

Recruitment and Selection

This part of the workbook should be used in conjunction with Set 2 of the Good Practice Guidelines that support Bradford's Policy Statement of Good Practice in Working with Volunteers. Please ensure you have read and understood this Set before using the workbook.

Area:

Set 2

**Recruitment and Selection: First Steps – Why do People Volunteer?
Providing the Inspiration (InfoSheet 2.1)**

This part of the Workbook ties in with Set 3, InfoSheet 3.2 Volunteer Tasks, Roles and Personal Development.

You may find it easier to come back to this particular section of the workbook after you have completed the work for InfoSheet 3.2, but this will depend on how far you have already thought about potential roles for your volunteers.

LEVEL ONE

Level one refers to the minimum you will need to have considered in order to start planning volunteer involvement. You should complete this section before progressing to other areas of the Workbook.

1. We have an understanding of the reasons why people volunteer. The roles we have in mind for our volunteers allow them to:

(Tick)

- To share a skill —
- To get to know their community better —
- To show their commitment to a cause —
- To obtain leadership skills —
- To keep busy —
- To make new friends —
- To explore a career —
- To help someone —
- To feel good —
- To be part of a team —
- To test themselves —

Set 2

Part 2.1

The opportunities you offer do not have to meet all of the above needs, but you should be able to offer opportunities that allow volunteers to fulfil at least some of them.

2. Advertising volunteering opportunities

2a) We have put together an initial advertising message to attract volunteers

2b) List the main points you wish to make in your advert:

2c) Our advertising message conveys:

What the volunteer will have to do _____

What our organisation is about _____

What the volunteer will get out of it _____

How the volunteer can make a real difference _____

How simple it is to become a volunteer _____

How to get more information _____

Set 2

Part 2.1

2d) We can improve our advertising message to reflect the above:

(Reword your advertisement)

LEVEL TWO

Level two refers to additional exercises you can do to help you ensure you implement good practice when putting together your initial plans for involving volunteers. You can fill out this section now, if you feel you are ready. If not, you can revisit these at a later stage.

1. We have set up processes that inspire potential volunteers and keep them interested in our organisation.

1a) We can show how one person's contribution can make a real difference. We get this message across by:

Set 2

Part 2.1

1b) We explain why our organisation's work is so important and get this message across by:

1c) We emphasise the skills and experience that volunteers can gain and get this message across by:

1d) We let people know that their existing skills are useful and important and get this message across by:

1e) If possible, we allow volunteers choose how much or how little time they want to give

Set 2

Part 2.1

LEVEL ONE - Implementation Plan - *InfoSheet 2.1*

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Part 2.1

LEVEL ONE - Implementation Plan - InfoSheet 2.1 (continued)

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Part 2.1

LEVEL TWO - Implementation Plan - *InfoSheet 2.1*

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Part 2.2

Area:
Set 2

Recruitment and Selection: Advertising and Publicity (InfoSheet 2.2)

This part of the Workbook ties in with Set 3, *InfoSheet 3.2 Volunteer Tasks, Roles and Personal Development*.

You may find it easier to come back to some items in this particular section of the workbook after you have completed some of the work for Set 3, but this will depend on how far you have already thought about potential roles for your volunteers.

LEVEL ONE

Level one refers to the minimum you will need to have considered in order to start planning volunteer involvement. You should complete this section before progressing to other areas of the Workbook.

1a) Put a tick against any of the places listed below where you feel you can advertise your volunteering opportunities:

Community newsletters

Paid adverts

Free adverts in the volunteering section of your local newspaper/s

Word of mouth

Human interest stories on your volunteering opportunities in print or broadcast media

School newspapers

Employee newsletters

Bulletins to churches, mosques, temples and other places of worship

Other "speciality" publications

Radio and TV adverts

TV "People Helper" type features

Local TV or radio "volunteer-a-thon"

Celebrity spokespersons

Set 2

Part 2.2

College campuses and running a stand at 'Freshers Week'

Get "on line" – use the Timebank and Do-it websites to advertise opportunities

"Bring a Friend" social events for current volunteers

Open days

Short, upbeat talks at community or professional organisation meetings

Public talks on your area of service

Public recognition of your volunteers

Volunteer fairs

Partner with other agencies for publicity during Volunteer's Week

A stall at community events/fairs

Recruitment services through Volunteer Bureaux, CVS, etc

Community education classes related to your particular client base or services

Articles in your organisation's newsletter

Enclosure or "mention" in your fund raising literature

A web page of your own

Posters - bulletin boards, at library, grocery stores, community centres, GP surgeries, etc.

Set 2

Part 2.2

2. Advertising Plan

Look at which items in the list you have ticked. List each item below and state how you will achieve it, who you need to approach and which member of staff will take responsibility for it.

Set 2

Part 2.2

2. Advertising Plan (cont.)

Look at which items in the list you have ticked. List each item below and state how you will achieve it, who you need to approach and which member of staff will take responsibility for it.

Set 2

Part 2.2

LEVEL TWO

Level two refers to additional exercises you can do to help you ensure you implement good practice when putting together your initial plans for involving volunteers. You can fill out this section now, if you feel you are ready. If not, you can revisit these at a later stage.

1. We have designed coherent volunteer task outlines with well-defined duties that are clearly tied to our aims and objectives.

You will do this work as part of InfoSheet 3.2 on Volunteer roles. Tick this section in once you have completed your work on 3.2.

2. We feel that we have put in place the systems and tools we need to bring volunteers into our organisation quickly.

State why you feel your systems are as quick as they could be. You need to justify any delays and consider whether you can make improvements.

3. We feel that we have recruitment and selection systems that reflect our commitment to diversity.

You will do this work as part of InfoSheet 2.8 on increasing the diversity of your volunteers . Tick this section in once you have completed your work on 2.8

Set 2

Part 2.2

LEVEL ONE - Implementation Plan - *InfoSheet 2.2* (continued)

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Part 2.2

LEVEL ONE - Implementation Plan - *InfoSheet 2.2* (continued)

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Part 2.2

LEVEL TWO - Implementation Plan - *InfoSheet 2.1* (continued)

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Area:
Set 2

Recruitment and Selection: Equal Opportunities Policy – Why is it so important? (InfoSheet 2.3)

Developing an Equal Opportunities Policy (InfoSheet 2.4)

LEVEL TWO

Level two refers to additional exercises you can do to help you ensure you implement good practice when putting together your initial plans for involving volunteers. You can fill out this section now, if you feel you are ready. If not, you can revisit these at a later stage.

1. Existing Equal Opportunities Policy

1a) Does your organisation already have an equal opportunities policy in place?

Yes No

If you answered 'no' please go straight to question 2

1b) Does this policy apply to volunteers?

Yes No

If you answered 'no' please go straight to 1d.

1c) If so, how do you ensure that it is effective in securing equal opportunities for your volunteers, i.e. what monitoring processes do you have in place to ensure your policy is effective when it comes to volunteer involvement?

Set 2

Parts 2.3 & 2.4

1d) How can you adapt your policy in order to it to apply to volunteers?

This is obviously not just about changing the wording of your policy, you will need to make sure your current practices with regard to equal opportunities also encompass your involvement of volunteers.

2. Developing an Equal Opportunities Policy - Consultation

When you start to develop your equal opportunities policy, a number of key questions need to be addressed:

2a) Is it being developed in full consultation with volunteers, staff and service users?

State how you will ensure your policy is consulted upon widely? State what processes you will use and who will take responsibility for putting these into place.

Set 2

Parts 2.3 & 2.4

3. Developing an Equal Opportunities Policy – Research

3a) How will you research the Equal Opportunities Policies of other organisations (those similar to your own)? I.e. Who will approach these organisations and carry out the research? What will this person need to do?

4. Developing an Equal Opportunities Policy – Organising a Working Group

If you do not have an Equal Opportunities Policy in place, it is a good idea to organise a 'Working Group' to oversee its development and implementation.

Your working group should include everyone who has a stake in your organisation, including volunteers and service users as well as managers and people outside of your organisation who have lots of experience of equal opportunities issues/policies. You do not need to invite all of your volunteers and service users, but you must make sure that they are represented. Following this process helps ensure that your policy is specifically relevant to your organisation.

4a) Possible members of our working group (list your ideas)

Set 2

Parts 2.3 & 2.4

4b) *Who will take responsibility for organising the group?*

4c) *Where will the group meet?*

4d) *Who will chair the group?*

4e) *Who has expertise/knowledge of putting together and implementing equal opportunities policies? Who can you ask for assistance?*

4f) *Do you need any extra resources to set up the group, e.g. extra travel expenses for volunteers and service users, room hire, refreshments, administration? How will these resources be found?*

Set 2

Parts 2.3 & 2.4

4g) *What are the terms of reference for your group? i.e. Reasons it was set up, what it needs to achieve and how it intends to go about it (short statement).*

Note – full terms of reference should be agreed at your first meeting.

5. Developing an Equal Opportunities Policy –How does our Working Group get started on the development task?

It is a good idea to start with the typical policy framework set out in InfoSheet 2.3. You can then consider together as a group:

5a) *Targets and goals (write these below once they have been agreed)*

Set 2

Parts 2.3 & 2.4

5b) Training implications (write these below once they have been discussed and decided upon within the group).

5c) Implications upon our existing policies and procedures – what needs to change? Examples, recruitment and selection procedures, accessibility issues, advertising and publicity, etc. (Write these below once they have been discussed and decided upon within the group).

Set 2

Parts 2.3 & 2.4

5d) What needs to happen for change to take place? List what each person needs to do and whether there are any resource implications. (Write these below once they have been discussed and decided upon within the group).

Set 2

Parts 2.3 & 2.4

5e) We have decided that we need to disseminate our policy to the following people/groups:

Our process for this will be:

5e) Our agreed procedures for monitoring our policy are as follows:

(E.g. How we will collect statistical information about our volunteers and take action if we are not meeting our equal opportunities targets).

Set 2

Parts 2.3 & 2.4

5f) Review

State how often you will undertake a review of your policy to look at whether it remains relevant and effective and who will be involved in this process (e.g. you may wish to reconvene your working group on a bi-annual basis to review your policy).

Set 2

Parts 2.3 & 2.4

LEVEL TWO - Implementation Plan - *InfoSheets 2.3 & 2.4*

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Parts 2.3 & 2.4

LEVEL TWO - Implementation Plan - *InfoSheets 2.3 & 2.4*

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Part 2.5

Area: Set 2

Recruitment and Selection: Application and Interview Processes (InfoSheet 2.5)

LEVEL ONE

Level one refers to the minimum you will need to have considered in order to start planning volunteer involvement. You should complete this section before progressing to other areas of the Workbook.

1. Application Forms

You will need to think about whether you will adopt a simple registration form on which you ask for the basic contact details of your volunteers, or whether you will need a more comprehensive application form which asks for more detailed information about background, skills, experience, interests, etc. These forms can then be placed in volunteers' files.

It is best to make your application form as simple and as brief as possible. You can then design some questions you can use during your interviews with volunteers to help you to find out more about your volunteers and gain the (relevant) information you need (see below – 'Interviews').

1a) We have decided to adopt:

Application Forms

Simple Registration Forms

If you have ticked 'Registration Forms' please go straight to question 1f.

1b) We have decided to adopt application forms rather than application forms because:

We will ensure that our volunteers are offered help to fill out the form if they need it by:
(Note: you will need to ensure your volunteers know they can ask for assistance if required by including a brief statement (including contact details) about this on your application form).

Set 2

Part 2.5

1c) We will need to obtain the following information from the application form because:
List the information that you will need to ask for on your form – for each piece of information you think you need, give your reasons for needing to collect this information and ask yourself whether it is necessary and relevant.

Set 2

Part 2.5

1d) The headings we will need for our application forms are:

List the headings you will need and work out how you will word your application form. You can then transfer the information below onto your own application form. If you are unsure about whether you are asking for the right information, seek advice from a Volunteer Bureau or one of the organisations listed at Appendix V. Consider whether you will ask your volunteers to provide details of referees (see InfoSheet 2.6 for information about asking for references).

1e) Decide who will produce your application form and how you will circulate it to potential volunteers:

Set 2

Part 2.5

1f) Registration Forms

Note: you need not complete this section if you have decided to use application forms

State the information you will collect on your registration form (use headings) and ask yourself whether it is necessary and relevant. If you are unsure about whether you are asking for the right information, seek advice from a Volunteer Bureau or one of the organisations listed at Appendix V. Consider whether you will ask your volunteers to provide details of referees (see InfoSheet 2.6 for information about asking for references).

2. Interviews

Volunteer interviews are a very important part of any volunteer recruitment and selection process, but avoid conducting interviews in the same way as you would for paid staff. You will need to make your interviews as informal as possible and think also about what information you will need from your volunteers and what questions you will ask. Questions should always be relevant to the volunteering post and you should know why you need to ask them. If you need to ask 'difficult' or more personal questions (i.e. if the role involves direct contact with children or vulnerable adults) you should tell your volunteers why you need this information.

If your volunteer roles involve direct work with children or vulnerable adults you might like to seek advice from the Volunteering Unit or any of the local volunteering organisations listed at Appendix V.

Set 2

Part 2.5

1a) We will need to obtain the following information at interview because:

List the information that you will need to ask for – for each piece of information you think you need, give your reasons for needing to collect this information and ask yourself whether it is necessary and relevant. If you are unsure about whether you are asking for the right information, seek advice from a Volunteer Bureau or one of the organisations listed at Appendix V.

If you have used application forms be careful not to ask for the same information twice, although the form can be used to follow up points at interview (see box 1b below).

Set 2

Part 2.5

1b) Questions

If you have used application forms, consider how you will follow up this information at interview, e.g. if you have asked about the volunteer's interests you will need to focus on some of these, e.g. 'I see from your application form that you are interested in astro-physics,; how did that come about?' This avoids asking for the same information twice and shows that you are interested.

Again, make sure the questions you ask correspond to the information you need (see the above box) and try to ensure you ask your questions in a friendly and sensitive way.

List the questions you will ask below:

Note: Try to make these 'open' questions that allow the volunteer to give as much information as possible. Open questions begin with 'Who', 'What', 'When' 'Where' and 'How'. When a volunteer answers your question, show that you are interested by picking up on what the volunteer says rather than simply moving on to the next question.

Set 2

Part 2.5

1b) Questions (continued):

2. Informality

You will need to ensure that your interviews are as informal as possible, both in terms of your attitude and in terms of the setting and environment you use. Explain the purpose of the interview and the process, say that it is not a test or like an interview for a paid job, be friendly and make sure you tell your volunteers what to expect.

Make sure the setting you choose is as informal and welcoming as possible. It should be a private space where you know you will be free from interruption. Avoid sitting behind a desk and/or appearing business-like or authoritative.

Set 2

Part 2.5

2a) What are your plans for making your interviews as informal as possible?
Please state below

Set 2

Part 2.5

3. Assessing your volunteers following interview

In most cases, your interview will have gone well and you will have decided to take your volunteer on. However, you need to be aware of when this might not be the case, for example, if you have particular concerns about the volunteer at interview and/or about his or her suitability for the role.

If concerns do arise at interview, you will need to ensure that you have some way of following these up with the volunteer, for example, inviting the volunteer back and telling them that you had concerns (say what) and giving your reasons why. This ensures that you do not reject volunteers out of hand and gives them the opportunity to say what they feel about your assessment.

Never be personal about or rejecting of the person but focus instead on the attitude, behaviour or lack of experience *for your particular role* that makes you think he or she would not be suitable. You should focus on positive aspects and point out that although your role is unsuitable, there could be others that would be more appropriate. If appropriate, signpost your volunteer to another organisation such as a Volunteer Bureau (see Appendix V).

3a) How will you deal with volunteers who appear to be unsuitable for your particular volunteering roles?

Set 2

Part 2.5

LEVEL TWO - Implementation Plan - *InfoSheet 2.5*

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Part 2.5

LEVEL TWO - Implementation Plan - *InfoSheet 2.5*

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Recruitment and Selection: Vetting Procedures (InfoSheet 2.6)

LEVEL ONE

Level one refers to the minimum you will need to have considered in order to start planning volunteer involvement. You should complete this section before progressing to other areas of the Workbook.

1. Taking up references

1a) Who will we ask?

In some cases, your volunteers may not have ever been in paid work, particularly if they are doing volunteering in order to gain experience in a particular area. You therefore should allow them to give referees that are wider, for example, someone who has known the person for at least two years but not a relative.

State your criteria for referees below:

1b) What questions will we ask on our reference form?

You need to ensure you ask only about those things which are of relevance to the role you are expecting the volunteer to carry out. Consider why you need the information.

Write out your questions below and check that they are relevant, specific to the role and not asking for irrelevant and excessive information:

Set 2

Part 2.6

1b) What questions will we ask on our reference form? (Continued)

Set 2

Part 2.6

1c) Who will see the information on the reference form (this should only be those who need to know and are involved in selection decisions) and what processes can we put in place in order to ensure confidentiality?

1d) Budget implications

If you are expecting to receive references back you should always enclose a stamped addressed or post paid envelope. You should never expect your referees to carry the cost of providing information about your potential volunteers.

How can you ensure you pay return postage? Have you identified a budget for this? How much money do you estimate you will need?

1e) Procedure

At what point will you take up references and who will be responsible for a) sending out the forms b) dealing with responses (bear in mind confidentiality issues, see 1c above)

Set 2

Part 2.6

1f) If information received about a volunteer on a reference form concerns you, how will you deal with this?

Think about what you will do if you receive information that suggests your volunteer may not be suitable. You should not reject volunteers outright without giving them reasons for your decision, and you should allow them to say how they feel about the information you have received. Always get both sides of the story and involve another member of staff in the decision making process. Try to remain fair and consider whether what the referee says has any real bearing on the role the volunteer will be expected to do.

How we will deal with references that raise questions or concerns (procedure and who will be involved):

Set 2

Part 2.6

LEVEL 2

1. Criminal Records Bureau (CRB) Checks

You should only consider carrying out CRB checks on your volunteers if the role they are expected to carry out involves direct work with children or vulnerable adults.

Criminal record checks should NOT be regarded as an alternative to good practice in recruitment and supervision of volunteers. A word of warning - the CRB service is not intended for ALL groups using volunteers. In many instances, a check will not be necessary. There may be sanctions on groups asking for unnecessary checks, or for the wrong level of disclosure.

There is no compulsion to use the CRB service, although the Children's Act does lay down legal obligations on organisations which will, effectively, mean that they must check staff and volunteers.

If you are unsure about whether you need to carry out CRB checks please contact the Volunteering Unit and other volunteering organisations (see Appendix V of the accompanying Guidelines for details).

CRB policies and procedures can be complicated. As well as deciding whether or not you need to do them, you will need to think about the level of disclosure that you need (standard or enhanced) according to the role your volunteers will carry out. There are charges involved and many issues to consider such as confidentiality, dealing with forms and administration, and not least, how you will make decisions about whether or not a conviction completely rules out taking the volunteer on. Some convictions may not necessarily mean that a person would be unsuitable for work with vulnerable adults or children.

If you are considering carrying out CRB checks, we suggest that you seek in-depth consultation and advice from the Volunteering Unit or other volunteering organisation (see Appendix V of the Guidelines).

2. Child Protection Checks

Bradford Volunteering Unit carries out Child Protection Checks for volunteers who will be working in direct contact with children and young people. These checks are carried out by the Social Services Department on our behalf. If you need advice on Child Protection Checks contact the Volunteering Unit.

Set 2

Part 2.6

LEVEL ONE - Implementation Plan - *InfoSheet 2.6*

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Part 2.6

LEVEL ONE - Implementation Plan - *InfoSheet 2.6* (continued)

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Part 2.6

LEVEL TWO - Implementation Plan - *InfoSheet 2.6*

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Parts 2.7 & 2.8

Area:

Set 2

Recruitment and Selection: What is Diversity (InfoSheet 2.7) & Increasing the Diversity of your Volunteers (InfoSheet 2.8)

LEVEL ONE

How diverse is your organisation?

PEOPLE	Yes	No	Don't Know
1. Do you have development strategies for individuals?			
2. Think of a group of people working well together in your organisation. Can you think of at least five ways in which they demonstrate diversity?			
3. Are all staff and volunteers given opportunities to talk freely about their outside life and interests if they want to?			
4. Can you name three ways in which staff and volunteers have successfully challenged the way things are done in your organisation?			
5. Would you describe your management board/senior management team as a diverse group?			
ETHOS			
6. Do your organisation's policies and other business documents refer to diversity?			
7. Does everyone you work with easily understand the work you do?			
8. Can you think of three ways in which you demonstrate and acknowledge difference?			
9. Is your organisation seen differently by the range of groups and communities you work with and within?			
10. Can you list four types of legislation that help promote diversity?			
PRACTICES			
11. Do the organisations you work in partnership with also promote diversity?			
12. Do you regularly assess the impact your services have on the communities you work in and with?			
13. Do you have processes in place to consult your service users and other stakeholders on a regular basis?			
14. Are all your activities carried out in places that are accessible to everyone?			
15. Do your monitoring and evaluation processes address diversity directly?			
16. Can you identify specific internal policies and practices that help promote diversity?			
17. Can you identify the potential for a new policy and/or procedure that would help further promote diversity within your organisation?			
18. Do you use at least three approaches to recruit volunteers?			
19. Do you have at least five different ways to reward good work?			
20. Are there at least three forums where diversity is discussed, e.g. staff meetings, newsletters?			

Results

If you have answered 'yes' to:

Below 7

Your organisation needs to take some initial steps to encourage diversity - but don't worry, help is at hand. Look at the action plans in this workbook (level 2 of this section) to see if they can help your organisation thinking about which steps it needs to take to increase diversity.

Between 7 and 12

Your organisation has considered some encouraging first steps - well done. Look at the action plans set out in level 2 of this section to see if they can help your organisation progress further towards the diversity goal.

Over 12

Well Done. Your organisation has obviously taken the drive to diversity to heart and begun to instigate the procedures and practices needed. Keep up the good work. Look at the action plans set out in level 2 of this section anyway, to see if they can help your organisation progress further towards the diversity goal.

LEVEL 2

Diversity Challenge Toolkit

A 10 point plan for diversifying your volunteers

You may want to tailor this ten point plan to take into account your organisation's size and capacity. If your organisation is quite large, involves lots of volunteers and has dedicated staff to manage them, then you may want to draw up a more detailed plan than smaller scale organisations.

To increase diversity among your volunteers, you may choose to look at diversity generally within your organisation, and some of the points below will help you do that.

(Note: these 'action points' are not set out in any chronological order)

1. Encourage your staff to take diversity on board

It will be easier to increase the diversity of your volunteers if your staff understand its importance. Provide training or suggest sources of information (including *InfoSheets* 2.7 & 2.8 of the Good Practice Guidelines) for everyone throughout your organisation, including committee members and managers, to develop a shared understanding of diversity. You may want to provide additional training for staff who recruit, select and train your employees and volunteers, so they can be aware of how to recruit a diverse paid and unpaid workforce. You could also build diversity awareness into the induction process for all new members of staff and for volunteers.

The National Centre for Volunteering can provide training on diversity issues. Please see Appendix V of the Good Practice Guidelines for information about how to contact them.

Set 2

Parts 2.7 & 2.8

If you feel your organisation needs to take more account of diversity issues, you will need to encourage your staff to take diversity on board. How could you do this (e.g. seek training, provide information, etc.)

2. Conduct a survey or audit

You may consider 'surveying' key people working for and supporting your organisation to establish whether you reflect your local or wider communities. The key people would include:

- Staff at all levels
- Volunteers
- Users
- Management committee/Trustee Board
- Members
- Supporters and funders

How many of these people are from ethnic minorities? How many are women? What are their ages? How many have child or other caring responsibilities? What other questions can you think of asking?

Start with the questionnaire in level one of this section to get you in the right frame of mind.

Set 2

Parts 2.7 & 2.8

Outline your initial plans for finding out about diversity in your organisation:

3. Consult your 'stakeholders' (i.e. everyone with an interest in your organisation)

The best way to find out if your activities and services meet people's needs is to ask them. For example, if your audit suggests that your users would prefer their services to be provided during the day, but all your volunteers work elsewhere full time, try and establish how you can attract people who might be able to give time 9 to 5.

Maintain good links with stakeholder groups so you can consult them periodically as you review the impact of your diversity strategy.

Outline your initial plans for consulting all of your stakeholders about whether or not your services meet their needs (you will first need to identify who your stakeholders are):

Set 2

Parts 2.7 & 2.8

4. Set up a diversity working group

Set up a working group to establish what managing diversity means for your organisation. The working group members should be drawn from across your organisation, including staff at all levels, volunteers and trustees. You may also choose to include external 'stakeholders' such as members, clients, service users, funders and partnership organisations. The group should establish who has responsibility for developing your diversity strategy, its stages, timing and how it will be implemented. Obviously, who you involve and how big your group should be will depend on the size of your organisation.

Your Diversity Working Group can look at how you will implement this 10-point plan.

What are your initial plans for setting up a diversity working group? Outline who you will include and what the overall remit of the group will be:

5. Improve on-going communication within your organisation

Diversity thrives on openness and good communication. Make sure that information, news, views and opportunities for consultation are circulated well, and that all volunteers are involved. You may need to find different ways of reaching your different volunteers eg: some may respond better to written updates, while others will prefer to be kept up to date through meetings, briefings, email or notice boards.

Try and introduce suitable opportunities for your staff and volunteers to express their interests, if they want to. A notice board in the office kitchen, for example, could be a way that people can promote events and issues that interest them such as a Gay Pride march, an Eid celebration or other events.

Set 2

Parts 2.7 & 2.8

How do you plan to improve communication with your volunteers and how can you express to them that you are interested in (and open to) the diversity they bring to your organisation?

6. Devise a diversity statement or policy

Write one that suits your organisation, preferably within your Diversity Working Group (see 4). A simple statement for small organisations might look like this:

Our organisation is firmly committed to diversity in all areas of its work. We believe that we have much to learn and profit from diverse cultures and perspectives, and that diversity will make our organisation more effective in meeting the needs of all our stakeholders.

We are committed to developing and maintaining an organisation in which differing ideas, abilities, backgrounds and needs are fostered and valued, and where those with diverse backgrounds and experiences are able to participate and contribute.

We will regularly evaluate and monitor our progress towards diversity.

Outline your plans for developing a diversity strategy:

Set 2

Parts 2.7 & 2.8

7. Review your work in the light of your commitment to diversity

You should evaluate:

- **What you do** (ie: your work and activities) – does your work meet the needs of a diverse public?
- **How you do it** (ie: examine your internal procedures and policies) – do your procedures help or hinder diversity? Do you need to update how you work in order to meet individual and different needs?
- **Who does it** (eg: staff, volunteers and trustees) – how diverse are they?

Your Diversity Working Group can work together to carry out this evaluation.

Outline your plans for evaluating your work/service for diversity:

8. Increase the diversity of your management committee / trustees

Diversity is an approach that needs to be built into your organisation's values and ethos, with commitment from staff and volunteers on all levels. Without support from 'the top', change is unlikely to spread throughout the organisation. After auditing your trustees, you may need to set targets for bringing some new people on board at this level too.

Do you need to increase the diversity of your management committee or trustees? If so, how do you plan to do this?

9. Increase the diversity of your volunteers

Your audit should tell you whether your volunteers are as diverse as they could be. Attracting a more diverse volunteer team needs active and targeted recruitment – having a diversity statement, while a good start, is not enough on its own. You may also choose to:

Look at the way you advertise for and recruit volunteers - where are you advertising? how are you advertising? What sort of language are you using? Which languages are you using? What impression does your publicity material give? Are your messages inclusive? Is there visible diversity in the images you use?

Look at the arrangements you make for your volunteers – do they enable everyone to get involved? For example:

When organising meetings and other activities have you considered the most inclusive time, disability access, translators/sign language interpreters, child-friendly arrangements, if you're providing food – is it suitable?

Do you pay expenses, including childcare?

How much time are volunteers expected to give, can you tailor the opportunity to their availability?

Do you take into account different religious holidays in your planning?

Are you offering a choice of ways to get involved?

Do target your recruitment, but try to avoid tokenism

Make sure you welcome all your volunteers and give them a good induction. Consider introducing a mentoring or buddy scheme. Do you have 'volunteer agreements' and task descriptions and are they appropriate to all the volunteers you are trying to attract?

- Ask your volunteers if they need any extra support or modified equipment, such as textphones (sometimes known as minicomms), screen magnifiers, large button telephones or computer keyguards.
- Ensure your procedures are as informal as possible (bureaucratic rules can be very excluding)
- Involve volunteers fully in the development of your organisation and its diversity strategies, ask them for their thoughts.

Set 2

Parts 2.7 & 2.8

If you find that you have answered 'no' to any of the above questions, think about how you can address these issues. Outline your plans below:

10. Periodically review to continue your success

Your working group should establish when and how often to review your diversity 'action plan'. You need to make sure that you continue to diversify your volunteers and reflect your community and your organisation's users and supporters. Follow up your survey or audit a year later to see whether you are achieving your targets for a broader, more diverse range of volunteers.

Set 2

Parts 2.7 & 2.8

Outline your plans for periodic evaluation within your working group:

Set 2

Parts 2.7 & 2.8

LEVEL ONE - Implementation Plan - *InfoSheet 2.7 & 2.8*

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Parts 2.7 & 2.8

LEVEL ONE - Implementation Plan - *InfoSheet 2.7 & 2.8* (continued)

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

Set 2

Parts 2.7 & 2.8

LEVEL TWO - Implementation Plan - *InfoSheet 2.7 & 2.8*

Item No (i.e. 2a)	How we plan to achieve this	Person/Team Responsible	Timescale

