about the content of an effective job description based on the descriptive materials from Chapter 2. Plan on about one hour to cover these materials in some depth.

2. Depending on the option scenario you decide to use as the basis for having participants practice writing results-oriented job descriptions, you might need to spend some time describing the context within which there is a need for these descriptions to be developed.

3. Once the need(s) for new job descriptions have been determined and the content of the document explained in some depth, form three-to-four person work teams. Their team task will be to develop a job description based on a scenario that has been agreed upon. Give them newsprint to record the details of their description. Allow about 45 minutes for this task.

4. Reconvene the teams and have them report their efforts. After all teams have reported hold an in-depth discussion about the quality of the job descriptions, the parts they found to be the most difficult to write, and other issues based on their learning needs.

5. Depending on what option you have decided to exercise in helping your participants further their skills in writing job descriptions, you might have each individual participant spend an hour or two writing a job description based on a specific job in their organisation that does not have a formal statement of duties, etc., or one they are thinking about creating. These efforts should be reported to the total group and critiqued.

# TOOL 6
# THE COMPENSATION FACTOR: WAGES, SALARIES AND BENEFITS

***Travel Advisory!*** Helping NGO and CBO managers determine what they should be paying their employees may be your most challenging training task. For all but the largest organisations, there may be little interest in implementing a job classification system. If you recall from the Reader, this can be a complicated process involving an evaluation of every job in the organisation with every other using a number of defining factors. Most small organisations will probably try to be competitive, based on the local market for specific competencies, or they may take a more reactive approach such as scrambling to find more to pay a valued employee when they decide to look for greener pastures. Incidentally, we don't recommend this approach but appreciate why many NGOs and CBOs operate this way. For organisations that want to be fair and to compensate their employees equitably, we believe they should engage in some kind of job classification process and tie it to periodic wage surveys.

Given these somewhat conflicting messages, what should you do from a training point of view to be helpful to managers in addressing this important HRM step in the process? The following training design assumes you need to cover this aspect of HRM in any comprehensive workshop on HRM but should not get into skill training on job classification. If the need arises, we recommend you survey the larger well-managed NGOs in your area to see if they have implemented such a programme. If so, they may be willing to help you design and implement a programme for those who want to learn how to develop a compensation system based on job classifications.

## *Learning objective*
To increase participant knowledge and understanding of alternative approaches to establishing equitable and competitive compensation systems.

## *Time required*
No more than three hours depending on what you decide to cover on this subject.

## *Process*
You may want to use a guest speaker from an organisation outside the community of NGO and CBO managers who are attending this workshop. Ask the invited guest to make a short presentation on his or her experience in developing and implementing an equitable and competitive compensation programme for their employees. We base our suggestion on the possibility that many local NGO or CBO managers may be unwilling to share their ideas on this topic with those whom they feel are competitors for the same skills in the marketplace. Whether you decide to bring in a guest speaker, or cover the topic personally, include the following issues.

- The importance of developing a compensation system that is equitable within the organisation's workforce and competitive in the appropriate market place.
- The elements of a job classification process, how it ties into other HRM functions; i.e., compensation and recruitment; and what is involved in developing such a classification system.
- How to conduct a market survey of wages and salaries.
- Wage adjustment options: recognition of seniority and length of service, cost of living adjustments, and merit increases.
- Fringe benefits as an integral part of any compensation package.

On each of these subtopics, you are encouraged to build on the ideas provided in the accompanying Reader with examples from local NGO/CBO experiences in these important areas of HRM. For all but the most senior and professional employees of most local NGOs and CBOs, the human resource pool to draw new employees from will be local. Given this, it is important to focus the attention on the norms of the local market place for qualified people.

In addition to a more formal presentation on the options of determining pay ranges and keeping competitive, you might want to include a small group exercise to generate ideas about the kinds of non-traditional fringe benefits that NGOs and CBOs can offer their employees and volunteers. By *non-traditional* we mean those that are beyond the usual state mandated social benefits and the organisation's vacation policies, sick leave, medical plans, etc. Consider something like the following:

1. Divide participants into two or four groups of five to seven each depending on the total number in your workshop. Give them 20 minutes to generate a list of non-traditional benefits that NGOs and CBOs can offer their employees. Assign half of the groups the task of developing their list for paid employees and the other half, volunteers. Ask them to put their ideas on large sheets of newsprint paper. Encourage them to use a brainstorming technique to enhance creativity and remind them that most non-monetary fringe benefits are borne out of creative thinking.

2. Reconvene the teams and have them report out, taking only questions for clarification at the end of each presentation. After all the groups have made their presentations, open the discussion to look for similarities, differences, new and different ideas, and ones they might like to try in their own organisation.

***Travel advisory!*** Don't hesitate to change the tasks in this exercise to match the learning needs of the participants. For example, they might want to work in small groups on the compensation needs of part-time employees, or how to compensate volunteers, if this is an issue in your part of the world. In other words, alter the exercise to meet the needs of your training group.

# TOOL 7
# THE RECRUITING AND HIRING PROCESS

### *Learning objective*
To increase participant knowledge and skills in hiring qualified staff.

### *Time required*
Three hours including:
- 15 minutes to brief the various teams on their roles and responsibilities
- 45 minutes for them to prepare their presentations and roles
- 60 minutes for presentations (15 minutes each)
- 30 minutes for debriefing by the observer team, and
- 10 minutes wrap-up and evaluation of the exercise.

### *Process*
This is a simulation involving two to four teams of HRM consultants, one NGO review committee, and observers. The committee has sent out a request for proposals (RFP) to a number of local consultants who specialise in recruiting professional personnel for NGOs and CBOs in the region. They indicated in the RFP that the firms or individuals with the best proposals would be asked to present their proposal in person at a special meeting of the committee. The following descriptions of the situation and the roles are intended to help the trainer manage the simulation. Don't hesitate to change these descriptions to meet your learning design or the learning needs of your participants.

The number of persons involved as members of a consulting team, the committee, and observers will depend on the total number of participants in your workshop. If possible, keep the consulting teams to no more than four persons and the committee to three or four with the remaining workshop participants in the role of observers.

**The situation:** The City of Soul just completed successful negotiations with an international shoe company to locate a manufacturing facility in one of the most economically and socially depressed neighbourhoods in the city. In the final agreement between the two parties, the city agreed to fund a day care centre next to the new manufacturing plant to support single mothers who will be working at the plant. Since the city doesn't have the staff or mandate to operate day care programs, they have contracted with Happy Kids, a local non-governmental organisation specialising in social services for the economically disadvantaged, to operate the facility. The Executive Director of Happy Kids in turn has decided to contract out the recruitment and selection of the new day care centre director to a local HRM consultant or consulting firm. The following announcement has been sent to a number of HRM consultants and firms to solicit their interest and proposals.

**Notice:** Happy Kids is requesting proposals from qualified firms to conduct a recruitment and selection process for the position of Director, Shoestring Day Care Centre (SSDCC). The Director will be responsible for managing the facility, personnel, and programme activities. SSDCC will operate two seven-hour programs to support the morning and afternoon shifts at the shoe factory involving a total of ten teaching and support staff and sixty children. Additional information on the Centre operation and staffing will be made available at a briefing at the Happy Kids Central Office on (date of workshop).

The proposals are expected to cover: a detailed summary of how you will recruit for this position, a sample job announcement, and recommendations on the final selection process including the use of a common application form, possible testing requirements, and reference checks.

**Proposal Review Committee:** The review committee will include the Executive Director, Happy Kids NGO, her assistant in charge of HRM, and a member of the City's Personnel Department. The Committee will conduct oral interviews of the top three competing firms or consultants and review their documents. The review committee is expected to develop criteria for evaluating the proposals, make a decision on the firm or consultants they plan to award the contract to, and give their rationale for their decision.

**HRM Consultants**: Working in teams of two to four persons, the consultants will prepare and present their proposal for the recruitment and selection of the Director for the newly established Shoe String Day Care Centre. Each team will be judged on the completeness and creativity of their proposed recruitment and selection process.

**Observer Team:** This team will be responsible for observing the interviews conducted by the review committee and to assess the quality of the interviews and final decisions. They will be asked to express their views at the completion of the simulation. This team is expected to develop criteria for assessing the interview process and the committee's final decision.

***Travel advisory!*** This exercise covers only one aspect of the recruitment and hiring process. There are many more issues to be covered and we encourage you to design learning events to cover those that are most important to your training audience. It's always a good idea to canvass your target training group prior to the design of a workshop covering a topic like HRM/D to determine what their training needs are and to design training events based on their expressed needs. For example, they might want to know more about how to promote employees from within their own ranks or to create an interviewing and selection process like the one used by ITDG in Eastern Africa as described in Part One of this manual.

# TOOL 8
# EMPLOYING VOLUNTEERS

## *Learning Objective*
To increase knowledge and skills in planning and conducting a volunteer recruitment and placement programme.

## *Time required*
This simulated set of planning tasks could be the main learning experience in a one-day workshop. We'll offer more details about timing in the discussion of the process.

***Travel advisory*** Since the use of volunteers is so important to the operation of many NGOs and CBOs, we believe it would be beneficial to offer a training opportunity focused on the recruitment and placement of volunteers. While we have provided a simulation exercise involving a CBO and a community crisis as the focus, we urge you to revise the process so it focuses on the concrete volunteer management needs of one or more of your client NGOs or CBOs.

## *Process*
This proposed training event is based on a series of tasks to be carried out by small teams. The process is to help participants think through the various steps involved in planning for the recruitment and placement of volunteers. The following scenario can be used as the basis of the learning event altered to be more congruent with the reality of challenges that NGOs and CBOs cope with in your area or used merely as a template for designing the learning around real needs.

**The situation:** A small town in the delta of a major river has experienced numerous floods over the years that have caused substantial physical destruction and economic hardships for many in the village. The citizens have come to expect these natural disasters as the will of God and, while not complacent, have accepted them as part of their fate. However, in the past two or three years several young children and older citizens have died of malaria contracted after the floodwaters had receded. The regional Department of Health has attributed the deaths largely to stagnant water sources that have provided breeding areas for a new strain of mosquito. They are recommending a two-pronged approach to the problem: education of the citizens on the dangers involved, and the elimination of as many stagnant water sources as possible after the floodwaters have receded.

The director of a local community based organisation has offered to develop a preventative health programme based on the findings of the Health Department. Given previous flooding experiences, the programme will need to be operational within three months. Unfortunately, the CBO doesn't have permanent personnel who can carry out the bulk of the work required, but the organisation has been successful in the past in recruiting volunteers. The director has asked her four permanent staff members to draft a plan to recruit and prepare twenty core volunteers from the community who can help implement the preventative health programme. These volunteers will have responsibilities under staff guidance to conduct an education program prior to the rainy season and mobilise citizens immediately after the floodwaters have receded to eliminate stagnant water sources.

1. Brief participants on the situation they will be working with (either the one just presented or a similar one) and indicate that they will be working in teams performing the role of the CBO staff. Outline, preferably on newsprint, the following tasks they will be responsible for carrying out during the remainder of the training session:

   - A list of tasks to be performed prior to the start of recruiting the volunteers
   - A recruitment strategy including an outline of the questions to be asked during the interview of potential volunteers
   - a plan for the training and deployment of the volunteers, and
   - a monitoring and evaluation process for tracking implementation and measuring the impact of the programme.

2. Before breaking the participants into four-or-five person teams, hold a guided discussion about the kind of pre-recruitment tasks that may be required. For example, these might include having a clearly defined goal, job descriptions, an action strategy, a plan regarding overall supervision, ideas about how volunteers will be recognised, or in other words, answers to all the questions that potential volunteers might be asking when they are interviewed.

3. Form the task teams and give them one hour to formulate their pre-recruitment plans, based on the discussion in Step 2. Reconvene the groups and ask for reports. Allow for only clarifying questions after each report. After all the reports, ask the total group to critique their efforts in terms of differences, strengths, and weaknesses. Allow about 30-45 minutes for this reporting session.

4. Ask the teams to work on the second task, preparing a recruitment strategy from how to identify potential volunteers through final selection of the twenty-person team. You will need to assume that there are more than twenty applicants; otherwise, the organisation is faced with either understaffing the project or taking everyone who volunteers. Some questions to raise to prepare them for these tasks might include:

   - How will your team go about finding potential volunteers?
   - Once you have potential volunteers, what kind of interview questions and other screening procedures will you use to make the final selections?
   - Do you plan to employ some volunteers to supervise others or to take on specific tasks? If so, how will you compare candidates when making these decisions?
   - How will you handle the rejection of those who volunteer that you may not need on your core team?
   - Will you have a standard application form? If so, what will it require in terms of information?

5. Give each team about an hour to complete these tasks and follow the same procedure as in Step 3 for reporting and critiquing.

6. Combine the last two tasks outlined in Step 1 and ask them to work in their teams to complete their volunteer recruitment and preparation programme. Follow this with reports and critiques.

7. Because this is an intensive look at the volunteer recruitment and preparation process, it would be beneficial to the participants to ask them to prepare an action plan on how they will apply what they learned on the way volunteers are recruited, trained, and placed in their own organisation. The plan should be very specific outlining in detail:

   - what steps need to be taken
   - who will have primary responsibility for planning and implementing each step or action
   - who else would be involved in helping implement each step
   - timetables for completion as well as the time required to carry out each task (two different pieces of information)
   - any special resources that might be needed, and
   - a process to monitor progress and assess results.

If you have more than one person from the same organisation, ask them to prepare the action plan together. Before closing the workshop, ask each individual or organisation team to summarise their plans. Close with a short workshop evaluation discussion.

# TOOL 9
# MANAGING STAFF AND VOLUNTEER PERFORMANCE

Learning to balance the task-relationship aspects of management.

### *Learning objective*
To increase participant knowledge of Situational Management styles and when to use them effectively.

### *Time required*
Two sessions of two and one-half hours.

### *Process*

1. Conduct a guided discussion based on the Hersey-Blanchard management model described in some detail in Chapter 4, *Managing Performance,* assuring that participants understand the four different styles and when to apply them.

2. Divide the group into teams of three or four participants. Give each participant a copy of the situation scenarios and ask them to answer the questions at the end of each situation. It is up to the team to determine how they will work together; however, you want joint decisions on each of the situations. They should be prepared to reconvene in about an hour with their decisions, what type of management style they think they used, and why.

3. Before the teams reconvene, put a matrix on the wall with the number of each situation, the four available management options, and space for them to record their choice of style. Have the teams enter their style information on the matrix. Discuss the answers, focusing in on any differences in styles that were used in response to the same situation. Wrap up the session by sharing what the authors' preferred style is in each case and why. That information is presented on the page following the eight scenario worksheets. Be sure you don't by mistake, of course, hand out this sheet with the exercise.

# HANDOUTS FOR TOOL 9
# MANAGING STAFF AND VOLUNTEER PERFORMANCE

### *Task excercises*
Assume the role of the supervisor-manager in each of the following work-related situations. What action would you take in this situation? What style would this action represent based on the descriptions of each style presented in Chapter 4 of the Reader? Check the corresponding style. In each case, give a short rationale for your action.

1. One of your most valued volunteers is eager to take on a new project that has just been assigned to your CBO by the city. She has proven very competent in working on other assignments but has no direct project management experience. You trust her ability and have assigned her to manage the new project.

   What action do you plan to take as she assumes this new responsibility?
   ______________________________________________________________________

   ______________________________________________________________________

   ______________________________________________________________________

   What style of management is this?

   Directive _______ Supportive _______ Facilitative _______ Delegative _______

   Why do you think this is the most appropriate management style in this situation?
   ______________________________________________________________________

2. One of your volunteer teams has been working with citizens to eliminate mosquito-breeding areas in their neighbourhood. They have been successful and appear to be highly motivated. Your assistant who has been in charge of the project just resigned to work for another NGO in the area.

What will you do?

What style of management is this?

Directive _______ Supportive _______ Facilitative _______ Delegative _______

Why do you think this is the most appropriate management style in this situation?

3. Your assistant has failed to provide you with a report that you had asked to be completed over three weeks ago. Normally he is very prompt on assignments like these.

What will be your response?

What style of management is this?

Directive _______ Supportive _______ Facilitative _______ Delegative _______

Why do you think this is the most appropriate management style in this situation?

4. One of your project managers has been working in a remote area of the city and has performed the tasks assigned exceedingly well. However, one of the elected officials in that neighbourhood has been vocal in his criticism of the project. Your project manager has asked to see you as a result of this criticism.

What do you plan to do?

What style of management is this?

Directive _______ Supportive _______ Facilitative _______ Delegative _______

Why do you think this is the most appropriate management style in this situation?
__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

5. You've been working with a citizen committee to plan a new project in a low-income neighbourhood. You have indicated that they are to take full responsibility for the project planning and have full confidence in their ability to carry out the planning task successfully. You just returned from an out-of-town trip and joined their latest planning session an hour late. When you arrive, you realise they have not yet convened the meeting.

What do you plan to do?
__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

What style of management is this?

Directive _______ Supportive _______ Facilitative _______ Delegative _______

Why do you think this is the most appropriate management style in this situation?
__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

6. Your assistant has been eager to direct a new program for street children similar to one she worked with in another community. You respect her judgement and her experience but also realise she does not have any direct supervisory experience.

What do you plan to do?
__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

What style of management is this?

Directive _______ Supportive _______ Facilitative _______ Delegative _______

Why do you think this is the most appropriate management style in this situation?
__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

7. You have just stopped by a day care centre being operated by your NGO and observe that one of the city's safety codes is being violated. The staff has great rapport with the children and parents, and the programme goals for the centre have been exceeded over the past three months. Nevertheless, you are concerned about the code violation since it is not a new problem and could lead to a disaster. The centre director had been reminded of this concern on your last visit.

What do you plan to do?
________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

What style of management is this?

Directive _______ Supportive _______ Facilitative _______ Delegative _______

Why do you think this is the most appropriate management style in this situation?
________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

8. Your CBO has assigned youth gangs to provide sanitary services to certain neighbourhoods. While this practice has had mixed results city wide, the programme in the Riverfront neighbourhood has been very successful. The neighbours have commented on how effective the programme has been and how committed the gang is to keeping the neighbourhood clean. Nevertheless, some neighbours have complained that they haven't seen any senior staff from the organisation working with the gang.

What do you plan to do?
________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

What style of management is this?

Directive _______ Supportive _______ Facilitative _______ Delegative _______

Why do you think this is the most appropriate management style in this situation?
________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

## TOOL 9
## AUTHORS' PREFERRED STRATEGIES
## (Based on the Hersey-Blanchard conceptual model)

1. This situation calls for a *Directive* approach. While the volunteer has worked on other projects, she has no direct managerial experience. Until she learns more about how the project is to be managed, she needs direction from the Director.

2. In this case, you have a team that has been successful, possesses the skills and the will or motivation to carry out the tasks working with citizens. The unknown factor is how critical and important the assistant's role has been in providing leadership to the team. We like the *facilitative* style in this case: showing trust, making sure they have the resources needed, being clear about the goals but not providing direct supervision. If the success continues both substantively and emotionally, we would probably move quickly to the delegative style of management.

3. It sounds like the assistant needs support at this point. What has kept him from completing the report? Does he know how important it is to you and the organisation? He may need some constructive feedback on his performance to date on the report but was reluctant to ask for it. We would go with a *supportive* style of management.

4. In this case your project manager is performing well, in fact, exceedingly well. He needs no task related management involvement at this time, but probably could use some relationship support. Sounds like a place to exercise a *facilitative* approach to managing the situation.

5. As with the previous situation, this one calls for *facilitative* behaviour on the part of the manager. The group is capable, has your confidence, but needs some encouragement. Stepping into a directive role at this time could shift the responsibility to you and away from the committee.

6. This calls for more *directive* behaviour from the manager until her skills in managing the new programme and her knowledge of the field catches up with her commitment and enthusiasm.

7. This probably calls for a *supportive* approach, high task combined with high relationship. Try to understand why the code violation has continued, but tell them what needs to be done to eliminate it.

8. Definitely, a *delegative* style is called for here. Somehow, the message needs to get to the community that this gang is in charge. They have earned the right to have the responsibility delegated to them.

# TOOL 10
# HUMAN RESOURCE DEVELOPMENT FOR VOLUNTEERS

## *Learning Objective*
To increase participant knowledge and skills in designing volunteer orientation and training programmes.

## *Time required*
About three to four hours

***Travel Advisory*** Volunteer training could be very far down on your "to-do" list. And, we appreciate the lack of priority given all the potential crises that NGOs and CBOs are confronted with on a daily basis. However, we think it can be a cost-effective investment because you may have in your organisation registry of volunteers individuals who are skilled in training design and delivery. That's the first place to begin looking when you make a commitment to provide training for volunteers.

After you have recruited a trainer from your volunteer ranks, have them start by designing a simple orientation programme to prepare volunteers for a productive relationship with the organisation.

There are three clusters of information that are important to include in orientation training.

1. Who we are, why we exist, whom we serve, and what we do, the rationale for our existence.

2. How we operate, the roles and responsibilities of volunteers, organisation policies and procedures the volunteer needs to know, and any benefits like training that are available to them.

3. How the volunteer fits into the organisational scheme of things, introductions, welcoming by the leadership and staff, and other social bonding amenities.

Beyond orientation, there is the need to build the competencies of those volunteers who have made a long-term commitment to the organisation. What knowledge, skills and attitudes, or approaches do volunteers require to function effectively in their roles? When human resource development is absent from human resource management, the management of human resources is like an engine with fouled spark plugs.

These ideas are also relevant to the orientation and training needs of full-time employees.

## *Process*
There are many ways to introduce HRD into your training programme. We prefer to make this hands-on, as practical as possible for your NGO and CBO clients. If most of them do not have an adequate orientation programme, we would start with this. If they do, then have the participants conduct a training needs assessment involving volunteers and staff to determine what their most pressing volunteer training needs might be. The following process will focus on orientation training.

1. Ask participants to conduct prior to the workshop a simple training needs assessment (TNA) focusing on the issue of volunteer orientation. Provide them with a short questionnaire that covers what is already being done to orient volunteers and what should be done from the perspective of volunteers and the organisation leaders and staff.

2. Begin the workshop with a short guided discussion about the training cycle of events. See Part One: Chapter 5 for ideas.

3. Ask the participants to make a short report on what they found during their pre-workshop assignment. Capture the information on newsprint or a white board as the reports are being given. After all the reports are given, have the group summarise and record on newsprint what they see as common to all their TNAs. Also, record differences. Based on the kind of information that has been collected and assembled, you may want to have the participants reach a consensus on what they think would be the basic, generic content required in an orientation training event and the sequence of presenting it.

4. Now that the participants have agreed upon the fundamentals of orientation based on their collective experiences and information from their organisations, ask them to work alone or with their colleagues from the same organisation to develop a detailed outline of an orientation programme for their organisation. Give them about one hour for this exercise and ask them to put their outlines on newsprint so they can be shared.

5. Reconvene the participants and have each organisation's representative present what they plan to do to finalise the orientation programme and make it a permanent part of their volunteer management programme.

# TOOL 11
# EMPLOYEE PERFORMANCE APPRAISAL

This is one of those areas of HRM that merits an entire manual. Since we have limited space to focus on this important but often abused responsibility of managing human resources, we want to provide a look at the performance appraisal from the perspectives of the key participants, the supervisor and the employee. What should they do to get prepared for this important event, or what some come to fear as the annual blood letting ritual? We will cover these two perspectives by suggesting a guided discussion of the manager's preparation and an interview process between the manager and employee based on some questions employees should ask themselves to get ready for the performance appraisal.

## *Learning Objective*

To enhance participant knowledge and skills in the process of employee performance appraisals.

## *Time required*

About three hours with a refreshment break.

## *Process*

1. Open with a lecture-guided discussion about what the manager or supervisor can do to get prepared for the performance appraisal meeting with an employee. As an alternative, conduct a brainstorming exercise to collect this information from participants, based on their experience.

> The following are some of the important preparation tasks managers and supervisors should consider to prepare for the performance appraisal session.
>
> - Review job requirements and any performance appraisal standards the organisation has established for the particular job the employee is performing.
> - Refresh your memory about the employee's employment history. (At this point those who take notes about an employee's performance and add them to the employee's file folder will feel particularly competent!).
> - Review the goals and standards established at the last assessment meeting. Make some notes about how well from the manager's perspective they have been achieved.
> - Look at any special assignments or responsibilities the employee has taken on during the year as well as his or her ability to work effectively as a member of their work team.
> - Informally, seek out the opinion of others with whom this person is interacting on the job. These could be colleagues, customers, and volunteers.
> - Reflect on the employee's long-term career possibilities or limitations with the organisation. It's important to be able to look down the employment road with the employee and provide a fair assessment of his or her future with the organisation.

2. Instruct the participants that they will be working in pairs for about an hour, interviewing each other based on a set of questions that all employees should be asking themselves before sitting down with their supervisor for the performance assessment meeting. An option to this twosome arrangement is a threesome where one of the three observes the interview and provides feedback. This takes a bit longer since all three participants will play all roles during the exercise: interviewee, interviewer, and observer. However, it is a much richer learning experience for all. ***It's important for these interviews to be conducted on real information and experiences of the persons being interviewed.***

3. Provide each participant with a set of possible questions they can use to conduct the interview. (These questions which are on the following page in a format that can be photocopied have been inspired by Robert Maddux's

*Effective Performance Appraisals*, Crisp Publications, Menlo Park, California, 2000, pp. 35-6.) Ask all participants to review the questions and think about how they might rearrange them, delete certain ones or add others, and change the wording of the questions to meet their own needs as the interviewing supervisor. Space has been provided on the handout on the following page for additional questions and the questions have not been numbered. Numbers always suggest a sequence even when it is not intended.

4. Instruct them on the fine points of conducting an interview and consider asking two volunteers to conduct a short interview as a demonstration. Critique the role-play before the teams form and scatter. Ask them to return in about an hour for a wrap-up discussion.

5. Reconvene the participants and discuss the exercise in terms of its usefulness, the potential of using the experience in some way to prepare employees for their yearly appraisal session, and any surprises they might have experienced as they conducted the interviews.

## HANDOUT FOR TOOL 11
## EMPLOYEE PERFORMANCE APPRAISAL

The following are some questions that all employees should ask themselves from time-to-time about their current job performance and future potential. They can be particularly useful in helping employees prepare for their annual performance appraisal with their supervisor. The format of the questions has been altered to reflect a discussion between the supervisor and the employee. If you are playing the role of the supervisor, don't feel you have to follow the questions as stated or state them as written. Make the most of the interview by adding, deleting, or altering the questions as you hold this conversation with your employee. Some space has been provided after each question in case you want to take notes.

Open the interview with some personal acknowledgements and the purpose of the discussion. As Rollin Glaser would say, "be appropriately sociable."

Questions to consider:

- Remind me again, in your own words, what you see as the most important tasks you perform as part of your job with us.
  ______________________________________________________________________________
  ______________________________________________________________________________
  ______________________________________________________________________________

- How well do you think you perform these tasks?
  ______________________________________________________________________________
  ______________________________________________________________________________
  ______________________________________________________________________________

- What do you like best about your job?
  ______________________________________________________________________________
  ______________________________________________________________________________
  ______________________________________________________________________________

- And least?
  ______________________________________________________________________________

- Are there some things about your job that you would like to change?

- When we had this conversation last year, we agreed upon some job-related performance goals and standards. How well do you think you did in achieving these goals and meeting these standards over the past year?

- Sometimes as your supervisor, I'm not always aware of what's going on in the lives of the employees, even on the job. Could you tell me about any specific accomplishments you achieved over the past year, either on the job or in your time away from the organisation, that you are proud of?

- What can I do as your supervisor to help you do a better job?

- Is there anything the organisation does or that I do personally that hinders you from being more effective on the job?

- Is there any job related experience or training you believe would help you do your job better?

- What would you like to be doing five years from now?

- This has been very helpful for me. Now, I'd like to discuss some goals and work standards for the next year based on our discussion. Looking at those we had agreed upon for this past year, are there any that need to be modified or deleted from your perspective?
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________

- What new goals or standards of performance would you like to set for the coming year?
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________

- Are there any other things you would like to discuss about this past year's experience in the organisation or for the year ahead that might make it a better work experience for you?
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________

- Your questions:
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________

At this point in the conversation, you will want to restate your understanding of the key points and commitment on both sides that are intended to further the performance and contributions of the employee. And end the discussion with a warm thank you and whatever else seems appropriate.

# TOOL 12
# MOTIVATING YOUR STAFF

### *Learning objective*
To improve participants' understanding of ways to motivate their staff.

### *Time required*
About two hours.

### *Process*
1. Ask participants to complete the self-assessment questionnaire provided on the following page, *Exploring Your Organisation's Motivational Strategies.* Remind them, if they have read the manual, that some of these factors are different from those discussed in Part I of the manual. Before they begin completing the questionnaire, ask if anyone needs clarification about the task or the questionnaire.

2. After they have completed the questionnaire, ask them to work in small groups of 5-7 participants to discuss their scores and to calculate a mean score of their group's response to each of the questions. They should also make a summary of those motivators they identified as most important for their work environments to provide to employees.

   Before reconvening, ask each group to be prepared to report their scores and summaries of motivators. While they are working in small groups, prepare a chart on newsprint of the list of motivators where each work group can record their answers.

3. Reconvene the work groups and ask them to record their responses to the tasks carried out in their work groups.

4. Conclude with a discussion of actions their organisations can take that would increase employee motivation.

## EXPLORING YOUR ORGANISATION'S MOTIVATIONAL STRATEGIES
## [Self-assessment questionnaire and 2orksheet for Tool 12]

Listed below are a number of strategies that other organisations consider important in motivating their workforces. After each of the strategies is a five-point scale to record the extent to which you believe your organisation provides each of these motivational opportunities. Circle the number that you believe best describes your organisation's motivational environment.

| | | |
|---|---|---|
| 1 | = | not at all |
| 2 | = | rarely |
| 3 | = | occasionally |
| 4 | = | most of the time |
| 5 | = | always |

After completing the scoring of these factors, put a checkmark in the far right column indicating the 3-4 strategies you believe your organisation should work on to improve employee motivation.

| Motivational Strategies as They Apply to My Organisation | Rating | | | | | Priorities |
|---|---|---|---|---|---|---|
| 1. Our organisation is known as a friendly place to work. | 1 | 2 | 3 | 4 | 5 | |
| 2. Our employees feel they are doing something significant. | 1 | 2 | 3 | 4 | 5 | |
| 3. All employees have opportunities to participate in planning and decision making of issues that directly affect them. | 1 | 2 | 3 | 4 | 5 | |
| 4. All employees are given the opportunity to produce quality work. | 1 | 2 | 3 | 4 | 5 | |
| 5. For the most part, all our employees get along with each other. | 1 | 2 | 3 | 4 | 5 | |
| 6. All employees have opportunities to do interesting and challenging work. | 1 | 2 | 3 | 4 | 5 | |
| 7. Employees are kept informed about what is going on in the organisation. | 1 | 2 | 3 | 4 | 5 | |
| 8. Employees feel that their jobs are important to the success of the organisation. | 1 | 2 | 3 | 4 | 5 | |
| 9. Employees are given opportunities to use their creativity on the job. | 1 | 2 | 3 | 4 | 5 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 10. Employees are recognised for good performance. | 1 | 2 | 3 | 4 | 5 | |
| 11. Employees are able to make decisions that affect their job performance. | 1 | 2 | 3 | 4 | 5 | |
| 12. All employees understand the organisation's mission and goals. | 1 | 2 | 3 | 4 | 5 | |
| 13. All employees agree with the mission and goals of the organisation. | 1 | 2 | 3 | 4 | 5 | |
| 14. Employees are given authority to carry out their job responsibilities. | 1 | 2 | 3 | 4 | 5 | |
| 15. Employees have opportunities for personal and professional development. | 1 | 2 | 3 | 4 | 5 | |

### *Scoring and planning tasks*

Add up your total score and record it in the following space: __________

If you scored 60 points or above on this little query about motivating your employees, congratulations. Where do we pick up a job application form?

If your score is between 40 and 60, you're doing pretty well, but your employees probably aren't bragging about what a great place they work.

If your score is below 40, you probably need to keep the door locked if you really need those employees.

In any event, list those motivational strategies you believe your organisation needs to work on in the near future to improve the motivational work environment. After listing them below, identify 2-3 actions that might be taken to implement these strategies.

Priority 1: ____________________________
Proposed actions:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Priority 2: ____________________________
Proposed actions:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Priority 3: ____________________________
Proposed actions:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Record in the space below other strategies you believe your organisation should consider to increase employee motivation:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Finally, if you are the manager or a supervisor in your organisation, consider asking your employees to complete the questionnaire and then discuss it with them with the intention of doing something concrete to improve motivation and commitment in your organisation.

# TOOL 13
# DEALING WITH UNSATISFACTORY PERFORMANCE

## *Learning objective*
To increase participant knowledge and skills in addressing unsatisfactory performance by an employee.

## *Time required*
About three hours.

## *Process*
This exercise will involve three rounds of interviews so that every participant will have an opportunity to perform the roles of manager, employee, and observer.

1. Divide the participants into groups of three. Have each group decide who will be the manager, employee and observer in the first round.

2. Instruct them on how to conduct a role-play if they haven't been involved in one before.

3. Hand out the role descriptions and instructions for the observers.

4. Starting with the observers comments, ask them to discuss each role-play before moving to the next round. Discuss what the hardest part of the performance review was.

5. After all three members of the small groups have had an opportunity to perform in each role, reconvene the entire group and discuss the exercise and the most important lessons learned from the experience.

Only two role-play situations are included in the instructions that follow even though the exercise calls for a third role-play to be carried out. This is not an oversight. We believe the best role-plays come out of the participant's real life experiences. A**sk each triad to describe a performance problem he or she is involved in that they can use for the third role-play.** If they like this idea better than using the roles provided, good! In this case, ask each of them to come up with a performance problem they can use to achieve even greater learning.

***Travel Advisory*** We're going to give the role players names because we think it's important to personalise these conversations. Please change these names to be more consistent with those that would be common within your country and culture.

## *Role play 1*
## *Manager's Role*
George has been working in the stock room of your NGO for nearly three years and has consistently performed below your expectations. You've come to believe that George is one of those people who manage to hang onto his job by walking the line between *too warm to fire and too cold to inspire.* You've had numerous talks about his lack of motivation and interest but it hasn't seemed to make any difference. The last time you met to discuss his behaviour, you agreed on some specific goals that George was to accomplish within the six months following that meeting. They were:

- To carry out a complete inventory of all stock items in the warehouse.
- To make a list of the stock items that are no longer useful or are outdated
- To construct a wall between the stockroom and the counter where store items are collected by other employees.

It has been 45 days since you and the employee discussed these goals and you have not seen any evidence that any of these goals are being met. No physical evidence, no progress reports, nothing! You've asked him to come to your office for another review.

## *Role play 1*
## *Employee's role*
You've been working for Eva for nearly three years and all that time she has been giving you a hard time about your work. You get the impression she doesn't like you. Your wife says, "It's because she's a woman!" But, you're not sure what the

problem is. You got stuck working in the storeroom because nobody else wanted to do it. Besides, it's boring work. You never worked in a storeroom before, and Eva just stuck you there without any training. You've always resented that. Now, you're going to be called on the carpet for not meeting all those goals she set for you over a month ago. After you figured out how to do the inventory and that other stuff, you lost interest. As you remember it, you had agreed to:

- Carry out a complete inventory of all stock items in the warehouse.
- Make a list of the stock items that are no longer useful or are outdated
- Construct a wall between the stockroom and the counter where store items are collected by other employees.

Although you tried to carry out the inventory after you finally worked out a system, you kept being interrupted by people wanting stores. As for the wall, you haven't been able to get the supplies but you didn't bother to tell your boss. Besides, you think it's not necessary and just another example of more useless work demanded by the manager.

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### *Role Play 2*
### *Manager's role*

Ana, one of your oldest serving volunteers, is bright, full of energy, and willing to take on assignments that no one else will take. You've known all along that she was short on tact and not known for her diplomatic skills. But what energy and drive! In the past, her unbridled enthusiasm has not been a big problem. You've used her in assignments she was able to implement largely on her own. But six months ago you assigned Ana, at her insistence, to a programme for street children. The children love her but all of the other volunteers on the project as well as your valued assistant are ready to quit. They insist Ana is too pushy and definitely not a team player. They think she tries to make everyone else on the team look bad in the eyes of the children and the rest of the staff. As they told you, "We're fed up with her aggressive behaviour."

When Ana joined the project, you and she agreed on certain goals for Ana to accomplish in the first six months of the project. These included:

- raising $2,000 to fund a street fair to promote children's crafts,
- recruiting seven professional women to mentor young girls in trouble with the law, and
- working with city council to change legislation that restricts teenagers from working. This has been a serious problem for young orphaned girls who are responsible for supporting their siblings.

On all of these goals, Ana has far exceeded expectations. She raised $4,300, recruited 10 professional women mentors and was successful in helping to get local legislation changed for working girls.

### *Role play 2*
### *Volunteer's role*

You've been volunteering with a local NGO for many years, and it's been a good experience. During most of the time, you have been working on projects that you can perform largely on your own. Then the children's project got funded through the NGO. It looked very exciting, and you told Josef, the executive director, that you wanted to work on the project. You remember him questioning you at the time whether you could work as a member of a team. As he said, "I've heard some of the volunteers say you are difficult to work with." You assured him there would be no problems.

Once the project got under way, you were very excited about the progress you had made on the personal goals that you and Josef set for you to accomplish the first few months of the project. But, you've been disappointed in the commitment the other volunteers have to the project. They sit around drinking coffee and complaining about the kids getting into trouble. You've had to tell them to get busy on more than one occasion when it looked like certain deadlines wouldn't be met. You've noticed lately that they are getting some of the children to turn against you.

When you joined the project, you and Josef agreed on certain goals for you to accomplish in the first six months of the project. These included:

- raising $2,000 to fund a street fair to promote children's crafts,
- recruiting seven professional women to mentor young girls in trouble with the law, and
- consulting with the city council to change legislation that restricts teenagers from working. The old legislation had been a serious problem for young orphaned girls who were responsible to supporting their siblings.

On all of these goals, you have far exceeded Josef's expectations. You raised $4,300, recruited 10 professional women mentors and were successful in helping to get local legislation changed for working girls.

# OBSERVER WORKSHEET FOR TOOL 13
# DEALING WITH UNSATISFACTORY PERFORMANCE

Review the following questions before the role-play begins. They will help you follow what is happening between the two individuals with the performance challenge. Don't hesitate to take notes as the role-play progresses. It will help you remember some of the more interesting and decisive interchanges.

1. Was the purpose of the discussion made clear by the manager at the beginning?

2. Was the problem(s) described in specific terms?

3. Did they set any ground rules on how they were going to discuss the issues that prompted the meeting?

4. Did the manager ask relevant questions?

5. Did the manager listen to what the employee had to say?

6. Did the employee/volunteer listen?

7. Did the employee/volunteer have a chance to help define the problem?

8. Was there agreement on the problem(s)?

9. Did either or both jump to a solution before trying to fully understand the problem?

10. Did they reach a solution they could both abide by?

11. Was there clear understanding and agreement on what action steps would be taken by both sides?

12. Did they set a time to review progress?

13. What other comments do you think might be helpful to share with both participants in this performance challenge?

# TOOL 14
# PREPARING AN ACTION PLAN

***Travel Advisory*** If your workshop on human resources management has been a day or more in length, we would strongly suggest that you end the learning experience with a short action planning exercise. It can also serve as an informal evaluation of the workshop. We believe these concluding reflections about "What have I learned that I can use and how do I plan to use it when I get home" can increase the potential for some impact on the organisation's performance and ways of doing things. If you ask for an extra copy of their action plan for your use, and we also think this is a good idea, you can send the participant the copy in a month or so as a reminder. It's also an excellent marketing tool.

### *Learning objective*
To prepare an action plan for implementing lessons learned during the workshop.

### *Time required*
About 20 minutes.

### *Process*
You no doubt have your own version of an action plan you use at the completion of workshops. Nevertheless, here's another.

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**Name:** ______________________

**Date:** ______________________

- As I reflect on this workshop experience, the most important thing I learned is:

  ______________________________________________________________________________

  ______________________________________________________________________________

  ______________________________________________________________________________

- However, I would liked to learn more about:

  ______________________________________________________________________________

  ______________________________________________________________________________

  ______________________________________________________________________________

- Based on this learning experience, I personally plan to change the way I do the following things as they relate to human resource management and development. Be as specific as possible about what you will do, how and where you will do it, and how much time and other resources you think it will take to accomplish each change.

  ______________________________________________________________________________

  ______________________________________________________________________________

  ______________________________________________________________________________

- Based on what I have learned in this workshop, I will either make the following changes in our HRD systems and procedures or recommend them to those who can make the changes to increase our organisation's overall effectiveness.

  ______________________________________________________________________________

  ______________________________________________________________________________

  ______________________________________________________________________________

# TOOL 15
# WRITING AN EMPLOYEE HANDBOOK

Travel Advisory: This tool provides an outline of an employee handbook. Its primary objective is to help guide those who plan to write such a manual for their organisation. This doesn't preclude its use as a training exercise. For those who want to use it in a training setting, the next few paragraphs are for you. If your intent is to use it as a template for writing an employee handbook, please turn to the next page.

## *Learning objective*

To increase participant knowledge and skills in writing an employee handbook for non-governmental or community-based organisations.

## *Participants*

Limit your participants to only those who want to write an employee handbook or revise a current copy. Given the hands-on nature of this learning experience, limit the number of participants to about ten to twelve.

## *Time required*

Plan on a full day.

## *Process*

**Pre-workshop assignment**

Ask each participant to bring to the workshop all the human resource management (HRM) policies, procedures, handouts, and forms already in use in their organisation. In your pre-workshop instructions, indicate that they will be using these materials to develop a detailed outline for an employee handbook for their organisation.

**Suggested workshop design:**

1. After introductions, housekeeping functions, and workshop objectives, although not necessarily in this order, have the group brainstorm all of the things they think should go into an employee handbook. Ask participants to put the ideas into clusters or categories that make sense in terms of writing an employee handbook. After clustering, organise the clusters into a sequence of topics or chapter headings.

2. Present a short, guided discussion about why it is important to write an employee handbook, what it should include and what it would accomplish in terms of HRM. Record the main points on a white board or flip chart and use these to review the lists generated in Task 1. Determine if the list generated in the earlier brainstorm session correspond with the criteria presented in this discussion.

3. Break the group into smaller task groups based on the number of chapter headings the participants decided were important in Task 1. Give them about 30 minutes to develop on newsprint an outline of the information they believe important to include in the chapter they have been assigned. Provide each participant with a copy of the document that follows these workshop instructions, *Guidelines for Writing an Employee Handbook*.

4. Reconvene and ask each task team to report their outline in the sequence of the chapters assigned. Allow for clarifying questions only after each presentation. After all the team reports have been presented, review the lists for contradictions, redundancies, omissions, and sequencing problems. The final sub-task in this step is to agree on the full outline of the employee handbook based on their collective experience and needs.

5. These tasks should take you until noon. Before breaking for lunch, review the morning's progress and remind them of the afternoon tasks.

6. After lunch, have the participants form teams of two. The rationale for the two-person teams is to provide each person with someone they can use for feedback and support. They may decide to work independently of each other most of the time or work together. These decisions are theirs to make. Their individual task for the afternoon session is to outline in detail the contents of an employee handbook for their organisation. The goal is to have a

complete employee handbook outline they can take home with them. Give them about 30-45 minutes before the workshop closing to produce their outlines.

Remember the pre-workshop assignment when you asked each participant to bring to the workshop any written materials they can find about their current HRM program? Well, this is the time for each participant to spend a few moments organising these materials based on the handbook outline produced just before lunch. Encourage each participant to incorporate HRM policies or procedures already in effect in the organisation that they believe are satisfactory. They should also make notes on the improvements or changes to be made to less satisfactory policies or procedures before they are incorporated into the employee handbook and put into operation.

1. Close the workshop by having each participant relate what she or he plans to do when they return to their organisation to complete the writing of the handbook. Check if they are willing to share their final handbook productions with each other as reference materials. Conduct a quick workshop evaluation, i.e., ask each participant to state what they found most useful and least useful about the day's activities.

# GUIDELINES FOR WRITING AN EMPLOYEE HANDBOOK[1]

The employee handbook is a communications tool containing information employees need to know about their rights and responsibilities as members of your organisation. It doesn't have to be fancy, just useful. Every employee should have an up-to-date copy to refer to when they have questions like:

- What holidays do we get off?
- When is pay-day?
- What health insurance coverage do I have?
- What are the safety rules?
- How can someone get in touch with me in an emergency?
- Who do I go to when I have a question about any of these concerns?

If you operate with paid employees, either full-time or part-time, and volunteers, you might want to develop a handbook for both categories. If this idea sounds a bit like too much work given everything else your organisation needs to do or something that definitely has low priority, think again. Here are some reasons why it makes good sense to develop one.

## *Why spend valuable time writing an employee handbook?*

1. It will challenge you to put in writing all those informal policies and procedures you have developed over the years that form the basis of your social contract with your employees.

2. Putting them in writing will assure that they are administered more or less equitably and fairly.

3. It will save you as the manager time since you won't have to be explaining these policies and procedures to everyone who has a question. Your employees and volunteers will know where to get answers to many of the questions they now bring to you or another supervisor.

4. It will make employee orientation a lot easier, and everyone will get the same information. As they say in the sports world, "Everyone will be working from the same score card."

5. Having policies and procedures in writing could be valuable in the future if an employee decides to legally challenge a work practice or policy. Given this, it's always a good idea to have the new employee read the manual and sign a form saying they have read the manual and understand it.

6. The employee manual is a good place to communicate your organisation's values and describe in your own words the kind of organisation you want to build and sustain together.

## *What should it include?*

If you are now convinced that developing this manual is a good idea, you should consider including the following topics and information in your handbook.

- **Welcome to our organisation!** This is the place to convey the personality of your organisation, to say why it is important to the community, and to convey the underlying values your organisation and its people strive to honour in their work together. Just about every NGO and CBO is borne out of conviction and sustained through service. This is another place to get these messages out to those who matter most, your employees.

- **How we manage our human resources.** This handbook has laid out a systematic approach to HRM. If your organisation operates within the context of the ideas presented here or in any other fashion, this is the place to say what these policies and procedures are. For example, include hiring policies, job descriptions, how these jobs are classified for compensation purposes, and all the other details about the way an employee is brought into the organisation and managed. It sounds a bit mechanical, but you need some structure and systems that assure uniformity and ease when managing the affairs of your employees.

  The following are some more thoughts to spark your imagination as you put this part of the handbook together.

  - Do you require an introductory period of employment, the time when you size each other up to see if it's a good match?

  - How do you post new jobs? Do you give current employees a chance to compete for them before going outside the organisation?

  - What about hiring relatives of those already on your team? This is one of those policies that may be guided largely by local custom or tradition.

  - What kind of performance reviews can the employee or volunteer expect?

  - Are there legal requirements concerning any aspect of employment that need to be considered?

- **Compensation and fringe benefits.** This is where you need to answer all those questions your employees have about work hours, pay days, fringe benefits either as part of a national plan or unique to your organisation, vacations, holidays, etc. Also consider sick and maternity leaves, day care facilities if they are available, time off policies of various kinds, overtime arrangements, travel reimbursement, training and development opportunities, well, you no doubt have the picture of what goes in this section.

- **Workplace policies and practices.** This section will address all those unique aspects of individual and group behaviour your organisation has assumed over the years or perhaps were set down as policy the day the doors opened. Some say these are the things that, in part, describe your organisation's culture. Here are a few word clues about what you might want to cover in this section: punctuality, dress, smoking, phone use, conflicts of interest, relations with clients or colleagues, harassment, safety, confidentiality, complaints, and written warnings from management. The list could go on but don't go overboard. Include in this section only those things that are both important to the organisation and expected of your employees.

- **Saying goodbye.** Sooner or later we all say goodbye to the organisation or the organisation says goodbye to us. In this chapter, discuss the options, good and not so good, i.e., voluntary and involuntary terminations. Also, think about the possibility of job reductions, the end of contract dilemma, the courtesy of giving notice of departures from either side of the employment relationship, etc. While you might like to avoid putting this aspect of the employment contract in writing, it will help make these transitions a bit easier when they do happen.

- **And, anything else you want to say to your employees and want to put in writing.** Every organisation is different and many NGOs and CBOs thrive on being different. Given this, some of the suggestions listed above may not fit, may seem too complicated, or may be just too bureaucratic for your organisation. This is not a problem for us, and you should take these ideas as suggestions of what might go into your employee's handbook. More importantly, make this management tool work for you as the manager but also for everyone in the organisation. Now, some final thoughts about how to get this document on paper.

### *Some thoughts on getting it written*

If you don't have such an employee handbook, are thinking it would be good to have one but are starting to perspire just thinking about it, take heart. Consider the following ideas to get you and your team started on its production.

- Call a staff meeting and raise the possibility of developing an employee's handbook like the one we have been discussing. If there is interest, brainstorm what should go into it. Ask for volunteers who might be willing to write the first draft.

- Don't worry about making it complete as a result of this first writing. Think of it as a work in progress. Add to it from time to time and don't forget to make revisions as needed. There will be occasions when you will want to eliminate some passages that are no longer relevant.

- Given the changing nature of this document, think about putting it into a loose-leaf binder of some kind so changes can be made easily.

- Think about making copies you distribute to your employees a bit more personal. This will be easy to do if it's loose-leaf. While most of the contents will be common to all employees, you can personalise it by including their job description, performance evaluations, letter of commendation for exemplary service to the organisation, a summary of fringe benefits for the New Year, and other documents of personal interest.

- Include in the back of the handbook copies of forms the employee might need to request vacation time, ask for leave without pay, keep you informed about changes in address, or other transactions that might be made easier by having the right document readily available to all emp loyees.

- If your organisation uses volunteers, think about developing a separate handbook outlining the policies, programmes, and procedures that apply to them. They will be grateful for your efforts, and it will save an enormous amount of time and aggravation particularly if you experience a lot of turnover in your volunteer staff.

- Establish a process where the handbook will be reviewed and updated from time to time. With employee handbooks, it is always a good idea to review them during the budget process in case any part of the manual might be affected by changes in the budget.

- This will take you back to page one and that's the suggestion that on the front page or close to it you make reference to what version of the handbook is being used and its date of adoption.

***Travel advisory!*** Undertaking the writing of an employee handbook for a small NGO or CBO might look like overkill and hardly the most important task you need to undertake in your efforts to stay financially sound. Nevertheless, you recognise that such a handbook would be useful and might even save you time and maybe money over time. Given these possible circumstances, think about a minimalist initiative. 1). Call a meeting of your employees, or add this suggested task on to the end of a regular meeting, and find out what information they would like to see included in such a document. 2). Get their thoughts on the best way to prepare such a document and keep it current. 3). Let them know you appreciate their inputs and that you plan to keep the document simple. 4). Ask if there is any one who would like to help write it. 5). With their help, prepare a draft copy and bring it up for discussion at the next staff meeting, scheduled or otherwise.

### *One more thought before moving on*

We've included a short training design in this part of the manual on helping others learn how to write employee handbooks. If you think such a workshop would be useful for your organisation and other NGOs and CBOs in the community, ask a local trainer or training institution to organise it.

## *Endnotes*

(1) This information on the contents and use of an employee handbook is adapted from an extraordinarily informative manual: Bernstein, Leyna, *Creating Your Employee Handbook: A Do It Yourself Kit for Nonprofits*. (San Francisco, Ca: Jossey-Bass Publishers, 2000) and from an ICMA publication mentioned earlier, Cozzetto, Don A. and Theodore B. Pedeliski, "Employee Responsibilities: Setting Expectations," in *Human Resource Management in Local Government: An Essential Guide* (Washington, D.C.: The International City/County Management Association, 1999), pp. 160-1.