Toolkit Human Resources Management

Council of Europe Toolkit
Prepared by the Centre of Expertise
for Good Governance

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SUMMARY

The promotion of modern and effective Human Resource Management (HRM) is at the very heart of so called "good governance at the local level" and is a key building block of local democracy. Employees are arguably a public sector organisation's most important asset – it is employees that build the relationship between citizens and local authorities, deliver public services, and engage with communities routinely. HRM is thus about ensuring the development of an efficient and accountable public administration for the benefit of the community served.

HRM is underpinned through the development and implementation of transparent and impartial recruitment procedures, indepth evaluation of local employees' performance and career development for the public service, and continuous training and the promotion of ethics within the public administration. There is a need to establish a merit-based recruitment and career system that is not vulnerable to politicisation, in order to have a strong administration both at local and national level. The promotion of modern and effective HRM functions at the municipal level is also about engaging both elected officials and employees to maximise the performance of the organisation and about quality services provided to citizens.

The European Charter for Local Self-Government defines the working conditions in local governments:

> " *conditions of service of local government employees shall be such as to permit the recruitment of high-quality staff on the basis of merit and competence; to this end adequate training opportunities, remuneration and career prospects shall be provided.* "
>
> Article 6.2

Another key document is the European Strategy for Innovation and Good Governance at local level, adopted by the CoE Committee of Ministers in 2008, which deals with "competence and capacity". This principle clearly outlines the need to ensure the professional skills of local government employees are continuously maintained and strengthened in order to improve their output and impact, develop their performance and produce better results.

Decentralisation requires the strengthening of the administrative capacity of local self-government. The debate around local government reform across Europe, and particularly in Eastern Europe, has focused predominantly on improving service delivery, making efficiencies, enhancing governance, local accountability and public ethics. One area that has been largely under utilised or even ignored is people management. Yet, in a time of such sweeping reforms of the public service, and with such economic pressures on its employees to achieve more with less funding, good human resources practices are becoming essential. The extent to which employees are engaged and motivated and how they are managed on a day-to-day basis will make all the difference in being able to implement fundamental and long-lasting changes in all other areas.

That is why this toolkit, fundamentally revised in 2022, issued by the Council of Europe's Centre of Expertise for Good Governance[1], focuses on modern and effective HRM. It contributes to a number of

1 / The Centre of Expertise was established in 2006 as the Centre of Expertise for Local Government Reform. In 2017, it became known as the Centre of Expertise for Good Governance (CEGG), a name change that reflected the evolution of its areas of intervention to support good governance at all levels of government with an emphasis on promotion of the 12 Principles of Good Democratic Governance.

other capacity building tools developed by the Council of Europe, such as the toolkit on performance management and the European Label of Governance Excellence. The Centre of Expertise was created in 2006 in order to help local authorities throughout Europe to improve their institutional capacity and performance in delivering services and exercising public authority.

All Council of Europe member states are encouraged to use the toolkit, provided that the copyright is re-spected, the Centre of Expertise is informed, and the qualified experts are engaged. The Centre of Expertise is available to provide support and assistance in its implementation.

STRUCTURE

Human resources management concerns practices and policies which are required to deliver organisational objectives in connection with staff issues, in particular, the employment, training, assessment and remuneration of staff and securing a safe, ethically acceptable and fair environment for them. The function of human resources management is made up of a set of different activities aimed at diverse aspects of employee management:

Job analysis
the process of collecting relevant information about jobs and defining the knowledge, skills and capacities needed for performing a competent role.

Planning the supply and demand of human resources
a process in which human resources requirements are predicted based on anticipated changes in the internal and external environments.

Selecting & recruiting candidates
the process of recruiting employees to enable an organisation to deliver objectives.

Employee training
the process of making changes in the particular knowledge, capabilities, skills, attitudes and/or behaviour aimed at improving the performance of employees.

Employee development
the process of creating opportunities for learning in order to help employees in their personal development and to prepare them for future requirements in their jobs or for developing their careers.

Employee performance assessment (appraisal)
the process of assessing the individual contributions of employees to the accomplishment of organisational objectives in a predefined period of time.

Employee remuneration
creating and administering a system of direct remuneration (basic pay and performance-based earnings) and indirect remuneration of employees (protection programmes, paid vacations, benefits).

Employee relations
improving employer-employee relations through collective negotiation and by the observance of regulations pertaining to labour and labour relations.

This Toolkit is mainly designed for use by human resources practitioners in local authorities, as well as senior management and elected members of local authorities concerned with public service reform and improving people management. Its potential benefits are significant. It is specifically aimed at:

- helping to develop an understanding of how human resources practices align with and support organisational strategy and priorities;
- identifying ways in which to demonstrate the value of people and of sound human resources practices;
- assessing your competence and effectiveness in providing a good human resources service that meets the changing needs of your organisation and public services;
- clarifying the roles and responsibilities regarding human resources management of all the stakeholders within the organisation;
- allowing progress of human resources practices to be measured and benchmarked against similar institutions;
- enabling better-informed action planning and decision making, taking into account the impact on employees;
- providing an opportunity for local authorities to take responsibility for their own improvement of HR management practices.

CENTRE OF EXPERTISE FOR GOOD GOVERNANCE

The mission of the Centre of Expertise for Good Governance is to promote respect for the 12 Principles of Good Democratic Governance by building capacities of those in public service at all levels and delivering legal and policy advice in line with European standards and best practice.

The Centre of Expertise is uniquely placed to support multi level governance. It aims to support member states to develop effective, accountable and transparent institutions based on inclusive, participatory and representative decision-making at all levels.

While maintaining an approach that focuses on understanding the needs of local those in public service, the close links between the Centre of Expertise and the Council of Europe's intergovernmental Committee on Democracy and Governance (CDDG), offers it ready access to high-level government officials from Council of Europe member States. This multi-stakeholder platform for dialogue, awareness raising, and peer exchange serves as a reservoir of knowledge and expertise in governance reforms to support the Centre's activities.

The Centre's cooperation projects and targeted interventions are designed to promote Council of Europe standards; address issues and fill gaps that have emerged through monitoring; and support ongoing processes of public administration and local government reforms and the modernisation of democractic institutions in member states.

The Centre of Expertise promotes and builds on a unique set of European standards such as the European Charter of Local Self-Government, Committee of Ministers' Recommendations in this field, and the 12 Principles of Good Democratic Governance. Its programmes are designed around implementation of the specific toolkits whose templates are easily adapted to respond to local needs and deliver quality, impact oriented projects based on benchmarks, evaluation instruments and innovative methodologies. These tools represent a practical crystallisation of the Council of Europe standards developed through multi lateralism and intergovernmental cooperation, and are a compilation of exchange of experience and best European practice.

The Centre of Expertise can provide assistance in adapting and implementing the tools and training national experts.

This toolkit also supports the following Council of Europe recommendations:

- Recommendation CM/Rec(2019)3 of the Committee of Ministers to member states on the supervision of local authorities activities (4 April 2019). This recommendation sets out the importance of the 12 Principles of Good Democratic Governance, notably the openness and transparency, competence and capacity. It also encourages local authorities to create internal control procedures and services.

- Recommendation CM/Rec(2007)12 of the Committee of Ministers to member states on capacity building at local and regional level (10 October 2007), which states that "effective democracy and good governance at all levels are essential for preventing conflicts, promoting stability, facilitating economic and social progress and hence for creating sustainable communities where people want to live and work, now and in the future".

- Recommendation CM/Rec(2007)4 of the Committee of Ministers to member states on local and regional public services (31 January 2007), which refers to local and regional authorities introducing a system of performance evaluation carried out regularly and publicly and, in particular, the use of performance indicators in local government. The tools covered in this manual support the delivery of quality, effective, efficient and economic local services.

The tools in this manual support local government in the delivery of these responsibilities and increases the capacity to deliver high quality local public services and engage the inhabitants in the democratic functioning of local authorities.

The 2020 Report on "Democratic governance and Covid-19" by the European Committee on Democracy and Governance (CDDG), states that the major lesson learnt from the COVID-19 experience is that strong and effective multilevel governance is essential to prevent, identify and manage emergencies, including pandemics. Further, resilience, flexibility, capacity and coordination are instrumental to good governance and to ensure that key services continue.

CONTENT

1. INTRODUCTION

Effective human resource management is important, and how well it is delivered has a big impact on the performance of the organisation and hence the quality of public services. The whole life cycle must be managed well from recruitment, effective employee management and the arrangements when employees leave the organisation.

Recruitment → Induction → Goal setting → Supervision → Leaning and development → Appraisal → Departure

Managers are responsible for leading and managing an individual or team of people and the quality of the services they deliver. The way employees are recruited, managed and developed will make a difference to how they feel about their job and their ability to work to the right standard.

Leadership will also set the tone and help to create conditions for a positive workplace culture that is focused on delivering high-quality services. Good leaders create a positive environment for employees so that they feel engaged and are focused on service delivery.

Every time you discuss work with your employee you are managing their performance, so people performance management is really just one long conversation that starts on day one of employment and continues until the employee leaves your team.

People work best in an environment that encourages openness and honesty in a positive, constructive and professional way. They also work well when communications are two-way, involving a balance of feedback and active listening from both manager and employee.

This manual covers the key stages in the life cycle of human resource management.

2. RECRUITMENT

2.1.1 Recruitment

Bringing talented individuals into the organisation is one of the most important roles of managers and HR professionals. The recruitment process has developed into a sizeable industry, with marketing and search firms and occupational psychologists at the forefront of this. At the leading edge, techniques in attracting employees into the organisation and assessing candidates have become sophisticated.

Recruiting and selecting the right people is fundamental to any organisation's success. How best to do it, however, remains a challenging area. The employer and potential new employees enter the process with limited information on what to expect and have few opportunities to learn from their behaviour. In addition, the process is inherently high stakes; getting it wrong can have significant implications. Ultimately, any recruitment and selection process demands complex and speedy decision making from both sides.

Candidates from disadvantaged or minority groups may be particularly prone to experiencing pressure due to negative stereotypes and the sense of being an outsider. Further, gender equality is increasingly a proactive consideration.

Good recruitment is vital for every organisation, especially when the employment market is challenged - finding the right people for the right roles at the right time. It ensures that the workforce has the relevant skills and abilities for the organisation's current and future needs. Effective resourcing is not just about filling an immediate vacancy but about having an impact on the long-term success of the business, using workforce planning data to understand what skills are needed for organisational performance.

Recruitment and resourcing involve attracting and selecting individuals into a job role. Recruiting the right individuals is crucial for organisations that need people with the right skills and capabilities to deliver their goals. It's a critical activity, not just for the HR team but also for line managers who are increasingly involved in the selection process. Everyone involved in recruitment must have the appropriate knowledge and skills to make effective and fair recruitment decisions.

The length and complexity of the recruitment process will vary depending on an organisation's size and resources. However, each of the following stages should be followed:

The recruitment process is not just about employers identifying suitable employees, but candidates finding out more about the organisation and considering if it's where they would like to work, in person or remotely. Flexibility and work-life balance are likely to be important considerations for candidates and this is explored later in this manual. First impressions matter; the process should be transparent, timely and fair for all candidates. In a digital age where candidates can share their experiences online, inefficient, poorly designed recruitment processes can negatively impact the organisation and the ability to attract candidates.

Another key part of resourcing is attracting a wide range of candidates. Inclusion and diversity should be integral throughout the process, with practices and systems regularly reviewed to ensure resourcing methods are inclusive and hidden bias is removed. Everyone taking part in activities such as shortlisting and interviewing must be aware of relevant recruitment legislation and the need to avoid discrimination in recruitment and selection.

2.1.2 Job analysis

The first step is to spend time gathering information about a job from a variety of sources, whether the position already exists or is new. This analysis provides the information needed for the job description and person specification. The job analysis needs to reflect as far as possible the future role of the post being recruited to and not what happens currently. The pace of change in the delivery of public services needs to be considered when commencing the recruitment process, for example, reflecting the changing world of information technology or the changing patterns of work post the COVID-19 pandemic.

2.1.3 Job description

A job description (JD) is a detailed description of the role, including all responsibilities, objectives and requirements. A person specification (PS) is a profile of your ideal new employee, including skills, experience and personality type.

These documents form the basis of recruitment and ongoing staff appraisal/development and are thus key documents. Staff performing the same role will have the same JD and PS. In some countries, standard base documents are used, being adapted for local circumstances. The annual appraisal process builds upon the requirements of the job description and develops the employee to deliver what is required through the training and skills development programme that is integral in the appraisal process.

Writing an accurate job description involves breaking the job down into its component parts and defining the key objectives. A good job description should:

- Define the overall purpose of the job and the main tasks.
- Provide an overview of the role for potential applicants allowing them to decide whether it is suitable for them.
- Place the role or job into the organisational context; this can include the position on the pay scale depending on the complexity of the role.
- Provide a basis to performance manage the successful applicant, once employed, against the job requirements.
- Inform the rest of the recruitment process, i.e. the person specification, job advert, interview questions, etc.

The criteria contained in the job description should be strictly relevant to the requirements of the post. Care is needed to ensure that the job description is not unnecessarily restrictive so as to exclude any particular groups, as this could be viewed as indirect discrimination.

The person specification details the necessary skills, qualifications, experience or other attributes needed to carry out the job. Using the person specification throughout the recruitment and selection process will enable the organisation to ensure that the best candidate is selected and thereafter developed to perform the functions of the post at the highest level.

The job description should include the following:

Post title, job family and location in the organisation chart

Description and information concerning the post holder

Duties of the post, linkage to departmental duties

Scope of the post, lines of report, margin of autonomy

Detailed description of activities to be performed

Competencies required

Working conditions and material and/or human resources available

Desired future developments in the post

Area	Hints / Considerations
Job title	What is the job title for this position? Consider the job title that targeted candidates will search for. You may wish to consider the level of person you are recruiting and the impact you want the job title to have. This alone can have a significant impact on engagement and applications.
Location	Where is the job located? Consider: • Will travel be required? • Is the position home-based? • Will relocation be an option?
Employment type	What is the employment type? Permanent, Contract, Full Time, Part-time?
Overview of company	This is your chance to present your company and create a great first impression. Consider your employer branding and start to build candidate desire. You need a cohesive and positive message about your company and put personality into it. Consider what is special about your company; provide detail about the history, share the vision and what makes you attractive to potential employees.
Purpose of position	Use this as an opportunity to pitch the position. By making this section compelling, you will increase candidate engagement, receive more applicants and recruit better staff.
Information on public sector **(as needed)**	Providing sector information will make your job description more appealing.
Specialisation	Is any specialisation required for this position? Focusing the candidate on this information will increase engagement.
Level	What level are you recruiting at? Director/Senior Manager/Mid management, etc.
Responsibilities	What are the main responsibilities of the position? This is a great chance to sell the position and provide clear details on what is required.
Experience/ skills required	What experience is required for this position? Be clear on essential and desirable skills. Some important areas for consideration are: • Years of experience • Type of experience (Technical / Sales / Marketing / Accounting experience) • Function / sector experience • Skill specific to position • Management experience • What personable skills are required (well organised, self-motivated, articulate, team player, leader, dedication, outward going, multi tasking skills etc.) • Computer Skills • Languages
Salary	By offering information, if competitive, you will increase the quality and quantity of applicants.
Qualifications	What qualifications are essential and desirable for this position? State whether a degree, public sector accreditation or specific training is required for the position.
Eligibility to Work?	Is there an eligibility requirement to work in the country? Will visa sponsorship be an option? **[optional]**

2.1.4 Person Specification

The person specification states the essential criteria for selection. The characteristics must be clear, demonstrable and avoid bias in wording.

The person specification should include the following:

Skills & abilities	• Abilities you expect your ideal candidate to demonstrate • Technical, organisational, communicative or creative skills • Each skill required for the specific job tasks
Qualifications & experience	• What specific education do you require? • What level of experience (if any) is needed? • Is the candidate required to have held a prior job of similar description? • Length of experience gained – in which specific industries and departments?
Character & personal qualities	• What sort of personality would fit in with your team? • Use descriptive words that would describe the nature of your ideal candidate • Think of traits that would help them complete the job efficiently • Character traits of a person with a passion for public services or a similar role
Ideal qualities	• What other qualities would you like your employee to display? • Add in any other areas of the person and job that you have not included • Think laterally in your descriptions – delve into the underlying nature of the person and job

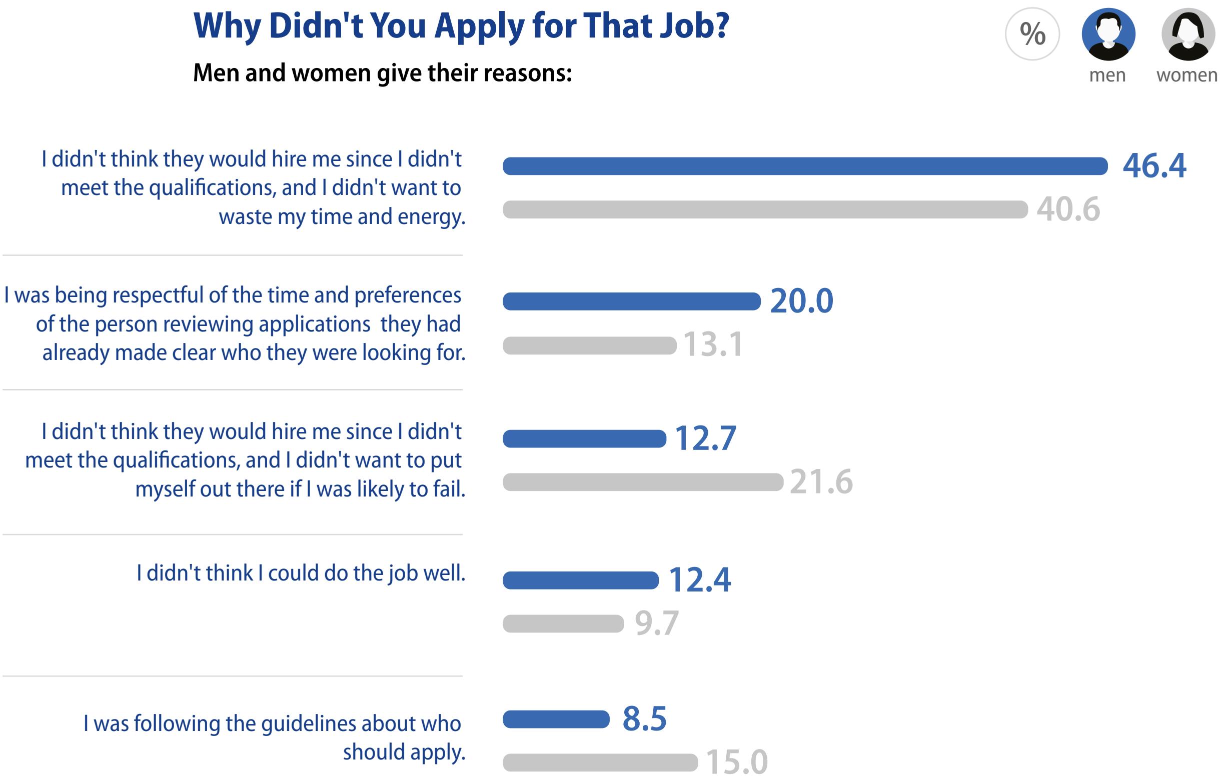
Whilst many public sector organisations develop bespoke JD's and PS's independently, the above areas are covered as standard. It is becoming increasingly common for generic job descriptions to be developed that can be used across organisations. This has the benefit of reducing effort in developing such documents and also enables the increasing trend of employees working across organisations.

The job description explains to potential candidates the detailed job requirements such as responsibilities and objectives of the role. It helps the recruitment process by providing a clear overview of the role for all involved. It can also provide clarity during induction and later, on performance and objectives.

2.1.5 Job advertisements (including gender awareness)

The journey to attract the right candidates starts with job adverts. It is easy to see job adverts as a secondary and uninteresting component of the process, but evidence suggests that getting the job advert right is a key element of attracting the right kind of person. Although an organisation's reputation will be one of the most important predictors of whether someone applies for a job, variations in job adverts attract different types of candidates who go on to perform differently on the job.

The language used is important, especially with regard to removing gender bias. For example, specific words are more likely to attract female or male candidates. Evidence also shows that, on average, women apply for positions when they meet 100 % of the required qualifications on a job advert, while men are likely to apply when they meet only 60 % of those qualifications, so the list of what counts as 'essential' will dramatically affect who applies (Mohr 2014[2]). It is reported that there is also a noticeable gender difference in why people do not apply for a job - 15 % of women indicated the top reason they didn't apply was because "*I was following the guidelines about who should apply*". Only 8 % of men indicated this as their top answer.



Reference: "*Why Women Don't Apply for Jobs Unless They're 100 % Qualified*" by Tara Sophia Mohr, *Harvard Business Review, August 25, 2014.*

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2 / "Why Women Don't Apply for Jobs Unless They're 100% Qualified" by Tara Sophia Mohr, Harvard Business Review, August 25, 2014.

To illustrate, when an advert can be inadvertently constructed to sound masculine, including sentences such as, *'We will challenge our employees to be proud of their chosen career'* and *'You'll develop leadership skills and learn business principles'.* A feminine worded version of the same job advert would include sentences such as, *'We nurture and support our employees, expecting that they will become committed to their chosen career'* and *'You will develop interpersonal skills and understanding of business.'*

It needs to be easy for people who show interest to apply directly. Small changes in how easy it is to apply can have large effects on people's willingness to make the initial effort. On a website, for example, one or two clicks from the home page should get people to the actual application. Lengthy and complex forms can discourage even the most motivated applicants.

Job adverts should give clear, accurate information about the organisation and the role. They should include:

- Links to the job description and person specification.
- State the job location.
- Type of employment offered - for example, is it a fixed-term role?
- The organisation's activities and values.
- Reward and benefits package.
- Flexible working practices, where available.
- Details of how to apply and the deadline.

2.1.6 Attracting the right person

Who are the 'right types' of people?

Person-organisation fit and **person-job fit** are established predictors of performance (Goodman and Svyantek 1999[3]). Indeed, much of the theory predicts that individuals should be attracted to specific organisations based on fit.

However, another complication arises in how employers define or make assumptions about who will fit. Employers selecting only people who seem similar to themselves or their colleagues can put people of a different race, gender, ethnicity or socioeconomic status at a disadvantage. This has implications not only for fairness but also for long-term business needs such as innovation and organisational responsiveness to market changes.

Further, while it may be easy to select for short-term fit, it may be more difficult to predict what characteristics a workforce needs to have in a few years' time. The solution is not to ignore fit but to define it in a way that is meaningful and beneficial to the organisation longer term.

Person-organisation fit is usually described in terms of how well a person's perceptions of the values held by an organisation map on to the values that the person holds her/him/themself.

Person-job fit typically refers to the match between a person's abilities and personality, and a job demands and what it offers.

3 / Goodman, S. A., & Svyantek, D. J. (1999). Person–organization fit and contextual performance: Do shared values matter. *Journal of Vocational Behavior, 55*(2), 254–275.

2.2 SELECTION PROCESSES (INCLUDING DIVERSITY AWARENESS)

Once suitable candidates have been attracted to a position, it is the role of recruiters, line managers and HR staff to select the best candidate. Behavioural science clearly indicates that people have hardwired systematic biases in how they evaluate candidates. Too often, the emphasis on 'fit' from managers slips into an emphasis on people who are similar in nonrelevant ways to existing employees or the decision-makers. Concerns about dissimilarity are often more salient to employers than concerns about productivity or skill. This has obvious consequences for the ability of a selection committee to improve diversity in recruitment. There is a multitude of evidence that shows that we hire people like ourselves: employers seek candidates who are similar to themselves in terms of leisure activities, experiences and self-presentation styles.

There is a risk of gender bias. Managers – both male and female – continue to favour men over equally qualified women in hiring, compensation, performance evaluation and promotion decisions.

Given our propensity for bias, the question then becomes: what are the best selection tools – or combination of tools – to help overcome biases and get the best outcome? The following sections set out recruitment approaches to tackle unintended bias.

2.2.1 Reviewng Curriculum Vitae and application forms

There is a lot of evidence that bias may creep into assessments of Curriculum Vitae (CV).

Anonymous CVs – managers shouldn't ask for information on the CV that can bias the assessor and provide no predictive value on performance, such as a person's photograph.

Rather than scoring each CV received individually, compare CVs and application forms in groups. When possible, remove names, gender references and any identifiable information (including address) before scoring CVs or application forms

In other contexts where 'blind selection' is possible, it seems to always work best.

2.2.2 Interview

- Interviews are a key tool to select candidates and can be used in particular to gauge skills that may be pertinent to the job, such as being able to explain clearly and listen well.
- It is best to pre-commit to a set of interview questions that are directly related to performance on the job.
- Structure the interview with a suite of questions that are clearly focused on the specifics of the job in hand.
- Use a combination of questions that ask about what people have done in previous positions and questions on how they would handle specific situations, but must be kept relevant to the job.
- Improve the interpersonal skills of the interviewer and the interviewer's ability to make decisions without influence from non-job-related information. Interviewers should be trained to:

- avoid asking questions unrelated to the job;
- avoid making quick decisions about an applicant;
- avoid stereotyping applicants;
- avoid giving too much weight to a few characteristics;
- try to put the applicant at ease during the interview;
- communicate clearly with the applicant;
- maintain consistency in the questions asked.

Types of Interviews

UNSTRUCTURED INTERVIEW	Involves a procedure where different questions may be asked of different applicants.
SITUATIONAL INTERVIEW	Candidates are interviewed about what actions they would take in various job related situations. The job related situations are usually identified using the critical incidents job analysis technique. The interviews are then scored using a scoring guide constructed by job experts.
BEHAVIOUR DESCRIPTION INTERVIEWS	Candidates are asked what actions they have taken in prior job situations that are similar to situations they may encounter on the job. The interviews are then scored using a scoring guide constructed by job experts.
COMPREHENSIVE STRUCTURED INTERVIEWS	Candidates are asked questions pertaining to how they would handle job related situations, job knowledge, worker requirements, and how the candidate would perform various job simulations. Interviews tapping job knowledge offer a way to assess a candidate's current level of knowledge related to relevant implicit dimensions of job performance (i.e., "tacit knowledge" or "practical intelligence" related to a specific job position).

STRUCTURED BEHAVIOURAL INTERVIEW	This technique involves asking all interviewees standardised questions about how they handled past situations that were similar to situations they may encounter on the job. The interviewer may also ask discretionary probing questions for details of the situation, the interviewee's behaviour in the situation and the outcome. The interviewee's responses are then scored with behaviorally focused rating scales.
ORAL INTERVIEW BOARDS	This technique entails the job candidate giving oral responses to job-related questions asked by a panel of interviewers. Each member of the panel then rates each interviewee on such dimensions as work history, motivation, creative thinking, and presentation. The scoring procedure for oral interview boards has typically been subjective; thus, it would be subject to personal biases of those individuals sitting on the board. This technique may not be feasible for jobs in which there are a large number of applicants that must be interviewed.

One factor at play is the high cognitive load (that is, the 'strain' put on our brain) involved in making good judgements in such settings. As a result, interviewers may make decisions hastily, not taking the full range of data available to them into account. It is commonly stated that the real decision has been made in the first four minutes of an interview.

Robust design, even within interviews, is essential when trying to identify the right types of people for a job. The majority of studies suggest that structured interviews predict job performance better than unstructured interviews. A key reason for this is that interviewers open themselves up to various forms of bias when they ask questions that come to mind in the interview. This may include asking different questions to different participants in order to unconsciously reaffirm initial impressions (confirmation bias) or remembering only the most salient part of the interview and the very end of the interview (peak-end effects). In contrast, there is some evidence that bias is reduced when interviews are more structured.

Practitioner tips

Pre-commit to a set of interview questions that are directly related to performance of the job. Structure the interview with a suite of questions that are clearly focused on the specifics of the job. This could be done through a combination of questions that ask about what people have done in previous positions and questions on how they would handle specific situations but must be kept relevant to the job.

Advantages of interviews:

- useful for determining communicative or social skills which may be necessary for the job;
- interviewer can obtain supplementary information;
- can assess the applicant's job knowledge;
- can be used for selection among equally qualified applicants;
- used to determine if there is compatibility between the applicant and the employer allows the applicant to ask questions that may reveal additional information useful for making a selection decision;
- the interview may be modified as needed to gather important information.

Disadvantages of interviews:

- subjective evaluations are made;
- decisions tend to be made within the first few minutes of the interview, with the remainder of the interview used to validate or justify the original decision;
- interviewers form stereotypes concerning the characteristics required for success on the job;
- research has shown disproportionate rates of selection between minority and non-minority members using interviews;
- negative information seems to be given more weight;
- not much evidence of validity of the selection procedure;
- not as reliable as tests.

2.2.3 Tests at interview

The use of tests has become an important part of the selection process. Standardised tests, or tests of cognitive ability, are often the most useful in terms of predicting job performance. Perhaps the most promising growth of tests lies in work sample tests: actually asking people to try out the real work. Employers should ensure the tests, personality questionnaires, work samples or tryouts they use in their assessment process are fit for purpose. This can be verified over time by linking applicants' assessment performance to their actual on-the-job performance. This will help employers finetune their understanding of what's needed for different roles.

Spread assessments and decisions across days, but keep all other conditions similar (time of day, how you see CVs, the room, and so on). The risk of making poor decisions because of decision fatigue and high cognitive load is particularly relevant when selection of candidates happens in a condensed timeframe. However, ideally, it would be fairer if recruiters limit the number of hours in a day that they spend assessing candidates. All other conditions that might affect decisions should be kept constant – if some people are interviewed over the phone or by video call, others shouldn't be brought in for face-to-face interviews. If some CVs are printed, they should all be printed etc. Taking time to deliberately standardise the conditions in which candidates are assessed is key to fair judgement.

2.2.4 Personality tests

Personality tests typically measure one or more of five personality dimensions:

extroversion | emotional stability | agreeableness | conscientiousness | openness to experience

Advantages	Disadvantages
can result in lower turnover if applicants are selected for traits that are highly correlated with employees who have high longevity within the organisation	difficult to measure personality traits that may not be well defined
can reveal more information about applicant's abilities and interests	applicant's training and experience may have greater impact on job performance than applicant's personality
can identify interpersonal traits that may be needed for certain jobs	responses by applicant may be altered by applicant's desire to respond in a way they feel would result in their selection
	lack of diversity if all selected applicants have same personality traits
	cost may be prohibitive for both the test and interpretation of results
	lack of evidence to support validity of use of personality tests

2.2.5 Recuitment – the Offer

Before making an offer of employment, references need to be sought and there needs to be a check undertaken on the potential employee's qualifications etc.

- All educational requirements and qualifications set out as 'essential' or 'desirable' in the person specification should be checked.
- References – References are most frequently sought after the applicant has been given a 'provisional offer'.
- Medical questionnaires and making reasonable adjustments – Any necessary physical or medical requirement should be made clear in the job advertisement or other recruitment literature. The applicant may need to complete a medical questionnaire before being offered a job.
- Employers should also ask candidates if they need any adjustments or have specific access requirements in order to do the job required of them.

Offers of employment should always be made in writing.

Unsuccessful candidates should be notified promptly in writing and every effort should be made to provide feedback.

2.2.6 'Onboarding' – Joining the organisation

Well-planned induction enables new employees to become fully operational quickly and therefore should be integrated into the recruitment process. Employees are more likely to invest themselves personally in the organisation if they feel aligned with the business. If you want your new starter to embody the organisation's mission, vision and values, then this needs to be shared as part of the onboarding process. It's equally important for everyone to understand their own goals and how they relate to the big picture. Communicating the goals of their role during the onboarding process will help new employees to focus their efforts towards achieving them.

The following sets out practical tips to help you create an onboarding process that helps your new employees get off to a good start.

Before an employee's first day:

Workspace	• Prepare your new employee's work area and office space and equip it as required. • Order appropriate access keys/security cards and make sure they work. • Send out any equipment and technology for remote employees. • Give them details about any remote working allowances.
Technology Access	• Order technology equipment (computer, iPad, phone) and software. • Set up their system in advance and assign them to a printer. • Arrange for access to common drives. • Add their name to relevant email lists.
General Communications	• Share the news about the new starter with everyone in the organisation so everyone is ready for their introduction. • Assign a buddy or mentor the new employee can rely on to show them the ropes and answer their questions.
First Day	• Give them a tour of the office or workplace and introduce them to key team members. • If you haven't already given them an onboarding pack before they started, make sure you present it on their first day, and give them time to complete the paperwork. • Meet with them and their manager to explain the expectations of their role. The new starter needs to know what they're supposed to be doing. • Have their manager assign any simple tasks.
First Week	• Introduce them to employees from different areas of the organisation and, where relevant, have them shadow them so they can experience the organisation from many different aspects

	• Meet to check they've signed the paperwork and have accessed, read, and acknowledged the organisation's policies. • Check-in with them and their manager regarding any first tasks.
First Month	• Hold regular check-in meetings and evaluate their progress after a month in the organisation. • See how they're getting along with the rest of the team and whether they're enjoying their work. • Assess and action training needs.

2.2.7 The Probationary Period

In some countries, there is a legal requirement for a probationary period. It provides a very flexible human resource management approach and would be an additional tool to ensure that the civil service is occupied only by persons with the necessary competences, experience and skills – is the employee right for the organisation and vice versa? A probationary period of a minimum of 3 months is best in order to assess competence for the role. During this period, the employee could be dismissed should it be necessary, subject to local laws.

Five tips for managing a new starter probation – as part of the onboarding program, it's important to actively manage new employees during the probation period.

- **CLEARLY DEFINED EXPECTATIONS DURING A PROBATION PERIOD**
  Set out performance and learning goals. By clearly managing the expectations, you provide certainty to your new employee as to what he or she needs to achieve to pass the probation period.

- **REGULAR MEETINGS**
  Regularly check-in with your new employee to get a real sense about how they're progressing. This gives them every opportunity to raise questions about the business and their role. At the same time, you get to see their attitude and personality up close, which will help you make a call on whether they're a good fit with the other staff members and your company culture.

- **REAL WORK**
  If you don't give your new hire suitably challenging work during their probationary period, how can you possibly assess whether they are right for the role?

- **MENTORING**
  By providing a mentor, you can help new employees better get used to your organisation's working environment. With ready access to an experienced colleague, they know who to turn to for advice and information and support. This helps improve their self-confidence and ability to meet expectations.

- **PROBATION PERIOD OUTCOME**
  Before the end of the probationary period, you must make a decision as to whether you want to keep the employee or terminate their employment. There will be country-specific legal considerations should this be necessary.

2.2.8 Recruitment – Documentation and Evaluation

The recruitment process should be documented accurately, and access limited to recruitment staff for confidentiality reasons.

It's good practice to carry out equality and diversity monitoring in the recruitment and resourcing process. This includes monitoring the diversity of applicants.

Using metrics such as cost of hire, candidate experience ratings and time to hire can also provide insight into the effectiveness of recruitment processes.

2.2.9 18 tips for better recruitment practice

ATTRACTING CANDIDATES

1. Take a fresh look at person–organisation fit, considering both current and aspirational organisational culture.
2. Test the wording of your job adverts to see how it affects who applies.
3. Personalise your outreach efforts to encourage applicants.
4. Make it easy for people who show interest to apply directly.
5. Vary where and how you do outreach.
6. Push for transparency in outreach even when using networks for recruitment and selection.
7. Systematise your use of social media in recruitment.

ASSESSMENT

8. Group and anonymise CVs when reviewing them.
9. Pre-commit to a set of interview questions that are directly related to performance on the job.
10. Focus interviews on collecting information, not making the decision.
11. Make sure tests are relevant to the job and fit for purpose.

DECISION-MAKING

12. Include people in hiring decisions who have not been involved in assessing candidates.
13. Stick to what the scores tell you for final decisions.

RECRUITMENT STRATEGY

14. Spread assessments and decisions across days but keep all other conditions similar.
15. If discussing unconscious bias, emphasise the desired behaviour of assessors rather than the problem.
16. Evaluate your assessment practices.

CANDIDATE EXPERIENCE

17. Avoid creating stereotype threats in the assessment process.
18. Ask for feedback from rejected and accepted candidates.

3. PERFORMANCE MANAGEMENT OF EMPLOYEES

The Council of Europe's Committee of Ministers Recommendation CM/Rec(2007)[4] to member states on local and regional public services sets out the guidelines for effective performance management arrangements.

People Performance Management (PPM) brings positive benefits to the manager, the employee, and the organisation.

Investing time in managing the performance of employees is essential to ensure that the team, service, and organisation are all delivering excellent services.

Managers are responsible for knowing if team members are performing well. That means that they are conducting themselves in a way that is guided by the values important to the organisation.

The benefits of a valued, supported, and engaged workforce leads to job satisfaction and higher quality of care.

People performance management (PPM) is a term used to describe all the processes and techniques that ensure employees are working to the best of their ability and putting the values of the organisation into practice.

Managing performance is a continuous process which involves making sure that the performance of employees contributes to the goals of their teams and the organisation. **Excellent performance management helps everyone in the organisation to know:**

- what the service is trying to achieve;
- their role in helping the service achieve its goals;
- the skills and competencies they need to fulfil their role the standards of performance required;
- how they can develop their performance and contribute to development of the organisation;
- how they are doing when there are performance problems and what to do about them.

When it is done well, performance management is not an administrative burden but an essential tool that helps employees deliver services to standards set by their employers for the benefit of service users and local citizens.

4 / https://rm.coe.int/cmrec-2007-4-on-local-and-regional-public-services/1680a43b5c

People performance management is done well when the manager:

- clearly sets out what is expected of an employee in his/her role and what the employee can expect from the manager;
- has regular open and honest two-way conversations about performance and assess the performance of employees consistently, equitably and fairly;
- provides employees with feedback on how they are performing constructively and with respect;
- discuss and provide employees with appropriate learning and development they need to do their job and to realise their full potential;
- leads a positive workforce by example and role model the right values and behaviours;
- has performance management processes in place that are effective and well-communicated;
- has employees that understand the purpose of their role and take responsibility for their performance at work.

3.1 PERFORMANCE TARGETS

Targets should have the following attributes.

Specific	Measurable	Achievable	Relevant	Time Based
Clear, unambiguous and easy to understand.	Set a target for which success can be gauged by referring to a specific measure or measures.	Involve staff in the process and ask them what needs to be done to achieve the target.	Targets need to be relevant to those who will be required to deliver and contribute to corporate priorities.	There should be a set timescale for achieving a target; open-ended targets do not encourage a focused effort on improving performance.

	Definition
Objective	Sets in context what it is to be achieved and what outcomes are sought. Often linked to corporate priorities.
Activity / Milestone	An *activity* - a defined activity(s) required in order to deliver an objective. A *milestone* may be required for comlex activities that take longer to deliver.
Timescale	timescales are important to specify in order to ensure delivery.
Measure of Success (Performance Indicator)	A good target should: • Relate to a corporate or service objective. • Be challenging. • Be easily understood. • Targets should be SMART.
Monitoring	Monitoring arrangements are important to specify to ensure that the municipality has the necessary systems in place to ensure that activities are delivered.
Budget	Attributed to each objective where possible
Outcome	Ensures objectives, and allocated resources, are aligned to corporate priorities.

APPRAISER AND APPRAISEE TO COMPLETE THIS TOGETHER OBJECTIVES (key objectives need to be based on the strategic objectives, these need to be tailored to your role. Further departmental, role specific or personal objectives can be added)			
OBJECTIVES (specific, measurable, achievable, relevant & timely)	**OUTCOMES** (measurement of success)	**Target Date**	**Update on progress**
Strategic Ambition 1: XXXX			
Strategic Ambition 2: XXXX			
Strategic Ambition 3: XXXX			
Strategic Ambition 4: XXXX			

The key to effective PPM is having employees who know what they have to achieve and why. The main way to do this is to agree objectives or set goals.

Every employee should have a clear understanding of the organisation's and team's objectives as well as an awareness of their own roles and responsibilities in achieving them.

Objectives should not be 'set' for an employee; they should be agreed between employee and manager. Employees should be part of the objective-setting process; it reinforces their ownership of the objectives and, therefore, can help to motivate employees to achieve success in their role.

Open and honest two-way conversations can:

- help to keep employees well, motivated, feeling valued and empowered to achieve their full potential;
- encourage employees to speak up about issues that affect their performance at work;
- encourage managers to seek feedback about their management style and behaviour so they become better at supporting employees and teams;
- help managers to address issues before they present risks or bigger challenges;
- foster a confidential and safe environment for sharing honest and constructive feedback;
- work best when they are based on fact rather than emotion and are conducted in a sensitive and constructive way.

People performance management conversations involve observing and assessing how well the employee is reflecting the required standards of performance in their work. Assessments of people performance will help identify and nurture exceptionally talented employees and highlight consistently good performance. They might equally involve taking action to ensure that an employee who is not performing well is made fully aware of where their performance is not meeting the required standard and given encouragement and support to improve.

It takes courage and confidence to communicate openly and honestly; to take steps to hold conversations about someone's performance and receive feedback about your own performance; to make improvements to existing ways of working; and to create and maintain the right culture of care. This is especially so when there is not yet an open and honest culture of performance management that can enable such conversations to take place.

Line managers' job descriptions may differ from role to role, but a fundamental responsibility of any people manager is making time for people performance management.

Managing performance is not an 'add on' to other responsibilities - it is an essential part of the role.

Taking time to recruit, induct, train, supervise, appraise and give feedback on performance as the need arises will help to ensure that employees are equipped, motivated, engaged and know what is expected of them. Prioritising PPM also helps to reinforce people's sense of its importance and that their contribution is valued.

Regularly engage in conversation with employees as appropriate – to talk and to listen.

Make sure you are approachable and that it is clear to staff that you are also happy to make time to listen outside of formal meetings should an urgent need arise.

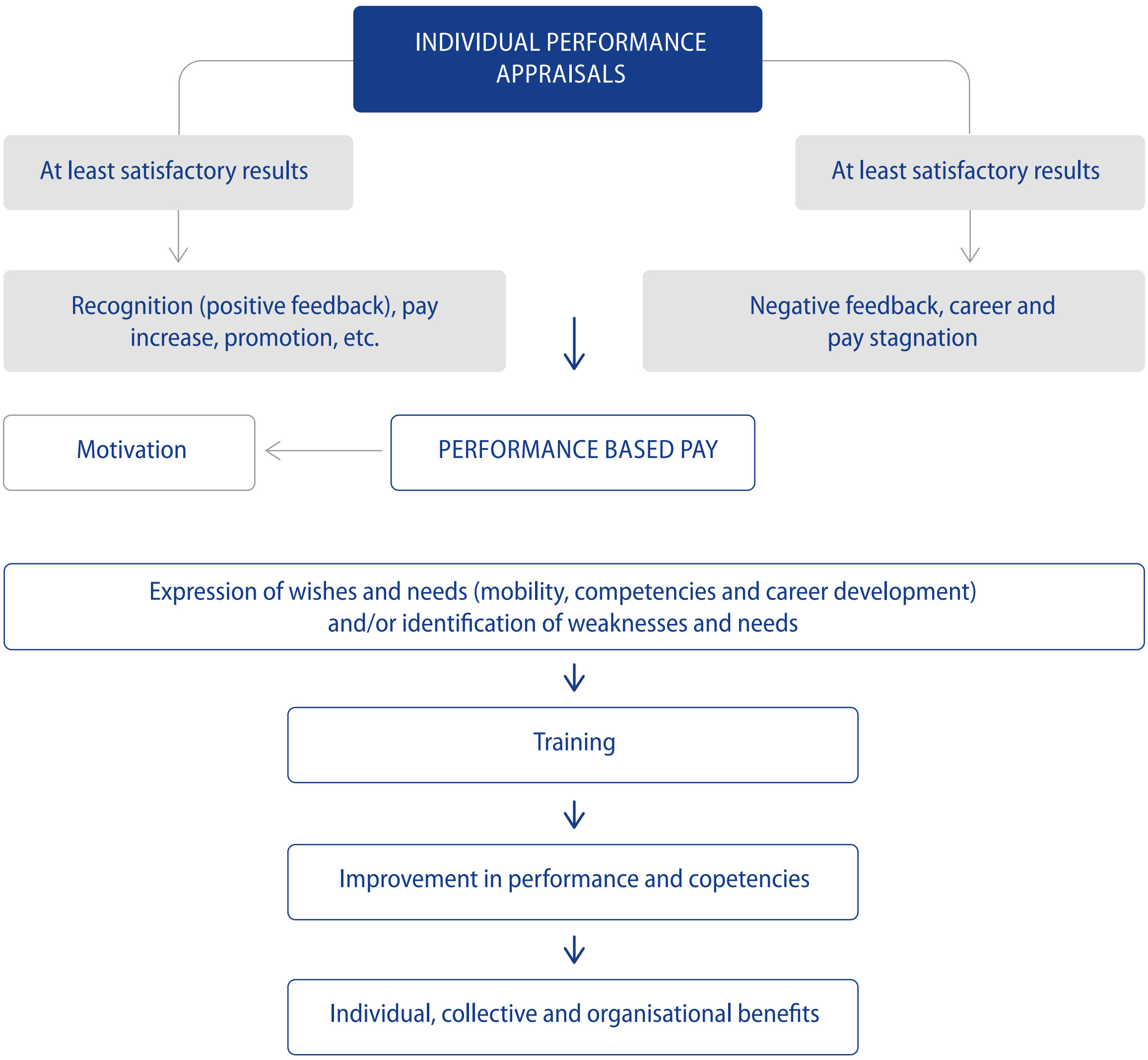
Show to your employees that you prioritise performance management, for instance do everything possible to keep appointments with employees and not be tempted to cancel or postpone.

Manage with fairness: do not discriminate against employees in any way, including because of their age, race, sex, gender reassignment, disability, religion or belief, sexual orientation, marriage and civil partnership or pregnancy and maternity.

4. STAFF APPRAISAL

Appraisal systems are often misunderstood and mismanaged. Appraisals are central both to human resource management and to performance management. Understanding their role, objectives, benefits and purpose is important to all employers. Careful preparation and understanding are required if the appraisal process is to be successful, worthwhile and relevant.

Appraisal systems exist to improve organisational efficiency by ensuring that individuals perform to the best of their ability, develop their potential, and earn appropriate reward. This in turn leads to improved organisational performance. The key issues that impact the appraisal process are set out below:



Employees often question the value and usefulness of the time and effort taken up by an appraisal. However, it establishes key results that an individual needs to achieve within a time period while also comparing the individual's performance against a set of established standards.

The employee is not the only beneficiary - the organisation also benefits by identifying employees for promotion, noting areas for individual improvement and by using the system as a basis for human resource planning.

The appraisal process seeks to assess the performance and competency of the employee against clearly defined targets that are agreed between the employer and employee. In effect the appraisal process ensures employees' efforts are directly contributing to objectives of the public sector organisation.

The appraisal is a process for agreeing objectives, discussing development needs and reviewing the performance and development of employees against these objectives, including personal development planning. It is also an opportunity to discuss individual career aspirations.

The terms used to describe the annual performance review include formal performance assessments, performance reviews, or appraisal. They are terms which can be used interchangeably.

The annual appraisal process is directly linked to the organisation's annual setting of corporate objectives. These corporate objectives should be set prior to setting objectives and workplans for teams and then for individuals. In small organisations the organisational and team plans might simply be one overall plan for the service for the coming year, leading straight on to individuals' objectives.

Although performance appraisal can be seen to offer undoubted benefits, this tool must nonetheless be used with care. Managerial literature provides a good deal of information on the forms of bias that exist in performance appraisal systems. The majority of difficulties would seem to arise primarily from the appraisal process itself, which involves an interpersonal relationship rather than from the performance analysis perspective.

As with all people performance management, open and honest conversation is key. The paperwork should reflect the conversation accurately but not dominate the process.

PAST PERFORMANCE

Discussion and review of employee's performance over the previous year against:

- agreed individual objectives and targets;
- the tasks section of the job description;
- the skills and knowledge requirements within the JD and PS;
- any learning undertaken during the year to support the achievement of work objectives.

FUTURE DIRECTION

Discussion and agreement of the requirements of the employee for the coming year:

- new objectives and targets/work plans linked to job requirements and organisation needs;
- areas for skills and knowledge development linked to job requirements and organisation needs;
- consideration of career and personal aspirations.

The role of the line manager is to:

- agree objectives, competencies and development needs with the employee so that they contribute to corporate goals;
- review individual performance against objectives and competencies throughout the year;
- give feedback and discuss amendments to individual objectives as circumstances change;
- agree the most important skills and behaviours necessary to do the job well and agree a personal development plan;
- help staff to achieve objectives through coaching and provide access to training or other development opportunities;
- manage under-performance;
- hold a regular appraisal review with the job holder and, in collaboration with the employee, write an appraisal report. This is often supplemented by interim reviews held quarterly or half-yearly.

There is no one right way to conduct an appraisal. The appraisal meeting might take the form of a free dialogue or follow a more formal structure.

It should have a form or questionnaire to collect consistent information for each appraisal. Many organisations develop a questionnaire with space for appraisers to rate appraisees on specific aspects of their work, such as their contribution to the team, role development and effectiveness. Increasing use is made of 360 degree appraisal preparation forms where a questionnaire collates feedback on an employee's performance from the direct report, senior colleagues and indeed people who work with the employee from outside the organisation (public sector contractors, for example).

Employees should be given adequate notice of appraisal interviews. It is often helpful to provide a short form on which employees can write down their thoughts on how they have done by asking questions such as:

- What things do you think have gone well during the year?
- Do you have any views on how you might build on your achievements?
- Is there anything you are concerned about where you may need help?

The self-assessment form is a memory jogger for the individual, not something to be given to the manager conducting the appraisal.

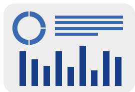
Time should be set aside for the interview. The environment should be comfortable to create an informal atmosphere. The manager should make arrangements to ensure that the interview is free from interruptions.

Where regular informal meetings and interim reviews have been carried out, both employees and line managers at the annual review will have a fair idea of how the year has gone. The annual appraisal interview is not the place to raise serious issues of under-performance for the first time.

The interview will generally be carried out between the employee being appraised and their line manager. The line manager will explain that the purpose of the interview is to review the employee's performance against their performance plan and discuss:

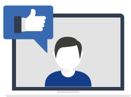
- how well they have achieved their objectives;
- how well they have demonstrated the behaviours or competencies needed to meet their objectives and their progress in meeting their development plan.

4.1.1 Five key elements of an appraisal process



1. MEASUREMENT

Assessing performance against agreed targets and objectives, and behavior and attitudes against organisational values.

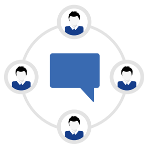


2. FEEDBACK

Providing information to individuals on their performance and progress and on what is required to continue to perform well in the future, particularly in view of any evolution of job roles.

3. POSITIVE REINFORCEMENT

Emphasising what has been done well and making only constructive criticism about what might be improved, and drawing out the importance of how things are done, as well as what is done, and ensuring effort is directed at value-adding activities.



4. EXCHANGE OF VIEWS

An honest exchange of views about what has happened, how employees can improve their performance, the support they need from their managers to achieve this and their aspirations for their future career.

5. AGREEMENT

Jointly coming to an understanding about what needs to be done to improve and sustain performance and overcome any issues raised in the course of the discussion.

4.1.2 Preparing for the appraisal process

Points for appraisers and appraisees to consider include:

- how well the individual has performed and what they have achieved, with examples or other evidence;
- how successfully objectives and development plans from the last meeting have been implemented;
- factors that have helped or hindered performance;
- how the appraisee has responded to challenges;
- current learning and development and support needed;
- potential actions that could be taken by either party to develop or improve performance;
- potential directions the individual's career might take;
- objectives for the next review period.

4.1.3 The appraisal

Managers should put employees at ease by beginning their interviews with fairly general remarks to discuss employees' strong points first and to place emphasis on good work already done. Employees should be encouraged to suggest ways in which their good work can be continued and their views sought on how they can achieve further improvement.

Another way to start the interview is for managers to ask employees what successes they feel they have achieved during the past year and which things they are least pleased with.

Questions should be framed to draw out the employee's reactions and ideas. Leading questions or questions which only require a 'yes' or 'no' response should be avoided. If the employee has completed a form before the appraisal this can form the basis for discussion.

If it is necessary to improve performance these areas need to be discussed. It is important to encourage employees to discuss their development needs openly and to encourage them to suggest ways in which they can improve. Managers should try to get employees to suggest their own solutions through discussion.

A template for the standard components of an appraisal process is shown in Appendix 2.

Describe what you saw –**"I noticed..."** **"I have seen…."** and confirm your observation with the employee.

Describe the consequences – **"This meant that…." "This caused..."**

Encourage self-reflection – "What is your view…?" "What do you think could have been done differently?" "What did you learn from that?"

Agree a plan – **"How do you think you might do this?" "How do you want to be supported?" "Let's talk about a few ways you can do this"**

Point in the direction of how they can improve – **"I would like you to…." "You might try…."**

PART B: PERSONAL DEVELOPMENT PLAN

COMPLETING THE PERSONAL DEVELOPMENT PLAN	
For each Key Skill, please identify 1 the Levels which are applicable for competence in this job A B C D 2 current personal performance against each (NR, DN, GR or E as defined below)	
KEY FOR ASSESSMENT OF PERSONAL PERFORMANCE AGAINST EACH KEY SKILL	
NR = Not relevant	Insufficient time to be objectively assessed
DN = Development needed	Performance does not meet all of the requirements of the post
GR = Good and reliable	Performance meets the requirements of the post
E = Exceeds level required by the post	Performance more than fulfils the requirements of the post

NON-MANAGERIAL STAFF		
KEY SKILLS FOR NON-MANAGERIAL STAFF (levels A, B, C and D)	level required by post	current performance
COMMUNICATION SKILLS	D	
Review(s) of progress (please summarise and date)		
WORKING WITH OTHERS	C	
Review(s) of progress (please summarise and date)		
DELIVERING CUSTOMER FOCUSED RESULTS	B	
If 'DN', the agreed action and priority		
Review(s) of progress (please summarise and date)		
TECHNICAL KNOWLEDGE & DECISION MAKING	C	
If 'DN', the agreed action and priority		
Review(s) of progress (please summarise and date)		
TEAM LEADING	A	
If 'DN', the agreed action and priority		
Review(s) of progress (please summarise and date)		

NAME		
POST		
DATE STAERTED IN POST		
LINE MANAGER		
REVIEW PERIOD	From:	To:

PLANNED / ACTUAL REVIEW DATES					
	Objectives Agreed	Progress Review 1	Progress Review 2 (optional)	Progress Review 3 (optional)	Annual Review (See note below)
Planned					
Actual					

PART A: PERSONAL PERFORMANCE PLAN

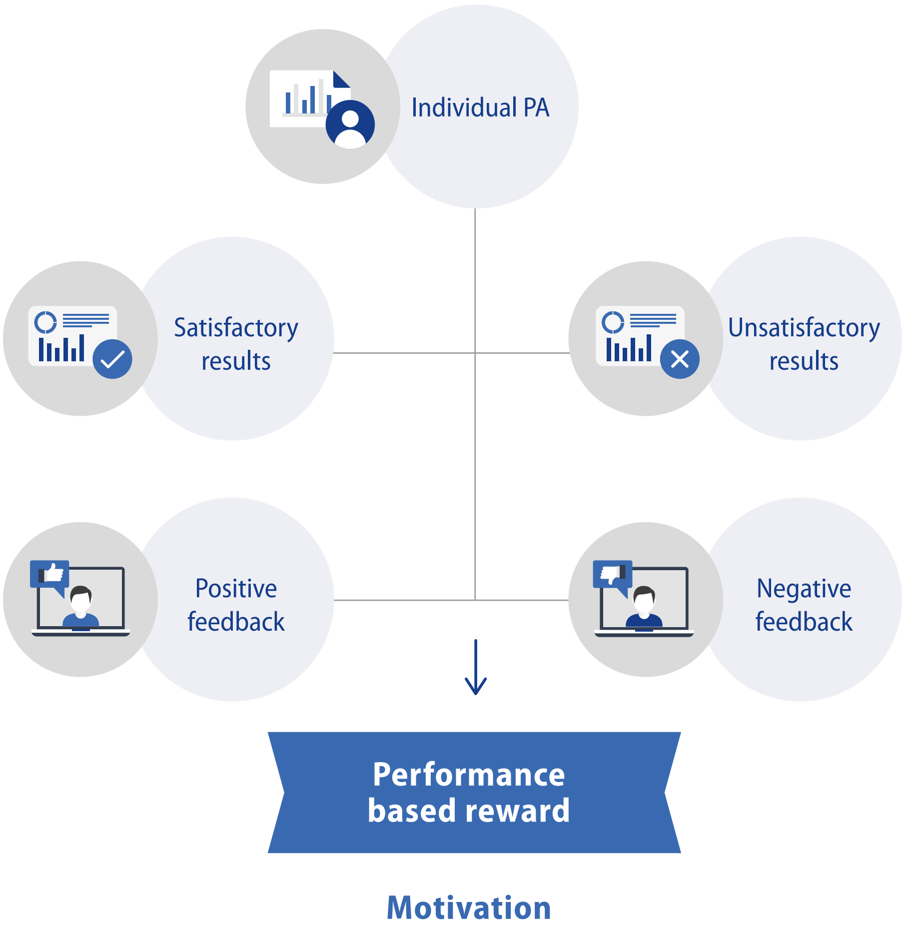
AGREED PERFORMANCE STANDARDS AND PERSONAL OBJECTIVES (Please refer to the first section of your MDPP Guidance Manual)
1: PERFORMANCE STANDARD / PERSONAL OBJECTIVE
What will confirm the standard / objective is being achieeved?
Monthly 1-2-1s
PROGRESS REVIEWS
2: PERSONAL OBJECTIVE
What will confirm the standard / objective is being achieeved?
Monthly 1-2-1s
PROGRESS REVIEWS

4.1.4 Setting Future Personal Objectives

Following the individual performance assessment (PA), it is time to discuss plans for the coming year including:

- future objectives;
- development needs appropriate to the existing job or the individual's future in the organisation. Any plans that are agreed and who will take them forward should be recorded on the appropriate part of the appraisal form.

If there are disagreements, the manager should explain how the employee can appeal against his or her appraisal markings. It is always best to seek to achieve a resolution to disagreements informally if this is possible. The issue of linking performance to pay is covered in a subsequent section of this manual.



4.1.5 Avoiding Conflict & Confrontation

Sometimes it is necessary during a performance appraisal to provide an employee with less positive feedback.

The skills and sensitivity used to handle these often difficult sessions are critical. If the appraisee accepts the negative feedback and resolves to improve, all is well. But if the result is an angry or hurt employee, then the process of correction has failed. The performance of an employee in such cases is unlikely to improve and may deteriorate even further.

This is particularly important in small organisations and in communities where relationships can be easily damaged with longer term implications.

Appraisers should not confront employees directly with criticism. Instead aim to let the evidence of poor performance emerge "naturally" during the appraisal. Use open-ended questioning techniques that encourage the employee to identify their own performance problems.

Instead of blunt statements or accusations, the appraisers should encourage an employee to talk freely about their own impressions of their performance. For example,

> " *Your attendance record is unacceptable. You'll have to improve it.* "

A better way to handle this might be to say:

> " *Your attendance record shows that you have had quite a lot of time off for sickness and personal reasons in the last six months. What can you tell me about this?* "

The technique is to calmly present the evidence (resisting the temptation to label it as good or bad) and then invite the employee to comment. In many cases, with just a gentle nudge from the appraiser, an employee with problems will admit that weaknesses do exist.

This is much more likely when an employee does not feel accused of anything nor forced to make admissions that they do not wish to make.

4.1.6 What a Good Appraisal Looks Like

A constructive appraisal meeting is one in which:

- achievement is recognised and reinforced;
- appraisers listen actively to what employees say;
- there is scope for reflection and analysis;
- performance and behaviour analysed, not personality;
- the whole period is reviewed;
- a positive meeting with agreed action plans to improve and sustain performance in the future.

A bad appraisal meeting:

- focuses on failures and omissions;
- is controlled by the appraiser;
- ends with disagreement between appraiser and appraisee;
- leaves the appraisee feeling disengaged or demotivated by the process.

4.1.7 Linking performance to pay and rewards

Whilst the scope of linking pay to performance is less common in the public sector across Europe compared to the private sector, it is becoming increasingly used. The nature of the public sector's activities and objectives creates a number of challenges for using performance measurement as a basis for pay:

- **THE COMPLEXITY OF THE PUBLIC SERVICE 'GOOD':**
  Public services generate a multitude of outcomes, some of which are more easily measured than others. In addition, the ultimate outcomes of many public sector activities may only be visible in the long term, raising questions about the feasibility of accurate and meaningful performance measures within a PRP scheme.

- **MULTIPLE PRINCIPALS:**
  The public sector involves a wide variety of potential 'owners' and stakeholders (service users, managers, unions, professional bodies, the Government, taxpayers). Any PRP (Performance related pay) scheme in the public sector must be capable of reconciling the variety of outcomes from these multiple stakeholders and interests.

- **MULTI-TASK PROBLEMS AND COLLABORATIVE ACTIVITY:**
  The delivery of public services tends to be a complex and inherently collaborative activity. Attributing individual responsibility for performance and outcomes may therefore be challenging, and individual incentives could mitigate against teamwork.

- **MISALLOCATION OF EFFORT:**
  PRP schemes may incentivise outcomes which are more easily and directly measurable (OECD, 2009), encouraging employees to focus on these outcomes at the expense of others.

- **GAMING:**
  Where performance indicators become 'high stakes', this may lead to attempts by employees to seek to maximize their gains while minimizing effort or without increasing performance. This can lead to significant problems in the public sector, where outcomes can have a wide social impact.

There are arguments for and against performance related pay.

The value of performance related pay has been the subject of much debate. **Points in favour:**

- It motivates high performance in terms of both the quantity and quality of the work produced by employees;
- It embeds an entrepreneurial or high performance culture across an organisation;
- It clarifies objectives and engages employees more directly with the goals of the organisation;
- It can assist in addressing recruitment and retention problems, while also tempting strong candidates to apply, retaining high achievers and losing low achievers;
- It sends a clear message about what outcomes are valued and encourages the efficient prioritisation of tasks to achieve those outcomes;
- It establishes greater fairness in the treatment of staff by providing a tangible reward for those who put in greater time and effort to their work;
- It is an effective way of dealing with poor performance.

The principal **arguments** against performance related pay are as follows:

- It seeks to reduce a complex job, often involving conflicting objectives, to a few simple measures of performance;
- It skews effort toward those dimensions of the work that are measured, while causing neglect of many equally important areas that are more difficult to measure (the ease of measuring quantity of work in contrast to the difficulty of measuring quality is a typical example);
- While the idea of performance pay as a fairer system may at first seem appealing to a workforce, in its application the majority of staff are unlikely to be rated in the highest category, causing a drop off in motivation among the middle and low performers;
- A tendency toward a narrow focus on short-term quantifiable goals can have a detrimental effect on the appraisal process, with attention diverted away from development needs and toward financial reward;
- Inevitable variations in the grading of staff by different managers leads to perceptions of unfairness, discriminatory practice and resentment among staff;
- Budgets can affect the proportion of staff an organisation permits to be graded highly, again leading to resentment and a drop-off in motivation;
- It has a detrimental impact on teamwork, as individuals seek to drive up their performance grading at the expense of others;
- It is a time consuming and costly bureaucratic burden on managers and employees;
- It can be a highly subjective system that is open to the prejudice and bias of local managers. Consequently, it can discriminate against individuals and groups, thereby opening up an organisation up to an increase in discrimination and equal pay claims.

Issues to consider in the implementation of a Performance Related Pay scheme:

- **LEGISLATION IN DIFFERENT COUNTRIES**
  may clearly state the position on how or not performance related pay may be considered.

- **SCHEME DESIGN**
  There should be union involvement in design of the scheme from the start, allowing for negotiability over the type of scheme adopted, performance objectives and funds allocated to the scheme. In particular, design should check that performance criteria and objectives are not discriminatory e.g. are they equally achievable in jobs typically carried out by women and men. Check for any indirect discrimination in the criteria selected (such as attendance records) and whether part-time staff are disadvantaged in comparison to full-timers.

- **PILOTING**
  The scheme should be piloted to ensure that it achieves its objectives and does not operate unfairly.

- **EQUALITY IMPACT ASSESSMENT**
  An equality impact assessment would be the most effective way for an organisation to fulfil its obligations under the Equality Act to assess the impact of introducing such policies as performance related pay on promoting equality.

- **TRANSPARENCY**
  The scheme should allow clarity to every individual over the structure of their appraisal process, how their rating has been arrived at and how that rating has been converted into a financial reward.

- **ADEQUATE APPRAISAL**
  Sufficient time should be available to managers to carry out any appraisals, as the workload implications can be considerable, especially for a complex scheme. Performance pay should not be allowed to skew appraisals away from a comprehensive appraisal system that encourages personal development. In addition, it is generally preferable for performance payments to be related to objective criteria, with limited scope for managerial discretion. Where discretion remains, clear guidelines should be established on the exercise of that discretion.

- **TRAINING**
  The scheme should specify training requirements for managers, covering awareness and avoidance of bias, in order to allow for the effective and fair operation of the scheme. For example, managers should be made aware of the risks of undervaluing the contribution of part-time staff. Without good training and corporate guidance, managers' prejudice can influence performance related pay scores without them necessarily even being aware that they are being discriminatory.

- **RECORD KEEPING**
  Systematic records need to be kept of payments made along with the reasoning behind the decisions in a consistent, up-to-date format.

- **MONITORING**
  While not revealing individual results to all staff, the scheme should be sufficiently transparent at a collective level to allow for consistency checking across departments. Agreement should be established for a full review of the scheme on at least an annual basis and if results reveal any significant differences.

- **FAIRNESS**
  All aspects of the scheme should be assessed to ensure fairness in its operation. For example, in competence-based pay schemes, all staff should have equal access to training. In the case of private and community/voluntary organisations, the use and scale of performance related pay can vary from contract to contract, prompting the need to consider negotiating a central fund for allocating to performance pay schemes equally.

- **APPEALS**
  The appeals process for anyone to challenge their rating under the scheme should be clearly defined and display clear independence from the management that may have delivered the original biased results.

It must be noted that setting standards across public sector organisations is increasingly common – so that bonuses and pay structures are nationally adopted with only limited local variation.

The performance of your employees and your organisation is best managed if the system is tailored to your needs. It should be designed so that it helps managers to manage and improve the performance of themselves and their teams. There will inevitably be some form of documentation to complete and this should be kept to a minimum. The essence of any performance management is the relationship between employee and manager. Both should know what needs to be done to meet their own goals and contribute to those of the organisation as a whole.

4.2 PERSONAL DEVELOPMENT PLANS

Appraisal and supervision meetings allow individuals to reflect on their own learning needs in relation to their work objectives. What additional skills and learning do they need to improve what they do? It is important to take into account people's career ambitions and personal development objectives while being realistic about what you can offer by way of development opportunities and not to raise expectations too high:

- Does the person have the ability to successfully achieve work objectives?
- Does the person have the right attitude for the job?
- Are they lacking specific areas of experience which need to be addressed?
- Does the person have the specific knowledge required for the post?
- Does the person possess the people management skills for their position?
- Does the person have the potential for promotion?
- Does the person have the qualifications necessary for their current or future positions?
- Does the person have the ability to work in a team?
- Does the person have the specific technical skills required for this or a future position?

Some questions to ask employees regarding their personal development plans:

- What do you want to get from your work?
- What are your strengths?
- What areas would you like to improve?
- Where would you like more responsibility?
- What is preventing you from developing as you would like?
- Which interests or talents would you like to develop?
- How do you like to learn?
- What skills or experience would allow you to feel more confident at work?

A training programme can then be developed. Much more detail on training needs analysis and developing national training strategies can be found in the associated Council of Europe toolkit.

5. OFF BOARDING

Offboarding is the process that leads to the formal separation between an employee and a company through resignation, termination or retirement. It encompasses all the decisions and processes that take place when an employee leaves.

Much work has been produced to demonstrate the importance of a robust off boarding process[5]. Staff will leave for many reasons, this may include predicted retirements or leaving to commence another role (either inside or outside the organisation) or for personal reasons. Staff turnover due to retirement should be routinely monitored; forward planning should identify either key positions that need recruitment plans in place, or peaks in retirement occurring either across the organisation or within specific departments.

Following the pandemic, many employees are reevaluating what they want from their working lives. This has triggered a resignation phenomenon, which is seeing record numbers of employees resign from their roles, and no workplace is immune, whether in the public or private sector. Having an awkward exit from a job is not uncommon. Many employers take the resignation personally and turn their back on the person that is leaving the organisation. Sometimes the whole event is just glossed over entirely, with the wider team left wondering why someone left or where they went. This can often create a really unpleasant environment for all involved.

There are two things that employers often forget when it comes to staff leaving. The first is that a considered and courteous offboarding sends a really strong message to the organisation; 'we value all employees, no matter where they're at in the employment lifecycle'. It shows the organisation handles change with transparency and honesty. The second is that offboarding is an opportunity. It's a chance to get important feedback that could significantly improve your organisation. It can also influence the leaver's future with the organisation; a great goodbye has all the better chance of leading to a return down the track. It also makes them all the more likely to become advocates of the organisation to their friends and professional network.

5 / The ultimate guide to employee offboarding November 2021;
https://employmenthero.com/wp-content/uploads/2021/11/EH-The-Ultimate-Guide-to-Employee-Offboarding.pdf

5.1 WHAT IS OFFBOARDING?

Offboarding is a collaborative process between the departing employee, their manager, HR and their employer. It covers everything that happens from the employee's resignation through to their final day with the organisation. The offboarding process is a combination of administrative, practical and communicative tasks, making it quite a unique part of the employee lifecycle. It will involve a detailed handover, processing a final payroll and entitlements, conducting an exit interview, communicating with the wider team and celebrating the employee's achievements with their time at the company.

Not every offboarding will be exactly the same, especially when you look at the two kinds of employee departure. A **voluntary departure** would see the employee hand in their resignation, with a notice period that was set out in their employment contract, to move onto something new; whether that be a new role at another organisation, to retire, or to attend to family matters or any other reason. They have made the decision themselves to move on and are willingly entering into the formal process of resignation. An **involuntary departure** would see the person's employment be terminated, possibly due to misconduct or poor performance. It could also be a result of them being made redundant. These are extremely difficult situations to tackle as an HR professional or employer and call for case-by-case considerations for offboarding that should be arranged with an employment law specialist. This section covers voluntary departure only.

5.2 WHY IS OFFBOARDING SO IMPORTANT?

How employers handle staff departures says a lot about them as leaders, and it can have a big impact on the culture of a workplace. Resignations are emotionally charged events. When an employee hand in their notice, they are essentially saying that they no longer want to be a part of the organisation. If an employer takes the resignation really personally and shows anger or resentment, not only does this result in an uncomfortable situation for the person leaving and the employer, this reaction will cause confusion with the wider team, create a tense and unpleasant environment and make leaders seem unapproachable and immature. Counterproductively, this reaction could lead to further resignations. Anger, annoyance and contempt can create a toxic work atmosphere, regardless of what's caused it. Professionally accepting the resignation, however, can trigger a chain of extremely productive events. Offboarding is one of the few times that you can seek genuinely honest feedback from your staff during the exit interview process. You can go beyond unpacking why they're leaving: you can also ask for their opinion about any issues that exist within the organisation. The departing employee is actually an asset as they have nothing to fear in terms of consequences, they are more likely to be transparent in these discussions.

5.2.1 Allocating responsibilities

One of the first things to consider when an employee resigns is how their work will be distributed or reassigned throughout the team while their position is empty. This can follow this process

- Host an initial meeting with the person who is leaving and the people to whom their work will be allocated.
- Make a list of tasks that are part of the person's everyday workload and allocate them to the new owners.
- Create a list of knowledge gaps around each task that the departing person can fill over their notice period, whether that's through training or by writing up guides or instructions.

5.2.2 Documentation

The departing person's direct manager should then organise a second meeting to review documentation. It's incredibly easy for a person's work to be misplaced on their desktop or computer, and this can cause a lot of stress for their colleagues subsequently. Create a folder (electronic or otherwise) that is accessible (but secure) for the team to access the departing person's work and documents. Together, the following should be documented and filed:

- Any important reports, plans or other important documents that relate to current or historical projects.
- Any guides or instructions for the team members' taking over the person's work.
- Any account information or passwords that are relevant to the person's work.
- A contact list of relevant stakeholders or suppliers that they are in contact with.

5.2.3 Communication

Your departing team member is likely the person of contact for many external citizens, clients and vendors or suppliers. It can be a bad look if the main contact at your organisation just disappears - so make sure that your staff member is notifying them of their departure. An email auto-reply template should also be considered informing who is the new contact.

5.2.4 Final handover process

To recap your handover meetings up to this point, you've had:

- The initial handover meeting with departing team member and the person/people who will be taking on their responsibilities.
- A meeting between the departing team member and their direct manager to organise what documentation and filing needs to be completed. As the person's notice period draws to a close, it is recommended holding these final meetings.
- The week before the person's departure, they meet again with the person/people who will be taking on their responsibilities to do a 'confidence check'; making sure they have everything they need for the transition.
- On the person's final working day, they should have a meeting with their direct manager, simply to tie up any loose ends and give a final update on work and projects.

Final administration

As the employee enters their final days, it's time to wrap up some employment administration. The following tasks need to be completed during this process.

Final payroll - When the employee finishes, he/she will need to be paid out any entitlements which may include annual leave as part of their last payment.

Disconnect any relevant accounts - For security reasons, after your employee has finished up, make sure that for any tool or software they have access to, be that finance, social media, administration - their accounts are suspended or disabled.

Return of equipment - It can be difficult to get a hold of equipment after your employee has left, especially if that employee is moving for a different role. Make sure that before or as they are finishing, you can recover any equipment, including; laptops, office furniture, keyboards, mobile phones, and any other item that the organisation has given them for their role.

5.3 EXIT INTERVIEW

Many HR professionals and employers overlook these meetings, but they're actually a valuable opportunity. Failure to hold one with the outgoing staff member means missing out on a very valuable exchange. No matter how great internal relationships are, not many people feel comfortable giving honest feedback that could be seen as critical of their colleagues or workplace when they're trying to build a future there. When an employee is leaving, he/she hasve 'nothing-to-lose' and is more able to speak candidly. During an exit interview, you're likely to get the most honest and the most helpful feedback. This could have a really positive impact on the organisation. Asking their personal experience, their view of their department and the wider business, and their role - you're likely to hear about potential red flags you've never considered or be made aware of behaviour you've never been privy to. You're not going to get that kind of insight every day. Exit interviews are also a final signal that you value the person and their feedback. We've all had those jobs where you resign and then the employer or HR manager wants to hear nothing more from you. This can make the job leaver feel more confident in their decision to go and resentful of their treatment at the business. Through your considered approach to their resignation with an exit interview, you show that you appreciate their insights and that you want to make the business a better place with their advice. It's a nice boost for the individual that could farewell them with an open mind to returning in the future.

Exit Interviews – Top Tips

The interviewer is asking some quite upfront questions, so they should remember to approach the meeting with a spirit of friendliness and respect. The interviewer should listen more than they talk.

Make sure the person conducting the interview is at least one step removed from the employee, not their direct manager or close colleague. A more senior manager or HR manager is a better choice.

Express that although their feedback will be used for company improvement, their responses will not be shared with the wider company.

Follow a structured set of specific questions. If you only ask generally about feedback, you'll likely get only a general response.

Document the interviewee's responses. Using tools like Employment Hero's meeting features can help you securely note feedback.

Leave plenty of time for an exit interview. Doing it too close to the employees' last day when they are trying to wrap up loose ends could be stressful for them.

At the end of the meeting, thank the employee for their time and reiterate that their feedback will be used for company improvement.

Exit Interview Template

This template can be used to help you manage an employee's departure from your organisation. It sets out a range of different questions to ask that can help you gain a greater understanding of their reason for leaving. This template will also help you gain insight into how you can improve the employee experience going forward.

Employee Name	
Employee Position	
Date of Interview	
Date of resignation	
Name of Manager	
Name of person conducting interview	

General Questions

Q1. Was there any particular reason/event that made you decide to look for a new role? ***Answer:***
Q2. What does your new company or role offer that made you want to work there? ***Answer:***
Q3: What are your thoughts about management and leadership within this municipality? Do you have any thoughts on the management style? ***Answer:***
Q4. How do you feel about the team that you've worked within? Do you think there could be any changes to help your team work better together? ***Answer:***
Q5. Have you enjoyed the culture here? Why or why not? ***Answer***:
Q6. Do you feel like you have been well equipped and well supported to do your job here? What else could have been provided for a better experience? ***Answer***:
Q7. Did you enjoy your role here? What do you think of the structure or responsibilities of the role? ***Answer:***
Q8. Are there any red flags in the municipality that you think we should be aware of? ***Answer:***
Q9. Do you have any other feedback or suggestions for what we could be doing better as an organisation? ***Answer:***

Reasons for leaving (choose all that apply):

- Looking for a higher rate of pay.
- Seeking a role with better career opportunities and growth.
- The work is not fulfilling.
- The commute/looking for a role closer to home.
- The role is not flexible enough with family/personal commitments.
- Looking for improved work-life balance.
- Company benefits are lacking.
- Conflict with co-workers/managers.
- Seeking a permanent position or more stability.
- Personal reasons.
- Other.

5.4 OFF BOARDING CHECKLIST

Allocate responsibilities

- File work and instruction documents for simple access by remaining staff
- Have the departing employee communicate their resignation to clients, customers and suppliers.
- Hold a final handover meeting on your employee's last day

Final Administration

- Final payroll admin.
- Disconnect/suspend employee accounts.
- Return of assets.
- Set up auto-reply.
- Announce employee's resignation to the team.
- Organise departing employee's farewell.
- Organise departing employee's card and gift.
- Conduct exit interview.
- Connect with the departed employee on LinkedIn.
- Set a reminder to reach out to the departed employee in a year's time.

6. TELEWORKING

This section provides an overview of teleworking and its importance in HRM. This has become of pivotal importance as organisations have responded to the challenges of the COVID-19 pandemic. Much further information on teleworking can be found in the Council of Europe Toolkit "Toolkit of Teleworking in Public Administration"[6] and this HRM toolkit does not seek to replicate this but to make reference to the importance of a flexible workforce in human resource management.

Flexible working relates to an organisation's working arrangements in terms of the time, location and pattern of working. With more and more people thinking differently about how, when and where they work, flexible working is increasingly helping people access, and stay in, work. Teleworking in the public sector has many well-documented benefits for employees, organisations and the environment.

The benefits may include employee retention, reduced absenteeism, a higher level of flexibility and work-life balance for staff, higher employee satisfaction, improved productivity, a positive environmental impact, resilience and emergency preparedness and, of course, associated financial benefits these could all give. It is also reported that a distributed workforce, with the use of teleworking, could also see better integration of policy functions in regional offices.

What has been made clear during the global pandemic is that government and public service cannot shut down like some parts of the private sector during periods of unexpected and sudden external challenges. Telework provides an opportunity for the employees of public authorities at all levels to continue working, and by transferring some of the public services online, also continue service delivery. This has proved to be working well and effectively during the pandemic but could also be available for public administrations in case of extreme weather events like floods or snow, heatwaves or terrorist attacks.

Another benefit that has emerged in the months of the pandemic and mandated home-based working for public authorities is that a well-functioning and consolidated teleworking programme can continue to deliver public services. Employees can continue working from home, be based away from the urban centres and continue performing essential functions should a natural disaster or major incident make their primary place of work inaccessible. Over the longer term, this may lead to the development of public sector employees working from rural areas and thus strengthen and develop the economy in less-populated areas. Having the opportunity to work remotely will help government bodies compete with the private sector in recruiting and retaining talent, contributes to reduced commuting, improved air quality and a better distribution of economic opportunities for employees and the community.

6 / Toolkit of Teleworking in Public Administrations, Council of Europe, 2020

6.1 10 TOP TIPS FOR WORKING REMOTELY FOR EMPLOYEES

1. **SET UP A DESIGNATED WORKSPACE**
Separate space for yourself to work in, somewhere you can focus on tasks without being distracted and set up with everything you need for a normal working day – computer, phone, stationery, papers, etc.

2. **MAKE SURE YOU HAVE ALL THE TECHNOLOGY YOU NEED**
This includes a reliable and secure internet connection, any necessary files, hardware and software, remote access to your municipality’s net-work and, importantly, knowledge of how to get IT support.

3. **GET DRESSED**
Changing into working clothes will help you mentally switch to productive work mode. It will also help you distinguish between ‘homeworking’ and ‘home life’.

4. **WRITE A DAILY TO-DO LIST**
Set out a list of realistic, achievable tasks to keep you focused.

5. **KNOW WHEN TO STEP AWAY FROM YOUR DESK**
Be clear about when your working day begins and ends and take breaks to refresh. It’s easy to let yourself be ‘always on’ when your home and office are the same place. When work is over, be sure you switch off to avoid burnout. Think about having ‘core hours ’ which people you work with are around for.

6. **STAY IN CONVERSATION**
Contribute regularly to team chats/group emails, so you don't drop off the radar. Ask about what people are working on and share what’s on your plate. Being physically separated means you miss the ‘water-cooler moments’ so this is a means to keep informed.

7. **FOSTER RELATIONSHIPS**
Make time for non-work chats as you would in the workplace and use video calling to maintain face-to-face contact.

8. **BE CLEAR IN YOUR COMMUNICATION**
Speaking in person gives you visual and audio cues that help you communicate. Conversing remotely removes a lot of that extra information so make your communications extra clear and concise.

9. **ASK FOR SUPPORT WHEN NEEDED**
Speak out when you need assistance, further training or support. Your manager, colleagues and you are part of a team and should be supporting each other, especially remotely.

10. **MAKE REMOTE WORKING WORK FOR YOU**
Change where you sit, put on music, whatever helps you work. And enjoy the perks – no commute or uncomfortable shoes, and all your home comforts!

6.2 10 TOP TIPS FOR MANAGERS TO SUPPORT REMOTE TEAMS

1. **AGREE WAYS OF WORKING**
Make sure every team member is clear about how you will work together remotely, how you keep each other updated, and how frequently.

2. **SHOW THE BIG PICTURE BUT PREPARE TO FLEX**
Remind your team about the big picture and how their work fits into it. Review short-term goals regularly and adjust as needed. If some members can't carry out all their usual work, consider other skills they can lend to others to meet team goals.

3. **SET EXPECTATIONS AND TRUST YOUR TEAM**
Be clear about mutual expectations and trust your team to get on without micromanaging. Focus on results rather than activity.

4. **MAKE SURE TEAM MEMBERS HAVE THE SUPPORT AND EQUIPMENT THEY NEED**
This includes any coaching they might need to use online systems or work remotely. Keep your calendar visible and maintain a virtual open door.

5. **HAVE A DAILY VIRTUAL HUDDLE**
This is essential for keeping connected as a team, to check in on each other's well-being and keep workflow on track. It needn't be long, but regularity is key.

6. **KEEP THE RHYTHM OF REGULAR ONE-TO-ONES AND TEAM MEETINGS**
This maintains a sense of structure and continuity for all.

7. **SHARE INFORMATION AND ENCOURAGE YOUR TEAM TO DO THE SAME**
Without physical 'water-cooler conversations', opportunities to pick up information in passing are more limited. Share appropriate updates or learnings from other meetings and projects and invite your team to do the same.

8. **TAILOR YOUR FEEDBACK AND COMMUNICATIONS**
People can be more sensitive if they're feeling isolated or anxious, so take this into account when talking or writing. Communicate regularly, not just when things go wrong, whether it is information, praise or criticism

9. **LISTEN CLOSELY AND READ BETWEEN THE LINES**
Not being in the same room means you don't have extra information from body language or tone to get the sense of what people are thinking or feeling, particularly in more difficult conversations. Home in on what's not being said and ask questions to clarify your interpretation.

10. **HELP FOSTER RELATIONSHIPS AND WELL-BEING**
Make time for social conversations. This increases rapport and eases communication between people who may not meet often. It also reduces feelings of isolation.

6.3 10 TOP TIPS FOR HEALTHY REMOTE WORKING

1. **PUT SAFETY FIRST**
Encourage managers to conduct electronic risk assessments with their teams to ensure the home workplace is suitable. Make sure all workers are aware of health and safety policies. If you supply equipment it must pass relevant safety tests.

2. **KNOW WHEN TO STEP AWAY FROM YOUR DESK**
Be clear about when your working day begins and ends and take breaks to refresh. When work is over, be sure you switch off to avoid burnout. Cultivate healthy habits such as taking exercise and fresh air every day.

3. **MINIMISE STRESS**
People managers should set clear expectations about the way employees should deliver and receive communications throughout the working day. This will help alleviate pressure and anxiety.

4. **HAVE A DAILY VIRTUAL HUDDLE**
This is essential for keeping connected and a means for line managers to check in on their team's physical and mental well-being and discuss any additional support they need to fulfil their roles from home.

5. **FOSTER RELATIONSHIPS**
Make time for non-work chats as you would in the workplace and use video calling to maintain face-to-face contact.

6. **SHOW THE BIG PICTURE BUT PREPARE TO FLEX**
People managers should remind teams of the big picture and how their work fits into it. Review short-term goals regularly and adjust as needed. If some members can't carry out all their usual work, consider other skills they can lend to others to meet team goals.

7. **SET EXPECTATIONS AND TRUST YOUR COLLEAGUES**
Be clear about mutual expectations and trust your colleagues to get on without micromanaging. Focus on results rather than activity. Working relationships can deteriorate quickly and well-being suffer without trust.

8. **BE KIND**
Remote conversations can easily be misinterpreted as it's harder to read body language, tone of voice and other visual and audio cues. Stay mindful of this when delivering difficult messages or feedback. Challenging times call for greater sensitivity and kindness.

9. **DISCOURAGE PRESENTEEISM**
If you're unwell, take leave and do your best to give an update or handover on urgent work. As a manager or team leader, encourage people to take time off if unwell and model the behaviour yourself.

10. **OFFER SUPPORT ON WELL-BEING**
Organisations should remind staff of their existing health and well-being benefits (such as employee assistance programmes or occupational health) and how to access them when working remotely.

6.4 10 TOP TIPS FOR EFFECTIVE ONLINE MEETINGS

1. **EMBRACE VIDEO CALLING**
   Being present and seeing each other is an important part of keeping connected. Don't hide away or do other work during the meeting.

2. **USE HEADSETS OR EARPHONES**
   This will give better sound quality. Speak directly into the mic and remember to mute it when not speaking to limit background noise.

3. **SPEAK CLEARLY AND STEADILY**
   This will help ensure everyone can understand you. And try to modulate your voice to keep people interested and engaged.

4. **ESTABLISH ETIQUETTE GUIDELINES**
   Agree a system to give everyone a voice. Arrange 'hands up' signals to agree who speaks next and use chat functions to allow everyone to contribute.

5. **REPEAT THE QUESTION**
   The chair or presenter should repeat questions they ask or before answering them to ensure all participants are aware of the original question. Repeating the question in writing within a chat box could provide additional clarity.

6. **USE NAMES AND GIVE CONTEXT**
   When responding to chat comments, repeat the relevant remarks and make clear who you're responding to. Don't just say 'yes, Sally that's right' because others may not have seen Sally's comment and it won't make sense to them.

7. **KEEP SLIDES SIMPLE**
   Keep to a single thought per slide to help participants understand and focus on what's being discussed. It's better to have more slides with fewer things on them.

8. **KEEP SLIDES VISUAL**
   Your participants may be joining from a mobile device and wordy slides will be tough to read. Anchor your presentation on relevant, image-based slides.

9. **ENGAGE PARTICIPANTS REGULARLY**
   It's hard to simply listen online for a long time. Invite participants to give comments or ask questions, and use tools like chat or polls.

10. **BE EXPLICIT ABOUT ACTIONS AND SUMMARISE**
    Spell out clearly any actions that need to be taken and by whom. Summarise meeting takeaways and circulate notes promptly.

6.5 10 TOP TIPS ON HOMEWORKING LEGAL AND CONTRACTUAL CONSIDERATIONS

Please note the following will be impacted by the laws and policies in different countries

1. **REVIEW YOUR HOMEWORKING POLICY**
   Make sure it addresses how employees will be supervised, how the organisation and line managers will communicate with them and how performance and output will be monitored. The homeworking arrangement may be confirmed by a consent form, detailed homeworking arrangement or by amendments to the employee's contract.

2. **CONFIRM EMPLOYEE RIGHTS**
   Homeworkers must be treated the same as office-based staff, with equal access to development and promotion opportunities. Consult the relevant trade union, if any, to ensure equal treatment for these workers. In the current context, it may be prudent to expressly state that any changes are temporary and that the employee will, if applicable, return to office-based working once the situation ends.

3. **CONFIRM CONTACT METHODS AND REGULARITY**
   Advise homeworkers to establish when and how they will have contact with their manager; reporting in at regular times can also help combat isolation and stress.

4. **PROVIDING EQUIPMENT**
   There is no obligation for employers to provide computer or other equipment necessary for working at home, although employers should do what they can to enable home working. It is prudent to list the equipment that has been supplied in the home working agreement, consent or policy.

5. **IT AND BROADBAND**
   Employers should confirm in the contractual arrangements if the employee is expected to cover the broadband cost (plus heating and lighting) or if the employer will contribute towards these costs and, if so, to what extent. The employer should also confirm any IT support (likely to be remote at this time) and responsibility for repair or replacement if the employee's equipment is used.

6. **THINK ABOUT HEALTH AND SAFETY OBLIGATIONS**
   Employers are responsible for an employee's health, safety and welfare, even when working from home. Employers need to make sure that homeworkers are knowledgeable about health and safety and that they comply with the organisation's health and safety policy. Employers may remind staff that they should ensure a suitable and safe environment where they can focus on work. Remind employees that they should continue to comply with your sickness absence policy and report their sickness to their line manager when they are sick and unable to work.

7. **CARRY OUT A RISK ASSESSMENT**
   Employers should usually conduct risk assessments of all the work activities carried out by employees working from home. However, undertaking physical risk assessments of each employee's home will not always be feasible and so employers could use electronic risk assessment questions instead.

8. **REVIEW WORKING TIME AND LENGTH OF PERIOD**
   Will employees need to be available for work during strict office hours or work a specified set number of hours per day? There may be more flexibility over working hours in a work from home arrangement, but working time regulations should still be complied with, including the working week and daily rest break. Instruct managers to look out for signs of overwork.

9 **CLARIFY SALARY, BENEFITS, INSURANCE, AND TAX**

Salary and benefits should obviously remain the same during a period of homeworking, although changes to expenses may be appropriate if normal travel expenses and allowances are no longer needed. Employers also need to check that insurance covers business equipment in the homeworker's premises.

10 **DATA PROTECTION**

Employers should make sure data protection obligations are maintained and employees using their own computer should still process information in compliance with data protection principles. Employers should remind employees about home security, confidential information, passwords, shredding etc.

7. WORK ETHICS

Ethics is a key consideration in HRM. Much more detail on ethics in the public sector can be found in the Council of Europe Toolkit "Building ethical infrastructure in public administrations, corruption and public ethics benchmarking".[7] This toolkit does not seek to replicate the material in the Council of Europe toolkits on ethics in central and local authorities but seeks to set out the key considerations required in the HRM process.

7 / Public Ethics benchmarking tool for central and local authorities, Council of Europe 202. Toolkit of Teleworking in Public Administrations, Council of Europe, 2020.

7.1 WHAT ARE ETHICS AND WHY THEY ARE IMPORTANT?

Ethics in the workplace is defined as the moral code that guides the behaviour of employees with respect to what is right and wrong in regard to conduct and decision making.

Ethical values provide the moral compass by which we live our lives and make decisions: 'doing the right thing' because it's the right thing to do, not because of personal or financial gain.

Organisations should focus on creating a shared ethical culture where employees feel empowered to do the right thing rather than simply following a set of rules. In many instances, it is the role of effective HRM that underpins the ethics of the public administration and some of the processes that should be overseen by HR leaders have a clear impact on ethical governance.

The way we make decisions is important for organisations because the wrong decisions – or decisions which have been implemented badly – can have a significant impact on people's lives and the reputation of organisations. But when we make decisions based on good principles and live by good values, we can improve the lives of others, the experiences they have at work, and make work more meaningful

It is important to recognise the risk of conflicts of interest and their impact on how decisions and operations are perceived. A failure to recognise a conflict of interest can give the impression that the organisation or individual is not acting in the public interest and could potentially lead to a decision being subject to challenge. This can damage reputations and undermine confidence in government.

Where conflicts do arise, these should be clearly detailed, for example in the minutes of meetings, including a record of the action taken to manage the conflict. There should be clear rules on abstention and withdrawal from decision-making when participating places an individual in a conflicted position.

7.2 THE PERCEPTION OF GIFTS AND HOSPITALITY

Members of the public expect holders of public office:

- to be committed to public rather than private ends (selflessness and integrity);
- to be honest and open in decision-making;
- to make decisions in the light of the best evidence (objectivity);
- to be held accountable (particularly senior public figures); and
- to lead exemplary lives in public office (leadership).

Research commissioned by the European Commission indicates that, in the opinion of many Europeans, corruption is a serious problem in the countries where they live. A survey in 2014 across 27 Member States showed the percentage of respondents that think corruption is widespread in their own country:

99 %
Greece

97 %
Italy

95 %
Lithuania, Spain and the Czech Republic

94 %
Croatia

93 %
Romania

91 %
Slovenia

90 %
Portugal and Slovakia

7.3 ETHICS AND PUBLIC OFFICIALS

The following principles apply to all public officials[8].

Legality	Public officials must act and take decisions in accordance with the law.
Integrity	Public officials must put the obligations of public service above private interests when carrying out their mandates or functions.
Objectivity	Public officials must, in carrying out their mandates or functions, act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.
Accountability	Public officials are, in carrying out their mandates or functions, accountable for their actions and must submit themselves to the scrutiny necessary for this.
Transparency	Public officials should, in carrying out their mandates or functions, act and take decisions in an open and transparent manner, ensure access to information and facilitate understanding of how public affairs are conducted.
Honesty	Public officials should be truthful.
Respect	Public officials should behave with courtesy and consideration toward others.
Leadership	Public officials should demonstrate the principles of public ethics in their own behaviour, while supporting and promoting those principles, and challenging poor ethical behaviour

8 / CM(2020)27 Guidelines of the Committee of Ministers of the Council of Europe on public ethics.

7.4 ETHICAL LEADERSHIP

The issue of ethical leadership is particularly important in the context of building and strengthening the ethical infrastructure of a local government office.

Ethical leadership goes beyond the ordinary management of the organisation. It entails the leader's personal commitment to enhance the transparent, fair and responsible functioning of the institution as a whole. Through their actions and decisions, ethical leaders should set an example of appropriate and desirable conduct and the required level of involvement in the implementation of the institution's rules. Such leaders should work to strengthen employees' ethical attitudes and demonstrate such attitudes.

Unethical workplace behaviour can vary from minor transgressions to illegal activity but are essentially actions that harm the legitimate interests of the organisation, its workforce, customers and wider society.

A growing number of organisations have recognised that ethical practice and corporate social responsibility policies yield greater employee commitment and motivation, enhanced customer loyalty, minimised risk, and an enhanced reputation.

Accepting significant gifts or hospitality is one area that may create a perception of biased decision-making even if the gift has no bearing on judgement. Civil servants must not receive gifts, hospitality or benefits of any kind from a third party which might be seen to compromise their personal judgement or integrity. It is increasingly common for public sector organisations to publish online information about hospitality, gifts, travel and meetings with external organisations for ministers, the most officials and special advisors.

Members of the public expect holders of public office:

- to be committed to public rather than private ends (selflessness and integrity);
- to be honest and open in decision-making;
- to make decisions in the light of the best evidence (objectivity);
- to be held accountable (particularly senior public figures); and
- to lead exemplary lives in public office (leadership).

7.5 THE 7 STANDARDS OF ETHICAL BEHAVIOUR IN PUBLIC SERVICES

SELFLESSNESS

Holders of public office should act solely in terms of the public interest.

INTEGRITY

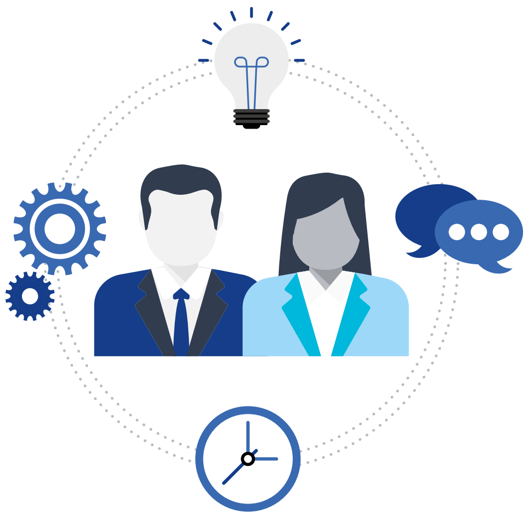
Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

OPENNESS

Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

OBJECTIVITY

Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.



HONESTY

Holders of public office should be truthful.

ACCOUNTABILITY

Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

LEADERSHIP

Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

High ethical standards are important for society as a whole and they are particularly important where public money is being spent on public services or public functions. This is because:

- outcomes for society are better when the decisions of public office holders are made fairly and on merit and not influenced by personal and private interests;
- no corruption and high confidence in the integrity of public service delivery are crucial factors in the functioning of advanced democracies;
- high standards benefit the economy through their effect on international confidence;
- impartiality and objectivity increase predictability, which improves economic efficiency.

Governments (including local government) which are not perceived to uphold high standards have less legitimacy. Public institutions such as tax and benefit systems rely on public trust to function effectively.

7.6 10 WAYS TO DEVELOP STRONG WORK ETHICS AMONG EMPLOYEES

1. **CLEAR GOALS AND OBJECTIVES**
   Employees' work ethic strengthens when they are fully aware of the work they are doing.

2. **PROPER MENTORING**
   Managers should set clear goals and objectives regarding the organisation's work ethics and code of conduct.

3. **SET A GOOD EXAMPLE**
   If ethics are poor at the top, that behaviour is copied down through the organisation.

4. **CREATE THE RIGHT WORK ENVIRONMENT**
   A disorganised workspace means disorganised work habits. A sloppy work environment equals sloppy results.

5. **PROFESSIONALISM**
   Professionalism starts with trust, conduct, loyalty, discipline, and hunger for excellence.

6. **DISCIPLINE**
   Discipline is the bridge between goals and accomplishment.

7. **UNDERSTAND YOUR EMPLOYEES' NEEDS**
   Employees show a high level of engagement and commitment when their needs are met. Employees feel extra motivated and become more inclined towards the goals and vision of the organisation when they feel valued.

8. **A CULTURE OF CONSTANT FEEDBACK**
   Feedback is an essential part of the workplace communication cycle, and hence, constant feedback plays a vital role in nurturing an environment with good work ethics. Honest and constructive feedback is essential for any organisation to build a culture for continuous improvement.

9. **'FUEL THEIR SPIRITS'**
   Human beings have an intrinsic need to thrive on appreciation. Rewarding and recognising is a good practice to ensure that the momentum of appreciation is maintained.

10. **ELIMINATE OBSTACLES**
    Identify the critical obstacles for your employees showing poor work ethics. If your employees are disengaged and demotivated at work, the chances are high that they wouldn't show strong ethics at work.

7.7 DEVELOPING STRONG WORK ETHIC SKILLS

The following are areas that should be developed to encourage good ethical practice:

HARD WORK
Hard workers don't give up when a task is difficult. These individuals show their work ethic in their persistence.

DEDICATION
Dedication means that an employee always sees their commitments through. They keep their deadlines and complete tasks to the fullest.

DISCIPLINE
Workers that show discipline aren't swayed by what they want to do. Instead, they continue doing what they should until it's complete.

PRODUCTIVITY
Individuals with a strong work ethic often have high productivity and keep themselves busy completing assignments and meeting their goals.

TEAMWORK
Team players are individuals that demonstrate work ethic through teamwork. They know their company works when everyone does their part, and they're always willing to help a co-worker.

INTEGRITY
Integrity is a strong indicator of a good work ethic. It guides individuals to make choices that are morally sound, and that are ethically balanced.

RESPONSIBILITY
Individuals with a strong work ethic are known to be responsible. Being consistent and reliable shows professionalism and respect for their work.

DETERMINATION
Employees can show a strong work ethic by being determined to meet or exceed goals. Even if they're not familiar with the task, they will look for resources to help them successfully achieve their goals.

PROFESSIONALISM
It can be difficult to do the best work on the hardest days; however, individuals with a strong work ethic persevere and create high-quality work nonetheless.

The following are attributes that should be avoided to support the development of string ethical standards:

PROCRASTINATION
People with poor work ethic aren't driven to complete tasks. As a result, they wait until the last minute to complete work and often produce work of poor quality.

NEGATIVITY
Negativity affects others in the workplace and is a common trait of people with bad work ethic because they don't value professionalism.

TOXICITY
Toxicity is a high indication of poor work ethic. These individuals aren't concerned with creating a productive, welcoming work environment and seek to minimise their peers.

INEFFICIENCY
Employees with poor work ethic may demonstrate inefficiency. While they may complete their tasks, they do it in a way that ultimately takes more time and costs the company more money.

IRRESPONSIBILITY
When you have an irresponsible employee, you can see a lack of work ethic in how seriously they take their duties in the workplace. Irresponsible employees don't place high importance on their commitments and responsibilities.

PASSIVENESS
Passiveness can be a general personality characteristic, but it can also apply to attitudes in the workplace. This attitude means that individuals don't care either way what happens with their job- in other words, they also demonstrate apathy.

UNTIMELINESS
People with a poor work ethic aren't driven to go to work, nor are they driven to complete projects as part of their job.

UNPROFESSIONAL BEHAVIOUR
Unprofessional behaviour is a strong indicator of a lack of work ethic, as those employees that take pride in their jobs strive to maintain a professional demeanour.

7.8 WHISTLEBLOWING

Ethical approaches in local government are closely linked with the need for robust approaches to whistleblowing.

Whistleblowing is the term used when a worker passes on information concerning potential wrongdoing. The aim of whistleblowing is to shine a light on corruption by providing safe channels for staff or other informants to report unethical behaviour in the workplace. EU institutions and bodies are obliged to have clear whistleblowing procedures in place.

Recommendation CM/Rec(2014)7 of the Committee of Ministers to member States on the protection of whistleblowers recommends that member States have in place a normative, institutional and judicial framework to protect individuals who, in the context of their work-based relationship, report or disclose information on threats or harm to the public interest. An appendix to the recommendation sets out a series of principles to guide member States when reviewing their national laws or when introducing legislation and regulations or making amendments as may be necessary and appropriate in the context of their legal systems.[9]

Indeed many states now have specific legislation outlining the framework for whistleblowing and establishing specific requirements such as:

- Employers with a workforce of 50 or more employees are required to implement systems for reviewing notifications by whistleblowers.
- There is enhanced protection for whistleblowers
- Institutions are required to have a nominated individual to investigate cases.

Unethical workplace behaviour can vary from minor transgressions to illegal activity but it is essentially consists of actions that harm the legitimate interests of the organisation, its workforce, customers and wider society. It is important to have processes in place to allow and encourage staff to 'speak up'.

A growing number of organisations have recognised that ethical practice and corporate social responsibility policies yield greater employee commitment and motivation, enhanced customer loyalty, minimised risk, and an enhanced reputation.

9 / https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=09000016805c5ea5

8. TRAINING POLICY

Please note this section does not seek to replicate the Council of Europe toolkit on 'Training Needs Analysis and National Training Strategies' but seeks to link the importance of HRM in this important function to improve the effectiveness of both central and local government.

8.1 STAFF DEVELOPMENT IN THE ORGANIZATION

Staff development is pivotal to supporting the effectiveness of the organisation. Staff are arguably the most important asset in public service providers.

Common myths about staff development:

- **If there are no training courses/ seminars, then there is also no staff professional development.**

  Education is not just about formal/ external training, so the perception that if there is no such training, there is no professional development is a myth. Training can, for example, include on-the-job training / formal work shadowing etc.

- **Training benefits only new employees.**

  More experienced employees also need to learn, as there are continuously new things to learn in order to deliver cutting edge public services and respond to com-munity needs etc. A recent example has been the response to the COVID-19 pandemic where staff had had to respond to new challenges, including working remotely.

- **Our organisation (staff management specialists) is responsible for the professional development of every employee.**

  Professional development is equally the responsibility of the employee him/herself (each person is responsible for themselves).

A learning organisation is an organisation where:

- people constantly increase abilities and experience to meet the requirements of public services;
- it nurtures new approaches to deliver public services;
- freely sets collective objectives.

Three approaches to make an organisation a learning one:

1. INDIVIDUAL PROFESSIONAL DEVELOPMENT

The employee learns new things individually in order to become a better professional; having an environment and leadership approach where individuals can learn from mistakes.

2. TEAM LEARNING

Utilising the skills of all individuals in a team in order to be more efficient; approaches established where all employees work together to collectively learn new skills/approaches. For example, weekly team meetings include a rubric: the lecture of the week, where any member of staff can speak.

3. ORGANISATION-WIDE LEARNING

Not only team and individual initiatives but also the emergence of new systems and structures, processes, values and roles. For example, mentoring systems, where a more experienced colleague shares experience with a less experienced colleague, may not need training or guest speakers because there are more experienced people in the organisation; it may be the case that someone else runs the meetings instead of the manager etc.

Principle 70-20-10

Most learning takes place doing the job (not at conferences, not in seminars, not by reading books, etc.). Only 10 % of what we learn new comes from formal learning, about 20 % is learned by observing others (colleagues, supervisors, etc.); 70 % is learned by doing something ourselves.

Soft skills

A recent study by France Strategy[10] looked at the importance of *soft skills* in contributing to innovation and transformation in the public sector. *Soft skills* are defined as a dynamic and interrelated set of transversal skills that include cognitive processes, and interpersonal, emotional, and conative factors.

The World Economic Forum Future of Jobs Report 2020[11] identified transversal soft skills such as critical thinking and analysis, problem-solving, resilience, stress tolerance and flexibility as key to successful workplace transformation and innovation.

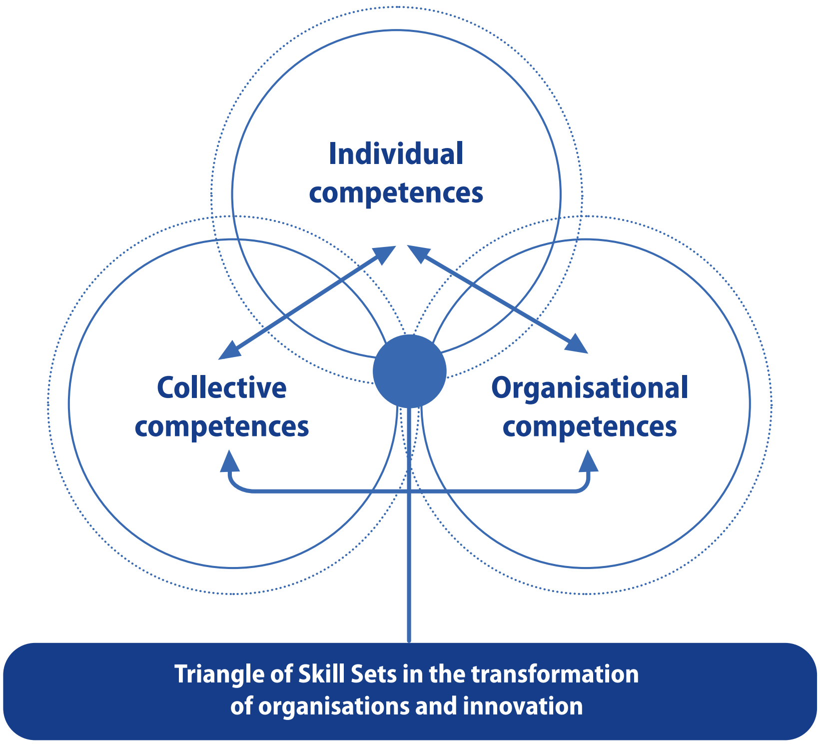
The study by France Strategy notes that developing and nurturing these transversal skills is essential to the performance of organisations. It contains a number of recommendations based on training and accompanying employees; supporting management; and helping the organisation recognise, develop, and integrate soft skills individually, collectively, and across the workplace environment.

The figure below highlights the intersection between individual professional development, team learning, and organisation-wide learning. It is within this *Triangle des Espaces de Compétences (TEC)* that innovation and transformation in organisation occurs.

10 / https://www.strategie.gouv.fr/publications/soft-skills-innover-transformer-organisations
11 / https://www.weforum.org/reports/the-future-of-jobs-report-2020/

SOFT SKILLS TO INNOVATE AND TRANSFORM ORGANISATIONS[12]

Modelling of individual and collective competences in a given workplace environment



Basic methods of employee development:

INDUCTION TRAINING FOR NEW RECRUITS

When a new employee arrives, he or she is told what he or she will be doing, etc., and is assigned a person with whom he or she can consult or ask when there is doubt. Procedures and training practices must be provided for the new employee. For example, a two-week training course for newcomers (theoretical knowledge and practical sessions, observing others and then doing the work yourself); the training for newcomers can also be done in a remote location, so that on the first day of work you get to know the organisation.

WORKPLACE LEARNING

When you get certain tasks at work and learn new things.

SHADOWING

When an employee watches another employee, e.g. a newcomer watches a more experienced one or someone working in a different department.

12 / https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2022-dt-soft_skills-mai.pdf

ROTATION

Monitoring the work of another department or attempting to work in another division. This leads to a better understanding of all parts of the organisation.

MENTORING AND INDIVIDUAL COACHING

The mentor shares his/her experience and gives advice from their experience, while the coach refrains from advice and tries to provide help through questions ("How do you think you would deal with that?" and so on.) so that it is the employee who reaches a decision.

SEMINARS

External training.

E-TRAINING VIDEOS

Webinars, complex solutions (some information is available on the computer in advance); games (script/ simulation); tests.

LITERATURE

Books, audiobooks, e-books, articles, electronic magazines, etc.

ACADEMIC PROGRAMS, CONFERENCES

Both programmed training and quick, simple training are needed because there are always new things to learn (which may not be part of the long-term plan, so quick training is needed).

How to select the most effective:

- ask for an overview of the training and the objectives it seeks to achieve;
- consider recommendations from those that have completed the training programme;
- review information networks;
- think not only about proven suppliers but also try the new ones

8.2 STAFF DEVELOPMENT POLICY AND TOOLS

Even though the terms "training" and "development" are used interchangeably, there are a couple of differences between the two concepts. The differences are related to the scope of their applications. Essentially, a training program comes with very precise and measurable goals such as learning how to perform a particular procedure with accuracy or how to operate a piece of machinery.

A developmental program centres on acquiring broader skills that can be applied in a wide range of situations. They include skills such as decision-making, communication, and leadership.

The benefits of Employee Training and Development include:

ADDRESSING WEAKNESSES

A training program presents an opportunity to develop the required skills in the workforce. Similarly, a development program helps to expand the knowledge base of all employees. In doing so, the organisation is able to bridge any gaps and weak links.

IMPROVED PERFORMANCE OF EMPLOYEES

An employee who receives training from time to time is in a better position to improve his work productivity. A training program also helps in building an employee's confidence.

BOOSTS THE PROFILE AND REPUTATION OF THE ORGANISATION

Employee training is not just good for the employees but also for the organisation. Conducting frequent training and development programs is one way of developing the organisation's reputation. An organisation that trains its employees will be more attractive to potential new employees, particularly those looking to advance their skills.

INNOVATION

When employees receive consistent training and upskilling, it fosters their creativity. The training programs help employees to be more independent and creative when they encounter challenges in their work.

An employee training and development policy may also be referred to as Staff Training and Development Policy or Employee Development Policy.

The policy can set out the options available and can include:

- Formal training sessions (individual or corporate)
- Employee Coaching and Mentoring
- Participating in conferences
- On-the-job training
- Job shadowing
- Job rotation

A staff development strategy/policy structure should have the following key components:

- a focus on the mission, vision and strategic objectives of the organisation;
- the main part focusing on key strategic objectives of staff development;
- conclusions, a strategy/policy summary and describe what will be done to achieve staff professional development policy.

A table that lists the strategic objectives, actions, responsibilities, resources, budget and timelines helps to organise the objectives in a structured way.

The ADDIE model

The ADDIE model is a framework that helps human recources development practitioners to organise any kind of training programme. It is an instructional design framework commonly used to develop courses and streamline the production of training material. The concept was created in 1975 by the Center for Educational Technology at Florida State University for the U.S.

ADDIE process steps:

1. ANALYSIS

Analysis of the organisation's performance gaps: the gaps between existing and desired results are analysed. If there are gaps, these should be analysed to determine why something has not been implemented. If there are gaps in the skills and competences of the staff, then specific educational needs need to be identified. This can be done by:

- **A survey** – undertake an anonymous survey by asking questions about what the employee lacks in order to work even more efficiently; what knowledge and competencies the organi-sation lacks in general;
- **Face-to-face interviews** – talking to each employee individually, asking questions about the job, what they lack (resources, knowledge), but this measure will take a lot of time, and you won't be able to talk to every single employee;
- **Job analysis** – analysing job descriptions, analysing the duties of each position, what each job requires;
- **Critical case method** – e.g., stressful situations, ask what helped to solve these situations;
- **Focus groups** – groups are organised once the surveys are completed (at least six and up to 12 people must be in the group, then the best group dynamics are felt);
- **Self-assessment** – each employee is asked to conduct a self-assessment (e.g. on a scale from one to five);
- **Analysing changes in legislation** – when legislation changes, it is imperative that this is incorporated into the needs; the staff must be aware of the changes and how to apply them at work.

2. DESIGN

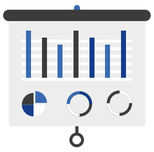
At this stage, development programmes are designed, describing the goals of the program and the desired results (what we want participants to learn at the end of the program). In the design phase, there is a focus on the goal: "what I want to achieve with this program". The content of the programme and the methods to be used in the curriculum are developed.

3. PROGRAM DEVELOPMENT

At this stage, educational program materials are prepared (training material, slides, online or paper tests, etc.). The training methodology is determined, such as what training activities will be used during training (what tasks, discussions, group work, tests, etc.). Tasks depend on the topic of the seminar. The methods of providing training are described by the methodology used for training delivery (face-2-face, distance training, video, etc.).

4. IMPLEMENTATION OF THE PROGRAMME

It is necessary to choose a coach who will meet the expectations of the organisation (understand the activities). The training can be piloted (demo training) when the programme is completely new and has not yet been tested (pilot training for a small audience, and participants should give constructive feedback to improve the content of the programme). At this stage, logistical issues related to planning are also addressed: material, training space, location, coffee breaks, etc. Programme dissemination and implementation internally and it is discussed with the leaders.



5. EVALUATION

It is important not only how many training sessions have been held, but also the effectiveness of educational programmes. We measure how the employees' reactions, knowledge, behaviour, and performance have changed. The Kirkpatrick evaluation method may be used for this purpose:

- **Measuring the response to the training:** this can be measured by talking to participants, distributing the questionnaires to them, using an anonymous survey;
- **Measuring learning:** to assess how much participants have learned; a knowledge test can be taken before and after the training;
- **Behavioural measurement:** assessing how employees' behaviour at work has changed (how employees' behaviour has changed on certain issues that were relevant to them before training);
- **Assessment of results:** how performance has changed (whether the organisational performance has improved).

All these stages help to evaluate the effectiveness of the training. When organising any training, the support of the manager is very important. The manager and human resource management staff must act together. The manager should be involved in the process from the beginning.

8.3 FEATURES OF ADULT LEARNING

There are many different learning styles: listening, reading, watching videos, formal teaching, action learning etc. 90 % of the information is retained when an individual subsequently has to teach others (cascade learning) e.g. when an employee attends a conference and he/she has to report back to his/her colleagues).

Methods of contact training:

- Interactive teaching;
- Individual and group practical tasks;
- Debate;
- Case analysis;
- Role simulation;
- Supervisions;
- Group coaching;
- Questionnaires;
- Self-learning;
- Learning blogs (collect your thoughts and look for ways to customize);
- Learning partners (share in pairs and discuss daily insights together).

There are four learner types and these should be considered for bespoke employee training plans in order to get the best results as individuals learn best in different ways:

ACTIVIST (specific experience)
Learning through activities. Individuals learn best when they use experimentation, problem-solving, discussing new possibilities, with lots of activity and dynamism. The best suitable methods for learning: games, discussions both in groups and in pairs, etc.

THINKER (reflective observation)
Learning through reflection. Individuals learn best when they have the opportunity to think and reflect on the information they receive, when they can observe and analyse the process, and when they are not forced to engage in tasks.

THEORETICIAN (abstract conceptualisation)
Learning by thinking things through beforehand. Learning is best when theories, concepts and models are used, when interpretations and associations are made, and when it is possible to analyse and generalise. The individual finds it most difficult to learn when they need to perform tasks without goals, when the situation is emotionally complex, and when the situation is not structured (lack of details).

PRAGMATIC LEARNER (active experimentation)
Learning by applying everything. They learn best when the material they receive is directly relevant to their practice (work) when it is clear how the material can be applied, and when they have the opportunity to try things out. They find it hard to learn when there is no opportunity to test the knowledge presented, there is a lot of theory, and there is no support after learning.

If training is required, then everyone's needs have to be considered: what they need to learn, how they learn best, etc. It is best not to choose a single learning method for all participants, as each employee must decide where to go to learn and what is best for him/ her. Everyone chooses which learning style is most acceptable for them. It is important to ask all employees what training would help them and would be most effective.

9. STRESS & CONFLICT MANAGEMENT

9.1 EFFECTIVE MANAGEMENT OF PSYCHOLOGICAL TENSION (STRESS) AND CONFLICT

Effective HRM leadership should be cognisant of the impact of stress on staff in the organisation and be aware how staff individually respond to stress.

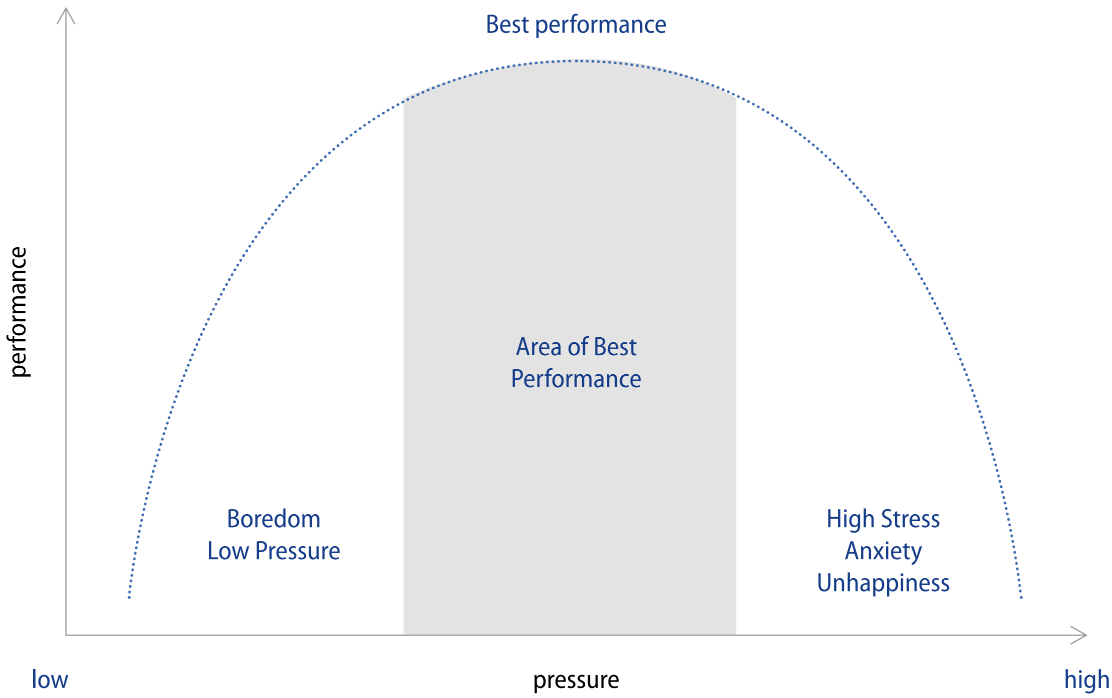
Pressure and stress are often confused as the same thing and, whilst there is a link, there is an important distinction between the two.

Everyone experiences pressure at points in their lives that require quick decisions when faced with uncertainty or risk; up to a certain point, this pressure is healthy and even essential as it can increase motivation, which can in turn improve performance. However, the risk with excessive or extended pressure is that this can be detrimental to health and wellbeing and could be a cause of work-related stress.

Work-related stress can be defined as *"The adverse reaction people have to excessive pressures or other types of demand placed on them at work"*. It's important to remember that people react to pressure differently, and the point at which this can start to cause stress will likely differ too. The main causes of work-related stress as:

- Workloads/volume of work
- Management style
- Relationships at work
- Non-work factors – relationship or family issues
- Considerable organisational issues or restructuring
- Pressure to meet targets or deadlines
- Non-work factors – personal illness or health issues

There is no set 'trigger point' for when pressure gives way to stress; this will differ for each individual. However, the performance/pressure curve helps to illustrate in what conditions feelings of stress and anxiety can be caused and how this links with performance.



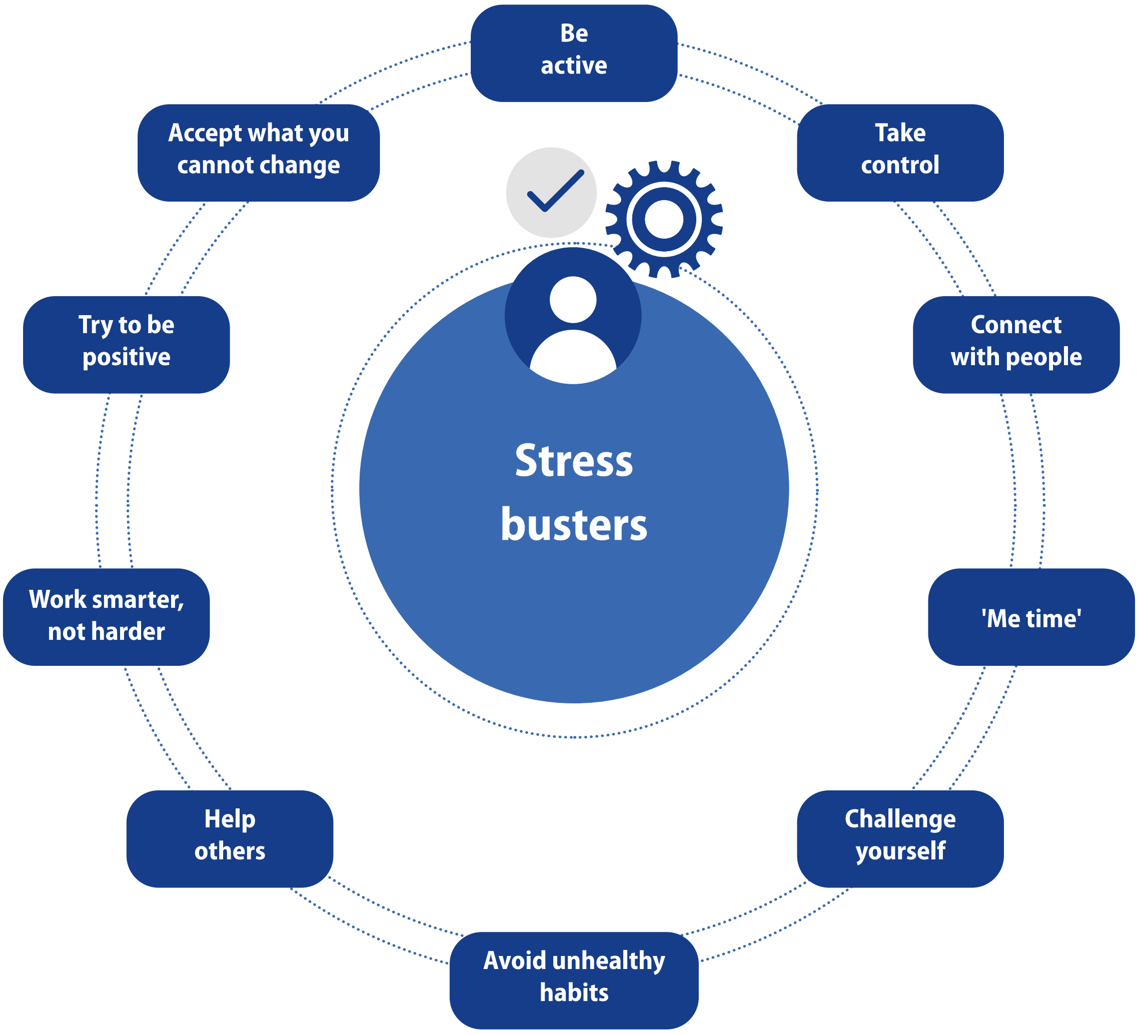
Performance & Pressure Graph

For example:

Low pressure = employees can feel bored as they are not being challenged = low performance levels

High pressure = employees can feel the challenges facing them are too difficult and unmanageable = low performance levels

The key is to strike the balance between the two where enough pressure is applied to instigate high performance levels, with employees feeling motivated to work to the best of their ability and achieve job satisfaction.



Managing psychological pressure and stress

Stress is an internal reaction to events and circumstances that are associated with changes in everyday life. The causes of stress can be both external (e.g. problems at work), both internal (e.g. excessive excitement, negative thinking). Under stress, people react in different ways, called a response to stress. The response to stress can manifest as one of the following reactions of the body: muscle tension, increased heart rate, sweating, rapid and shallow breathing, increased blood pressure and anxiety. Tension, pressure and stress can impair work efficiency. A good psychological state is important for good work results, especially when making important decisions.

One of the tools for identifying stress is the biodot (temperature test). These are 'dots' that measure the body temperature and show (according to the colour range from purple (state of rest) to black (state of stress) the emotional state of a person. It measures the body temperature, indicating the individual's emotional state and helping identify which factors are causing stress.

Human resource managers should be very aware of the signs of stress and be able to support employees to address and mitigate stress as far as possible.

The ability to tolerate stress is partly determined by the attitude to life. Anticipating the worst, creating bad scenarios and accumulating bad thoughts can undoubtedly lead to more stress. That's why people need to be supported to change the way life is perceived in order to make it more enjoyable. **This can be achieved by:**

- The perception that making mistakes is normal and good, as long as you are learning from your mistakes: many people have been taught since childhood that mistakes are made only by bad or worthless people. Such thinking causes unnecessary stress. The ability to understand that mistakes open up learning opportunities reduces stress levels.
- Take responsibility for feelings: one of the biggest stressors for many is the feeling that other people control them. If this feeling is experienced regularly, it can lead to an experience of helplessness, hopelessness and constant frustration.
- Know your abilities and advantages: the perception of your strengths and the ability to use your advantages will give a sense of self-confidence.
- Perceive and reconcile with the fact that you cannot control everything: many people think that they have control over everyone and everything. Accepting the realities of life is very effective in combating stress.

Conflict management has been covered previously in this HRM manual, but it is important to consider when taking on board the role of HRM in supporting employees to manage stress. Conflict management is the implementation of processes and strategies aimed at reducing the negative impact of conflict. The ultimate goal is not to eliminate the conflict that will still happen to people working together but to use potential sides of the conflict to improve team and business performance.

Unresolved or improperly resolved conflicts can lead to serious consequences:

- Work disorders (poor quality of work, etc.);
- Illness or increased absenteeism for workers trying to avoid conflicts;
- Low team morale;
- Operational inefficiency;
- Lower business productivity;
- Project failures;
- Frequent staff turnover;
- Desire for victory (every worker seeks benefits only for himself);
- Stressful environment at work;
- People not involved in the conflict are also affected.

Conflict can be productive and give positive results when:

- Communication, processes and procedures move forward;
- It promotes change (how to do something different or better);
- It breaks down communication barriers;
- People understand each other better;
- Side effects do not cause lasting harm to the individuals involved and those around them.

How to avoid possible conflict situations:

DON'T GET INTO A DEBATE

When confronted with a different opinion, wait to see what the other person has to say. Every person we meet knows something that we don't know ourselves.

FIND THE ROOT CAUSE OF THE CONFLICT

When taking a better look at it, one might see that the conflict is not caused by one particular person or group of people, but by differences in work style or the poli-cies of a particular organisation.

USE CONFLICT MANAGEMENT METHODS,

Which contribute to the development of conflict perception skills. The following steps will help you identify the conflict and gain clarity about the situation: assessing the possible consequences for yourself and the other person; assessing the risk you are taking in choosing to address or not to address the problem; assessing your own behaviour in the conflict situation.

CREATE AN ENVIRONMENT FOR CONFLICT RESOLUTION

This environment should be neutral and allow the other party (s) to understand the need to find some solution or agreement that will allow them to move forward.

DEVELOP YOUR CONFLICT MANAGEMENT STRATEGY

Developing an effective strategy will help: Avoiding "always" and "never" statements; considering what is known about the other person in relation to their personality and behaviour; thinking about your own relationship with the person, their communication style and general patterns of behaviour; considering what you need to talk about; communicating your concerns in a clear, specific and neutral way; and making sure that you are focusing on the other person's behaviour, not on the person himself/ herself.

ASK THE RIGHT QUESTIONS

When trying to find out the cause of the disagreement, the questions asked may include open questions starting with who, how or why – even where or what, depending on the situation (e.g. "how did this situation upset you?"). Questions that try to assume the position of another person give a more complete picture of the situation.

INTERVIEW THE RIGHT PEOPLE

To get to the bottom of things; it is not only important to ask the right questions, but also to ask the right people. More opinions need to be heard in order to fully understand the overall picture.

CLEARLY LAY OUT THE ROLES AND RESPONSIBILITIES OF INDIVIDUALS

This can be done using an organisational chart that documents or illustrates the corporate reporting hierarchy. It is possible to use charting tools to create a chart for your organisation or to take advantage of HR software systems that have a builtin chart function.

ENCOURAGING PARTICIPATION AT ALL LEVELS

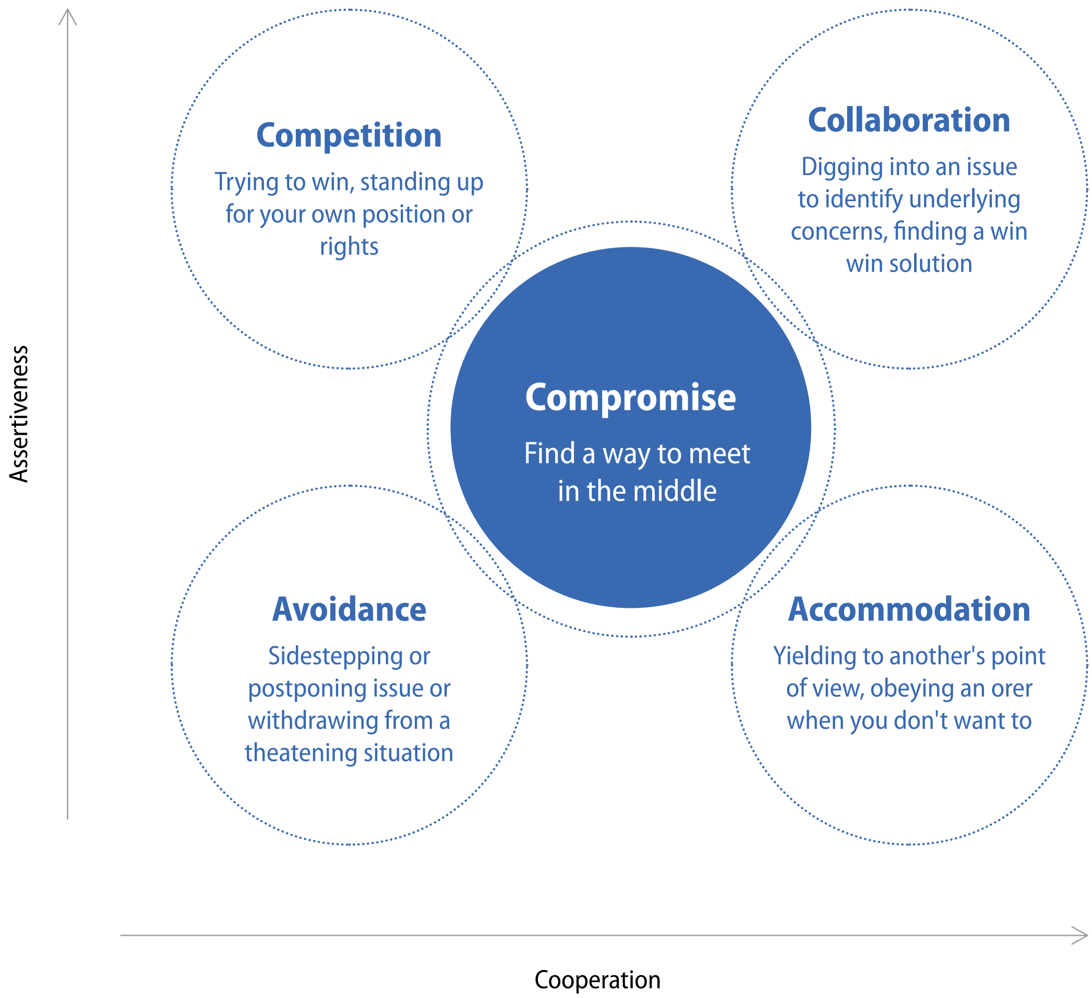
Everyone has a role to play. In order for real changes to take effect in any organisation, each department must have at least one person to advocate for a change.

CLEARLY INDICATE THE DESIRED RESULT

Be honest with yourself and others by offering suggestions on how to solve a problem; think about possible reactions or responses from another person; consider how you can respond to these reactions in a way that promotes conflict resolution.

One of the well-known approaches to conflict management:

The Thomas-Kilmann conflict management model, which classifies five different conflict resolution styles or techniques along two dimensions: the degree of trust, whereby the individual attempts to satisfy his or her own concerns, and the degree of cooperation, whereby the individual attempts to satisfy the concerns of the other party.



Thomas-Kilmann conflict management model

10. EMOTIONAL INTELLIGENCE

10.1 EMOTIONAL INTELLIGENCE AND ITS IMPORTANCE FOR EFFECTIVE COMMUNICATION

Many HR professionals are trained in emotional intelligence in order to support employees in the organisation. Emotional intelligence is the ability to perceive, appreciate, and control emotions. People with high emotional intelligence can recognize their own and the emotions of others, distinguish between different feelings and use them correctly to adapt to the environment. The emotional quotient (EQ) is a measurement of a person's emotional intelligence.

Emotional intelligence refers to the ability to recognize and control one's emotions, recognise other people's emotions and feel empathy for them, and use these abilities to communicate effectively and build healthy, productive relationships with others. Healthy, productive relationships are not only the basis of our psychological well-being, but also vital for the physical health. Emotional intelligence helps to achieve career and personal goals. High emotional intelligence can help overcome social difficulties at the workplace, motivate others and improve their careers.

Emotional intelligence is not an innate ability; by putting effort, one can learn the skills necessary to improve emotional intelligence. The skills that make up emotional intelligence can be learned at any time, but it is important to remember that there is a difference between simply learning about EQ and applying that knowledge in your life.

Basic skills to develop your emotional intelligence and improve the ability to manage emotions and build relationships with others:

Self-control	To use your emotional intelligence, you need to be able to use your emotions to make constructive decisions about your behaviour. Excessive stress leads to loss of control over emotions and the ability to behave thoughtfully and appropriately. When under too much stress, the ability to think clearly and accurately assess emotions towards oneself and others becomes vulnerable. Emotions are important information that tells us certain things about ourselves and others, but when faced with stress that takes us out of our comfort zone, we become overwhelmed and no longer able to control ourselves. By managing stress and staying emotional, we can learn to accept distressing information without letting it overwhelm our thoughts and self-control. In this way, we will be able to make decisions that will allow us to control impulsive feelings and behaviours, manage emotions in a healthy way, take initiative, fulfil commitments and adapt to changing circumstances.
Self-awareness	The ability to manage basic feelings (such as anger, sadness, fear and joy) often depends on the quality and consistency of early emotional experiences. The ability to build a connection with one's emotions – a constant connection with changing emotional experiences – is the key to understanding how emotions affect thoughts and actions. Building emotional intelligence requires reconnecting to, accepting and feeling good about your core emotions. This can be achieved by practising mindfulness. Mindfulness is a conscious focus of attention on the present moment. It helps to redirect the preoccupation of the mind into an appreciation of the moment, the physical and emotional sensations, and provides a broader perspective on life, calming and focusing, so that it is possible to become more aware of oneself.

Social awareness	Allows you to recognize and interpret mostly non-verbal signals that others constantly use when communicating with you. These signs allow you to find out how others really feel, how their emotional state changes and what really matters to them. When groups of people send similar nonverbal signals, one can read and understand the group power dynamics and general emotional experiences, be empathetic and feel comfortable. To create social awareness, we need to recognise the importance of awareness in the social process. Social awareness requires being in the moment and giving attention to others. Investing time and effort in focusing on others allows you to understand your emotional state, values and beliefs. For example, if you feel discomfort when hearing the opinions of others, it allows you to learn something important about yourself.
Relationship management	Good work with others is a process that begins with emotional awareness and the ability to recognize and understand what other people are experiencing. Emotional awareness helps to effectively develop additional social/emotional skills that make relationships more effective, fruitful and fulfilling. Many facial expressions help you to convey your emotions without words and to read other people's emotional intentions. Understanding non-verbal messages sent to others can play a huge role in improving relationships with others. Humour reduces stress, balances the nervous system, calms, sharpens the mind and makes us more empathetic. It is necessary to learn to perceive conflict as an opportunity to come closer to others. Conflict and disagreements are inevitable in human relationships, so resolving conflicts in healthy, constructive ways can build trust. When the conflict is not perceived as threatening, it promotes freedom, creativity and security in relationships.

Anger lowers our intelligence level by 40%. Fear blocks creativity (creative ideas) and "triggers" catastrophic thinking. Anger reinforces a sense of personal control, reduces risk perception and reduces people's willingness to admit mistakes. Angry employees are more likely to make unsuccessful and hasty choices or implement projects unsuccessfully. On the contrary, fear makes people think, and often refuse support in efforts that have gone even slightly off the rails. Every decision we make is determined by emotions, so we need to work on them.

Communication levels:

RATIONAL

Discussion of alternatives, risk assessment, finding solutions, anticipating outcomes, finding out approaches;

EMOTIONAL

As long as there is no feeling that we are together, as long as we do not move on to finding solutions (building an emotional connection is important).

Each episode of communication is an exchange of emotions. It is estimated that 30 % of performance fluctuations are determined by the microclimate created by the manager. The emotional culture of the manager is determined by their attitudes and views. Values and beliefs affect the morale and reputation of the organisation, the employee engagement index, the competitiveness of the organisation and the efficiency of its activities. If there is no motivational environment, there will be no good results. The manager's behaviour and emotions determine employees' emotions and behaviours (e.g. if the manager is angry, then the whole team will be angry).

The final result is determined 37 % by facts (expertise, people, situations, phenomena, resources available to the organisation), 19 % by IQ, and 44 % by reactions, interpretation, decisions and actions.

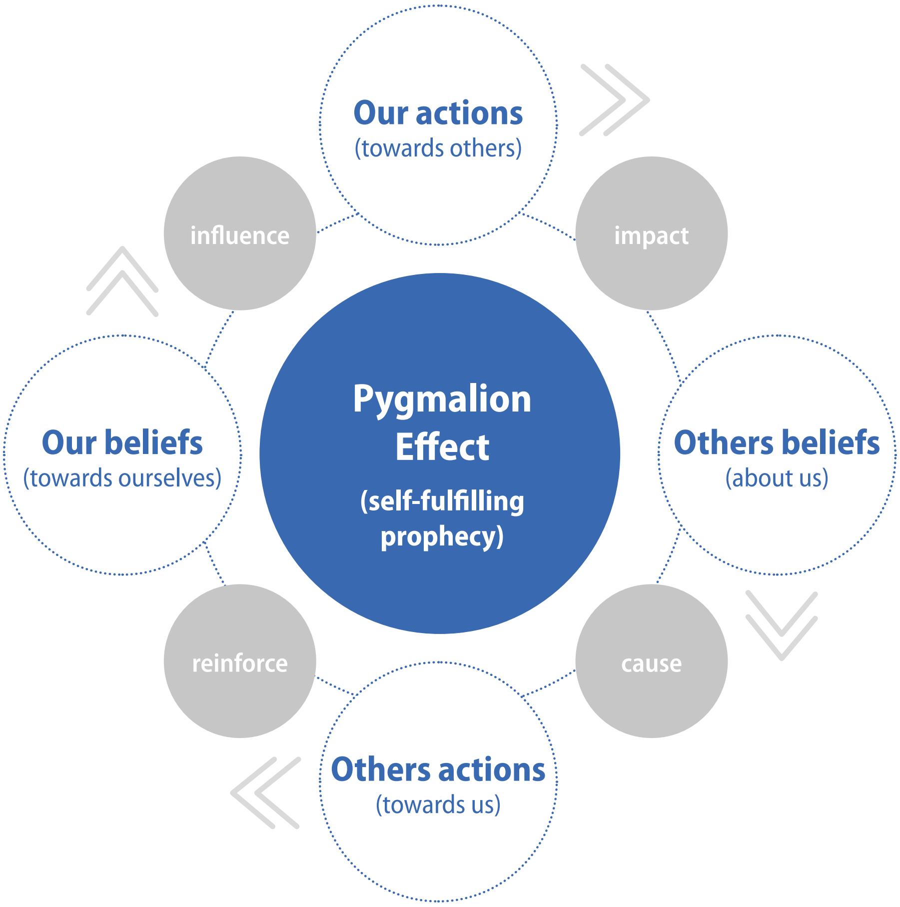
The Rosenthal (or Pygmalion) effect: the behaviour of another person is determined by our expectations towards that person. High expectations lead to better results in a certain area. Positive expectations generate a positive return (e.g. if I think a person is hard-working and can be trusted, then he will be). Whatever expectations I project on others, they live up to those expectations.

The Rosenthal (Pygmalion) effect

How do I project positive expectations towards a person I don't like?

- Think not about another person's behaviour but about your own reaction;
- Finding as many contexts as possible to get to know the other person, to collaborate;
- Find something in the outfit or the way another person looks, what we like;
- Stop thinking and talking negatively about people.

The halo effect: the tendency to perceive information consistently. If a person is evaluated in a certain way, all his other qualities are perceived in line with that evaluation.



Emotional needs in communication:

RECOGNITION
The desire for our feelings, thoughts and actions to be respected and accepted as important; the desire to be understood.

AUTONOMY
The desire to be involved as equal partners in the decision-making process or to make the decision yourself (therefore, it is important to always consult each other before deciding anything).

STATUS
The desire to make my achievements, education, experiences in a certain area noticeable and appreciated (computer, technological, artistic, etc.).

THE NEED TO BELONG TO A GROUP
The emotional connection between me and the other. The desire to communicate with me as an equal colleague.

NEED FOR SUPPORT
The desire for others to support us. Support reduces anxiety and fear and creates trust, cooperation, empathy and willingness to take risks.

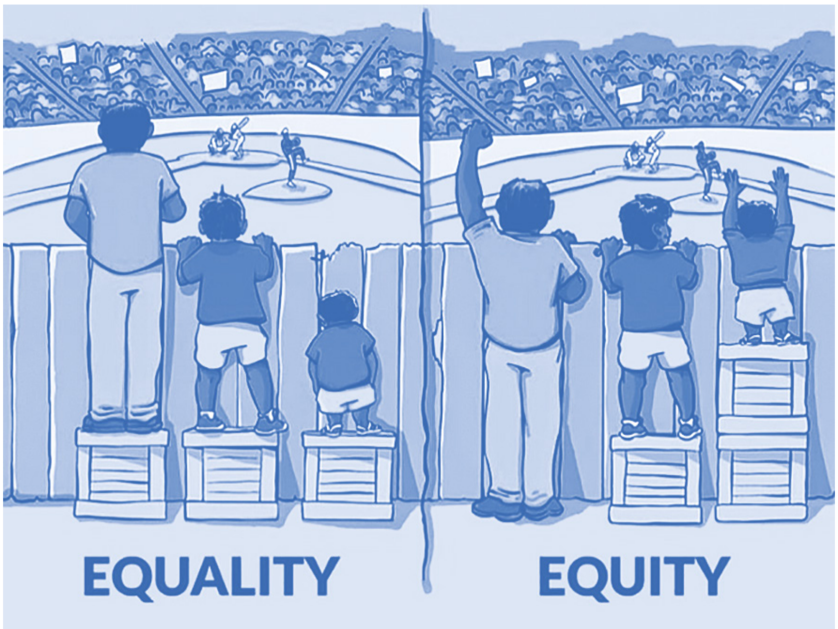
11. DIVERSITY AND INCLUSION

Diversity and Inclusion (D&I) is a common key organisational priority and this is reflected in the role of effective HRM policy.

- The global Black Lives Matter movement has had a huge impact, rippling through society from a social to a corporate level and the public sector has had to reflect on how it responds to such issues.
- Discussions of sexual harassment around the #MeToo movement continue to see prominent figures be called out for discriminatory behaviour.
- COVID-19 and the remote working boom triggered a global discussion about the distribution of home and workplace labour between male and female employees.

According to a 2020 Glassdoor survey[13], 76 % of employees and job seekers report a diverse workforce is an important factor when evaluating companies and job offers. This is a true indicator that times are changing. Workplaces don't exist in a vacuum – the impact of a diverse workforce and inclusive leadership goes far beyond.

The difference between equity and equality.



13 / Diversity and Inclusion in 2021, Employment Hero,
https://employmenthero.com/wp-content/uploads/2021/06/Diversity-and-Inclusion-HR-Handbook.pdf

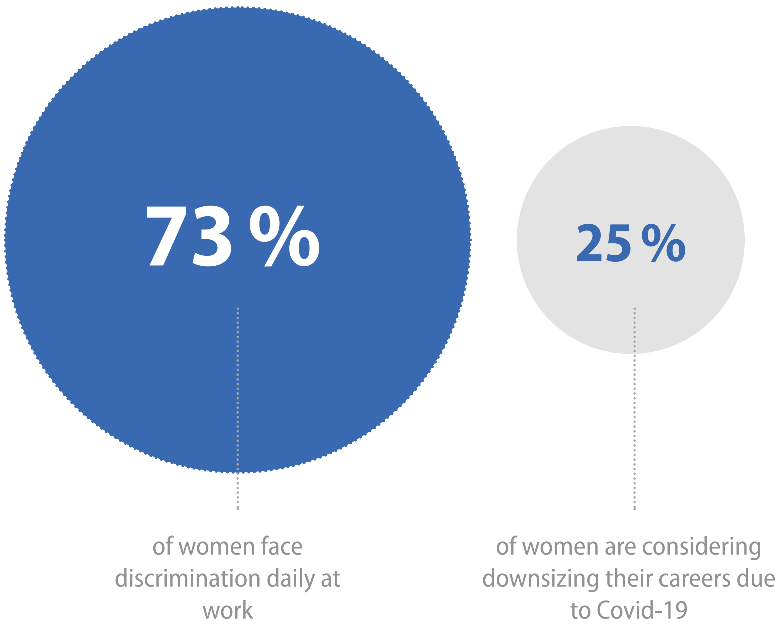
11.1 RACIAL EQUALITY

BIPOC is a common acronym that stands for Black, Indigenous, and People of Colour.

The Black Lives Matter (BLM) movement has been active since 2013 and has clearly reiterated that racism is one of the greatest issues facing society today and that BIPOC continue to experience racism. The movement also caused a change in dialogue around racism, making clear that white members of society need to examine their own privilege in not encountering racially-driven discrimination and bias. BIPOC are still very underrepresented in leadership positions.

11.2 GENDER EQUALITY

The gender pay gap continues, with the UN estimating that the gap stands at 23 % globally. This can be attributed to persistent historical and structural inequalities, poverty that disadvantages women, and a lack of opportunities. A common misconception is that 'if you don't ask, you don't get', assuming that women aren't pursuing upper management opportunities at the same rate as men. The pandemic has also put extra pressure on women, especially in terms of balancing home and work responsibilities. Although working from home can have great benefits for working parents, the numbers are showing that the pressure being put on women is disproportionate.[14]



14 / Diversity and Inclusion in 2021, Employment Hero, https://employmenthero.com/wp-content/uploads/2021/06/Diversity-and-Inclusion-HR-Handbook.pdf

11.3 EXPERIENCES OF LGBTQ+

LGBTQ+ is a common acronym that stands for Lesbian, Gay, Bisexual, Transgender and Queer. The '+' aims to also include other members of the queer community that sit outside the heterosexual orientation, which could include people who identify as Asexual, Pansexual, Intersexed, Agender, Genderqueer and more.

As legislation continues to be developed globally, workplaces can still go a long way in advocating for their LGBTQ+ employees. The LGBTQ+ community can often find themselves in an uncomfortable social environment at work, with 50 % of employees reporting that they have to come out at work at least once a week[15]. Trans and gender-diverse employees are almost twice as likely to hear sexist jokes about people of their gender, or to hear demeaning comments about people like themselves. From this, they are three times more likely to feel like they can't talk about themselves or their life outside work. This is likely part of the reason why trans people frequently think about leaving their company. Despite these challenges, research has found that LGBTQ+ employees are just as likely as their straight counterparts to aspire to be top executives.

30 %
of LGBTQ+men

15 %
of LGBTQ+ women

Believe that their sexual orientation will negativety affect their career advancement at work

Experiences of people with disabilities in the workplace

Employees with intellectual and physical disabilities can often be left out of diversity and inclusion discussions. The UN finds that approximately 386 million of the world's working-age people have some kind of disability, yet often employers assume that persons with disabilities are unable to work. For this reason, the unemployment rate of people with disabilities is much higher than the non-disabled population. Unemployment issues have led to many people with a disability becoming entrepreneurs or self-employed, with 13.1 % of people with a disability pursuing this career type compared to 9.2 % of non-disabled people, according to a report from the University of Technology, Sydney. Many of these workers cited the decision as being born from necessity rather than the entrepreneurial spirit. For those who are employed, many people with a disability are likely to face discrimination at work. 48 % of workers with a disability reported experiencing discrimination or harassment at work in the last 12 months.

15 / Diversity and Inclusion in 2021, Employment Hero,
https://employmenthero.com/wp-content/uploads/2021/06/Diversity-and-Inclusion-HR-Handbook.pdf

11.4 THE BASIC PRINCIPLES OF DIVERSITY AND INCLUSION

The role of a Diversity & Inclusion (D&I) strategy is to remove unfair barriers. Everyone should be able to access fair employment and feel safe and content when they are at the workplace. Unfortunately, for many groups of people, there are a lot of barriers that stop that from happening. To think about what barriers exist, we can look to hiring, employee experience and employee growth. Consider these questions:

- Do all groups feel like they are welcome to apply for a position at the company?
- Are they considered fairly and in an equitable way when they are undergoing the recruitment process?
- Do employees feel encouraged to share their ideas at work?
- Do they feel rewarded for their achievements and free to be their authentic selves with their colleagues?
- Do they feel encouraged to grow and be given promotion opportunities?
- Are they supported in development and urged to pursue leadership roles?

These are often areas where people from diverse groups find themselves encountering barriers.

WHAT ARE THE DRIVERS OF THESE BARRIERS?

It can be unconscious bias – where leaders or managers may be making decisions or comments that are discriminatory without intending to. But it could also be conscious bias. Openly discriminatory discussion and actions can still take place even within organisations that consider themselves to be progressive, and this needs to be called out and challenged.

UNDERSTANDING DIFFERENT NEEDS AND EXPERIENCES

It is an essential need for colleagues to listen and understand each others' experiences[16]. This can be made easier when a company has a culture of active listening, consideration and trust. With a better understanding of employee perspectives, it is easier to act with equity in mind and create a fair and welcoming environment.

16 / Journal of Business Ethics: 'Building an Inclusive Diversity Culture: Principles, Practice and Processes' (2004), academics Nicola Pless and Thomas Maak.

TREATING EVERYONE WITH RESPECT

Everyone deserves to be treated with respect and dignity. Every person in an organisation is an individual with different skill sets, ideas and feelings. When employees feel engaged and respected by the organisation and other team members, they're more likely to have a greater sense of well-being and they will want to contribute to the organisation's success. When employees feel like they are not being shown respect, their sense of well-being can suffer, they can disengage from the workplace and even consider resigning.

AN ATMOSPHERE OF INCLUSION

In a workplace that values diversity, not only are policies implemented, there is a culture of inclusivity. In an inclusive culture, everyone feels welcome.

CELEBRATING DIFFERENCE

In an organisation powered by diverse thinking, it has the best chance of succeeding, thriving and growing. Difference is an asset to an organisation. Diversity should not just be accepted, it should be sought out and celebrated.

12. CULTURE & HOW HRM CAN INFLUENCE IT

How would you describe the personality of your organisation? That's what company culture is.

Culture is a set of shared beliefs that drive behaviour. These beliefs may be spoken or unspoken. Out of these beliefs arises the identity and atmosphere – culture – of your organisation.

The answers to these questions indicate the state of your company culture.

- How do your employees feel about their work?
- How would an employee describe their experience of your organisation?
- What are you all working toward together?
- What are the workplace processes and shared 'rules' of engagement?
- What kind of management styles are encouraged?

Every company has a culture, whether you recognise it or not. Leaders want to feel empowered in creating a positive working environment, so you need to strive towards intentionally forming a culture that benefits your people and the business. Effective HRM processes can influence this.

Recruitment and retention – Organisations with a strong culture know how to attract and retain top talent. An organisation with a standout culture is bound to be known as a great place to work. Highly skilled employees are more likely to apply for jobs in organisations with a healthy culture and are more likely to remain faithful to them.

Productivity – A solid culture improves productivity in two ways.

1.
When employees feel supported and motivated, they work harder.

2.
A culture that fosters teamwork naturally leads to efficiency and productivity.

Regardless of budget, every organisation can have a healthy culture.

These are three ways to improve organisational culture, and HRM has a key role in each of them.

BE FLEXIBLE

82 % of employees say they would be more loyal to their employer if flexible work arrangements were encouraged. When executed well, flexible work policies can create an organisation culture of trust, work-life balance and self-managed productivity. Effective HRM supports this.

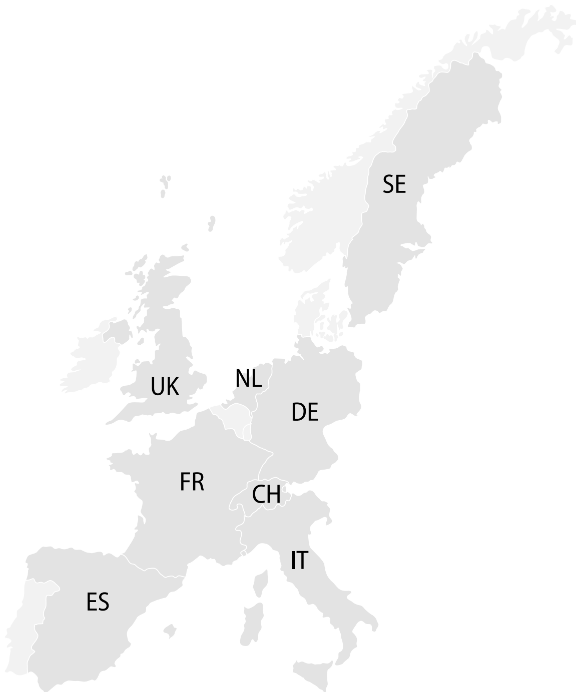
GROW WHAT YOU'VE GOT

94 % of employees say that they would stay with an organisation if it invested in their career development. Invest in the careers of your employees, seek to understand their goals, and partner with them in achieving those goals. This is key to a healthy organisation culture, and fosters loyalty and motivation.

PEOPLE FIRST

Think of your employees as people – whole people with financial, physical, and emotional needs. Prioritise their holistic wellbeing, and your organisation culture will reap the benefits. Healthy employees are better employees. Health and efficiency have a clear connection. Healthier employees take less sick days and work more productively.

The impact of the COVID-19 pandemic has proved that employees can work from home effectively on a mass scale.

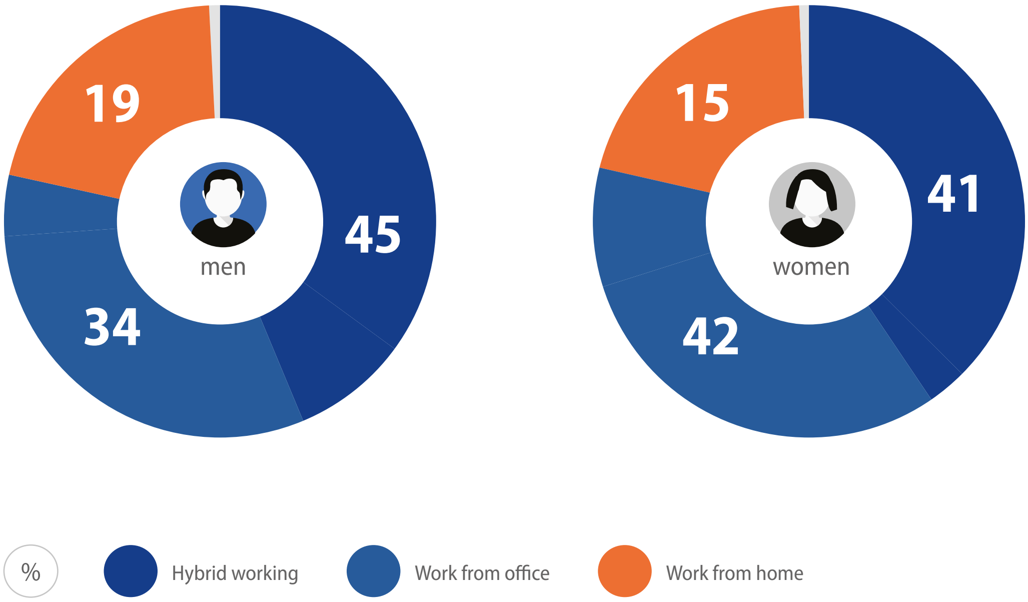


Countries surveyed: France, Germany, Italy, Netherlands, Spain, Sweden, Switzerland and UK.

Research is based on a survey of over 10,000 office-based workers across eight European countries and 12 industry sectors, and explored perspectives on the future of work following the pandemic.[17] It showed that 42 % of employees would like a mix of home- and office-based working, while 17 % want to work from home permanently. In a survey in 2020, 33 % of workers from France and the Netherlands wanted to return to the office full-time. In 2021, this has dropped to 21 % and 18 %, respectively. Sweden and the UK are least willing, with only 15 % and 16 % expressing interest in returning to the office on a permanent basis.

49% missed in-person conversations and 48 % missed their relationships with colleagues after only two months of working remotely. Nearly twice as many men as women say working from home has positively impacted their careers. Additionally, the research shows that 19 % of men would be happy to continue working from home forever, compared to 15 % of women.

17 / The New Workplace Report a Business Balancing Act, Okta Inc, June 2021.



In the survey, employees were asked how they would choose to work after the COVID-19 restrictions were removed. This graphic shows the result by gender difference.

HR managers need to be aware of the changing views of employees and develop policies to reflect this. Further, calls for the 'Right to Disconnect', which gives employees the ability to switch off from communications outside of normal working hours, have gained traction. This legislation is currently under consideration in multiple countries and across the European Union. The 'EU Rights to Work-life Balance'[18] which entered into force in July 2019 gives all working parents of children up to at least 8 years and all carers a right to request flexible working arrangements as of 2 August 2022.

18 / DIRECTIVE (EU) 2019/1158

13. APPENDIX 1: HRM BENCHMARK

	Level 0	Level 1 - in	Level 2
1. Is there a body that the authority consults before taking certain decisions on the organisation and activities of departments? **French example:** CT = Comité Technique – a joint committee established either within the local authority or at Departmental level for smaller authorities.	No official body or procedure. Decisions on internal organisation and functioning are taken without formal consultation, for example, with staff representatives.	There is an internal body, but it only meets occasionally and/or has no formalised procedure and/or its recommendations and decisions are not normally taken into account.	There is an official body that meets at least once a year. Consultation and decision making procedures are shared and applied. Once taken, decisions are applied.
Reply/score (level):			
Additional information concerning your reply: concerning your reply, including examples where the official body has impacted a decision:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
2. Is there a body that the authority consults on staff promotion and careers? **French example:** CAP = Commission Administrative Paritaire – compulsory joint committee in all local authorities or joint management centres in the case of affiliated organisations.	No official bodies or procedures relating to staff promotion and careers. The relevant decisions are taken without consultation (for example, with staff representatives).	There is an internal body, but it only meets occasionally and/or has no formalised procedure and/or its recommendations and decisions are not normally taken into account.	There is an official body that meets at least once a year. Consultation and decision making procedures are shared and applied. Once taken, decisions are applied.
Reply/score (level):			
Additional information concerning your reply, including examples where the official body has impacted a decision:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
3. Is there a personnel or human resources department within the authority?	No personnel department. The basic duties are performed by the finance department or another body (for example, pay and employment contracts).	There is a personnel or human re-sources department, but it only performs basic duties, such as pay and employment contracts.	There is a personnel or human resources department responsible for some or all human resources activities, such as recruitment, pay, careers and training.

	Level 0	Level 1 - in	Level 2
Reply/score (level):			
Additional information concerning your reply, including a summary of the functions undertaken by the department:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
4. Are there any staff representative bodies within the authority? **Example:** Trade unions or staff representatives.	No staff representative body within the authority.	There are one or more staff representative bodies in the authority but they have little or no involvement in consultations or decision making.	There are one or more staff representative bodies in the authority that are systematically involved in consultations or decision making.
Reply/score (level):			
Additional information concerning your reply, including the % of the workforce affiliated to the staff representative body and examples of where the body has had impact:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			

Affiliation to external bodies that can offer the authority assistance, advice and support in matters relating to human resources management and development?	Level 0	Level 1 - in	Level 2
5. Affiliation of the authority to an external management centre confined to local and regional authorities that can offer it assistance, advice and support in matters relating to human resources management and development. **French example:** A management centre that offers affiliated authorities assistance and support in connection with career management, job seeking, organising competitive and professional examinations.	The authority is not a member of any centre or association that can assist it with human resources management.	The authority is a member of a centre or association that assists it with human resources management. However, it only uses its services rarely or on an irregular basis and/or takes little account of its opinions or recommendations.	The authority is a member of an outside centre or association that it regularly consults and whose opinions or recommendations it applies.
Reply/score (level):			
Additional information concerning your reply, including examples of where the external body has supported the authority:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			

Affiliation to external bodies that can offer the authority assistance, advice and support in matters relating to human resources management and development?	Level 0	Level 1 - in	Level 2
6. Affiliation of the authority to an external training organisation confined to local and regional authority staff. **Example:** Training Centres offering training in preparation for competitive examinations to enter the municipal service, followed by inservice professional training.	The authority is not affiliated to any external training organisation confined to local and regional authority staff.	The authority is a member of an ex-ternal training organisation confined to local and regional authority staff. However, it only uses its services rarely or on an irregular basis because the training it offers has little or no relevance to the authority's needs and/or because it is difficult to gain access to this organisation's training.	The authority is a member of an external training organisation confined to local and regional authority staff. It consults this organisation regularly. The training it provides is relevant to the authority's needs and is easily accessible.
Reply/score (level):			
Additional information concerning your reply including examples of where this has been used, how many staff and at what level have made use of such services:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			

Procedures and/or standards for optimising human resources management (procedures and tools)	Level 0	Level 1 - in	Level 2
7. Recruitment/objectiveness of the staff recruitment procedure.	The authority does not give wide pub-licity to vacancy notices. Information on vacancies is usually shared with some potential candidates. The Selection committee is not representative.	The authority publishes vacancy notices and/or has a recruitment procedure not properly exercised. The final decision on which candidates to appoint is discretionary and/or made by one single individual.	The authority gives wide publicity to vacancy notices and allows anyone to apply. Competitive examinations are systematically organised or there is a recruitment procedure. The latter is formalised and systematised for all aspects of recruitment, including interviews, trial employment and assessment and taking up references. The final decision on whom to appoint is made by a recruitment panel and is based on consensus with the management.
Reply/score (level):			
Additional information concerning your reply, including the number of recruitments that have taken place in the last 12 months (new posts / staff turnover breakdown):			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			

Procedures and/or standards for optimising human resources management (procedures and tools)	Level 0	Level 1 - in	Level 2
8. Staff pay.	There are no salary scales and/or salary levels and increases are discretionary.	There are salary scales but salary levels and increases are discretionary.	Salary scales exist for each type of post. Salary levels and increases are applied to everyone in accordance with these scales.
Reply/score (level):			
Additional information concerning your reply, including how often the scales are reviewed and who agrees the review process:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
9. Career progression/opportunities for professional advancement .	There appear to be no opportunities for career progression. Potential career moves in the authority, whether managerial, specialist or multi-functional/job-rotation based, are not generally advertised or known.	Consideration is given to staff members' career progression. It is based on individuals' performance, skills and motivation.	Internal career progression is a key means of mobilising and retaining staff. It is based on an objective staff assessment or appraisal system and takes account of officials' professional autonomy in carrying out their new roles. Staff are prepared for career development through professional or occupational training.
Reply/score (level):			
Additional information concerning your reply, including reference to any policies that exist for career progression:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
10. Job or post descriptions.	The authority has no job or post descriptions.	Job or post descriptions exist but are little used and/or are never updated and may even be obsolete.	Job or post descriptions exist and are widely used, for example for recruitment or to assess training needs, and are regularly updated.
Reply/score (level):			
Additional information concerning your reply:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			

Procedures and/or standards for optimising human resources management (procedures and tools)	Level 0	Level 1 - in	Level 2
11. Internal mobility.	No possibility of changing post within the authority or only possible on a discretionary basis.	It is possible to change post within the authority but the opportunities are limited and/ or there is little encouragement for mobility and no value is placed on it.	Opportunities for internal mobility exist and the system works well. There are regular changes of post. Mobility is encouraged and appreciated.
Reply/score (level):			
Additional information concerning your reply:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
12. Assessing staff performance (setting collective and individual objectives, regular assessment meetings).	There are no forms of and/or tools for staff performance assessment.	There are forms of and/or tools for staff performance assessment, but they are not applied regularly and in a structured fashion. Staff members' performance has no effect on their remuneration.	There are forms of and/or tools for staff performance assessment and they are an integral part of the authority's human resources management system. Staff members' performance, as measured, has an effect on their pay.
Reply/score (level):			
Additional information concerning your reply including the regularity of staff reviews and are targets linked to the objectives of the organisation:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
13. Vocational/professional training.	There is no vocational/ professional training, irrespective of staff members' hierarchical position within the authority. There is no formal procedure for access to such training.	Vocational/professional training does exist, but not for all levels of staff. There is a formal procedure for access to such training, such as an in-terview with the hierarchical superior and human resources, or a simple request of the staff member.	Vocational/professional training forms part of the authority's human resources strategy and is open to all levels of staff. There is a structured procedure for determining what form of training is appropriate and it is designed to increase staff members' professional autonomy.
Reply/score (level):			
Additional information concerning your reply including if training needs are identified as part of the staff review process and these are subsequently acted upon:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			

Procedures and/or standards for optimising human resources management (procedures and tools)	Level 0	Level 1 - in	Level 2
14. Internal communication.	There is no internal communication. No information is provided about the life of the authority, its strengths and new proposals. There are no specific arrangements for structured internal communication.	Internal communication takes place at meetings. Only certain staff have access to the information. It is not structured or regular.	Internal communication forms part of an active and dynamic human resources policy, aimed at sharing information, establishing general staff commitment to the authority and its activities and creating a better understanding of the professional environment.
Reply/score (level):			
Additional information concerning your reply including examples of mechanisms of internal communication (staff newsletter/meetings/email briefings etc.):			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
15. Human resources administration.	Human resources administration is rudimentary and/or decentralised to different departments. There is no computerised management system.	There is a single department responsible for human resources administration, but few or none of the computerised systems are used.	Human resources administration is the responsibility of a human resources department based on a computerised human resources management system and/or staff participation.
Reply/score (level):			
Additional information concerning your reply, including the aspects of the HR function undertaken (recruitment/absence management etc.):			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
16. Staff consultation.	There is no regular consultation to encourage mutual understanding between management and staff.	There is regular consultation to encourage mutual understanding between management and staff, but this is not formalised.	With the active support of the authority's management, there is a regular and formal consultation process, which is considered to be essential to good human resources management.
Reply/score (level):			
Additional information concerning your reply:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			

Steps taken in the authority to optimise its ac-tivities through a human resources/organisational development strategy?	Level 0	Level 1 - in	Level 2
17. Is there a human resources strategy based on the authority's overall strategy and general objectives?	The authority has no overall strategy for its development over the coming years. It, therefore, has no human resources strategy and/or has not announced such a strategy.	The authority's overall objectives are clear. Despite this, the human resources strategy is unclear or uncertain or is difficult to predict.	The human resources strategy for the coming years is based on the authority's stated objectives and plans for the future. Skills and motivation are considered to be an important means of achieving the authority's objectives and facing up to challenges, now and in the future.
Reply/score (level):			
Additional information concerning your reply:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
18. Organisation chart of the authority.	The official organisation chart does not reflect functional, organisational and hierarchical structure and relationships of the authority.	There is some form of official organisation chart reflecting the real set up of the authority.	There is an organisation chart. It is available to anyone concerned by it and is adjusted to take account of changes in the authority.
Reply/score (level):			
Additional information concerning your reply:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
19. Identifying competencies/ developing multi-skilling	No steps are taken, such as diagnostic measures or skills assessments, to identify individuals' competences in order to develop their professional multi-skills.	Competencies are identified and multi-skilling developed on individual basis, often as an emergency measure and on-the-job.	Competencies are identified and multi-skilling developed systematically and using professional tools.
Reply/score (level):			
Additional information concerning your reply:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			

Steps taken in the authority to optimise its ac-tivities through a human resources/organisational development strategy?	Level 0	Level 1 - in	Level 2
20. Human resources indicators and scoreboards/monitoring human resources management	The authority has no indicators to measure aspects of human resources performance, such as costs or absenteeism	The authority has a few indicators but does not use them for day-to-day management. The results are not communicated.	The authority has indicators to enable it to manage its human resources effectively and transparently. The managers of the various departments use them for the individual and collective management of their staff.
Reply/score (level):			
Additional information concerning your reply including examples of the measures adopted for human resource management:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			
21. Is there a consistent human resources culture among the authorities' managers and are steps taken to promote such a culture?	The authority's managers have no consistent human resources culture and have no views on what good human resources management can con-tribute to the authority.	The authority's managers consider that they have a consistent human resources culture and recognise the contribution of good human resources management to the authority.	The authority's managers see high-quality human resources management as one measure of success and have a clear vision on this matter.
Reply/score (level):			
Additional information concerning your reply:			
If answered level 0 or 1, please explain and describe any action taken to rectify the situation:			

14. APPENDIX 2: STANDARD COMPONENTS IN AN APPRAISAL PROCESS

The standard components used in appraisals in the public sector are as follows.

SECTION ONE

EMPLOYEE INFORMATION

EMPLOYEE NAME
Name of the employee whose performance is being evaluated.

IDENTIFICATION NUMBER
The employee's identification number that is used for payroll purposes.

DEPARTMENT
The department where the employee is assigned.

CLASSIFICATION TITLE
The classification title (series) for the employee's position.

COMPETENCY LEVEL
Indicates whether the employee is classified as Competency Level 1, 2 or 3.

POSITION NUMBER
The position number of the employee's job.

EVALUATION PERIOD
The beginning and ending dates for the period covered by the evaluation.

SALARY
To check whether the employee's salary is "at or below" the reference point of the salary.

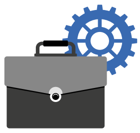
PURPOSE OF RATING
Check whether the evaluation is for completion of trial service or annual performance review.

SECTION TWO

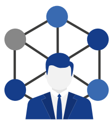
COMPETENCIES

COMPETENCY/PERFORMANCE STANDARDS

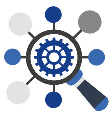
There are certain competencies and performance standards for each job as set out in the person specification. For example:



TECHNICAL KNOWLEDGE
encompasses those skills and abilities within a speciality area(s) required to deliver services that support organisation outcomes.

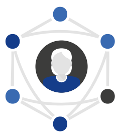


WORK COORDINATION
encompasses those skills and abilities required to organise and prioritise work, respond to conflicting business needs, and work collaboratively with a group of people to produce and deliver a service.



PROBLEM SOLVING
encompasses those skills and abilities required to analyse issues within a specific area, evaluate alternatives to achieve quality and technical solutions that support the long and shortterm needs of service users, departments, and the key objectives of the organsation.

COMMUNICATION
encompasses those skills and abilities required to effectively exchange information in order to interpret the needs of customers, respond to those needs and achieve customer satisfaction.



ACCOUNTABILITY
encompasses those skills and abilities required to make decisions and take ownership of and responsibility for work performed.

Competencies provide a road map so that employees understand the knowledge, skills, and abilities it takes to do their jobs well. They communicate the mission and values of the organisation. In addition, competencies allow supervisors and employees to place emphasis not only on what gets accomplished but on how it gets accomplished.

RATING & RATING LEVELS

At the end of the performance evaluation period, the manager shall consider the employee's performance and select the rating level that most accurately describes how well the employee typically performed in each area of responsibility. The supervisor may request input from the employee.

The following rating levels are used to summarise employee performance in each area:

CONSISTENTLY EXCEEDS STANDARDS
Consistently EXCEEDS ALL performance expectations, competencies and standards. Regularly makes excellent contributions which have a materially positive impact on the department or organization. Has mastered all job-related skills and possesses a broad range of capabilities. Highly skilled in relation to the technical requirements of the job. Consistently produces expected, or more than expected, accomplishments in all areas of job responsibility. Meets difficult challenges and demonstrates very sound judgment and decision-making abilities.

MEETS STANDARDS
Consistently meets all performance expectations, competencies and standards, and may occasionally exceed job expectations or standards. Demonstrates effective performance and is fully qualified to perform his/her job duties with the appropriate amount of direction. Consistently performs in a reliable and professional manner.

DEFICIENT
Has not consistently met job requirements and may occasionally demonstrate unsatisfactory performance. Has not successfully performed required tasks of the job in all areas of responsibility. May have the ability to complete most assignments; however, immediate improvement and further development must be demonstrated. If this level of performance continues, an Employee Improvement Plan may be required.

Performance on each standard/requirement should be examined and evaluated separately. Doing so enables both the supervisor and the employee to focus on specific competency and performance categories for future evaluations.

SECTION THREE

OTHER PERFORMANCE FACTORS/REQUIREMENTS

In addition to the competency performance categories described above under Section Two, the following performance factors and requirements are also critical to the success of the organization:

- Quality of Work
- Reliability
- Adaptability

While the competencies for information technology workers certainly are key performance standards that must be met, these additional performance requirements provide a well-rounded framework in which employees must succeed.

SECTION FOUR

PERFORMANCE OBJECTIVES

OBJECTIVES

This section records reasonable outcomes or projects for the employee to accomplish during the appraisal period. There is no restriction on the number of objectives that the manager and the employee develop for the evaluation period. Identify and describe as many as needed, but make sure the workload is realistic.

Good performance objectives meet the following SMART criteria:

S = Specific	State clearly what is to be accomplished in concrete terms that can be mutually understood and easily observed and evaluated.
M = Measurable	To the extent possible, objectives should be quantifiable, stating exactly what the criteria for success are, how that success will be tracked and measured, and whether the measurement tools are available.
A = Attainable	Can the result(s) be realistically achieved? Is the process used workable and within the employee's control? Are the needed resources available? Is the time frame reasonable? Is the objective a "reachable" stretch?
R = Realistic	Based upon the employee's knowledge of the job, the objective should be linked vertically to the organization's goals, as well as being challenging yet feasible.
T = Time Bound	Each objective should have a clearly defined time frame.

Studies have shown that good planning gets good results. Following are several alternative methods to develop performance objectives:

- The manager and employee together may develop the objectives; or
- The manager and employee may develop the objectives separately, then meet and make modifications, or
- The manager develops the objectives and reviews them with the employee.

Allow for flexibility when writing performance objectives. They may need to be adjusted if work priorities change.

Although writing objectives will take time, if it is done jointly, it can be a worthwhile step toward improving job performance. There is little chance that an employee who is involved in a joint process will be in the dark about where they stand or that the employee will forget he/she is a principal participant in his/her own development and is responsible for it.

The manager should monitor projects and assignments on a continual basis. This allows the supervisor to identify unacceptable performance when it occurs and provide assistance to address such performance rather than waiting until the annual review.

The manager should meet with the employee and review objectives at least once during the appraisal cycle. This meeting should include a discussion about whether the stated work assignments or priorities have changed or should change. If so, the supervisor should record those changes and provide a copy to the employee.

RESULTS/COMMENTS

Throughout the evaluation period, the manager may find it useful to keep a record of significant events or accomplishments.

At the end of the appraisal period, the supervisor, or supervisor and employee, documents the outcome of the employee's efforts to achieve the objective. If an employee feels the supervisor's data is incorrect, the employee is responsible for providing additional information regarding the disputed data.

The focus is on performance, on actions relative to the accomplishment of the objective(s), not the personality traits of the employee unless those traits have an impact on the performance of others. The supervisor should recognize positive, negative, and/or incomplete results.

The manager should also use this space to document any remarks or explanation that supports the achievement level (rating) indicated. This commentary will enable the employee to understand why the performance was rated as it was. This space should also be used to describe any extraneous factors or unanticipated events that complicated or inhibited the employee's ability to achieve the desired result(s). In addition, if any revisions are made to original objectives and standards, state the reason(s) and the revision(s) here.

UPCOMING YEAR'S PERFORMANCE OBJECTIVES & COMMENTS

List those objectives that you have established for the next year. Include the target results, either as to quantity or quality and indicate the manner in which the end results will be achieved in a satisfactory manner ("meets standards"). These performance objectives are the ones that will be evaluated and rated a year from now.

SECTION FIVE

SUMMARY

SUMMARY RATING

The manager must consider all aspects of the employee's performance and select the rating level that most accurately describes the overall performance of the employee during the evaluation period.

The focus should be on job performance, not the personality traits of the employee, unless those traits impact the performance of others. Develop a rating based on how well the employee performed in relation to the competencies, other factors/requirements, objectives, and any other relevant accomplishments.

If the employee receives less than a satisfactory evaluation ("Deficiency" rating), the manager should meet with the employee within thirty days of the evaluation to review, in detail, the alleged deficiencies.

If an employee is rated "Deficient" and the manager recommends withholding the performance pay increase (if applicable), the supervisor must contact HR and give written notification to the employee, including the reasons for withholding the increase, at least fifteen days prior to the employee's eligibility date.

When new employees are progressing satisfactorily through their initial appointment to a new or promotional position but may not yet have had the opportunity to demonstrate all of their skills, the "Deficient" rating category would not normally be used as this would unduly penalize the employee while they are on a natural and appropriate learning curve.

SECTION SIX

PROFESSIONAL DEVELOPMENT

Providing employees with professional training and development opportunities encourages good performance. Training strengthens job-related knowledge, skills and abilities while helping employees keep up with changes in technology. It also demonstrates the supervisor's willingness to further "invest" in the employee and encourages that employee to produce a "return on that investment" for the organization.

The manager and employee should reach agreement on needed development and the reasons why it is necessary for the employee to succeed. Additionally, the supervisor should define or describe the specific areas of training and professional development planned for the upcoming performance period. Supervisors may wish to help employees find ways of satisfying their own professional interests and meeting the goals and objectives of the organization at the same time.

ADDITIONAL RESOURCES REQUIRED TO IMPLEMENT PLAN

The supervisor and employee should agree on any additional resources that may be needed to enable the employee to accomplish his/her professional development plan and perform at the level desired for the job. Such resources should be identified or described here.

SECTION SEVEN

SIGNATURES

EMPLOYEE SIGNATURE
The signature of the employee does not signify agreement with the review but only that he/she has read the evaluation.

IMMEDIATE SUPERVISOR SIGNATURE
Signature of the supervisor who performed the review.

HUMAN RESOURCES SIGNATURE
Signature of the authorized representative from the central Human Resources department.

EMPLOYEE'S COMMENTS
This section provides an opportunity for the employee to record his/her remarks about any aspect of the performance appraisal. All written comments provided by the employee within 60 days of the evaluation shall be attached to the performance appraisal.

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